Leisure-time youth-center as health-promotion settings
Dedication

To my beloved son Morris

"När du funnit stigen bakom snåren, berätta om den. Inte vart den leder, bara att den finns.”

Citat often used by Anders Carlberg
INGELA FREDRIKSSON

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Abstract

Leisure time is an important part of young people’s lives. Despite this, leisure-time settings have hitherto had only a minor role in setting-based health-promotion initiatives. Improving adolescents’ quality of leisure-time activities can reduce social differences in health, thus youth-centers can be appropriate settings for promoting health. However, young people with immigrant backgrounds participate less in organized leisure-time activities.

The overall aim of this study is to explore young people’s leisure time as their health-promotion setting in two NGO-run youth-centers in multicultural, socially deprived suburbs in Sweden.

This study took a practice-based approach using a mixture of methods in close collaboration with the youth-centers. Data collection was done through surveys with young people (n = 207) and interviews with young people and leaders (n = 16). Study I, about who participates in youth-center activities, used an explanatory mixed method. Study II, about the youth-centers’ strategies, used an explorative qualitative method with an inductive content analysis.

This study shows that youth-centers have great potential to be a health-promotion setting if their strategies include some important factors, both in theory and in daily practice. To be a health-promotion setting, a youth-center needs to be open and inclusive for its target group, foster supportive relationships, emphasize youth empowerment, and integrate family, school, and community in its strategies.

Local knowledge about young people's backgrounds, needs, interests, and motivations to attend youth-center activities – as well as good contact with young people's families – is important because it can increase participation in leisure-time activities for young people in multicultural and socio-economically disadvantaged neighborhoods and can thus help to reduce social inequalities in health.

Keywords: Youth-center; Leisure-time; Health-promotion; Settings; NGO; Strategies; Participation; Multicultural Suburbs; Policy.

Ingela Fredriksson, School of Health Sciences
Örebro University, SE-701 82 Örebro, Sweden, ingela.fredriksson@oru.se
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Papers included in the licentiate thesis

This licentiate thesis is based on the following papers, which are referred to in the text by their Roman numerals.


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Table of Contents

INTRODUCTION ................................................................. 13
THEORETICAL FRAMEWORK ........................................... 15
  Health Promotion Settings .............................................. 15
  Positive youth development .......................................... 19
YOUNG PEOPLE’S LEISURE TIME...................................... 21
  Leisure time ................................................................... 21
  Organization of youth leisure-time activities and their outcomes .... 22
  Who participates and why ................................................ 24
  Multicultural and socially deprived neighborhoods .............. 24
RATIONALE ................................................................. 26
AIM ........................................................................... 27
THE STUDY CONTEXT .................................................... 28
  The Research program .................................................. 28
  Included youth centers ................................................ 28
    The association Trädet ................................................ 29
    Verdandi .................................................................... 30
METHODS ................................................................. 32
  General design ............................................................. 32
    Triangulation and mixed-methods ................................. 33
  Data collection ............................................................ 34
    Survey ...................................................................... 34
    Interviews .................................................................. 35
    Survey questions and interview guide .......................... 36
Analyses ........................................................................ 37
  Quantitative analysis .................................................... 37
  Qualitative analysis ..................................................... 37
Ethical considerations .................................................... 38
Introduction

Adolescence is a time that offers many opportunities for good health. It is also when the foundations for future patterns of adult health are established (Due et al., 2011; Sawyer et al., 2012). There is a complex web of family, peer, community, and cultural influences that all affect the present and future health of adolescents (Viner et al., 2012). Because leisure time is a significant part of young people’s lives, it could be a crucial arena for helping them develop their full potential and attain the best possible health in their transition to adulthood.

Adolescence is a critical development period when both risks and protective factors can affect the uptake of health-related behaviors (Sawyer et al., 2012; Viner et al., 2012). Adolescence is the key period for the adoption of health behaviors relating, for example, to substance misuse (Mackenbach et al., 2008). Improving adolescents’ health requires improving their daily lives in their families, among their peers, and in school as well as focusing on factors that are protective across various health outcomes (Viner et al., 2012).

There are many benefits of leisure, and it has significant potential to improve the quality of life for young people. The benefits of leisure constitute all aspects of human existence, including psychological (e.g., improved self-concept, reflection of personal values, and peak experiences), psychophysiological (e.g., cardiovascular health, disease control, and mental and physical restoration), sociological (e.g., promotion of community stability, family solidarity, and cultural identity), economic (e.g., employment, income, and reduced health care costs), and environmental (e.g., preservation/conservation)(Bright, 2000). From a public health promotion perspective, it is important that these benefits reach everyone in society, including children and young people as well as people with immigrant backgrounds and lower socioeconomic status.

Adolescence is a time when individuals outside the family become more important to the young people, and leisure time can therefore have a greater impact on the beliefs and behavior of adolescents (Wiium & Wold, 2009). Leisure-time activities are important for adolescents’ psychological, cognitive, and physical development (United Nations, 2004). Because leisure time comprises a large and important portion of young people’s lives, arenas where they spend their leisure time, such as youth-centers, could be seen as good settings for promoting healthy behaviors. However, leisure-time settings have generally only had a minor role in setting-based health-
promotion initiatives (Kokko, Green, & Kannas, 2013). Little research has been done on youth-centers, especially research using the specific framework for health-promotion settings. Therefore, this licentiate thesis aims to explore young people’s leisure time as their health-promotion setting in two youth-centers in multicultural, socially deprived suburbs in Sweden.
Theoretical framework

Health Promotion Settings

The first theoretical framework guiding this licentiate thesis is health-promotion settings based on the WHO’s (World Health Organization) Ottawa Charter (World Health Organization, 1986). The rationale for the setting approach is based on the recognition that health is largely determined by people’s environmental, economic, social, organizational, and cultural circumstances (Dooris, Wills, & Newton, 2014). The Ottawa Charter states that “health is created and lived by people within the settings of their everyday life, where they learn, work, play and love” (World Health Organization, 1986).

The concept of health promotion settings was introduced at the WHO’s first international health-promotion conference in Ottawa in 1986 and is described in the Ottawa Charter for health promotion (World Health Organization, 1986). The concept has evolved over the last few decades, and it is currently a part of many public health strategies (Dooris, 2004) and is reflected in many health policy documents and decisions, not least in the Nordic countries (Tillgren, Ringsberg, & Olander, 2014).

The Ottawa Charter describes health promotion as a process that enables people to take control of and improve their own health, and the Charter has been an important step in the development of a more holistic socioecological model of health with a more salutogenic or health-building perspective (Antonovsky, 1987, 1996; Dooris, 2004). This means that the focus has shifted from having had a pathological thinking to a more salutogenic thinking and that preventive work has moved from being based on risk analysis to more health-promotion opportunities in various everyday settings.

A setting is a place or social context in which people engage in daily activities in which environmental, organizational, and personal factors interact to affect health and wellbeing (World Health Organization, 1998). A setting perspective includes several different aspects that affect a person's health. People are living in a complex environment in which social, cultural, economic, and political aspects affect our health, both positively and negatively. Therefore, it is important to look at the whole setting based on a holistic approach and to focus on physical, social, and organizational factors from a salutogenic and system-oriented perspective if we want to work for improved and equitable health (Torp et al., 2011). A setting
involves complex interactions between environmental, organizational, and personal factors, and this is why the health aspect needs to be integrated into all of the setting’s routines and core activities (Dooris, 2004, 2009). Important and guiding principles for a health-promotion setting include local participation, partnership/collaboration, empowerment, equality, and social justice (World Health Organization, 1986).

The Ottawa Charter identified the following five health promotion action areas (World Health Organization, 1986):

1. **Build healthy public policy** – This action area is about policies that foster equity and ways to “make the healthy choice the easy choice”. Health promotion must put health on the agenda of policymakers in all sectors and at all levels, directing them to be aware of the health consequences of their decisions and to accept their responsibilities for health. This includes legislation, fiscal measures, taxation, and organizational changes.

2. **Create supportive environments** – This action area is about the way society is organized so that living conditions, work, and leisure are safe, stimulating, satisfying, and enjoyable. Changing patterns of life, work, and leisure can have a significant impact on health, and work and leisure should be a source of health for people. Society involves complex interrelations, and health cannot be separated from other areas and goals. The links between people and their environment constitute the basis for a socioecological approach to health. The guiding principle for the world, nations, regions, and communities alike must be to take care of each other, our communities, and our natural environment.

3. **Strengthen community actions** – This action area is about empowerment of communities and their ownership and control of their own endeavors and destinies. This allows them to take effective community action in setting priorities, decision-making, strategic planning, and implementation to achieve better health. Community development draws on existing human and material resources in the community to enhance self-help and social support and to strengthen public participation. This requires full and continuous access to information and learning opportunities for health as well as financial support.

4. **Develop personal skills** – This action area is about supporting personal and social development through providing information, education for health, and enhancing life skills. This will increases people’s options and enable them to take control over their own health and over their environments and to make choices conducive to health. Action is required
through different bodies, and it has to be facilitated in school, home, work, and community settings.

(5) Reorient health services – This action area involves transforming the health care system in the direction of promoting health development and meeting the cultural needs of the population.

All of these except for reorienting the health services, and especially creating a supportive environment and developing personal skills, can be seen as relevant for leisure-time activities and were used as part of the theoretical framework for study II.

![WHO Health Promotion Logo](image)

Figure 1. The WHO Health Promotion Logo created for the Ottawa Charter 1986.

The logo shown in Figure 1 was created for the WHO conference held in Ottawa, Canada, in 1986 when the Ottawa Charter for Health Promotion was launched. Since then, the WHO has kept this symbol as the Health Promotion logo because it still stands for the approach to health promotion as outlined in the Ottawa Charter (World Health Organization, 1986). It
contains both the five key action areas and three health promotion strategies.

The three strategies for health promotion in the Ottawa Charter are advocate, mediate, and enable. To advocate for health is to encourage the creation of political, economic, social, cultural, environmental, behavioral, and biological conditions that are favorable for people’s health. It is to create the necessary conditions to assert and defend the health of the population. To enable health is to contribute to reducing health inequalities and to ensuring equal opportunities and resources for all people to achieve their fullest health potential. It is to support people in taking control over things that determine their health through a supportive environment, access to information, improved life skills, and opportunities for making healthy choices. To mediate is to coordinate health-promotion activities by all those concerned in a society, including the government and non-governmental organizations (NGOs) in the civil society, and the private sector including businesses. All people in different sectors have the responsibility to mediate between differing interests in society in the pursuit of health. It is about the processes that create intersectional collaboration for the development of individuals’ and local communities’ opportunities to promote and protect their health.

Creating supportive environments for health is an area highlighted in the Ottawa Charter, and this includes leisure. This was something that was further developed by the WHO’s Third International Conference on Health Promotion held in Sundsvall, Sweden, in 1991. The Conference’s final document – The Sundsvall Statement on Supportive Environments for Health – highlights how physical, social, economic, and political environments can be developed to support good health (World Health Organization, 1991).

The concept of a supportive environment includes both physical and social environments and refers not only to protecting against ill-health, but also to enabling people to increase their capabilities and develop their independence with regard to their health. The concept includes where people live, their communities, their homes, where they work and play, and their access to resources for health and opportunities for empowerment (World Health Organization, 1991).

Health cannot be seen in a vacuum, and it is affected by the conditions of the environment in which one lives, as the concept of supportive environments for health suggests. The concept of environment means not only the visible structures and services that we have around us, but also the
spiritual, social, cultural, economic, political, and ideological dimensions (Haglund, 1996). Thus sustainable development requires an interaction between health and the environment (Haglund, Pettersson, & Tillgren, 1991).

The Sundsvall conference emphasized the importance of people's empowerment and public engagement (Haglund et al., 1991; Tillgren et al., 2014). Partnership, collaboration, and participation are central and fundamental principles from a health-promotion perspective (Scriven & Hodgins, 2012). The WHO meeting in Bangkok in 2005 gave priority to partnerships and the strengthening of civil society, as well as to the interaction between different partners such as public and private agencies and NGOs to be able to act together for good health (World Health Organization, 2005). Participation and interaction is considered essential for health promotion efforts to be sustainable.

The concept of healthy settings applies to a variety of areas, such as healthy workplaces (Chu et al., 2000; Dooris, 2004), healthy cities (de Leeuw, 2009; Fröding, 2011), healthy schools (St Leger, 1999), and healthy universities (Dooris & Doherty, 2010). However, few studies have addressed how the settings-based approach applies to leisure activities or NGOs, despite their potential to create and maintain healthy environments (Geidne, 2012; Kokko, 2010). There are a few studies in various disciplines that see NGOs (for example, sports clubs) as health-promotion settings (Geidne, Quennerstedt, & Eriksson, 2013; Kokko et al., 2013). However, there might be many health-promotion actions and activities that are not specifically defined as actions based on a setting perspective (Torp et al., 2011). This means that there might be many efforts in the leisure area that could be defined as health promoting without being based on any research or studies with an explicit health-promotion setting perspective.

**Positive youth development**

The second theoretical framework guiding the views of young people and their leisure activities in this thesis is positive youth development (PYD), which is grounded in developmental systems theory. This theory has grown from a dissatisfaction with the predominant view that underestimated the true capacities of young people by focusing on their deficits rather than on their developmental potentials (Damon, 2004). This has similarities with the Ottawa Charter, which moved away from focusing on illness and risks to focusing more on health-promotion opportunities.
PYD assumes that youth have the potential for positive change, and it focuses on developing personal and social assets rather than reducing problem behavior (Lerner et al., 2005). The core characteristics of PYD are the Five Cs: Competence, Confidence, Character, Connection, and Caring (Eccles & Gootman, 2002; Lerner et al., 2005). A sixth C, Contribution, is also discussed as emerging when the five Cs are present in a young person (Lerner et al., 2005). Contribution means that the young person contributes positively to self, community, and, in the end, to the whole of civil society.

