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PROMOTING SOCIAL PARTICIPATION OF YOUNG REFUGEES



ABSTRACT

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The number of refugees has been growing rapidly during the last decade. The conflicts people are fleeing have become long term and so the state of displacement as well. Humanitarian organizations are providing people with basic needs, shelter, food and crops and livelihood opportunities. There is a group of people whose needs are crosscutting and holistic, young refugees.

The aim of this study is to understand how to promote social participation of young refugees in a developing country's refugee camp context. An idea for the study came from Finnish Refugee Council whose expertise is in the humanitarian work with refugees. Concern was the young refugees and how to support them more besides their daily work in the camps.

The data was collected by interviewing workers from four different organizations who directly work with the refugee youth. The study was qualitative research, and the material was studied through thematic analysis.

The results show that reaching the youth and getting them to involve in programs that support their social skills and psychosocial wellbeing can be challenging. The refugee camp itself as an environment can make the work difficult but also the refugee community plays a huge role. Sport activities seemed to reach the youth and the use youth as a mentors were found to support the development of the youth. Involving the youth to the planning process of the work was found fruitful. Refugee led organizations have their potential as well.

Community and the camp environment are playing a huge role when planning programs for the youth. This study had four participants from different organizations, but the similarities were still there. The conclusion of the study is that elements of community development and youth work are needed so the refugee youth are reached. The youth work components could also be integrated to the humanitarian work that is done in the camps. Giving the youth responsibilities and possibilities would reflect on the whole community eventually.

Keywords: Young refugees, Social participation, Refugee camps, Community development

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1 INTRODUCTION

The number of people who are forcibly displaced has increased significantly during the last ten years. Many people are forced to flee their home country to neighboring countries or continue their journey till they find safety. The option in many cases is to settle in a refugee camp or settlement. These camps and settlements were originally meant to be temporally shelters till the conflict in the home country was over and repatriation possible. Times have changed since the Second World War when the first organized settlements were established by the United Nations. Nowadays conflicts can be very complex to find solution and therefore the conflicts and instabilities have become protract.

When becoming a refugee, one usually doesn't enjoy same access to services as the citizens of the host country. In the camps managed by United Nations High Commissioner for Refugees, many local and international non-governmental organizations are providing the humanitarian aid and deliver the basics for the people meaning shelter, healthcare, livelihood opportunities and educational programs.

Many refugees are young, and they have the same need as youth everywhere in the world to be heard and seen. (UNHCR, 2016a, p.6). The purpose of this thesis is to understand how to promote young refugees' participation in refugee camp context. In this thesis the focus is on the experience of the workers who work with refugee youth directly in the field and organize activities to support refugee youth participation in Uganda and Kenya. How it is possible to promote social participation of the youth in an environment where resources and possibilities are limited?

This thesis focuses to understand what else beside the humanitarian response could be done to support the refugee youth living a refugee camp. The findings of the study could give insights to this matter.

2 KEY CONCEPTS

In this chapter the key concepts are introduced. This study was data driven and the key concepts were derived while carrying out this study and through the interviews.

2.1 Community development

Community development can be seen as a broad approach to work towards social justice. The work happens with the people in the communities focusing on individuals or groups that are seeking a change in their community. (Gilchrist & Taylor, 2016. p.9). Many academic disciplines have influenced community development and that can be seen its strength but as well the weakness. The interdisciplinary approach is strength, but community development can often be seen more practice based instead of theory based. Objectives of community development can vary a lot from solving local problems to promoting democracy. Whether community development is seen as an outcome or as a process depends on the practitioners and how they see their role and work. (Green & Haines, 2016. p.1).

There are some core values of community development that leads the work in the community. Social justice, equality, participation, empowerment, collective action, co-operation, and learning can be seen as the principles and the framework to guide every community development worker in practice. (Gilchrist & Taylor, 2016, pp.97-99).

Community development can take many different forms in practice, and it can be influenced by many ideologies, but what all these have in common is that the work is happening with the people (Gilchrist & Taylor, 2016, pp.26-27). For example, sustainable community development can include various practice

principles that drives communities towards equality, opportunity, and responsibility by focusing on matters such as relationships and policies that effects on the community. The levels of practice can be such as individual and group empowerment, conflict resolution or community or institution building. (Gamble & Hoff, 2013, pp. 222–224).

As there is no one way to practice community development the approaches what the community practitioners are using in their work are diverse. James Christenson has identified three different models of community development where many of approaches can be placed: self-help, technical assistance, and conflict. The self-help approach embraces the idea of community development to help people to learn how to help themselves. In this model the role of the practitioner is more like facilitator. The model of technical assistance seeks the ways to improve communities through information in this model the practitioner can be seen more like a consultant. The Conflict model is most likely one of the most common ones among community practitioners, the model assumes that root of the obstacles in the community is lack of power. The focus of the practitioner in this model is in organizing and advocacy. (Christenson, 1989, as cited in Green & Haynes, 2016, pp. 22-24).

When thinking of community development, is important to understand the concept of community. There are many ways to define community. The most common factor for the definitions is that community involves social interaction and ties within the people who are living there (Gilchrist & Taylor, 2016, pp. 50-51). One way to understand and define communities is to divide them in two types: communities of interest and communities of place. In this study the definition of community is referred to as community of place as Wilkinson (1991) has defined it. He includes three elements in community of place which are: 1.) territory or place 2.) social organizations that creates opportunities to interact with the residents of the community regularly 3.) social interaction of shared interests. (Wilkinson, 1991, as cited in Green & Haines, 2016. p.2).

The reason for this definition, community of space in this study is that refugee camp as an environment where the community development is happening and

depending on legislation of the host country the access to leave or participate issues that matters for refugees are limited. How to promote these issues for young refugees in a context where restrictions and camp conditions are making the life difficult.

Another way to understand the concept of community is brought by Robert J. Chaskin and his suggestion of observing community through three different perspectives: Social, spatial, or political. Each of these perspectives highlights a specific aspect of community structure and process, enabling the identification, activity, and activation of different component actors and processes such as individuals, organizations, and networks. (Chaskin, 2013. p.107).

Even when people are living in the same area doesn't make them automatically community. Sense of community often comes from somewhere else. The core of community development is to help people understand their own assets and create opportunities to people to practice and develop life skills that are necessary in life and through that they can achieve knowledge to become help themselves and their community (Green & Haines, 2016, pp. 8-9).