There is a great deal of knowledge about how development occurs, especially within developmental psychology. Research shows that certain features of the settings where adolescents spend time make a tremendous difference in their lives (Agans et al., 2014; Larson, Eccles, & Gootman, 2004; Lerner et al., 2005). This thesis is based on the thought that PYD is a prerequisite for a youth-center to be a health-promotion setting, but it is also a consequence of successful health promotion. It makes young people resilient in the face of different health-risk factors such as alcohol and drugs.

The findings in study II are discussed in relation to PYD, and especially to the following eight features of developmental contexts that research and evaluation efforts have linked to PYD (Eccles & Gootman, 2002; Larson et al., 2004; Shinn, 2015): (1) Safe and health-promoting facilities; (2) Clear and consistent rules and expectations; (3) Warm, supportive relationships; (4) Opportunities for meaningful inclusion and belonging; (5) Positive social norms; (6) Support for efficacy and autonomy; (7) Opportunities for skill building; and (8) Coordination among family, school, and community.
Young people’s leisure time

Leisure time
There are many ways to define leisure, and there is no consensus about what is meant by leisure or how to define it. Most definitions in some way refer to the absence of work, and many definitions include some kind of free choice, i.e. activities that the individual engages in through their own free will. Different researchers’ definitions can be summarized in three categories (Venkatesh, 2006).

1. Leisure as "time-off" after routine workplace, domestic chores, and other unavoidable obligations such as personal hygiene or commuting have been completed.

2. Leisure associated with the idea of recreation (activities that allow for relaxation or that challenge or foster social, cultural, intellectual, or creative development). These activities are voluntary and have an element of choice on the part of those who participate and, therefore, represent active use of free time within an individual's lifestyle.

3. Leisure as a state of mind – wherein individuals “feel” that they are “at leisure” in some particular set of circumstances.

However, there are critical voices about the elements of these standard definitions of leisure, especially the implication of “free choice” (Stebbins, 2005). Juniu and Henderson (2001) argue that people lack significant choice because “leisure activities are socially structured and shaped by the inequalities of society”. This is also relevant when talking about young people’s leisure activities. Young people do not choose their leisure activities randomly; social circumstances are one of the determinants that matter (L. Eriksson & Bremberg, 2009). Children’s activities are also often chosen by their parents (Holder, Coleman, & Sehn, 2009).

There has been an awareness of the different problematic aspects of the definitions of leisure in the research work within this thesis, but that has not been the focus of the studies. In this thesis, leisure-time activities are defined as all types of activities that young people engage in during their free time, i.e. activities that are not school-oriented, maintenance tasks, or sleeping.
Organization of youth leisure-time activities and their outcomes

Studies focusing on leisure-time activities use different concepts to describe their organization, for example, structured-unstructured or constructive-passive, or whether they are youth- or adult-driven. Structured activities are those organized on a regular basis and supervised by an adult in a relatively public setting such as sport clubs, community programs, etc. Previous research has found many physical, mental, and social benefits for young people participating in organized activities. Among these benefits are skill development, well-being, school achievement, and reduced risk for delinquent behaviors and alcohol and drug problems (Bartko & Eccles, 2003; Blomfield & Barber, 2011; Eccles, Barber, Stone, & Hunt, 2003; Fredricks & Eccles, 2010; Holder et al., 2009; McCabe, Modecki, & Barber, 2016; Metsäpelto & Pulkkinen, 2014).

Structured activities provide opportunities for skill building and related improvements in specific self-competencies, for positive peer interactions and the development of friendship, and for exposure to positive adult role models (Bartko & Eccles, 2003). Activity settings that require only the passive involvement of adolescents seem unlikely to promote healthy development. Bartko and Eccles (2003) conclude in their study that providing safe, structured, and inclusive settings that focus on a broad range of developmental needs can best serve the needs of young people.

Participation in highly structured leisure activities was found to be linked to low levels of antisocial behavior, although participation in low-structured activities (i.e. youth recreation centers) was connected to high levels of antisocial behavior (Mahoney & Stattin, 2000). The same study also found that participants in low-structured activities were characterized by deviant peer relations and poor relations between parents and children (Mahoney & Stattin, 2000). Similar findings about the relation to poor adjustment for those participating in unstructured, unsupervised, peer-oriented activities have been reported in a more recent study (Persson, Kerr, & Stattin, 2007). They also found that those young people participating in unstructured activities (i.e. hanging out on the streets) had less positive feelings about their home context and had poorer interactions with their parents.

Although many leisure studies focus on the correlates of different types of activities, such as constructive, organized activities and relaxed leisure activities (Bartko & Eccles, 2003), one study demonstrated that multiple activity settings, including both constructive and passive activities, made significant contributions to the prediction of student achievement (Cooper,
Many other studies have also found relationships between different leisure-time activities and academic achievement (cf. Eccles et al., 2003; Simpkins, Ripke, Huston, & Eccles, 2005). Leisure-time activities can also provide an important opportunity for informal learning (Hannerz, 2013; Kokko & Paakkari, 2014; Lindström, 2012).

Young people who participate in sports or other organized activities have been shown to use less alcohol and other drugs (Thorlindsson & Bernburg, 2006), but there is also research with contrary results (Kwan, Bobko, Faulkner, Donnelly, & Cairney, 2014; Sonderlund et al., 2014). Alcohol abuse is also less common among young people born outside Sweden than among young people born in Sweden (Public Health Agency of Sweden, 2013).

A comparison of youth-driven and adult-driven programs for high-school-aged youth in the US showed that the participants in the youth-driven programs experienced a high degree of ownership and empowerment and reported the development of leadership and planning skills. In the adult-driven programs, the adults crafted student-centered learning experiences that facilitated participants’ development of specific talents. In both approaches, young people also gained self-confidence and benefited in other ways from the adults’ experiences (Larson, Walker, & Pearce, 2005). Strategies that place the adolescent years at center stage rather than focusing only on specific health agendas provide important opportunities to improve health, both during adolescence and later in life (Sawyer et al., 2012).

There are several studies that examine the relation between leisure activities and adolescent’s health and well-being. Leisure activities can play a buffering role against the effects of stress (Coleman & Isoahola, 1993). In Sweden, 65% of children between 10 and 18 years of age feel stressed at school because of homework or tests or because of high demands from parents, from teachers, or from themselves (Statistics Sweden, 2014). According to Coleman & Isoahola (1993), leisure participation often provides social support and self-determination that seem to facilitate coping with life stress and thus promote health. But there is also a possibility that leisure itself could be a stressor, for example, in sports activities (Kimball & Freysinger, 2003). Nevertheless, there are studies that show that personality variables are better predictors of adolescent well-being than their use of their spare time (Trainor, Delfabbro, Anderson, & Winefield, 2010). However, a recent study about young people’s risky substance use concludes that adolescents’ participation in organized activities is associated with
lower risky substance use (McCabe et al., 2016). This relation was found over and above conscientiousness development in young people. This indicates that there might be unique benefits of participating in activities that protect against risky substance use.

**Who participates and why**

Studies of young people's leisure activities often involve organized sports activities and show that participants to a greater extent are males who come from a background with a higher socio-economic status (Blomfield & Barber, 2011; Feldman & Matjasko, 2007; Lindström & Öqvist, 2013; Swedish Agency for Youth and Civil Society, 2005). Who the participants are and their characteristics can be connected with their motives for participating (Geidne, Fredriksson, & Eriksson, 2016).

One study suggests that young people want to have fun and prefer less structured leisure activities (Francis & Kentel, 2008). To have fun has been shown to be important for participating in any type of leisure-time activity, whether it is structured or unstructured (Geidne et al., 2016; Kilpatrick, Hebert, & Jacobsen, 2002; Passmore & French, 2001; Skille & Østerås, 2011). Young people also tend to prefer leisure activities that are freely chosen (Passmore & French, 2001), that provide a safe haven (Borden et al., 2006), and that are undemanding (Geidne et al., 2016; Lindström, 2010).

Some motives that have been identified for young people to participate in leisure activities include providing a role-model for children in the neighborhood (Borden et al., 2006; Perkins et al., 2007), staying off the streets, learning new skills, avoiding boredom (Perkins et al., 2007), and having suitable activities available (Whalen et al., 2015). Receiving homework help from adults has also been identified as a motive for participation in leisure activities (Lindström, 2012).

**Multicultural and socially deprived neighborhoods**

To respect and promote the child's right to participate fully in leisure activities is something that is expressed in the UN Convention on the Rights of the Child (United Nations, 1989). However, research studies have shown that young people in multicultural and socially deprived suburbs participate less in organized leisure activities, both because of the higher proportion of immigrants and because of the lower socio-economic status (Leversen, Torsheim, & Samdal, 2012; Reardon-Anderson, Capps, & Fix, 2002;
Sletten, 2010; Statistics Sweden, 2009). Studies have also found differences in leisure activities within ethnic sub-groups based on region and language (Dassanayake, Dharmage, Gurrin, Sundararajan, & Payne, 2011; Springer et al., 2010) as well as immigrant generation status (Peguero, 2011). First-generation immigrants are less likely to engage in organized activities compared to second and third-generation young people (Peguero, 2011).

A study in Australia showed that leisure-time activities can provide a broad array of experiences that might not be available in other contexts for young people with lower socio-economic status (Blomfield & Barber, 2011). Participation in leisure-time activities can therefore be of particular significance for adolescents with lower socio-economic status, including a more positive general self-worth and social self-concept (Blomfield & Barber, 2011). One way to reduce social differences in health is to improve adolescents’ living conditions, for example, by enhancing the quality of leisure-time activities (Public Health Agency of Sweden, 2011).

A neighborhood can also be seen as a setting within the setting perspective. Neighborhoods influence health inequalities, and young people have been found to be more affected by and profoundly aware of their neighborhood’s opportunities and challenges (Morrow, 2000). This can be a motivation for intervening at the neighborhood level to improve youth health.
Rationale

From previous research, we know that adolescence is an important phase for young people’s physical, mental, and social health development. The literature also describes that leisure-time activities and how they are organized can affect young people’s health development. Leisure activities can be used to reduce health inequalities, but young people with an immigrant background and lower socio-economic status participate less in organized leisure-time activities. Many young people spend their leisure time at the neighborhood youth-center, and this can therefore be a health-promotion setting and play an active role in health promotion for young people. There is a lack of studies looking at how leisure time and especially youth-centers can act as a setting for health promotion. Therefore, this thesis focuses on young peoples’ leisure-time in two youth centers in two multicultural, socially deprived suburbs in Sweden.
Aim

The overall aim of this thesis was to explore young people's leisure-time as their health-promotion setting in two NGO-run youth-centers in multicultural, socially deprived suburbs in Sweden.

Specific aim I:
The aim of the first study was to explore who participates in the youth-centers with a special focus on socio-demographic factors, health-related factors, and leisure-time factors. (Study I)

Specific aim II:
The aim of the second study was to explore different strategies at the youth-centers, and to discuss what factors are important for making the youth-centers health-promotion settings. (Study II)
The study context

The Research program

This licentiate thesis is part of a research program about NGOs that conduct alcohol and drug prevention work as a special venture financed by the Swedish government (Eriksson, Fredriksson, Fröding, Geidne, & Pettersson, 2014; Eriksson, Geidne, Larsson, & Pettersson, 2011). As part of different national strategies and national plans of actions, NGOs have since 2003 been given support for interventions aiming to prevent alcohol, narcotics, doping, and tobacco (ANDT) use. Funds for the projects have been distributed by the National Board of Health and Welfare since 2003, followed by the National Institute of Public Health since 2011, and by the Public Health Agency of Sweden since 2014.

In addition to project grants to NGOs, the national initiative also consisted of support for a research team at Örebro University between 2003 and 2015 (Eriksson, Fredriksson, Geidne, Larsson, & Pettersson, 2015; Eriksson, Geidne, Larsson, & Pettersson, 2010). The goal of this research program has been to support organizations and projects for the development of knowledge about ANDT-prevention methods and to produce evidence for the effects of different interventions (Pettersson, 2010). The research program has since 2003 been based on close cooperation with the NGOs and has consisted of consultations, biannual conferences, annual project leader meetings, annual documentations, and progress reports on NGO projects and in-depth studies. The project portfolio has included around 40 projects each year, including the NGO-run youth-centers studied in this licentiate thesis. This research has highlighted the added value of preventive work carried out by NGOs.

Included youth centers

In Sweden, two main approaches to organizing leisure-time activities for adolescents can be identified. There is a longstanding tradition of NGOs running leisure-time activities within, for example, sports, and municipalities running youth-centers.

The two youth-centers studied here are run by two different NGOs and are located in suburbs in Stockholm and Örebro, two of the largest cities in Sweden in terms of population. Both suburbs are fairly typical public residential areas characterized by apartment blocks that were developed in Sweden during the 1970s. They have a high proportion of people with
immigrant backgrounds, about 55–85% compared to 20% for Sweden as a whole and low socio-economic status (Statistics Sweden, 2013; Stockholm Stad, 2015; Örebro municipality, 2015).

The youth-centers have both paid and volunteer staff. The paid staff have formal professional training, and the volunteer staff are often older youth and former participants with internal leadership training. Both youth-centers provide structured activities such as dance groups, travel groups, exhibitions, and leadership training, as well as unstructured activities such as playing games, watching television, or just hanging out with friends. They also have both youth-driven and adult-driven activities.

**The association Trädet**

The first NGO, Trädet [The Tree], is a local community-based NGO that operates in a suburb in Örebro. The suburb is a public residential area that was built in the early 1970s. Many families with children live in the area, and the area has the second lowest average age in Örebro. Furthermore, over 50% of the residents have a foreign background, and about 15% of the adult population is unemployed compared to around 6% in the whole municipality (Örebro municipality, 2015).