2.2 Resilience

As the need for humanitarian assistance continue to rise across the world due to the challenges posed by natural and human causes (United Nations, 2020, p.24), the need to make a collective drive towards achieving sustainable development is heightened. Approaches to community development are being made unified and inclusive for all so that whatever progress is achieved can be sustained and made to last long.

Empowerment is one of the core values of community development. Term empowerment has been used for a long time in humanitarian response and it can be seen as a process instead of theory, where at the end of the process groups and

individuals feel empowered to achieve and overcome things they have been lacking or excluded before such as power and control. (Fitzsimons et al., 2011, p. 5).

During the years it seems that empowerment has been replaced by term resilience, which occurs more often in different reports in humanitarian work. Especially in refugee situations the resilience and self-reliance are the center of the work in humanitarian responses (Schiltz et al., 2019, p.39). United Nations has also acknowledged the importance of resilience building when working with the youth in the UN 2030 strategy as the number of young people in the world is largest ever and almost 90% of the young people are living in a developing country. (United Nations, n.d.-a, p.4).

The population of persons who are displaced from their own countries and forced to function in a different setting outside their normal life are often faced with a lot of challenges which in turn culminates in many adverse outcomes. The ability to cope with and survive the sudden changes is what is defined by the concept of resilience. It is important to note though that these challenges are also faced by the host communities and countries, who are forced to strengthen and mobilize capacities and resources to find solutions for displaced persons. (UNHCR, 2017, p.3).

Resilience can be defined in different contexts as well as it can be viewed from different perspectives. From the context of forced displacements, it can be viewed from the scope of the displaced population as their ability to cope with the adverse effects of being displaced. For host societies, communities and countries, resilience is the ability to deal with and respond to emergencies arising from the influx of refugees, foster their inclusion in policies and national services, and prepare them for future solutions. (UNHCR, 2017, p.4).

In general, resilience refers to the capacity of individuals, communities, and countries to first prevent then attempt to resist, and if necessary to absorb, adapt, react, and recover effectively when they confronted an onset of wide range risks. (United Nations, 2020, p.31). Resilience is the psychological ability to bounce back in the face of challenges and its manifestation can differ across various life

situations. It is developed through dynamic interplay between individuals and their environment. (Mieli, 2022).

Capacity building is another concept closely linked with improving approach to community development and participation. It adopts a similar approach to work towards sustainable change as resilience building by focusing on developing survival and adaptation skills. Capacity building also facilitates processes that strengthen the preexisting instincts, abilities, and resources that individuals and communities need if they are to first cope, then acclimatize, and thrive in a new and dynamic environment. (United Nations, n.d.-b).

2.3 Social participation

Universal Declaration of Human rights acknowledges participation as its one of the guiding principles and as a fundamental right. The active participation promotes young people empowerment and their ability to affect their own development as well as their communities. (United Nations, n.d.-c).

Supporting young refugee's participation is also one of the core actions recognized by UNHCR and Women's Refugee Commission in Global refugee youth consultations report 2016 where refugee youth identified lack of empowerment and engagement opportunities one of the reasons that limited their participation or involvement in decision making. (UNCHR, 2016b, pp.1-5).

Defining participation can be tricky because it is broadly used in different contexts. Commonly participation always includes two dimensions, social and a political dimension at the same time. Participation means belonging, community and influencing the community itself. It also means the opportunity to able to participate in decision-making processes and influence the decisions made in the community. (Nuoret ja osallisuus, n.d.).

Participation can mean many things at the same time. It is involvement, relatedness, belongingness and togetherness. Participation enables one to involve with different kinds of sources of well-being and interaction relationships that are meaningful in life for example hobbies and studies. The use of the word participation has been criticized as well because one can be also forced to participate and be unable to influence and to be heard. For example, one can attend to school and that way participate but not allowed bring up one's own thoughts and ideas. (Isola et al., 2017, p.3).

Finnish Institute for Wealth and Welfare's (THL) workpaper has divided participation in three subdivisions. 1) Participation one's own life 2) Participation in influencing in services, the surrounding area, the living environment, and society 3) Local participation which means one's ability to connect with different sources of well-being and interactions that promotes the meaning and dignity of life. (Isola et al., p.23).

There has been debates whether participation and social participation are synonyms, as far it seems they are not sufficiently defined as a different concept. There are in use different definitions for social participation therefore it still seems to depend on author which term is being used participation or social participation. (Piškur et al., 2013). In this thesis study the focus is on social aspects of participation therefore, the term social participation is used to highlight the focus of social aspects.

2.4 Youth work

This paper will define youth in alignment with the United Nation's definition as persons who fall within the age range of 15-24 years and whose status mirrors the common rights and obligations of youths across the world. By 2030 the number of people in this age range is projected to be 1,3 billion. (United Nations, n.d.-d). Another number that keeps increasing same time is the number of refugees where young people are highly represented as well, but this matter is introduced

later in the part of background of this thesis study. Keeping these numbers in mind helps to understand why United Nations has targeted many of their operations towards youths.

Youth work is a dynamic and multidimensional practice and as a result its concept may prove to be difficult to define. There are some central characteristics of youth work that are similar all over the world. Many times, there is a third socialization environment in youth life beside the family and the school which is an informal environment where young people attend voluntary. (Council of Europe European Union, n.d.)

As the challenges and environments where the youth work can be realized may vary a lot it is more often easier to say what youth work is not instead of telling what it is. The programs and activities can be very different depending on where the work is implemented. There are also diverse among the how youth work is seen in Europe, North America, and Global South. In Europe, youth work is often integrated into a broader social and educational framework, and it emphasizes informal and non-formal education, human rights, and the holistic development of young people. In North America, youth work is more diverse and ranging from community-based programs to programs related to schools and the work often involves mentorship components. In context of Global South, the informal and non-formal is emphasized as well and there is strong focus on community involvement and engagement. (Corney et al., 2023, pp.1-9).

For this study the third socialization environment is important and nonformal education too as the study focuses on experiences of the workers who work with refugee youth and in this study the workers had experience of sport related activities. Sports has been playing an important role as a third environment of socialization during the history and in the refugee camps. The UNHCR has its own sport strategy as well and importance of sports has been recognized in the Global Compact on Refugees- booklet as following: “44. Recognizing the important role that sports and cultural activities can play in social development, inclusion, cohesion, and well-being, particularly for refugee children (both boys and girls), adolescents and youth, as well as older persons and persons with disabilities,

partnerships will be pursued to increase access to sporting and cultural facilities and activities in refugee-hosting areas. 18” (UNHCR, 2018, p.16).

Youth work, in general, is a key strategy that works in tandem with effective government policies and principles to promote the right knowledge, skills, attitudes and opportunities that young people require to be active participants in communities, and key players in civic and social actions. To achieve this purpose, youth work combines varieties of activities that encircles the social, cultural, educational, and political aspects of young people's lives. These activities form the basis of what involves both formal and informal learning processes, aimed at facilitating inclusiveness and participation of young people within their communities. (Council of Europe, n.d.).

Refugee youths aged 15 – 24 have different backgrounds as well. Some arrived in their host country with their family, other unaccompanied and without any network or family members. Some of them have attended to school and others don't know how to read or write. This study focusses on refugee youth living in a developing country's refugee camp and refugee settings which as an environment also is a challenging when sometimes even mobility outside the camp area can be restricted. Youth work for young refugees, though complex, is instrumental in providing an environment where refugee youths can be involved in activities that helps them rise above the barriers that limits or prevents them from engagement with the communities they belong to. (Williams & Hughes, 2022, p.3).

The four concepts presented in this chapter are interconnected through their shared emphasis on empowerment, inclusivity, collaboration, capacity building, and sustainability. They all strive to strengthen individuals and communities, including marginalized groups. They focus on building the skills, knowledge, and confidence of individuals and communities, enabling them to identify and address their own needs and priorities while promoting resilience to cope with and recover from challenges.

3 THE PURPOSE AND THE OBJECTIVE OF THE THESIS

The purpose of the study is to understand to how social participation of young refugees is promoted in a refugee camps and settlement context. The study focuses on experiences of the workers from the field. There are many kinds of activities and programs for the refugee youth in the camp organized by different humanitarian organizations, mainly focusing on education, food security and livelihood opportunities. In this study, focus is more from the youth work point of view.

Aim of the study is to get information from people who work in the field and has experience to get a clear picture from their views e.g. what has been successful and challenging while working with the refugee youth. The findings of this thesis study could give useful insights for the possibilities of how to support the young refugee's participation and adjust youth work components in programs implemented in refugee camps. This information could be useful for Finnish Refugee Council's work in the future.

The research questions of the study are the following:

- 1.) How to promote social participation of young refugees in refugee camp / settlement?
- 2.) What are the main challenges for promoting social participation?

4 BACKGROUND AND WORKING LIFE PARTNER

This chapter is divided in three parts. The background section includes opening the refugee situation in general and the information about the refugee camps. As these two terms are very important to understand so that the background of the study is clear. The third section is about the partner organization.

4.1 Refugees – Global trends

A refugee can be seen often used as general term of someone who has fled from his or her home country. Other terms for people who have fled from conflicts are internally displaced persons or asylum seekers which are often seen in the media too. Different terms can be confusing, and it is important to define what the used term means in each context.

Refugee is defined in international law and in the 1951 Refugee Convention defines a refugee as following: “Owing to well- founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of nationality and is unable or, owing to such fear, is unwilling to avail [themselves] of the protection of that country.” (UNHCR, n.d.-a, p.14).

Refugees are people who have fled their home country to another and often gone through a process called refugee status determination where their situation and circumstances have been checked before being granted with a refugee status. This process is usually done by the host country’s officials or the UNHCR. Person with a refugee status is covered by international laws that must be respected such as right not to be sent back to their home country in case their life and freedom would be at risk. (UNHCR, n.d.-b).

UNHCR publish every year a report of global trends according to forced displacement. Globally the number of people who have been forcible to leave their home there has increased fast in the last years. Forcible displaced people in the world have more than doubled in one decade. In the end of 2022, the number is 108,4 million and this figure includes refugees, asylum seekers, internally displaced people, and as other people in need of an international protection. (UNHCR, 2023 pp. 2-4).

People living as a refugee under UNHCR's mandate is 29,4 million and 76 per cent of them are living in a low or middle-income countries. Most of the forcible displaced people are internally displaced people (62,5 million) which means that these people have had to move inside of their home country. In this study the focus is on refugees under UNCHR mandate even that displaced people in general can face similar kind of challenges. (UNHCR, 2023, pp. 2-4).

Other key figures to understand refugee situation globally are that 70 per cent of refugees are hosted in their neighboring countries and 20 per cent hosted in the least developed countries. Refugees often face a long time without knowing what will eventually happen. 76 per cent of refugees are living in a protracted situations which means that the refugee situation has lasted already longer than five years. (UNHCR, 2023, p.22).

The options for refugees are usually few; to stay in the host country till you can repatriate or you get place from third country. These resettling's to a third country is now rare occasions, in 2021 the number of people who were resettled to third country was 4%. (UNHCR, 2022a, p. 9). So, what is waiting for the people who are not among the 4% and cannot repatriate to their home country? Staying in the host country for unpredictable time is the case of many refugees.

The 1951 Convention on the status of Refugees was done after the Second World War and the whole modern refugee system at the end of 1940's. Even though the convention was signed over 145 countries there was strong influence of the times of the Cold War. The worry of the communities behind the Iron curtain in the East being persecuted by the communist was a concrete fear in the U.S led

West. The primary idea was to allow people to seek protection from another country and eventually repatriate when times were changed. Decades has passed and the refugee system still relies on the 1951 Convention. World has changed too, and conflicts has become long-term as well. UNHCR has two main tasks: to provide protection and find long term solutions. As more than half of the world's refugees are living in a protracted situation the new solutions are needed in the future as the number of refugees will keep rising. (Betts & Collier, 2017, pp. 4-9).

Context of each country varies a lot when it comes to refugees, but it is notable that same issues occur in distinct regions around the world when consulting the refugee youth about their concerns as the findings of the Global Refugee Youth Consultation report 2016 shows. Lack of opportunities to participate and be able to engage in was one of the challenges that the final report highlighted (UNHCR, 2016a, p.22). This thesis study focuses on the experiences of youth workers in refugee context. The purpose of the thesis is to understand how to promote participation of the young refugees and ways how organizations can promote social participation of the refugee youth in environments where most of the help is provided by humanitarian aid.

4.2 Refugee camps

Refugee camps are meant to be temporary facilities that are set to provide immediate protection and assistance for refugees in case of emergencies. They are safe havens when people are forced to leave their homes and a place where they can get their basic needs covered such as food, water, shelter, and health care services. As the camps are no meant to be permanent solutions for refugees the help is mainly humanitarian aid that covers the basics of life. (UNHCR, n.d.-c).