Trädet is a cooperative cultural and recreation association that was started on the initiative of residents in 1987. ‘*The association Trädet strives to provide its members with meaningful cultural and leisure activities of high quality in a drug-free environment. Participation and fellowship is promoted regardless of age, gender, ethnicity, religion, or political background. It is an association for all.*’ (Trädet, 2016).

Trädet is located in the neighborhood’s administrative and commercial center, and it shares facilities with other community services. Trädet has about 500–600 members, of which about half are children and teenagers. Trädet provides a meeting place and activities for all ages in the area. There is a café with generous opening hours (over 50 hours per week), group activities of various kinds, and neighborhood events. Trädet also publishes a district newspaper and provides opportunities for interaction with other actors in the area.

A large part of their activities is directed to the neighborhood’s young people. The youth center caters to 12–16 year olds, and their afternoon activities are for 10–12 year olds. The youth center is open five nights a week. During the summer they run day camps. Trädet primarily has employed leaders but also a few volunteer leaders. It receives long-term
financial support from the municipality to run the youth-center, which is a significant part of the NGO’s activities.

Trädet received small ANDT-prevention funds through the NGO Fritidsforum who ran a project in 2010–2014 called “When the meeting matters – Intergenerational meeting places”. The project aimed to develop new methods of using intergenerational meeting places to prevent underage drinking. The adults' presence was essential and central in the project strategy to meet young people and create a positive and safe upbringing for them.

Verdandi

The second NGO, Verdandi, is a politically independent nationwide NGO founded in 1896. “Verdandi is a workers' social organization working for social justice and a society free from alcohol-related injuries and abuse and for community and solidarity between people.” (Verdandi, 2016). Verdandi has many local chapters with different activities. The activities are based on the participants’ own needs and therefore are different from one place to another. Verdandi Stockholmskretsen has run comprehensive youth activities for many years in two large suburbs in Stockholm. Their aim is to reach and engage young people in healthy activities that keep them away from alcohol and drugs as well as criminal networks and other delinquent activities that are quite common in the area.

Verdandi has a total of approximately 2000 members in these suburbs, of which about 300 are aged 12–16 years. Participants can be either members or non-members. Organized activities include weekend activities, holiday activities with excursions, and various activity groups.

In one of the neighborhoods they run a youth-center for young people between 13 and 18 years of age. Two other premises are used for young people up to 13 years: one for the youngest children and one for 10–13 year olds. Another location in the nearby neighborhood is more of a family meeting place for all ages. The youth activities organized around these premises are the only activities run by Verdandi in these particular suburbs.

Verdandi has few employed leaders, but many volunteer youth leaders. They have a popular leadership training program based on the concept of youth leading youth (Larsson & Eriksson, 2008). They apply annually for funding to support their activities, and the municipality finances part of their activities.

Verdandi received ANDT-prevention funds from 2008 to 2014. Between 2010 and 2013, the project was called “Vulnerable children are being
included and engaged in leisure activities”. The aim was to work towards reduced drug dealing and drug-related crimes in the neighborhood. Through various networks and coordinated activities in the areas, the aim was to achieve positive social control where they would follow the children from morning to night. Special emphasis was placed on young people at risk, especially 12–13 year olds. Verdandi’s strategy is to work with young people’s participation and influence in their activities. Young people are given a great deal of responsibility for the activities, and older youth work as leaders for the younger ones. This system aims to strengthen the children’s self-esteem and to create positive role models.
Methods

General design
This study employed a practice-based approach (Eriksson et al., 2014; Eriksson et al., 2011; Geidne et al., 2016). The practice-based approach has as two of its characteristics to be collaborative and methodologically diverse (Potter et al., 2006). Close cooperation with the youth-centers has been emphasized, and the collaborative part included cooperation with the staff of the youth-centers concerning surveys and interview questions and data collection procedures. The collaboration also involved regular feedback to the youth-centers within six months after data collection and extra feedback whenever it was requested. This approach was taken for two reasons: (i) people are experts of their settings so their input improves the quality and relevance of a study, and (ii) it is of great importance that the results of research are of practical use for the setting, in this case the youth-center, and this is in line with practice-based research (Potter et al., 2006).

In study I, about who participates, explanatory mixed-methods were used following Creswell and Plano Clark’s (2007) approach in which qualitative data help to explain the initial quantitative results.

In study II, about the youth centers’ strategies, an explorative qualitative method was used. An inductive qualitative content analysis was performed to analyze the interviews (Graneheim & Lundman, 2004). An overview of the studies in this thesis is given in table 1.
Table 1. Overview of the studies included in this thesis.

<table>
<thead>
<tr>
<th>Study</th>
<th>Design</th>
<th>Participants</th>
<th>Data collection</th>
<th>Data analysis</th>
</tr>
</thead>
</table>
| I     | - Explanatory mixed-methods  
- Participatory and practice-based approach | - Purposive sampling among youth participants for surveys (n=207)  
- 7 individual interviews with leaders.  
- 6 group interviews with 3-5 young people, 3 with girls, 3 with boys, 13–17 year old | - Survey  
- Individual interviews  
- Group interviews | - Descriptive statistical analyses  
- Inductive qualitative content analysis |
| II    | - Explorative qualitative method  
- Participatory and practice-based approach | - 7 individual interviews with leaders  
- 6 group interviews with 3-5 young people, 3 with girls, 3 with boys, 13–17 year old | - Individual interviews  
- Group interviews | - Inductive qualitative content analysis |

Triangulation and mixed-methods
This study used triangulation to achieve multiple perspectives (Creswell & Plano Clark, 2007; Patton, 2015), and the combination of methods strengthened this study. There are four basic types of triangulation, all of which have been applied in this study (Patton, 2015): 1) Data triangulation – the use of a variety of data sources, 2) Investigator triangulation – the use of different researchers, 3) Theory triangulation – the use of multiple perspectives to interpret the data, and 4) Methodological triangulation – the use of multiple methods. This study used different methods of data collection and analysis, including surveys and interviews as well as quantitative and qualitative analyses, to explore the same issues. The youth-centers were highlighted from different perspectives when the same interview questions were given to various persons, and both young people and leaders gave their perspectives. Triangulation was also performed by different researchers being involved in the collection and analysis of the data. The findings were interpreted and discussed in relation to both the Ottawa Charter and to PYD theories.
A mixed method approach was used according to Creswell and Plano Clark (2007) where both quantitative and qualitative data were collected and analyzed. This was because a mixed method gives a more complete picture and understanding of the research questions than either of the methods individually. This provided both a generalized and a more detailed understanding of the research issues. The mixed method approach with both quantitative and qualitative data deepens our understanding of the results and strengthens the credibility of the findings (Creswell & Plano Clark, 2007).

The mixed method was also based on a multiple-stage approach in which the research takes place in phases over several years. This licentiate thesis is part of a research project with a longitudinal study design that aims to answer four research questions: 1) who participates, 2) why do young people participate in this type of activity, 3) what the young people gain from being participants in youth-center activities, and finally 4) what particular strategies do the different youth centers use in their everyday work. This licentiate thesis includes research question one, who participates, and question four, what strategies the youth-centers use.

The longitudinal approach over three years included annual surveys that highlighted various issues as well as interviews with leaders and young people. The first survey highlighted who participates in the youth-centers. The second survey highlighted the reasons that young people have for participating. The third illustrated what they gain from participating in the activity. The interviews covered the same topics as the surveys but gave a more nuanced and deeper understanding of the answers. It also included interviews with partners of the youth centers. These were not included in the studies, but some results from these interviews are discussed in relation to the results presented in this thesis.

Data collection

Survey
Data for this study were collected through a survey in the spring of 2012. The study population consisted of 361 young people 12–16 years old based on membership lists. Both youth-centers are member-based, and lists of all members in the targeted age group (12–16 years) were provided by both youth-centers. The study used purposive sampling, and those who came to the youth-centers during a defined time period were invited to participate in order to reach as many young people as possible who were taking part in
these voluntary and partially unstructured activities. The questionnaires were distributed at the youth-centers by the centers’ leaders over a period of 6–10 weeks. The young people who voluntarily visited the centers during this time were requested to fill in the questionnaires on the premises. The length of the data collection was decided upon together with the staff of the youth-centers in order to reach as many participants as possible.

Of the survey respondents, 223 (62%) were under 15 years old and their parents’ consent was requested. The parents received written information about the study. Due to the high proportion of immigrants, information was sent in five different languages: Swedish, English, Turkish, Arabic, and Somali. The choice of languages was decided upon in cooperation with the staff at each youth-center. Parents could refuse consent by returning a form stating that they did not want their child to participate. Five percent of the parents declined their child’s participation.

The survey in 2012 received replies from 207 young people, 57% boys and 43% girls, and this made up the cohort for this study. Most participants came from Verdandi (70%). The gender distribution was similar, but there was a higher proportion of younger participants in the sample from Verdandi compared to the sample from Trädet.

**Interviews**

Through individual interviews and group interviews, the question of who participates and their motives were extended and examined as well as the specific strategies used in the youth-centers. In total, 13 interviews were conducted, seven interviews with leaders and six group interviews with young people.

Youth-center managers were instructed by the researchers to select young people of different ages, ethnicities, experience, and number of years at the center for the group interviews. The managers recommended that the groups be homogenous with regard to gender instead of age. There was to be one group of girls and one group of boys per youth-center location. Verdandi also chose young people from the mixed-age family meeting place in the nearby neighborhood, resulting in three groups of girls and three groups of boys in total. The groups consisted of three to five members with different ages (13–17 years), ethnicities, experiences, and number of years at the center. In total, 13 boys and 13 girls participated in the group interviews.

The manager of the youth centers, one female and one male, were selected for the individual interviews. The sample for additional individual
interviews was decided jointly by the researchers and staff and was to include both employed and volunteer leaders as well as both genders. One employed male youth leader and two volunteer leaders, one female and one male, were selected from Verdandi. From Trädet, one male employed leader and one male volunteer leader were selected. In total, seven leaders of various ages were interviewed.

The semi-structured interviews with the leaders were conducted by the first author (IF) and second author (SG) together in all but two cases. Two interviews were conducted by IF alone. The semi-structured group interviews with the participating young people were conducted by IF or SG at the youth-centers’ premises. The interviews were conducted in February 2013, recorded with the permission of the participants, and then transcribed verbatim. Both the individual interviews and the group interviews lasted for around an hour each. No individuals were paid for their participation, but the youth-centers received a small sum depending on the young people’s level of participation.

**Survey questions and interview guide**

Survey questions focused on young people's leisure activities, hobbies, family life, lifestyles, living conditions, and health (Appendix 1). They contained questions about who participates in the youth-centers, why they participate, and what they get out of participating. Many of the questions have been used in previous studies, including the national Health Behavior in School-Aged Children survey (Public Health Agency of Sweden, 2016) and a regional every three years cross-sectional survey entitled Life and Health Young People (Brunnberg, Linden-Bostrom, & Berglund, 2008a, 2008b).

The interview guide followed the content of the survey and further highlighted the specific strategies the youth-centers use in their daily work (Appendix 2). The guide contained questions about recruitment, young people’s participation and influence, ANDT, the experience of security, and relationships with leaders and other adults. A similar interview guide was used both for the leaders and the participating young people. Semi-structured interviews were used for both individual interviews and group interviews.

The aim of the interviews was not to explore individual thoughts and feelings but to help to explain, deepen, and broaden the initial quantitative results from the survey. Most of the questions concerned how the participating young people experienced different things in common as a
group. For example, individual health-related questions in the survey were not included in the interviews. Questions about ANDT were not asked on an individual level but concerned if, how, and when leaders talked about ANDT questions. Examples of interview questions included: How would you describe those who participate in the youth-center? What distinguishes those who do not want to participate? How do you see the relationship between the leader and the participants? Are parents usually given the opportunity to participate in the activities? Who decides what to do? Is there a difference between boys and girls’ involvement and participation?

Analyses

Quantitative analysis
Descriptive statistics as well as the chi-square tests and logistic regression were used to analyze the quantitative material. Descriptive statistics were employed using chi-square tests to determine if there were any differences between gender or frequency of attendance and the independent variables. Logistic regression analyses were conducted with gender as the dependent variable. First, unadjusted odds ratios with 95% confidence intervals were estimated for all independent variables. Then three different logistic regression analyses were performed using three categories of independent variables (socio-demographic, health-related, and leisure-time factors). Only individuals with full information for all variables were included in the logistic regression analyses. It was not possible to enter all variables in all categories into the same model due to the low number of participants in relation to the large number of variables.

Qualitative analysis
To analyze the qualitative material, an inductive qualitative content analysis was used as inspired by Graneheim and Lundman (2004). Both the individual interviews and the group interviews where analyzed to describe variations by identifying differences and similarities in the interview responses. The interviews were recorded and transcribed verbatim. The interviews in their entirety were used as the unit of analysis. Responses from the interviews were jointly categorized from whole units of analysis by two researchers (SG and IF). Meaning units were first identified in accordance with the study aim. Then a condensation of the meaning units was made in order to shorten the text while still preserving the core meanings. When moving from meaning units to codes, too much information was lost, so it
was decided to sort the meaning units directly into categories. The condensed meaning units were sorted into categories based on similarities and differences. Categories were created so that all condensed meaning units would fit under only one category. All condensed meaning units were included, and the categories were used to describe the manifest content of the data. In the last step, themes were formulated that described the latent content of the data (Graneheim & Lundman, 2004). Other researchers were included to validate and discuss the results and to help create the categories and themes.

The condensed meaning units were color-coded according to which youth-center the respondents belonged to and whether the respondents were staff members, female adolescents, or male adolescents to be able to see if any categories were shared by all groups or were unique to a specific group. The findings from the interviews were communicated with the youth-centers.