As mentioned previously in case of many, the time in a refugee camp has become a protracted. In these situations, the services can also include different kinds of educational programs and livelihood opportunities. Often the construction materials are also provided so people can have more permanent housing solutions.

With these expanded services people can start to rebuild their lives despite living in a displacement. (USA for UNHCR, n.d.).

UNHCR and humanitarian community acknowledges that setting up the camps is not the most desirable solution as other arrangements could be closer to normal life (UNHCR, n.d.-c). Opportunities of refugees depends on a lot also the legislations of the host country. Some countries don't allow refugees to work and mobility in and outside the camps can be restricted. Some countries allow right to work, and people are free to move inside the host country as well. For this study the workers who were interviewed had a field experience in the Uganda and Kenya, both located next to African Great Lake region and both countries hosts a huge number of refugees living in a protracted situation. There are differences in these countries refugee policy, but many similarities were found despite this matter. Life in a refugee camp can easily become a limbo where life gets stuck in living in a displacement.

4.3 Working life partner

The working life partner of this thesis study is Finnish Refugee Council (FRC) and the inspiration, and the idea for the thesis came from the workers. The objective is to understand the challenges and opportunities of youth work so it could give a new insight for the organization too. The FRC is a non-governmental organization which is specialized in the issues of displacement and migration. The organization has impacted the lives of many around the world during the last 50 years. The biggest funder for FRC is Ministry of Foreign Affairs. Every year the organization supports thousands of people in integrating into new societies and recovering from conflicts. (Suomen Pakolaisapu, n.d-a). Now, FRC is working abroad in three different countries (Ethiopia, Uganda, and Myanmar) providing for example adult education, climate-smart agriculture and livelihood opportunities for people living in a refugee camps and settlements.

FRC has been working for years already in Uganda where the refugee policy has been open for many years already even the country hosts one of the biggest refugee populations in the world and many camps sites has expanded to services from emergency respond cause of the long-term displacement as well. In Uganda FRC has been an operational partner to UNHCR since 1998. FRC is known to be the only international organization that provides specialized adult education programs and through this the idea is that the older family members would understand and embraces the value of education so they can support the younger family members to study as well. Uganda is known of its progressive refugee policies for years where refugees have a right to work and do business. (Suomen Pakolaisapu, n.d.-b).

In Ethiopia the work is focused on refugee camps, but refugee policies are a lot different than in Uganda. Ethiopia holds one of the biggest refugee populations in the world, but the refugees are not allowed to move outside the camp areas. The job opportunities are also limited in the camp sites. The FRC's work in Ethiopia is also focused on educational and livelihood programs as it is in Uganda. (Suomen Pakolaisapu, n.d.-c).

In Myanmar, FRC has focused to help internally displaced people and the work is built around three themes; youth skills development, strengthening women- and youth led-organizations, and prevention of and responding to gender-based violence. The activities are a little bit different again because of the context where the work is done but same themes and values are cutting all the programs in every country office. (Suomen Pakolaisapu, n.d.-c).

5 DATA COLLECTION AND DATA ANALYSIS

5.1 Data collection

The study was conducted as qualitative research, and the data was collected between July 2022 and January 2023. The task was at the same time challenging and fascinating. The idea for interviewing workers from abroad remotely was not the easiest option as trying to reach possible participants in Finland. The leap to work remote and the experiences to connect people around the world during the Covid-19 times, eventually encouraged reaching out to people and organizations abroad.

First step was to get familiar with organizations (international, national, refugee led, youth led etc.) who work with the refugee youth. The task was not the easiest because many organizations does not describe their work so detailed at their website or in their social media accounts. Help was asked also from FRC's country offices in Uganda and Ethiopia to have an idea which organizations are operating and working with the youth in the refugee camps.

As thought in the beginning, the task happened to be as challenging as expected. Desired number for the interviews were five to six in the beginning. FRC's country office from Uganda helped by providing names of the organizations working with refugee youth and those organizations were approached by email. Most of the organizations that were approached were found by using google or social media platforms such as Facebook and Instagram. For this study to be concise it was decided to focus on work that happens in one geographical area because it was not the entire Global South that was targeted. Countries around African Great Lakes region was chosen because of the high number of refugees many of the countries held in that region.

Potential participants were approached by an email with a concise description of the study and its purpose. The fear was that too long email would not caught the

receiver's attention and the email would have just lost somewhere in the receiver's inbox. Most of the organizations that were approached never replied. Sometimes it was unsure if the contact information were still valid because the websites have not been updated for a while. Luckily the ones who responded were the ones eventually interviewed, and they also provided some names of the agencies they knew from the field. While going through different organization's websites, the work descriptions were not so broad or detailed which caused sometimes doubt whether the project was potential candidate to approach or not. In the end there was a low threshold to take contact with any potential organizations even if the website descriptions of their work were unclear.

At the end four different organization participated. The workers had experience of the work in Uganda and Kenya. All the participants worked directly or had worked directly with the refugee youth. From four organizations three were international organizations and one was local. Two of them mainly focused on sports related activities. Two other had sport activities for the youth in their work alongside other projects that focused on protection and community services in refugee camps. One of the organizations was working in condition where the people were not allowed to move outside of the camp.

The interviews were made by using Zoom and they lasted 45-60. The interviews were recorded with the cellphone. There were issues with the internet connections and audio sometimes, but everything was possible to fix so the interviews were possible to do. Finding the participants was the hardest part. It is well describing that during this whole data collection phase the first email that was sent got reply three months after it was sent, and the response was positive for the interview. Challenging was the fact that you never knew if your email was ever even received so it was better just keep going and sending the emails than wait.

5.2 Semi-structured interviews

Semi-structured interview was selected instead of structured interview in this study, because it allowed to focus on more issues that the interviewee might point out to be important and gives freedom to the interviewer to be a more active participant in the process (Leavy, 2014. p.286). Semi-structured interview felt like a good choice also because in many cases, interviewee was asked to tell the basics of their work because as mentioned previously the information that the websites often provided were not so detailed.

Semi-structured interview gave more space to keep the interview more a conversation like and gave the possibility to ask more detailed questions about the work which led more comprehensive understanding of the work organizations were doing with the youth. This approach was useful because it helped to get familiar with the work of each organization better. Participants had also different in job descriptions so, before the interviews the actual task at their workplace with each participant was not so clear.

Before the interviews the information of the organization's activities was not so clear which made it difficult to come up with very specific interview questions concerning their activities. The interview questions therefore were more like just openers for the conversation and during the interview their work became more familiar, and it was easier to ask more specific questions concerning the research questions.

Keeping the questions in a general level helped to understand better context and the way organizations started their work, how they have reached their target group and how they see the challenges of the target group.

5.3 Data analysis

The collected data from the interviews was analyzed by using thematic analysis methods. Thematic analysis was chosen because of its flexibility and the fact, that it is suitable for researchers without a lot of experience of doing qualitative research (Braun & Clarke, 2006, p.97). In this study the approach starts from the idea that the data analysis is not separate part of the research, it is the core of the research, and it starts in the beginning of the study when the research question is defined and the process continues until the end of the study (Silverman & Patterson, 2014, pp. 24-25).

Transcribed interviews were reviewed and analyzed by following the six steps of analyzing the data which includes familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining, and naming themes and producing the report (Braun & Clarke, 2006, p. 87). Thematic analysis is not tied up with any pre-existing theoretical framework which gives the researcher more flexibility when different kind of theoretical frameworks can be used with it (Braun & Clarke, 2006, 81). Also, as a researcher without previous research experience, thematic analysis method seemed to be the most suitable for the thesis study, as it is also broadly used in qualitative research.

The interview transcriptions were done in a basic level, which means that all the repeats, cut-offs of words and sentences, fillers and sounds are left out (Finnish Social Science Data Archive, n.d.). In this analysis, the focus was to analyze the content of the speech and only the things related to content were transcribed.

The analysis method followed inductive analysis approach, which means that the analysis process is data driven. This approach was chosen because the study focused on experiences of the workers. Despite that the study is data-driven, the fact that theory is still important is understood in this study, because through theory qualitative analysis gets its foundation and analytic power (Braun & Clarke, 2021, p. 56). The themes were created on semantic level so that the analysis was not looking for anything beyond what the interviewees have said. In semantic

approach the idea is to start with organizing the data to show themes and summarized it so that it can be interpreted. From the interpretation, the idea is to theorize the themes by using previous literature of the subject. (Braun & Clarke, 2006, pp.83-84).

The semantic level analysis was chosen for this research purpose because the semi-structured interviews were done online, and the focus is on the content of the speech itself. The participants had experience of working with refugee youth in a refugee camp / settlement environment. In data analysis, as the interviews were scheduled and done online, the decision to focus only what the participants have said and not try to analyze the beyond meanings of sayings was chosen because of remote participating of interviews. In the case that the research could have been realized by interviewing the participants face-to-face in the same place, the other analysis approach could have been an option too.

The audios were added to Microsoft Word which auto littered the interviews. Then the material was listened through again and again. While going through the interviews the auto littered text was edited as sometimes Word does not understand what is being said clearly. After reading through material, it was decided that four interviews were enough and there was no need to find more participants as it was already very challenging to find any in the first place. Eventually there were 73 pages of text with font type Calibri and font size 11.

The familiarization of the data started immediately when the interviews were transcribed which means reading the dataset through multiple times. The next phase was focus was to create the initial codes that were relevant to the research questions. In general, coding means to create codes from the dataset that helps the researcher to understand and to find insights that are related to the research question (Braun & Clarke, 2021, p.59).

Data coding started when Word document was divided into two columns and the transcribed interview were placed on the left side of the document and space for marking the codes was left on the right side. As the researcher did not have any data analyzing system to use the use of Word was inspired by the video of

Kriukow on YouTube (Kriukow A, 2019). The video was first introduced in one the study materials while studying the data analysis methods.

The interviews were read through several times and the initial codes were representing summaries of the parts of the interview that could be turned into codes. After doing this with every interview the codes from every interview were collected into another Word document to clean up the codes which means putting similar codes together. At this point the preliminary themes started to become visible too.

The codes were generated by using data extract in full phrases instead of single words, so that the context of the code was available too when creating the themes and comparing the codes. Collating codes into themes happened by using Microsoft Word. The codes were divided by different colors which made it easier to the researcher to put everything in order under the preliminary themes that were created once into another Word document.

Theme developing can be time taking, so in this phase there was a lot time reserved. The idea of developing themes was to go through codes that have similarities and connections in meanings so that they could become suitable theme candidates (Braun & Clarke, 2021, p. 79.) During this phase the dataset was again studied through several times and in different order, to make sure that everything that is accurate for this study was coded and saved.

Table 1: Creating preliminary themes in process.

Preliminary themes	Reaching the youth through community	Youth participation in planning process	Possibilities through activities	Barriers to overcome.
Codes	Youth organizations providing services for youth. Changing community's perception of the youth Assessing the need of the youth Strength based approach. People are resilient. Trust building Partnerships and networks. Involving parents and teachers. Supporting youth supports the whole family	Involving youth on program planning. Youth developing new skills. Educational and life skills teachings through sports Girl's voices heard. Giving youth responsibility.	Use of young people as mentors Young people gained skills through mentoring. Listening the youth Mental health improvement Sport as a tool engage and share information. Connectedness and solidarity through sports and to engage wider community. Strong methodology.	The role of youth led organizations. Young people have holistic needs. Able to need to fund what the youth wants. System is excluding existing civil society NGOs. Limited resources to run activities. Cultural and religious barriers on girl's participation High expectations of the community.

After developing the preliminary themes: Reaching the youth through community, Youth involvement in planning process, Possibilities through activities and responsibilities and Barriers to overcome, it was time to review the themes. This was made to check whether themes were too similar, or something was missing or if there was a need to create sub-themes. Thematic map was used to illustrate the themes during the process and some adjustments were made.

Initially there were four different themes but eventually “youth involvement in planning process” was put together with the theme “reaching the youth through community”. Eventually three themes were selected, and the names were changed a little bit from the preliminary themes.

Theme *reaching the youth through community* consist of answers from the interview’s questions related to how to promote the social participation of young refugees in the refugee camp. Answers were focused on role of the community when reach out the youths and how the community cannot be excluded when planning programs to refugee youths. What needs to be done before work with youth can begin. Also, the role of the youth when planning programs and projects for them is discussed and as well the importance of the methodology while implementing the program and how to convince the target group of benefits of the program.

Theme *possibilities through activities and responsibilities* is giving insight of implemented work with youths where participation is promoted by programs. Possibilities of sports for change programs are opened. This part answers the research question how to promote social participation of young refugees in the refugee camp.

Theme *barriers to overcome* opens the challenges the work has in refugee camp context both exterior and interior when trying to promote social participation of young refugees. This theme answers the second research question: What are the challenges of promoting social participation?