**Ethical considerations**

In all medical science involving human subjects, one should make ethical considerations. The World Medical Association (WMA) has developed the Declaration of Helsinki as a statement of ethical principles for medical research involving human subjects (The World Medical Association (WMA), 2016). All researchers are encouraged to adopt these principles that are based on the duty to promote and safeguard the health, well-being, and rights of the research subjects. It is the researchers’ duty to protect the life, health, dignity, integrity, right to self-determination, privacy, and confidentiality of personal information of research subjects (The World Medical Association (WMA), 2016).

Autonomy was the central starting point for the participants (Helgesson, 2015). All participating youth and leaders were asked about their desire to participate, and participation in the study was completely voluntary. Some of the questions in the questionnaire can be experienced as personal and might invade the participants’ privacy (Helgesson, 2015). There are, for example, questions about their health and alcohol and drug habits that could be seen as sensitive, and the participants could choose not to answer some question if they did not want to. All collected data have been handled with confidentiality and according to relevant legislation to protect the participants’ integrity and privacy. All participants received both written and oral information in accordance with the ethical review board’s instructions and recommendations (Ethical review board, 2016). The study
was approved by the Swedish ethical regional review board in Uppsala in January 2012 (reg. No. 2011/475).
Main results of the studies

Study I
Two NGO-Run Youth-Centers in Multicultural, Socially Deprived Suburbs in Sweden—Who Are the Participants?

Who participates according to the survey?
The young people from the two youth-centers shared many characteristics. The majority were born in Sweden, but had foreign-born parents. Most of them lived with both of their parents, often in crowded apartments with many siblings. They felt healthy, enjoyed school, and had good relationships with their parents. Moreover they felt quite safe in their neighborhoods, and almost none of them used tobacco and only a small proportion had tried alcohol.

The more often the young people attended the youth-center, the better they seemed to rate their health. Those who were at the center often had most of their friends there and lived nearby to a greater extent.

Who participates according to the interviews?
The content analysis of qualitative data collected at the two youth-centers resulted in three themes (Figure 1) that support the results of the survey on some issues and deepen and widen the understanding of other issues.
Many of the youth at both centers came from families with lower socioeconomic status. They did not usually attend activities in the city center because their parents would have to drive them. However, most of the young people had good home conditions and enjoyed spending time with their families. Many young people at both youth-centers had an interest in sports, and many of the boys were members of sport clubs while many of the girls used to be members when they were younger. At both Trädet and Verdandi, boys were at the center on weekdays more often than girls. The girls mentioned that schoolwork took much of their time, and many of the girls found it more difficult to hang out at the center and to participate in various activities for reasons related to cultural gender norms.

How and when the young people started to come to the centers differed significantly. Most of the young people at Verdandi had been members and had been coming to the center’s different facilities since they were very young, and they started to come because they had family members and friends there. At Trädet, they started to come in grades 6 and 7, and most had been members for 2–4 years. Visiting nearby schools was used as a way of recruiting members for both youth-centers.

The young people wanted things they did not have at home or experiences they did not get at home. They saw the youth-center as their second home and talked about having a living room, and a place where
there is space for friends and where the environment is safe and undemanding. They also wanted adults to help them with homework, or just to be there to talk to.

The young people at Verdandi wanted to have influence and to participate in decisions. Those who attended more often seemed to take more responsibility. Girls showed more engagement in different activities and took more responsibility. At Trädet it was more heterogeneous, and some youth wanted to influence and participate more than others, and the difference between genders was especially distinct.

**Study II**

*Important Strategies for Youth-centers to be Health-Promoting Settings.*

The content analysis of the qualitative data aiming to explore the strategies at the youth-centers and what factors are important for making them health-promotion settings resulted in four themes: *Open and inclusive target group*, *Supportive relationships*, *Youth empowerment*, and *Integration of family, school, and community* (Figure 2). Each theme consisted of a number of categories.
Open and inclusive towards the target group

The activities at the centers were reported to have an open and welcoming attitude towards the participants, and it was pointed out that everybody was welcome. Many started to come through their family or friends. Several of the young people had been members since they were small children and had participated in the activities offered to the younger children and their families. Recruitment is also carried out through schools and with a special focus on young people at risk, i.e. young people that they get to know in the school and that they assess are in need of leisure activity with good leadership and good role models.
Supportive relationships
The leaders’ role and importance to young people’s development is central, and the relationships between young people and leaders at the centers were reported to be positive and friendly. The young people described the older leaders as role models or counselors. They felt that the leaders are there for them, that they are listening to them, and that they can trust them. They felt they receive support and guidance in everyday matters and that they can trust the leaders with more sensitive issues or situations.

"I think my most important role is to provide guidance. To be there, so they feel secure [...] so there’s someone they look up to who’s older, so they know we’re here. To be like a brother and a sister and a friend to everybody." (Leader, Verdandi)

The youth-centers provide a safe environment with clear and explicit rules and expectations, and the young people themselves are involved in the formulation of rules and policies. There is a positive approach where love and respect are naturally transferred from older to younger youth and new participants.

“...I’m a bit older so I’m supposed to be a good role model for those who are younger than me who come to the center [...] so maybe I start talking with them, they might start to show respect, and then I also feel happy, and they’re like new friends, maybe a bit younger but still friends.” (Boy, Trädet)

Youth empowerment
The youth-centers have a clear strategy for young people’s participation and influence and for strengthening their empowerment. They use a variety of methods to encourage and support the participants’ engagement and the exercise of democracy, both within their own activities and in the local community. The activities also provide many opportunities for leadership and skill development for young people that support their personal and social development. Young people are given responsibility in different activities and leadership roles that strengthen them and make them feel that they contribute in a meaningful way. Verdandi has a clear leadership strategy in which youth lead youth.

“And then they come into a situation and act as leaders, and how they continue growing and how they receive the new members. And how seriously they take their role of being leaders. [...] They feel like ‘I matter to this’. They have a mission that they are proud of.” (Leader, Verdandi)
The young people confirmed that they have gained knowledge and life skills that will benefit them in their future life.

“…I have learned to be social, to hang out with people, and to be strong, and I have developed strong self-confidence and leadership. Thanks to Verdandi, I would probably would not have if I hadn’t come here.” (Girl, Verdandi)

The youth-centers give young people a sense of both belonging and connectedness. Many expressed how the youth-center is their second home and they feel like a big family. The youth-centers have a gender perspective in their activities and show good examples of gender equality.

Through a clear ANDT strategy, where issues related to tobacco, alcohol, and drugs are discussed in the daily work and are a standard feature of internal leadership training, young people are given many protective factors that increase their resilience and they are able to take a more restrictive approach to ANDT.

“I’ve learned to say ‘no’ to that, because I know the impact. I’ve taken classes; I’ve been in leadership training. I know. I see what happens. I see the consequences, and that is what I have learned here at Verdandi actually.” (Girl, Verdandi)

**Integration of family, school, and community**

Both youth-centers have good contact with the young people’s families, the local schools, and the surrounding community. They have regular contact with the parents who are present and involved in several activities.

The youth-centers complement gaps in society. One example is by being open on evenings, weekends, and holidays when other important venues for young people like school are closed. One leader reported how the center’s activities are ramped up during holidays, weekends, and when the town shuts down. Another example is by encouraging and supporting young people’s education, for example, through support for homework. They give young people the support and the time that the schools and parents are sometimes unable to give.

Young people experience a strong need for a place where they can just relax and hang out with friends. They sometimes need less demanding and more easily accessible activities that do not have the same requirements as other organized recreational activities.
“... but mostly it just spreads happiness down here, like after a tough day at school or something, then you come down here and just relax, take it easy.”
(Boy, Verdandi)

In addition to the internal work with young people about ANDT and its adverse effects, Verdandi plays a very active role in the local community through neighborhood watch groups and spontaneous walks in the area and through collaboration in different networks to combat the criminal drug trade in the area.
Discussion

Main findings

The participants in the youth-centers are for the most part Swedish-born youths having foreign-born parents and who live with both parents, often in crowded apartments with many siblings. Moreover, they feel healthy, enjoy school, and have good relations with their parents.

It seems that the strategies for recruiting youths to the youth-centers have a large impact on who participates. One way to succeed in having a more equal gender and ethnic distribution is to offer youth activities that are a natural step forward from children’s activities. The youth-centers’ proximity is also important for participation in these types of neighborhoods. Good communication with parents is important for every youth activity, but it is even more important in getting youth to participate in a neighborhood with many immigrants and with diverse views of social institutions. Maintaining good contact with parents can also indirectly affect parents’ networks and well-being.

The studies in this thesis show that youth-centers have significant potential to be or become health-promotion settings. But this is not a given, and not all youth-centers are automatically health-promotion settings. Study II points out some factors that are important to include in their strategies and that need to be included both in theory and in daily practice. To be a health-promotion setting, a youth-center needs to be open and inclusive towards its target group, foster supportive relationships, emphasize youth empowerment, and integrate family, school, and community in their work.

Results discussion

The current study supports the theoretical framework

The youth-centers’ work and strategies correspond well with the basic concepts of the Ottawa Charter and PYD that make up the theoretical framework for this thesis (ex. Eccles & Gootman, 2002; Lerner et al., 2005; World Health Organization, 1986). They succeed in integrating the health dimension in all their practices, policies, and core activities. They not only protect against ill-health, but they also allow young people to increase their capabilities and to develop their independence with regard to their health. The participants are given ample opportunity to become healthy adolescents.
with a strong resistance to unhealthy behaviors such as alcohol, drugs, and tobacco.

The youth-centers constitute a strong supportive environment for health that is safe and stimulating for young people. Within the youth-center, the young people develop their personal skills through information, training, and development of life skills. Young people's participation and empowerment is central in both youth-centers. The youth-centers showed many examples that correspond well with the features of developmental context that have been linked to PYD in previous research (Eccles & Gootman, 2002; Larson et al., 2004; Shinn, 2015). The youth-centers provide a place where young people feel valued and respected and where they are challenged in a positive way. They promote a culture of justice and opportunities for their members. All participants that we met showed enthusiasm, pride, and appreciation for their youth-center. This was also shown in the survey and in the interviews with the leaders.

Integration with families and the neighborhood

One result is that the integration with the young people’s families and parents seems to have a great impact on the positive outcome for the youth-center. The fact that the organization gets to know the parents during activities for children seems to facilitate the contact with parents even during adolescence. The contact between the youth-center and the parents is a two-way process, and it is common that the parents contact the leaders and want to take part in different activities. Both youth-centers also have a clear and outspoken strategy for their contact with parents and their willingness to interact with them. They seem to balance the young peoples' need for both liberation from and at the same time their need for contact and support from parents.

This study shows that good contact with parents can be especially important for youth who live in families with an honor culture. When the parents know the leaders and have trust in them, it is easier for them to let their youth take part in the activities. The youth-centers’ strategies for good and regular contact with the parents and for their involvement in different activities could be something that other organizations could learn from, especially those working with immigrant families.

The youth-centers’ integration with families can be one reason why they manage to attract young people in multicultural and socially deprived suburbs. In this study, the majority of the immigrant youths were born in Sweden with foreign-born parents, and our results are in line with previous
research showing that second-generation immigrants participate more often in leisure activities than first-generation immigrants (Peguero, 2011).

This study support Bright’s (2000) findings about the sociological benefits of leisure and add the integration of neighborhood. Both youth-centers give priority to participation and interaction with a variety of partners in their neighborhood, and they are an important part of the local community. They are well known and appreciated in their local community as confirmed by interviews with the centers’ partners (Fredriksson, Geidne, & Eriksson, 2016).

“They’re good at converting those whom the school doesn’t manage to, they give them an environment that is quite calm with a clear framework, good peer support, a lot of discussions with adults, and these kinds of things.” (Cooperation partner)

According to the partners, they spread safety and comfort in the area.

“It is cool to see how Verdandi’s activities have an effect on the entire area.” (Cooperation partner)

Partnership, collaboration, and participation are central and fundamental principles for a health-promotion setting perspective and are considered to be essential for health promotion efforts to be sustainable (Scriven & Hodgins, 2012).

**Local knowledge is important for equity in health**

One way to work for equal health is to increase participation in leisure activities for young people in socio-economically disadvantaged neighborhoods (L. Eriksson & Bremberg, 2009). To do this, it is important to have local knowledge about young people’s needs and interests. The youth-centers are good examples of this, and they are an important setting for young people who live in these neighborhoods. They provide many opportunities for experiences within their leisure time that might not be present in other contexts for the young people in these neighborhoods. They provide many opportunities for experiences within their leisure time that might not be present in other contexts for the young people in these neighborhoods (Blomfield & Barber, 2011). In contrast to previous research (Leversen et al., 2012; Reardon-Anderson et al., 2002; Sletten, 2010), the youth-centers in this study with both structured and unstructured activities manage to involve and engage young people in multicultural and socially deprived suburbs.

The youth-centers have good local knowledge about the context and setting they operate in, and this is an important element of effective
interventions and a prerequisite for effective health promotion (Dooris et al., 2014; Lapalme, Bisset, & Potvin, 2014; Poland, Green, & Rootman, 2000). The understanding of the neighborhood helps the youth-centers to understand and design their activities to the needs and interests of young people, and this helps them to recruit members, maintain participation, and establish relevant partnerships with other agencies in the community. This is very much in line with the findings from a systematic review of neighborhood interventions promoting PYD (Lapalme et al., 2014).

The results from this thesis also show that neighborhood interventions can promote PYD. In line with the Ottawa Charter (World Health Organization, 1986) and previous research findings (Lapalme et al., 2014), the studies presented here highlight the importance of creating an atmosphere that encourages supportive relationships and activities that aim to build skills and are real and challenging. Like Lapalme and colleagues (Lapalme et al., 2014), our findings also indicate that the Five Cs of PYD can be complemented by important PYD outcomes such as leadership, civic engagement, and a feeling of empowerment.