6 RESULTS

6.1 Reaching the youth through community

One of the first findings of the interview data was that, before reaching the youth there need to be proper scan of the whole community. Elements from the community developments were mentioned in the material. This means that it seems that you cannot reach the youth directly through the youths. Before reaching youth there are many fences that need to be cross before.

Organizations can spend long time in planning and preparing for their youth activities before implementation can be carried out. In this case the preparations do not mean only logistical preparations but getting familiar with the community, already existing agencies, special needs, demographics, cultural and religious aspects, and the dynamics inside the community.

Usually most of the programs that we do is based on the identification of the needs of the community. We identify what are the situations that they are being pressed with and then we try to find the solutions to this. (I2)

Asset mapping, strength-based approach and building on already existing assets were mentioned in the interviews. As every community is different, the need to identify the specific issues is always important. The environment also can define and affect how the organizations can start their projects in refugee camp there are a lot of protocols to follow especially in closed camps regarding to security for example.

There is the need to approach older people of the community and possible cultural leaders because they may hold certain decision-making powers and influence in the community. This was especially the case if the planned activities or programs were targeted to girls. The girls were not so often allowed to participate sport activities as boys for example cultural or religious reasons. In sports related

activities the dialogue, clear communication, and education about benefits of letting girls to participate on sport for change programs was found very important. Building the trust with the community can be time taking and dynamics of the community needs to be understood well and respected so the collaboration can be possible.

They have their own cultural leaders outside the leaders that are elected by them through the initial platform, which is makes the process longer. (I3)

Many times, it seems like the way how the youth are seen in the community must change so everybody can participate. Wellbeing of the youth can reflect to the whole community but making the community to understand this takes a lot of effort. Many times, youths are helping the parents with daily tasks and their help is needed in the family. Participating in something else than educational and livelihood activities can be seen not so useful.

Strong methodology was mentioned important when meeting the cultural leaders. This means that support and activity that is being introduced for the cultural leaders must be convincing enough. "Selling the idea" that is not convincing enough is difficult. There is also a need to educate and train the parents, teachers and all the adults who are working with the youth to understand the benefit that the participation could offer for the youths.

I was part of the delegation of starting up the program. If you don't know what you're going to do, and it's not clear in terms of what you're going to offer, it easily could be very difficult because especially for our methodology, which has sports, they're very careful like "What sports is it for? Is it really for girls?" It makes the meetings longer until you convince them. (I3)

Refugee camps can be culturally very diverse, and each community can see their challenges from a different perspective. On many occasions older people of the community may possess the power over the youth and they are the ones who are approving where and what the younger ones can attend and participate.

Basic needs are the priority for the people living in a refugee camp such as food, shelter, cash transfers and livelihood opportunities. This makes also difficult to fit the program that does not include any of those basic needs to the people. Positive effects of the activities organized for them needs to be clear so people would take it seriously and participate.

Expectations of the people is something to pay attention to when planning programs. High expectations were mentioned one of the biggest challenges when working with the community. Strong methodology was mentioned as a secure means to make sure that the community's expectations were not somehow too high, and the possible misunderstandings could be minimized. Sometimes the experiences in the past could still affect on the people when previous program's funds were cut, and people felt disappointed.

I think one of the major challenges would be high expectations. In most cases our plans are limited, that expectations are too high. (I2)

There must be a dialogue with the whole community in the beginning of the collaboration, the community has expectations for agencies work too so it is important to involve them and make clear and being transparent of one's own work with them. Before you can approach the youth, the whole community needs to be approached. Younger people of the community and especially in many cases girls are excluded in decision making. The bottom to up approach in community work seems to have the best possibilities to success.

There were good experiences of involving the youth to plan the activities. It seemed that it has an impact on learning new skills, empowerment, and creativity. Involving the youth helped also engage the youth to programs. Involving the youth also gives them a voice as their voice is often unheard. This was important especially in girl's case to make sure their voice has been heard and were able to participate.

Among the interview participants most organizations were known for doing sports activities and involving an educational aspect on the programs such as sanitation

training. Idea is also training the youth to be active members who for example can become a football coach or instructor for the team in the neighborhood and teaching not just sports but leadership- and communication skills, and teamwork.

Involving the youth to the planning process was seen fruitful because they know the community and they know what they are lacking. Through the youth the workers could also get information about the issues to concern in the community and how to plan their projects. It was also mentioned that people who have been displaced are resilient. Before the humanitarian aid is available these people and especially young people are already supporting each other and figuring out how to survive and get along in the difficult situations. People have a lot of potential and they could have very positive impact on planning process.

6.2 Possibilities through activities and responsibilities

Using youth as mentors seemed to work well in the refugee camps. This approach seemed to have positive impact directly and indirectly. Giving the youth responsibility managing their own tasks was found successful. In sports related programs this was seen often. Team sports itself has very positive elements that can improve wellbeing in many levels if the sport is introduced in a positive way. Skills such as teamwork, communication, promoting self-esteem and respect towards others, can be acquired through team sports. These skills are indirectly developed in the youth during participation, without necessarily enforcing them.

Sports programs were also able to create connectedness and solidarity among the participants. These programs brought also together people from the host community. Sport as a tool to share information seemed to work in this context. Sport had positive impact on youths, but it also gave opportunities for the older ones to gain competences in leadership and coordinating skills. Using the older youth as coaches teach them leadership skills and can give them a position where the parents and older people of the community can see them as well.

The youth were interested in sports related programs as they considered them as leisure time activities, the youths often have plenty of free time.

We provide sports activities because they're always there.
They have the time; they always have the time to play.
They just idle. They're not doing much. (I2)

Sport related activities could also become sustainable in the community as the people could take the charge after being trained to run the programs by themselves. Within the time the programs would not be so vulnerable if there were cuts on funding. Idea behind work was as well to bring people around the sports activity and impact on the whole community at the end of the day. Strengthening the youth strengthens the community.

Refugee and youth led organizations were also mentioned as an untapped resource that could have bigger role than they are having currently. Partnering with them would include the local people who knows the community already to the work but there were many practical challenges as well such as funding and the fact that very often they were also in need of support when it comes to strengthening their capacity as an organization.

Refugee led organizations were also seen often excluded easily by big international organizations in the field. The advantage that these local refugees led organizations have, is that they know already the community, people, and the culture. They are living it themselves. They have the expertise already. Collaboration was found useful, but the agendas might be different in some cases and there could be challenges in the collaboration as the organization is close to the community and hierarchies and power dynamics among the refugees might affect negatively to the work.

Involving the youth to the work and the possible use and collaboration with local refugee led organizations are relying on building on something that is already there and capacity of the people living in the refugee camps. As mentioned previously it was noted that people are resilient, and they already have assets. Facilitating the help and supporting people to become running their programs

independently was seen the sustainable way to bring help to and support the young refugees without having the fear of running out of the funds.

6.3 Barriers to overcome

The biggest barriers for the refugee youth and promote their participation according to the study data would be their legal status and the limited possibilities in the camp context. Comparing the context to experiences of working outside the camp there were identified many gaps between the youth inside the refugee camps and the ones outside. In general, developing the skills of a young person is challenging and such as leadership skills especially. Refugee camp can rule out many things of a youth's life.

There's also a gap in terms of social skills. That the youth would need to be able to be resilient and make it in as they drift in the camp. What I mean is life skills of teamwork, life skills of confidence of esteem, psychosocial support in terms of the elements that are not fully funded and picked on. I mean, that gap is there because they need even if you get those skills of self-reliance, employability, being ready to work here and there will help them to diversify their opportunities. (13)

Youth potential might not always be recognized in the community. Sometimes it might be the opposite. Changing the view of the community is important. Especially when working with the girls. Involving the girls to participate sport activities seemed too often harder than involving the boys. Some cases the solution was to put on separate groups for males and females so everyone could participate.

As youth can often be seen as a negative actor within the community lazy, and causing trouble, et cetera. Even changing the community's perception of the youth is important, I think. (11)

The camp context and humanitarian work itself was also mentioned one of the challenges while working with the youth. Youth has holistic needs because of

their age. Humanitarian work should find the way to attach more elements of youth work on their programs and make them meet the youths need more holistically.

So, youth is a cross cutting being because of its age and because of the holistic needs that they have in the development that they've gone through, and the humanitarian system is structured around sectors, so immediately it's hard to have this cross sectoral approach now. (I1)

It was found as well that the international organizations can exclude the local agencies, which mainly seemed to be reason of the funding and bureaucracy but still was seen a loss in the work in the field.

So, the whole system is excluding existing civil society organizations in a refugee hosting context or in the humanitarian context and that's largely because of some of the bureaucracy. (I1)

There seemed to exist two types of barriers based on the interview data. First one was coming from the inside of each camp and community. How the youth is seen and allowed to participate. The second one was a bit more complex meaning the whole system and funding for the programs.

7 ETHICAL PERSPECTIVES AND VALIDITY

7.1 Validity of the study

Validity of the qualitative research depends on whether the research question is correct, chosen methodology suitable to answer the research question, research design goes well with the methodology and that the data analysis including sampling is relevant and the results and conclusion are suitable for the context (Leung, 2015, p.325). In this study the qualitative research method was chosen because the aim of the study is to understand the phenomenon, how to promote social participation of young refugees. The number of the participants was also relatively small comparing to quantitative research.

The collected data was analyzed by using thematic analysis method. Coding system was developed by using Microsoft Word. The aim was to collect enough material to create a thick description of the analysis. In this study it was also difficult to say beforehand whether there was a need for more interviews that was initially planned. In data analysis phase it was important to make sure whether collected data was enough to reach the data saturation or whether there was a need to continue data collection (Johnsson et al., 2020, p.141). In the beginning of the study the goal was to interview six people but eventually four was interviewed. While started analyzing the data it was still possible that more interviews were needed but quite quick it started to look that the initially themes were appearing from the codes and the decision to continue with this data was made.

To increase the trustworthiness of the qualitative research study, it is necessary to write the final report as clear as possible and justify each chosen method of the study (Hammarberg et al., 2016). To prove the validity of the study, the priority was to write each step clearly. During the thesis process the comments from the peer group students and the lecturers are also helpful and improve the research in each step as in the seminars the chosen methods are always presented to others and after that follows the discussion in the group about the process.

As the methods of establishing validity in quantitative research does not apply with qualitative research, the methodological strategies are needed to ensure the trustworthiness of the study. Part of the study is to be aware of possible biases and avoid of assuming the outcome of the raw data before the data analysis. When interpreting the research findings, it is important to understand that the possible biases that may affect to the data sampling. (Noble & Smith, 2015).

However, to avoid possible respondent bias, the anonymity was selected as a method. The interviews were planned to implement the way that it would be easy and comfortable to participate. Names of the organizations or the workers are not mentioned in this study for that reason as well. The idea was to have a straightforward approach to build credible trust between the researcher and participants by ensuring their privacy through anonymity (Kang & Hwang, 2023, p.4). As it was already challenging to find suitable participants it was better to make the participating easy. Interviews were also about the phenomenon instead of the studying the organization or the worker itself therefore the respondent was able just talk about the work and the theme in general. The researcher did not have any assumptions about the theme. The study was data driven and even the information about the work organizations were doing was difficult to obtain before the interviews. Therefore, the influence of the researcher was also minimized.

The challenges as not experienced research was taken account when doing this study. During the research the seminars and peer students' comments where helpful while thinking of validity and the role of a researcher and the possible biases that could threat the study results.

7.2 Ethics

The study followed the Finnish Advisory Board on Research Integrity's (TENK) guidelines of responsible conduct of research (Finnish Advisory Board on Research Integrity, 2012 p.30-31). When the potential participants were approached, a detailed information about the research was written to the email, so

that from the beginning the participants were truly aware of the research and how the collected data will be handled and used. From the beginning it was informed that participating would be anonymous. Names of the organizations would be left out from the study. Idea behind this was the challenge of getting enough interviewees. Participating was made as easy as possible for the interviewees.

As the study focused to understand how to promote social participation of young refugees through different activities provided by organizations that are working in refugee camps, the focus of the interview is on the activities and experiences of the workers. The personal data of the participants was not relevant in this study. Before the study, the TENK's general ethical principles were studied and included in the research design. The ethical review statement from Human sciences ethic committee was not needed as the research does not involve any research designs that meets the criteria to ask the review from the committee (Finnish Advisory Board on Research Integrity, 2019, p. 20).

In the beginning of the interviews the participants were again reminded that participating is anonymous, and the data was only for study purpose and nobody else than the researcher had the access to the data. There were no research permits gathered from the participants either so that the anonymity would be respected.