A potential problem with having a youth-center in the same suburb that the young people are living in and are going to school is that this might limit the opportunities for integration. The young people might be surrounded by mostly other young people with either the same or other ethnic background from the time they are going to school until they are at home. The possibility to integrate with rest of Swedish society and other ethnic Swedish young people is restricted. The youth-centers are aware of this and make trips out of the neighborhood for the young people to get to know other parts of the town and the city center. It is important to note, however, that the youth-centers are still a mix of different nationalities, and there are some ethnic Swedish young people who attend the youth-centers.

**Young people’s participation in decision-making**

Despite the knowledge that young people’s involvement in different decision-making processes can both improve the decisions and develop the young people’s skills, it is a common problem that young people seldom are involved in decision-making that affects their activities and environment. In this study, however, both youth-centers showed good examples of youth democracy and the promotion of young people’s participation and influence. They also encouraged them to take part in community meetings and decisions. This provides opportunities for healthy and active young people to participate in civic engagement that can contribute to the
community’s development and well-being, and this is much in line with PYD’s sixth C of Contribution (Lerner et al., 2005).

**Structured setting with unstructured activities**

The young people in this study did not show signs of antisocial behavior as did the young people in the study by Mahoney and Stattin (2000). This could be because the participants are quite healthy young people with good relations with their parents, but also because the youth-centers are not only offering low-structured activities. One could argue that the youth-centers are structured settings that offer partly unstructured activities that still take place in a social context with supportive relationships. Even when the youth leaders themselves keep the youth-center open during Fridays and Saturdays on a voluntary basis, it is done within a structured setting where adults are available on call. The structured setting is also based on a social context with clear, consistent, well known, and accepted rules and common attitudes that foster love and respect. Since the youth centers has a good contact with the parents they also facilitate parental monitoring and trust so that they know where the adolescence are, what they are doing, and with who they are which is more common in structured activities according to Mahoney and Stattin (2000).

Unlike Mahoney and Stattin (2000) and Persson and colleagues (2007), this study shows that unstructured leisure activities can be positive if they take place within organizations that work based on specific strategies. Today there is a need for unstructured activities, and these are requested and appreciated by young people. An important aspect, however, is that there are adults and leaders participating in that activities so as to create a welcoming, safe, and respectful atmosphere.

The young people in this study also tend to participate longer in the youth-centers’ activities, which is something that more structured activities often struggle with among older youth (Persson et al., 2007). This might be due to the variety of activities and the undemanding character that does not set the same requirements on regularity or other requirements such as parents’ driving them to the activity and fundraising activities. Even some of the structured activities that the youth-centers provide like regularly scheduled floorball are not the same as other structured activities like in sport clubs because they are less demanding and more based on having fun than on competition and building skills. There can also be the question of money because taking part in the youth-centers’ activities is less expensive than other regular structured activities. This is also a very important factor
for equity in health. One reason might also be the opportunity to remain as the leader in the youth center. In Verdandi, it is very desirable to become a youth leader, and among our participants there were several young people who said that they wanted to become such leaders.

It is hard to say whether the participation in the youth-centers is more freely chosen than other activities. Some youth said that their parents appreciated that they take part in the activities, and many had been recruited through family members. Still, the pressure from parents to perform that is sometimes present when taking part in activities such as sports clubs is unlikely to be present in the youth-centers because of the unstructured character of the activities.

Although the two youth-centers operate in quite similar contexts, there are some structural differences between them that need to be taken into account when discussing the data. These concern such things as employed versus volunteer leaders and different economic conditions. For example, Verdandi focuses on the idea of youth leading youth and thus depends on a very clear and essential strategy for leadership training. With the help of young volunteer leaders, they manage to have the youth-center open on Saturdays. To have the youth-center open on Saturdays was also something that young people at Trädet wanted. Still, both youth-centers work with both adult-driven and youth-driven activities and therefore benefit from the experiences that previous research has shown can come from both ways of organizing activities (Larson et al., 2005).

The results from the studies in this thesis and another study within the main project (Geidne et al., 2016) show that the motives for participation have to do with who the participants are and in what areas the youth-centers are located and that young people’s motives are closely linked to the youth-center’s character. This study also supports previous findings about motives for participating. Many young people wanted to stay off the street, learn new skills, and avoid boredom (Borden et al., 2006). They also wanted to be role models for children in the neighborhood, and this was especially obvious in Verdandi, which works with spontaneous walks in the neighborhood and with youth leading youth.

Motives might differ between structured and unstructured leisure activities and between different contexts. Important motives for partly unstructured leisure activities are the undemanding nature of the activities and the variety of activities. In Sweden, 65% of young people between the ages of 10 and 18 years experience stress in school because of homework or tests as well as high demands from parents, teachers, or from themselves.
This study clearly shows that young people are experiencing a need for undemanding activities that do not require as much effort and commitment and a place where they can just relax and hang out with no external requirements.

Many young people in the study put effort into their schoolwork and had plans for future academic studies. They also reported that they thrived in school. According to previous research, the youth-centers can be part of the reason for this because they provide both help with school homework and opportunities for informal learning (Hannerz, 2013; Kokko & Paakkari, 2014; Lindström, 2012). This is also in line with previous research that demonstrated that multiple activity settings, including both constructive and passive activities, reported significant contributions to the prediction of student achievement (Cooper et al., 1999). This seems to apply to several positive outcomes, not only to student achievement. This study shows that there are reasons to believe that the multitude of activities offered by the youth-centers might be one of the reasons for many of the different positive outcomes that were found for the participating young people.

**Added values for NGO-driven youth-centers**

There is the possibility that there is some added value that comes from the fact that the centers are run by NGOs. It could be easier to engage young people and get them to feel that the youth-center is their second home or like their living room when they feel that they are members that create the youth-center together and when they can identify with the organization’s ideology and values. This is especially true for Verdandi where the leaders seem to identify more strongly with their ideology and values, which helps them to succeed better with their approach. It could also be that young people at Verdandi have been members since childhood and have been fostered in the organization’s core values and approach. In Verdandi, the young people have the right to vote at the annual meeting from the age of seven, and they are taught to take advantage of their rights. For many years Verdandi has also had a charismatic leader who personifies the organization’s core values. Even though the leaders at the two youth-centers express the same things in theory, the theory sometimes seem to have more practical impact in Verdandi. The outcome is stronger and clearer.

It can also be that it is easier for an NGO to promote intergenerational activities and to involve families because they do not have to take into account different budget lines and political structures within the municipality. It could also be difficult for a youth-center run by the
municipality to allow youth leaders to keep the center open on weekends without an adult leader present.

The added values that can be seen in these studies are well in line with earlier studies about NGOs (Fredriksson et al., 2014; Green et al., 2014), including cost-effectiveness, forming a counterweight to the public sector, and providing familiarity and cultural skills that are important for the target groups. NGOs also have the ability to reach and attract vulnerable target groups that are not always accessible to public intervention, and there is a unique power and strength within NGOs (Green et al., 2014). With good organizational conditions and proper support, NGOs can constitute an important complement to public intervention and prevention work (Fredriksson et al., 2014).

**Methodological discussion**

The complexity of a setting-based activity makes it difficult to evaluate (L. W. Green, Poland, & Rootman, 2000). The practice-based approach in this study helps to overcome some of these difficulties, and the youth-centers’ knowledge about, and intervention in, their neighborhood plays an important role in the positive outcome seen in this study.

Triangulation was used to achieve multiple perspectives (Creswell & Plano Clark, 2007), and the interviewees were prompted to reflect on various questions. A strength of this study is that in both youth-centers it is very apparent that leaders, young people, and partners confirmed each other’s statements in terms of both theory and practice, suggesting that their strategies also work well in practice. Another strength of this study is that the results from the various research questions are consistent with each other and with the elements that are important for health promotion. In study I, a content analysis of the qualitative data collected at the two youth-centers through interviews was conducted, and this resulted in three themes that supported the results of the survey on certain issues and enhanced and expanded our understanding of other issues. Another strength is the regular feedback to the youth-centers. This was a validity check because the centers had the opportunity to react to both the qualitative and quantitative results. The two theoretical frameworks guiding this study have also been a suitable tool for analyzing and discussing the results from the youth-centers.

The benefit of using a mixed-method approach is that the benefits of one method compensate for the drawbacks of the other method (Creswell & Plano Clark, 2007). For example, a quantitative approach means limitations in the ability to reflect upon and understand the context or the
setting the research subjects are in. In our research, this is very relevant because we are taking a setting perspective on health promotion. A qualitative method makes up for these drawbacks because it provides a deeper understanding of the context that the participants are in. Through interviews, the person can express themselves directly and articulate themselves and their feelings in a much deeper and more nuanced way than is usually possible in a survey. In the same way, a quantitative approach makes up for the disadvantages of a qualitative method when it comes to the risk of interpretation bias and the difficulty of generalizing on the basis of qualitative results.

One disadvantage of standard quantitative methods is that they often do not allow for in-depth follow-up questions about individuals' different responses, which qualitative interviews do. An individual’s experiences are an important aspect of practice-based research, and that is why a mixed method approach fits this study very well. One disadvantage of the qualitative approach might be that the material is interpreted in different steps. First the informant interprets both the issue and their own experiences in their response. Then there is the interpretation of the researcher during the transcription and processing of the data. Finally, the reader interprets the results according to their reference framework. In order to increase the credibility of the interpretations in this study, the results of the interviews have been discussed with the youth-centers as a validation procedure.

The main disadvantage of a mixed method approach is that it requires knowledge of both quantitative and qualitative methods and it can be both time and resource intensive because a qualitative study often is more resource-intensive, especially in terms of time. (Creswell & Plano Clark, 2007). The fact that the study was carried out in collaboration with other researchers in a team with many years of experience with both methods, including the use of a mixed method approach, strengthens the study's credibility. To work as a team also increases the resources available to successfully carry out a mixed method study.

According to Graneheim and Lundman (2004), reality can be interpreted in various ways and the understanding of reality is dependent on subjective interpretation. For the trustworthiness of this study, several co-researchers were involved in the labeling of the data and the creation of categories and themes. Interviews require understanding and co-operation between the researcher and the participants, and the text based on interviews is mutual, contextual, and value bound.
As in all studies, this study has some limitations. Collecting data from youth participating in a voluntary and partly unstructured activity can be tricky. The approach was to get as many respondents as possible from the two participating youth-centers; therefore, quite a long period for data collection was allowed for. This is not optimal for a survey because answers can change over time. However the advantages of collecting more respondents over a longer period took this into consideration, and the samples can be seen as representative of the participants at the youth-centers because according to the leaders quite a large proportion of the regularly visiting youth took part in the survey. The data included in the studies in this thesis are self-reported and cross-sectional, which means that no causal relationships can be determined.

One limitation with this study is that it does not include any data from those young people who do not take part in the youth-centers’ activities. However, during the group interviews the participants were asked to describe those who did not participate. They found this difficult, but some mentioned that it was young people who used alcohol and drugs, who were in trouble, or did not like the rules and policies in the youth-center.

One can also discuss whether two cases, i.e. the two youth-centers, are too few for exploring young people’s leisure-time as their health-promotion setting. With a different study design with several different activities and control groups, the results could have been compared with other types of activities such as municipality-run youth centers or sports clubs. However, it can be difficult to avoid biases and to find comparable activities and youth-centers because the context and the setting are so complex and so many different things affect the setting, its outcome, and its participants. However, the centers studied here can be seen as representatives for multicultural socially deprived suburbs and therefore the results can be of interest for youth leisure-time activities in similar contexts.

One methodological difficulty was the selection of youth for the interviews. It would have taken too much time and effort for us as researchers to make a random selection out of all participants and arrange for them to come for a group interview at the same time. It was decided that it would be more realistic and cost-effective that the managers chose the participants and coordinated with them for the group interviews. Even if the managers were instructed to select young people with different ages, ethnicities, and years at the center, we cannot assure that they did not chose selectively, for example, those who they believed would answer in a certain way in favor of the youth-center. By letting the manager select the
participants, they could also choose young people that they believed would contribute to the discussion, which is important in group interviews. Another difficulty with group interviews is to get every participant to contribute to the discussion and to really express their thoughts and beliefs. This was sometimes difficult with some of the younger and shy participants. The study used group interviews instead of focus group discussions because the aim was not to analyze the interaction among the participants but only to discuss the questions and get answers at a group level instead of conducting several individual interviews.

**Ethical discussion**

One ethical consideration is the accuracy in research involving children and young people’s participation. How much should children and adolescents be requested and expected to participate in research? According to the Convention on the Rights of the Child (United Nations, 1989), it is important that children get to be children, but it is also important that children are involved and listened to. This study took place during their leisure time and expected them to answer a questionnaire that some of the young people might have perceived as long, complicated, and time consuming. Nevertheless, the study included them in important issues where they had an opportunity to express themselves on something that is close to them, their leisure activity. They were listened to. Because participation was voluntary, it was considered in this study that the consequences of their contribution made the benefits much greater than the risks.

Another important ethical consideration is the use of underage participants. For participants under the age of 15, written information was sent to their guardians about the purpose of the study, that it was optional to participate, and that they could at any time cancel their child’s participation. The questionnaires were coded and no information about a single individual would be accounted for but the guardians were given the opportunity to indicate that they did not want their children to take part in the survey. To increase the ability of guardians to understand the written information, it was written in five different languages. In addition, the leaders of the youth-centers were able to give oral information about the study to the guardians in order to increase the possibility of understanding. Guardians were also welcomed to contact the research team if they had any questions. The telephone number of the research team was provided, and the information letter also contained information about the responsible person for the Personal Data Act (1998) at Örebro University.
The study used passive consent, which means that those who did not wish for their children to take part in the study had to send in a form to announce this. Even if the guardians approved the children's participation, the children themselves were able to choose their participation or non-participation. By filling in and submitting the survey to their leader, the young people gave their written consent for participation. Both guardians and young people were given notice when they received information about the study several weeks before the data collection. Those who took part did so freely during their leisure time, and they were free to choose what questions to answer and to leave some questions unanswered.

In summary, the risk of the study has been assessed to be negligible in relation to its benefits, especially in regards to its contribution to in-depth knowledge. Some of the questions in the questionnaire, however, could be experienced as personal and sometimes as invading the respondent's privacy (Helgesson, 2015). There are, among other things, questions about their health and alcohol and drug habits that might be seen as sensitive. Requests for anonymity without coded surveys might exist, but this was not the case in this study. The view for this study was that it was necessary to encode the questionnaires in order to follow up the same young people over time.Encoding such surveys is the only way to be able to see if a program has effects over time. The participants themselves chose what questions they wanted to answer in the questionnaire, and for them to be certain that their answers were not read by anyone outside the research team the reply envelopes were sealed after the survey was filled out. Health-related questions and questions about alcohol and similar things were not asked to individuals in the group interviews. To prevent any mental harm, the participants were also informed that they could always contact the researcher afterward if they wanted to discuss something or ask questions. They also had their leaders at the youth-center available if they needed to discuss feelings or questions after the survey and interviews.

Further research
This study points out the importance of local knowledge about the participants, but further studies that also include non-participants are needed. To be able to reach different young people with leisure as a health-promotion setting, it is important to also have knowledge about those young people who do not attend the youth centers. Moreover, comparative studies on other types of leisure-time settings and their participants such as sport clubs, cultural arenas, and youth-centers run by municipalities would
also be valuable. The roles of youth-centers in community-based health promotion, neighborhood renewal, and initiatives for increasing equity in health are also areas for further research. To further explore the youth-centers’ integration and cooperation with the community and what it means for the development of health-promotion settings and neighborhoods would also be interesting.

**Recommendations**

Every youth-center has its unique setting and exists within a distinct organizational and community context. Still, there are some recommendation that can be made based on the results of this study that can be applicable to other youth-centers, policy-makers, and researchers that aim to develop health-promotion settings for young people.

**Youth-centers**

1) *Local knowledge* – Local knowledge about young people's backgrounds, needs, interests, and motives for participating are important for equity in health because such knowledge can increase participation in leisure activities for young people in socio-economically disadvantaged neighborhoods.

2) *Active and well planned recruitment* – Be open and inclusive towards the target group. Cooperate with schools, families, and communities in the recruitment of members. Offer a natural step from children's activities to youth activities.

3) *Activities in young people's neighborhood* – The activities should be easily accessible within the neighborhood so that the young people do not have to rely on their parents to take them there.

4) *Promoting supportive relationships* – Provide a structured setting that offers partly unstructured activities in a social context with supportive relationships.

5) *Young people's empowerment and skill building* – Highlight young people’s empowerment and skill building by involving them in planning and decision-making, and give them real influence and responsibility.

6) *Integrating family, school, and community* – Good contact and interaction with families seem to have positive outcomes, especially for youth in multicultural and socially deprived neighborhoods and families with an honor culture. Partnership and collaboration are
fundamental for health-promotion settings and are essential for their sustainability.

Policy-makers
7) *Integrate NGOs in health-promotion work* – Involve civil society and NGOs in health-promotion work and neighborhood development work. NGOs have many added values that will enrich the work and make it more sustainable and cost-effective.

8) *Young people participating in decision making* – Let young people participate in decision-making, health-promotion work, and neighborhood development work. This will provide healthy and active young people with civic engagement that can contribute to the community’s development and well-being.

Researchers
9) *Practice-based research* – Practice-based research gives leaders and young people an opportunity to be heard and to contribute with their perspectives, which can further improve the activities and the knowledge base more generally. Knowledge is brought back at the group level, which can contribute to the promotion of young people’s health and development in the activities included in the study.
Conclusions

This study shows that leisure-time activities have a great potential to be or to become a health-promotion setting. This requires, however, that some important factors are included in the youth-centers’ strategies, both in theory and in daily practice. To be a health-promotion setting, a youth center needs to be open and inclusive towards its target group, foster supportive relationships, emphasize youth empowerment and skill-building, and integrate family, school, and community in their strategies.

This study provides deeper knowledge and understanding of young people’s leisure time as their health-promotion setting, especially in multicultural neighborhoods. It fills a gap in the knowledge regarding who participates in NGO-run youth centers in multicultural, socially deprived suburbs in Sweden. It is important to know what young people in different contexts think is essential for them in order to take part in leisure-time activities, and involving young people in the neighborhood in the planning and organization of leisure-time activities can increase participation and contribute to reducing social inequalities in health.
Sammanfattning på svenska


De teoretiska ramverk som studien använder är Hälsofrämjande arenor utifrån WHOs Ottawa Charter samt Positiv Ungdomsutveckling (PYD). I studien ingår två fritidsverksamheter som bedrivs av två idéburna organisationer, Föreningen Trädet och Verdandi i Örebro respektive Stockholm. Frågor som belyses är vilka som deltar och vilka särskilda strategier fritidsverksamheterna använder i sitt dagliga arbete.

Studien har en praktikbaserad ansats som innefattar en nära samverkan med ingående fritidsverksamheter och en mixad metod. Datainsamling har skett genom enkäter (n=207) med deltagande ungdomar och intervjuer (n=16) med ungdomar och ledare. I studie I som handlar om vilka som deltar i fritidsverksamheterna användes en mixad metod med analys av både enkäter och intervjuer. I studie II som handlar om fritidsverksamheternas strategier användes en explorativ kvalitativ metod med en induktiv innehållsanalys av intervju materialet.

Studien ger en djupare kunskap och förståelse för ungdomars fritid som deras hälsofrämjande miljö. Det fyller en lucka i kunskapen om vilka som deltar i idéburnet drivna fritidsverksamheter i mångkulturella och socialt utsatta förorter i Sverige. Det är viktigt att veta vad ungdomar i olika sammanhang anser är nödvändigt för dem för att delta i fritidsaktiviteter.
Lokal kunskap om ungdomars bakgrund, behov, intressen och motiv för att delta och en bra kontakt med ungdomarnas familjer är viktigt då det kan öka deltagandet i fritidsaktiviteter för ungdomar i multikulturella och socioekonomiskt utsatta förorter och därmed bidra till att minska sociala skillnader i hälsa.

Studien visar att fritidsverksamheter har goda förutsättningar att vara hälsosämjande arenor om några viktiga faktorer inkluderas i verksamhetens strategier både i teorin och i det dagliga arbetet. För att vara en hälsosämjande arena måste en fritidsverksamhet vara öppen och inkluderande mot sin målgrupp, främja stödjande relationer, betona ungdomars empowerment och integrera familj, skola och samhälle i deras arbete.
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Appendix 1

Questionnaire
Några frågor till dig som deltar i Verdandis fritidsverksamhet

Tack för att du vill vara med och svara på frågor om
• Dig själv och din familj
• Din fritid och dina fritidsintressen
• Tobak och alkohol
• Din hälsa

Så här fyller du i enkäten!
• Läs varje fråga noggrant. Svara sedan genom att kryssa för det svar som stämmer för Dig. Det finns inga rätta eller felaktiga svar.

• Om det är något viktigt som du tycker att vi inte tagit upp skriv gärna och berätta på sista sidan av enkäten.

• Innan du lämnar in enkäten vill vi att du går igenom enkäten och kontrollerar att du inte missat att besvara någon fråga.

• Lägg enkäten i kuvertet, klistra igen kuvertet och lämna det till den person som lämnat ut enkäten.
Frågor om Dig själv och Din familj

Vilket år är du född? [ ]

Är du pojke eller flicka?
- [ ] Pojke
- [ ] Flicka

Hur bor du? (kryssa för allt som stämmer)
- [ ] I hyreslägenhet
- [ ] I bostadsrättslägenhet/andelsslägenhet
- [ ] I radhus eller kedjehus
- [ ] I villa/hus
- [ ] Annat boende

I vilket land är du född?
- [ ] Sverige
- [ ] Norge, Danmark, Finland eller Island
- [ ] I annat land i Europa
- [ ] I annat land utanför Europa

Var bor du? Ange bostadsområde/förort:

I vilket land är du född?
- [ ] Sverige
- [ ] Norge, Danmark, Finland eller Island
- [ ] I annat land i Europa
- [ ] I annat land utanför Europa

Om du är född i ett annat land, ange vilket:

Var är dina föräldrar födda?
(Fyll i ett kryss för pappa och ett för mamma)

<table>
<thead>
<tr>
<th></th>
<th>Mamma</th>
<th>Pappa</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Sverige</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I Finland, Norge, Danmark eller Island</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I annat land i Europa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I annat land utanför Europa</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Har du någon/några syskon?
- [ ] Nej
- [ ] Ja  Kryssa allt som stämmer nedan
  - [ ] Storasyster
  - [ ] Storebror
  - [ ] Lillasyster
  - [ ] Lillebror

Vem bor du tillsammans med? (Kryssa ett alternativ)
- [ ] Jag bor tillsammans med både min mamma och pappa
- [ ] Jag bor tillsammans med min mamma
- [ ] Jag bor tillsammans med min pappa
- [ ] Jag bor för det mesta ihop med min mamma och ibland bor jag hos min pappa
- [ ] Jag bor för det mesta ihop med min pappa och ibland bor jag hos min mamma
  - Jag bor ungefär lika mycket hos min mamma och pappa (t.ex. ena veckan bor jag hos pappa, den andra hos mamma)
- [ ] Jag bor tillsammans med någon annan eller några andra (t.ex. Far/morföräldrar eller fosterhem)
- [ ] Jag bor tillsammans med pojkvän/flickvän eller kompis
- [ ] Jag bor själv

Bor du nära Verdandis fritidslokal? (Där du oftast bor)
- [ ] Ja, på gång- eller cykelavstånd
- [ ] Nej
Hur mycket pengar har du ungefär till fritid och nöjen varje månad?

- 0-249 kr
- 250-499 kr
- 500-749 kr
- 750-999 kr
- 1000-1249 kr
- 1250-1499 kr
- 1500 eller mer

Vad gör dina föräldrar? (kryssa för både mamma och pappa)

- Arbetar som anställd
- Arbetar på eget företag
- Tjänstledig eller föräldraledig
- Studerar
- Arbetslös
- Pensionär (ålders-, förtids-, sjuk-pensionär)
- Långtidssjukskriven (mer än 3 månader)
- Annat, vad? __________________________

Hur upplever du din ekonomi i jämförelse med dina skolkamraters?

- Mycket bättre
- Lite bättre
- Ungefär lika bra
- Lite sämre
- Mycket sämre

Vilka av följande saker gäller hemma hos dig och din familj? (kryssa för allt som stämmer)

- Finns det dator hemma hos dig?
- Kan du använda Internet hemma?
- Har du en egen mobiltelefon?
- Har du en smartphone?
- Har du eget rum?
- Har familjen eget fritidshus/sommarstuga?
- Äger familjen en båt som man kan sova i?
- Äger familjen husbil/husvagn?
- Brukar familjen åka på utlandssemester?
- Brukar familjen åka på skidsemester?
- Brukar familjen planera fritidsaktiviteter tillsammans?
- Brukar familjen spela spel tillsammans?
- Är du med i samma förening som någon av dina föräldrar?
- Har du samma hobby som någon av dina föräldrar?
- Brukar du vara ute i naturen med din familj?
### Känner Din förälder/Dina föräldrar till…
(sätt ett kryss på varje rad)

<table>
<thead>
<tr>
<th></th>
<th>Alltid/nästan alltid</th>
<th>För det mesta</th>
<th>Det varierar</th>
<th>Sällan</th>
<th>Aldrig</th>
</tr>
</thead>
<tbody>
<tr>
<td>vad du gör på Din fritid</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vilka hemläxor du har</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>var du håller till och vad du gör på eftermiddagen direkt efter skolan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vilka platser/ställen du besöker när du är ute med dina kompisar på kvällarna</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Känner Din förälder/Dina föräldrar till vilka kamrater du umgås med på fritiden?