The research design was planned so that gathering personal data of the participants was not needed. When writing the final report, it was also important to understand that even if the names are not mentioned, the participants might be recognized from the text (Office of the Data protection Ombudsman, n.d.). To avoid the possible recognition of the participants in the report it was decided to leave out the names of the organizations in this thesis study. The cites from the data that appears in the study are also selected so that the participants cannot be recognized from the cites. The collected data was saved in hard drive of the laptop which was only in personal use of the researcher. All the documents were in electronic form. During the study process, all the data was saved in the same place and all the folders named clearly to avoid any inconvenience during the data collection and data analysis.

8 DISCUSSION

This study included small sample of data about experiences of working with the refugee youth in the refugee camp and refugee settlement context. Youth work programs can be provided in this context, but it seems to have its own specific challenges mainly due lack of opportunities that young people usually have based on their legal status and the environment.

In this study the workers operated in Uganda and Kenya which both has little bit different policies when it comes to refugees but are located geographically close. Both countries are hosting a huge number of refugees. Help in the refugee camps and settlements is mainly provided by humanitarian organizations. The holistic needs of the youth therefore can be difficult to fit in the programs. To fully meet the needs of the youth there should be a way to attach things around the humanitarian aid. UNHCR and Women's Refugee Commission also pointed this out in 2016 final report of Global Refugee Youth Consultations for humanitarian practitioners. The refugee youth need to be reached and heard. (UNHCR, 2016a, p.12).

The workers described their work in a way that many elements of community development were mentioned. Some of the core values of community development were presented such as co-operation, empowerment, equality, collective action and learning when the workers described their work with the community and the youths. The work happened with the people and not only with the young refugees.

James Christenson has presented the three models of community development and all the three of them could be recognized in the study data. (Christenson, 1989, as cited in Green & Haynes, 2016, pp. 22-24). The role of the workers varied from the facilitator who helps the community to help itself, then to a consultant who helps the community through information. The workers were also organizing and providing advocacy to the people. It seemed that the work included a little bit of all these models. While trying to make the programs sustainable in

the communities all these models were needed. First scanning and getting familiar with the community, then having dialogue with the people. Then starting the programs and eventually trying make the community adapting the work so it is not depending on all the time from the help of the workers or funding of the organization.

It is important to have a clear vision what to do with the people. This was referred as a strong methodology. Meaning that objectives were clear and the process itself too for the workers, but it had to show to the people as well who were the target group.

Despite people in the refugee camps are mostly depending on the help the organizations are providing they are still resilient people. They have assets. Training the youth to work as mentors or tutors and involving the already existing civic society and refugee or youth led organizations seemed to have an impact on youths in this context. Workers of the organizations recalled the lack of psychosocial support of the young refugees and the funding for this type of work was also not so easy to find. Worry to maintain the work and make it sustainable was one the challenges organizations faced.

Sport related programs were represented in this study. There are other activities and programs for the youth, but the examples of this study came from the sport activities point of view eventually because organizations involved with sport related programs were the ones that replied to interview request. Sport activities in this context could be seen as the third environment of socialization for the refugee youth beside family and school. Youth work elements were described in the activities. Youth work is often seen as non-formal education. The data showed that in the sport activities were hidden goals to promote participation, support of self-esteem and improve leadership and teamwork skills. Things that support the youth development besides the school and family. Involving girls to sports was more challenging but the organizations had found solutions to improve their participation.

UNHCR has also recognized the importance of sport-based interventions particularly among the children and youth and started to approach sport in a more strategic way. It has also acknowledged the positive impact of sport-based interventions that enhance young people's skills and leadership abilities by leveraging their strengths and assets. These interventions offer opportunities for meaningful community engagement and can promote self-reliance among youth. As young individuals experience positive development through their active involvement in sports, the benefits can extend to their peers, families, and the wider community. (UNHCR, 2022b, p.9-22).

Refugee led organizations were mentioned in the collected data. Their potentials were recognized but eventually concrete examples of working with them were not highlighted. The mentioned challenges reflect the previous studies. The skepticism about the capabilities of refugee led organizations seems to be common. The key stakeholders, including governments and international organizations, sometimes doubt whether these refugee-led initiatives can manage substantial funding and deliver effective programs. (Global Compact on Refugees, n.d.).

9 CONCLUSION

The organizations interviewed in this study had found the sport as a tool to make a change. Every community and camp are different though so something might work in one doesn't surely means that it works in another place. Being familiar with the community, existing assets, the dynamics, and cultural and religious differences seems to be the starting point of the work. Existing assets, partnerships and stakeholders are playing an important role. These organizations have built their work on strong elements of community development and youth work, involved the youth on planning process and have a well-designed and planned vision of what they can offer.

The sport was the tool but beside that the use of youth as a mentor was making the youth active members in their communities and developing their leadership, organization, and communication skills. Eventually seems like the work with the youth can be whatever but it must rise from the youth itself and they should be involved in the planning process as well.

As said previously, every camp and community are different, and it seems there is a reason that supporting the youth participation has been difficult in the camp context. The environment and context are very challenging. People have their basic needs, so it is understandable that it is difficult to run programs outside of this field. Therefore, adjusting community development and youth work components in humanitarian programs could be the way to promote social participation of young refugees. Humanitarian work is sectoral, and youth is cross cutting mainly because of the age and the holistic needs they have. Adjusting the youth work elements on humanitarian work could be the way to support the youth more instead of running these programs separately. Finnish Refugee Council reach huge number of refugee youth through their humanitarian and development cooperation work. Finnish Refugee Council could use the insights of these experiences involving the youth and including their opinions to count when planning their future work in refugee camps.

This thesis process helped me to gain more expertise in refugee matters. I have worked in Finland with refugees for many years already so after this study I feel I have broadened my understanding of refugee matter overall after getting more familiar with the refugee context in protracted situations in developing countries. This study helped me to gain confidence also to work more independently as I carried this study alone and improved my research skills. This experience will surely help me in the future as I continue to work in social services with the refugees.

This study took me remotely to the offices of people who are doing very important work in very harsh context to make the better life for refugee youth. These people gave their valuable time to make this study happen, so I am forever grateful for that.

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APPENDIX 1

The semi-structured interview questions were following:

- What was the starting point of the project? How it all began? What was the need for this project?
- What were your expectations in the beginning of your work? Were there any assumptions in the beginning of the work?
- What kind of challenges you have faced during your work?
- What are the main challenges in refugee camp/settlements for the youth from your perspective?
- How do you engage the refugee youth to participate your project?
- How would you describe the approach you use?
- How do you see the impact of your work in the refugee youth?