<table>
<thead>
<tr>
<th></th>
<th>Alla</th>
<th>De flesta</th>
<th>En del</th>
<th>Ett fåtal</th>
<th>Inga</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Döljer du vad som händer…..
(sätt ett kryss på varje rad)

<table>
<thead>
<tr>
<th></th>
<th>Väldigt mycket</th>
<th>Ganska mycket</th>
<th>En del</th>
<th>Bara lite grann</th>
<th>Inte alls</th>
</tr>
</thead>
<tbody>
<tr>
<td>i skolan för Din förälder/Dina föräldrar?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>på fritiden för Din förälder/dina föräldrar?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Din fritid och dina fritidsintressen

### Hur upplever du att det är på Verdandi?
(sätt ett kryss på varje rad)

<table>
<thead>
<tr>
<th></th>
<th>Stämmer helt och hållet</th>
<th>Stämmer ganska bra</th>
<th>Stämmer varken bra eller dåligt</th>
<th>Stämmer ganska dåligt</th>
<th>Stämmer inte alls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Där får jag stöd när jag känner att jag behöver det</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Där är det öppet de tider då jag helst vill vara där</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Där finns det lika mycket att göra för tjejer som för killar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Där ägnar personalen lika mycket tid åt tjejer som åt killar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Där pratar och informerar personalen om konsekvenserna av tobak, alkohol och droger</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Där finns vuxna som fungerar som förebilder</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Där finns det alltid någon vuxen som bryr sig om mig och som jag kan prata med</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Där får jag positiva kunskaper och erfarenheter som jag inte får i skolan eller hemma</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Där finns vuxna som lyssnar på ungdomarna</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Där finns det äldre ungdomar som fungerar som ledare och goda förebilder</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Hur är det på Verdandi?
(sätt ett kryss på varje rad)

<table>
<thead>
<tr>
<th>Ja</th>
<th>Nej</th>
<th>Känner ej till</th>
</tr>
</thead>
<tbody>
<tr>
<td>![checkbox]</td>
<td>![checkbox]</td>
<td>![checkbox]</td>
</tr>
<tr>
<td>![checkbox]</td>
<td>![checkbox]</td>
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<tr>
<td>![checkbox]</td>
<td>![checkbox]</td>
<td>![checkbox]</td>
</tr>
</tbody>
</table>

### Känner du att du har inflytande i Verdandis beslut ....
(sätt ett kryss på varje rad)

<table>
<thead>
<tr>
<th>Nästan alltid</th>
<th>Ofta</th>
<th>Ibland</th>
<th>Sällan</th>
<th>Aldrig</th>
<th>Vet ej</th>
</tr>
</thead>
<tbody>
<tr>
<td>![checkbox]</td>
<td>![checkbox]</td>
<td>![checkbox]</td>
<td>![checkbox]</td>
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<td>![checkbox]</td>
<td>![checkbox]</td>
<td>![checkbox]</td>
<td>![checkbox]</td>
<td>![checkbox]</td>
</tr>
</tbody>
</table>

### Ta ställning till följande påståenden:
(sätt ett kryss på varje rad)

<table>
<thead>
<tr>
<th>Stämmer helt och hållet</th>
<th>Stämmer ganska bra eller dåligt</th>
<th>Stämmer ganska dåligt</th>
<th>Stämmer inte alls</th>
</tr>
</thead>
<tbody>
<tr>
<td>![checkbox]</td>
<td>![checkbox]</td>
<td>![checkbox]</td>
<td>![checkbox]</td>
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<td>![checkbox]</td>
<td>![checkbox]</td>
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<td>![checkbox]</td>
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<tr>
<td>![checkbox]</td>
<td>![checkbox]</td>
<td>![checkbox]</td>
<td>![checkbox]</td>
</tr>
</tbody>
</table>

---
I hur stor utsträckning upplever du att du kan vara med och påverka verksamheten på Verdandi? (Kryssa ett alternativ)

- I den utsträckning jag vill
- I mindre utsträckning än vad jag vill
- Jag vill inte påverka föreningens verksamhet

Är du eller skulle du vilja vara ledare inom Verdandi? (Kryssa ett alternativ)

- Jag är ledare
- Jag skulle gärna vilja vara ledare
- Jag kanske kan tänka mig att bli ledare
- Jag vill inte vara ledare

Är du medlem i föreningen Verdandi?

- Ja
- Nej

Ange vilken/vilka grupper/aktiviteter du deltar i på Verdandi?

Hur mycket av det du är intresserad av finns att göra på Verdandi? (Kryssa ett alternativ)

- Det finns väldigt mycket att göra
- Det finns ganska mycket att göra
- Det finns ganska lite att göra
- Det finns väldigt lite/ingenting att göra

Hur mycket fritid har du? (Kryssa ett alternativ)

- Mycket (Jag känner ofta att jag har så mycket fritid att jag inte vet vad jag ska göra med min tid)
- Lagom (Jag känner att jag har lagom med fritid och att jag hinner med att göra det jag vill)
- Lite (Jag känner ofta att jag har så lite fritid att jag inte vet hur jag ska hinner med det jag vill)

Hur många gånger i veckan är du på Verdandi? (Kryssa ett alternativ)

- Mindre än 1 gång i veckan
- 1-2 gånger i veckan
- 3-5 gånger i veckan
- Fler än 5 gånger i veckan

Var har du dina kompisar du umgås mest med efter skolan? (Kryssa för allt som stämmer)

- I skolan
- På fritidsgården/fritids- eller föreningslokalen
- Inom en idrottsförening
- Inom annan förening
- Inom familjen/släkten
- Har inga kompisar

Hur många timmar per dag använder du i genomsnitt dator, ipad, smartphone eller liknande på fritiden (räkna inte tiden i skolan)? (Fyll i ett kryss för vardagar och ett för helger)

<table>
<thead>
<tr>
<th></th>
<th>Vardagar</th>
<th>Helger</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inte alls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mindre än 1 timme</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mellan 1-3 timmar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mellan 4 -6 timmar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mer än 6 timmar</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Finns det något du skulle vilja göra på din fritid som du inte gör på grund av att du är kille eller tjej?

- Ja. Ge exempel: __________________

- Nej
- Vet inte
### Hur ofta brukar du göra följande?

**Hur ofta brukar du göra följande?**

**Förråd som stämmer**

<table>
<thead>
<tr>
<th>Aktivitet</th>
<th>Aldrig</th>
<th>Någon, några gånger/år</th>
<th>Några gånger/mån</th>
<th>Minst en gång/vecka</th>
<th>Varje/nästan varje dag</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cykla eller gå till skolan/fritidsaktiviteter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Läsa böcker för nöjes skull</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gå på kafé, restaurang eller liknande</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gå på fest eller liknande</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gå på fritidsgården</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spela instrument, sjunga, skapa musik</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Måla, sy, sticka, skriva</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gå på bibliotek (ej på skoltid)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gå i kyrka, moské, synagoga eller liknande</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gå på sportevenemang som publik</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vara ute i naturen, skogen, grönområden eller på sjön</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gå på konserter, teater, museum, bio eller liknande</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ligga hemma och slappa eller sova (förutom nattetid)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vara ensam</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gå ut med kompisar på stan/centrum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Åka runt på moped eller MC bara på kul</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vara hemma med/hos kompisar på kvällen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annat:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

### Är du med i någon/några av följande föreningar eller organisationer/grupper?

**(Kryssa för allt som stämmer)**

<table>
<thead>
<tr>
<th>Förening/Grupp</th>
<th>Jag har varit medlem tidigare</th>
<th>Jag är medlem</th>
<th>Jag har ett förtroendeuppdrag. Ex. sitter i styrelsen, arbetsgrupp, ungdomsråd eller är ledare</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idrottsförening/klubb</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skolförening</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friluftsförening</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religiös förening/församling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kulturförening t.ex. musik/dans/teater</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hobbyförening t.ex. motor/hantverk/slöjd/foto</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Politiskt parti/ungdomsförbund</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Förening/organisation för samhällsfrågor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Datorförening/spelförening t.ex. Sverok</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporterklubb</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annan förening, nämligen:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Tobak och alkohol

#### Röker du?
- Nej, har aldrig rökt
- Nej, men jag har provat
- Nej, jag har rökt men slutat
- Ja, varje dag
- Ja, nästan varje dag
- Ja, ibland
- Ja, men bara när jag är på fest

#### Snusar du?
- Nej, har aldrig snusat
- Nej, men jag har provat
- Nej, jag har snusat men slutat
- Ja, varje dag
- Ja, nästan varje dag
- Ja, ibland
- Ja, men bara när jag är på fest

#### Om du röker eller snusar känner Din förälder/Dina föräldrar till det?
- Nej
- Ja
- Vet inte

#### Har du någon gång rökt vattenpipa?
- Nej
- Ja, med nikotin
- Ja, utan nikotin
- Ja, men jag vet inte om det innehöll nikotin

#### Har du någon gång druckit alkohol?
- Har inte druckit alkohol
- Har smakat/smuttat ur någon annans glas
- Har druckit en gång
- Har druckit flera gånger

#### Har du druckit så att du blivit berusad?
- Jag har aldrig druckit alkohol
- Nej, jag har smakat men aldrig blivit berusad
- Ja, 1 gång
- Ja, 2-3 gånger
- Ja, 4 gånger eller mer
- Ja, varje gång

#### Om du har använt tobak (cigaretter/snus), när prövade du första gången?
- Jag prövade första gången, när jag var [ ] år

#### Om du har druckit alkohol, när prövade du första gången?
- Jag prövade första gången, när jag var [ ] år
**Hur ofta under de senaste 12 månaderna har du druckit alkohol?**

<table>
<thead>
<tr>
<th>Alternativ</th>
<th>Kryss</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jag har aldrig druckit alkohol</td>
<td>☐</td>
</tr>
<tr>
<td>Aldrig under de senaste 12 månaderna</td>
<td>☐</td>
</tr>
<tr>
<td>Varannan månad eller mer sällan</td>
<td>☐</td>
</tr>
<tr>
<td>Ungefär en gång i månaden</td>
<td>☐</td>
</tr>
<tr>
<td>2-4 gånger i månaden</td>
<td>☐</td>
</tr>
<tr>
<td>Flera gånger i veckan</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Har du blivit bjuden på alkohol av Din förälder/Dina föräldrar? (Kryssa för ett alternativ som stämmer)**

<table>
<thead>
<tr>
<th>Alternativ</th>
<th>Kryss</th>
</tr>
</thead>
<tbody>
<tr>
<td>Föräldrarna dricker inte alkohol</td>
<td>☐</td>
</tr>
<tr>
<td>Nej, jag har aldrig blivit bjuden</td>
<td>☐</td>
</tr>
<tr>
<td>Ja, jag har blivit bjuden men tackat nej</td>
<td>☐</td>
</tr>
<tr>
<td>Ja, jag har fått smutta (tagit en klunk)</td>
<td>☐</td>
</tr>
<tr>
<td>Jag har fått smaka i eget glas</td>
<td>☐</td>
</tr>
<tr>
<td>Jag blir ibland bjuden i eget glas</td>
<td>☐</td>
</tr>
<tr>
<td>Jag blir ofta bjuden i eget glas</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Dricker Dina kamrater alkohol så att de blir berusade?**

<table>
<thead>
<tr>
<th>Alternativ</th>
<th>Kryss</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nej</td>
<td>☐</td>
</tr>
<tr>
<td>Ja, någon enstaka av dem</td>
<td>☐</td>
</tr>
<tr>
<td>Ja, ungefär hälften av dem</td>
<td>☐</td>
</tr>
<tr>
<td>Ja, de flesta</td>
<td>☐</td>
</tr>
<tr>
<td>Ja, alla</td>
<td>☐</td>
</tr>
<tr>
<td>Vet inte</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Tror du att Din förälder/ Dina föräldrar känner till att du dricker alkohol?**

<table>
<thead>
<tr>
<th>Alternativ</th>
<th>Kryss</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jag dricker inte alkohol</td>
<td>☐</td>
</tr>
<tr>
<td>Nej</td>
<td>☐</td>
</tr>
<tr>
<td>Ja, men bara en liten del av det jag dricker</td>
<td>☐</td>
</tr>
<tr>
<td>Ja, men bara ungefär hälften av det jag dricker</td>
<td>☐</td>
</tr>
<tr>
<td>Ja, så gott som allt jag dricker</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Människor tycker olika om att folk har olika beteenden, gör vissa saker. Vad skulle du tycka om din bästa kompis gjorde följande? (sätt ett kryss på varje rad)**

<table>
<thead>
<tr>
<th>Alternativ</th>
<th>Tycker det är okey</th>
<th>Neutral/ vet ej</th>
<th>Ogillar</th>
<th>Ogillar starkt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Röker cigaretter</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Dricker sig berusad</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Röker marijuana eller hasch</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Provar amfetamin, heroin eller liknande</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Röker vattenpipa</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Stjäl från andra</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Använder våld</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Kränker eller behandlar någon illa</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
# Hälsa, välmående och trygghet

## Hur mår du?

<table>
<thead>
<tr>
<th>Alternativ</th>
<th>Ja</th>
<th>Nej</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mycket bra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Varken bra eller dåligt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dåligt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mycket dåligt</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Hur trivs du i stort sett med livet just nu?

<table>
<thead>
<tr>
<th>Alternativ</th>
<th>Ja</th>
<th>Nej</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jag trivs mycket bra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jag trivs ganska bra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jag trivs inte särskilt bra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jag trivs inte alls</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Hur ofta brukar du träna på din fritid, minst 30 minuter, så att du blir andfådd/svettas? (Kryssa ett alternativ)

<table>
<thead>
<tr>
<th>Alternativ</th>
<th>Ja</th>
<th>Nej</th>
</tr>
</thead>
<tbody>
<tr>
<td>Varje dag</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-6 gånger i veckan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-3 gånger i veckan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>En gång i veckan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-3 gånger i månaden</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mindre än en gång i månaden</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aldrig</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Om du är bekymrad eller oroar dig för något, vem eller vilka brukar du då prata med? (Kryssa allt som stämmer)

<table>
<thead>
<tr>
<th>Alternativ</th>
<th>Ja</th>
<th>Nej</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mamma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mammas sambo/man</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pappa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pappas sambo/fru</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Äldre syskon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yngre syskon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annan släkting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Någon lärade på skolan (om du går i skolan)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Någon kollega på jobbet (om du jobbar)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skolsköterska, kurator, psykolog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tjejkompis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Killkompis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pojkvän/flickvän</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Förälder till en kompis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ledare på fritidsgården el. annan fritidsverksamhet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Någon annan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nämnligen:__________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ingen</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Har du någon/några nära vän/vänner? (kryssa för allt som stämmer) ja Nej

<table>
<thead>
<tr>
<th>Alternativ</th>
<th>Ja</th>
<th>Nej</th>
</tr>
</thead>
<tbody>
<tr>
<td>Killkompis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tjejkompis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pojkvän/flickvän</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Äldre syskon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yngre syskon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annan vuxen än förälder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annan person</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Har du någon av följande funktionsnedsättningar? (sätt ett kryss på varje rad)

<table>
<thead>
<tr>
<th>Alternativ</th>
<th>Ja</th>
<th>Nej</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hörselnedsättning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Synnedsättning som inte kan korrigeras med glasögon eller linser</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rörelsehinder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lässvårigheter, skrivsvårigheter, dyslexi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADHD eller ADD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annan funktionsnedsättning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Känner du dig trygg på följande ställen?
(sätt ett kryss på varje rad)

<table>
<thead>
<tr>
<th>Ställe</th>
<th>Stämmer mycket dåligt</th>
<th>Stämmer ganska dåligt</th>
<th>Stämmer ganska bra</th>
<th>Stämmer mycket bra</th>
<th>Vet ej</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utomhus i mitt bostadsområde på dagtid</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Utomhus i mitt bostadsområde på kvällen</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>På väg till eller från skolan</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>På fritidsgården/fritidslokalen eller liknande</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I hemmet</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Vid fritidsaktiviteter t.ex. inom föreningar eller andra organisationer</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

### Skola

#### Går du i skolan?

- ☐ Ja
- ☐ Nej

#### Ange vilken skola?

- 

#### Om du slutat skolan får du på följande frågor tänka tillbaka på hur det var när du senast gick i skolan.

#### Jämfört med dina klasskamrater, hur duktig tycker du att du är/var i skolan?
(Kryssa allt som stämmer)

<table>
<thead>
<tr>
<th>Hur tycker du?</th>
<th>☐</th>
<th>☐</th>
<th>☐</th>
<th>☐</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bland de duktigaste</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duktigare än de flesta</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ungefär lika duktig som de flesta</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mindre duktig än de flesta</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bland de minst duktiga</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Hur trivs du i skolan du går i?

<table>
<thead>
<tr>
<th>Hur trivs du det?</th>
<th>☐</th>
<th>☐</th>
<th>☐</th>
<th>☐</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mycket bra</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ganska bra</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Varken bra eller dåligt</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ganska dåligt</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mycket dåligt</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Vad tror du att du kommer att göra när du slutat grundskolan?
(Kryssa ett alternativ)

<table>
<thead>
<tr>
<th>Vad tror du att du kommer att göra när du slutat grundskolan?</th>
<th>☐</th>
<th>☐</th>
<th>☐</th>
<th>☐</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gå på något av gymnasiets högskoleförberedande program (teoretiska)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gå på något av gymnasiets yrkesinriktade program (praktiska)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Få ett arbete</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Få praktik- eller lärlingsjobb</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bli arbetslös</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jag vet inte</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Vi hoppas att du vill fortsätta ingå i denna studie och besvara en kortare enkät även år 2013 och 2014. För att vi då ska kunna nå dig behöver vi dina kontaktuppgifter. Ingen obehörig kommer att se dina kontaktuppgifter eller få veta hur just du svarat. Stort tack för din medverkan!

Här kan du skriva kommentarer till enkäten, förändringar/förbättringar som du önskar på Verdandi eller om det är något annat du vill berätta för oss.

Namn: 

Personnummer (10 siffror): 

E-postadress:
Appendix 2

Interview guide
Intervjuguide verksamhetsledare/ledare

Vilken är Din roll i verksamheten?

Hur blev du ledare i verksamheten?

Hur länge har du varit engagerad som ledare?

Vilka deltar i verksamheterna?

Vilka deltar i verksamheten?

Hur ser könsfördelningen ut?

Hur ser åldersfördelningen ut?

På vilket sätt skiljer sig ungdomar som är här ofta och mer sällan/vardag/lov?

Vilka blir kvar i verksamheten eller aktiviteterna och vilka slutar?

Vad tror ni utmärker de som inte vill delta?

Har det förändrats över tid, vilka som kommer till verksamheten? Varför?

Är ungdomarna engagerade i andra verksamheter än er?

Hur når ni barn och ungdomar som inte normalt går på fritidsgården? Jobbar ni aktivt för att nå dem?

Varför deltar de?

Varför tror du ungdomarna deltar i verksamheten?

Vilken skillnad är det på killar och tjejers motiv att delta?

Vilken skillnad är det mellan olika åldrar i deras motiv att delta?

Vad gör ungdomarna mest när de är här? Skillnader kön/ålder?

Vad får de ut av att delta?

Vad tror du verksamheten betyder för deltagarna?

Hur förändras ungdomar som finns i verksamheten med tiden?

Hur gör ni som ledare för att de ska förändras eller utvecklas på något sätt?

Kan du beskriva vad du som ledare gör en vanlig kväll i verksamheten?

Hur ser du på din ledarroll?

Vilken är din främsta eller viktigaste uppgift?

Hur ser du på din roll som förebild?
**Intervjuguide deltagare**

Kort runda där alla får presentera sig, namn, ålder, hur länge de varit med och hur ofta de är där.

**Vilka deltar i verksamheterna?**

**Vilka ungdomar deltar i verksamheten?**

Hur skulle ni beskriva er som deltar i verksamheten? Samma/olika bakgrund?

På vilket sätt skiljer sig ungdomar som är här ofta och mer sällan/vardag/lov?

Hur ser könsfördelningen ut?

Hur ser åldersfördelningen ut?

Vad utmärker de som inte vill delta?

Är ni/ungdomarna engagerade i andra verksamheter än denna?

Vilka blir kvar i verksamheten eller aktiviteterna och vilka slutar?

Har det förändrats över tid, vilka som kommer till verksamheten? Varför?

Blir man för gammal för att komma hit? När?

**Vad gör ni förutom att vara här på fritiden?**

Är ni engagerade i andra verksamheter än Verdandis/Trädets?

Om inte Verdandi/Trädet fanns vad skulle ni göra då?

Skiljer ni er från andra ungdomar i Verdandi/Trädet?

**Varför deltar de?**

**Varför deltar ni i verksamheten?**

Hur kom du/ni med i verksamheten?

Varför fortsatte du/ni att komma?

Vad gör ni mest när du/ni är här? Samma sak/olika saker? Skillnader kön/ålder?

Vilken skillnad är det på killar och tjejer motiv att delta?

Vilken skillnad är det mellan olika åldrar i deras motiv att delta?

Är ni hellre på Verdandi/Trädet än hemma? Varför/Varför inte?

**Vad får de ut av att delta?**

**Vad betyder verksamheten för er ungdomar?**

Har ni förändrats något under er tid här? Hur?
Gör era ledare något för att ni ska förändras/utvecklas på något sätt? Hur?
(Eller Har era ledare uppmuntrat er att förändras på ngt sätt? Hur?)

Hur upplever ni verksamheten?

Är den spännande/utmanande/stimulerande?
Uppmuntras ni att ta egna initiativ?
Har ni lärt er ngt här som ni har haft användning för ngn annanstans? Vad?
Vad är det bästa med Verdandi/Trädet?
Har ni fått nya kompisar här eller känner man de flesta sedan tidigare?

Hur ser ni på era ledare?

Vad brukar era ledare göra en vanlig kväll i verksamheten?
Vilken är deras främsta/viktigaste uppgift?
Tycker du/ni att de är bra förebilder?

Hur ser ni på relationen mellan ledare och er deltagare?

Känner du/ni att ledarna har tid till att bara sitta ner och prata med er?
Vad pratar du/ni med era ledare om? Öppet/enskilt?
Vad brukar era ledare prata med er om?
Pratar ni med era ledare om saker som ni inte pratar med andra vuxna om?
Vilka ämnen kan vara svåra att prata om?
Vad pratas det om bland er ungdomar?

Hur är inställningen till alkohol, tobak och andra droger i verksamheten?

Brukar det förekomma prat om alkohol och andra droger på gården?
Brukar ni ungdomar prata med varandra om detta?
Brukar era ledare initiera några diskussioner kring alkohol och droger?
Skulle ni önska mer diskussioner med ledare om t.ex. alkohol och tobak?
Vilken inställning/policy finns vad gäller alkohol och rökning? Skriftlig/muntlig?

Känner du/ni er trygga i verksamheten?

Tror ni att alla känner sig trygga i verksamheten?
Beskriv skillnad i hur tjejer och killar upplever miljön och tryggheten tycker du/ni?
Beskriv skillnad i hur olika åldrar upplever miljön och tryggheten?
Vad tror ni andra människor säger om ert område/om Verdandi/Trädet?
Vilka skillnader kan ses i vilken strategi som används på fritidsgårdarna?

Hur ser du/ni på de vuxna i verksamheten?
- Är du/ni intresserade av aktiviteter där vuxna deltar?
- Brukar föräldrar ges möjlighet att delta i verksamheten?
- Skulle ni önska mer vuxen/ledarnärvaro?
- Har era ledare en bra kontakt med era föräldrar?

Hur upplever du/ni ert inflytande och er delaktighet i verksamheten?
- Är du/ni intresserade av att vara med och påverka?
- Vem bestämmer vad som görs? Du/ Ni själva/de vuxna?
- Känner du/ni att ni är med och planerar verksamheten?
- Upplever ni att era idéer blir verklighet? Om nej- varför inte?
- Vill du/ni helst att ledarna/personalen hittar på roliga saker åt er?
- Beskriv hur du/ni får vara med och bestämma vad ni ska prata om, berätta vad du/ni vill, tycker och tänker? Brukar verksamheten ha speciella möten?
- Tycker ni att alla får komma till tals - även de som normalt inte uttrycker sin åsikt?
- Är det skillnad på killar och tjejer engagemang och delaktighet?
- Är det någon skillnad på engagemang och delaktighet utifrån ungdomarnas ålder?

Är det tydligt vilka regler som gäller?
- Får du/ni vara med och bestämma reglerna?

Hur ser ni på framtiden för verksamheten?
- Vad är det bästa med verksamheten? Vilka styrkor ser du med verksamheten?
- Ser du/ni något som skulle kunna förändras eller förbättras i verksamheten?
- Är det något mer som ni vill berätta som vi inte tagit upp?
Intervjuguide deltagare

Kort runda där alla får presentera sig, namn, ålder, hur länge de varit med och hur ofta de är där.

Vilka deltar i verksamheterna?
Vilka ungdomar deltar i verksamheten?
Hur skulle ni beskriva er som deltar i verksamheten? Samma/olika bakgrund?

På vilket sätt skiljer sig ungdomar som är här ofta och mer sällan/vardag/lov?

Hur ser könsfördelningen ut?

Hur ser åldersfördelningen ut?

Vad utmärker de som inte vill delta?

Är ni/ungdomarna engagerade i andra verksamheter än denna?

Vilka blir kvar i verksamheten eller aktiviteterna och vilka slutar?

Har det förändrats över tid, vilka som kommer till verksamheten? Varför?

Blir man för gammal för att komma hit? När?

Vad gör ni förutom att vara här på fritiden?

Är ni engagerade i andra verksamheter än Verdandis/Trädets?

Om inte Verdandi/Trädet fanns vad skulle ni göra då?

Skiljer ni er från andra ungdomar i Verdandi/Trädet?

Varför deltar de?

Varför deltar ni i verksamheten?

Hur kom du/ni med i verksamheten?

Varför fortsatte du/ni att komma?

Vad gör ni mest när du/ni är här? Samma sak/olika saker? Skillnader kön/ålder?

Vilken skillnad är det på killar och tjejers motiv att delta?

Vilken skillnad är det mellan olika åldrar i deras motiv att delta?

Är ni hellre på Verdandi/Trädet än hemma? Varför/Varför inte?

Vad får de ut av att delta?

Vad betyder verksamheten för er ungdomar?

Har ni förändrats något under er tid här? Hur?
Intervjuguide verksamhetsledare/ledare

Mycket kort- Vilken är Din roll i verksamheten?
   Hur blev du ledare i verksamheten?
   Hur länge har du varit engagerad som ledare?

Vilka deltar i verksamheterna?

Vilka deltar i verksamheten?
   Hur ser könsfördelningen ut?
   Hur ser åldersfördelningen ut?
   På vilket sätt skiljer sig ungdomar som är här ofta och mer sällan/vardag/lov?
   Vilka blir kvar i verksamheten eller aktiviteterna och vilka slutar?
   Vad tror ni utmärker de som inte vill delta?
   Har det förändrats över tid, vilka som kommer till verksamheten? Varför?
   Är ungdomarna engagerade i andra verksamheter än er?
   Hur når ni barn och ungdomar som inte normalt går på fritidsgården? Jobbar ni aktivt för att nå dem?

Varför deltar de?

Varför tror du ungdomarna deltar i verksamheten?
   Vilken skillnad är det på killar och tjejerers motiv att delta?
   Vilken skillnad är det mellan olika åldrar i deras motiv att delta?
   Vad gör ungdomarna mest när de är här? Skillnader kön/ålder?

Vad får de ut av att delta?

Vad tror du verksamheten betyder för deltagarna?
   Hur förändras ungdomar som finns i verksamheten med tiden?
   Hur gör ni som ledare för att de ska förändras eller utvecklas på något sätt?

Kan du beskriva vad du som ledare gör en vanlig kväll i verksamheten?
   Hur ser du på din ledarroll?
   Vilken är din främsta eller viktigaste uppgift?
   Hur ser du på din roll som förebild?
I vilka situationer kan det vara svårt att vara en förebild?

Hur ser relationen mellan ledare och deltagare ut?

Finns det utrymme för att skapa en relation med ungdomarna?
Vad pratar de med er ledare om? Öppet/enskilt?
Vad brukar du prata med ungdomarna om?
Tror du att ungdomarna pratar om saker med dig som ledare som de inte pratar med andra vuxna om?
Vilka ämnen kan vara svårare att prata om?
Vad pratar ungdomarna om sinsemellan?

Hur är inställningen till alkohol, tobak och andra droger i verksamheten?

Brukar det förekomma prat om alkohol och andra droger på gården?
Hur gör du som ledare när ungdomar pratar om detta?
Brukar ni initiera några diskussioner kring alkohol och droger?
Finns det en uttalad policy? Skriftlig/muntlig?

Hur upplever du tryggheten i verksamheten?

Hur gör ni för att skapa en trygg miljö?
Tror du att alla deltagare känner sig trygga i verksamheten?
Hur arbetar ni med genusperspektivet, att verksamheten ska uppfattas trygg för alla oavsett kön?
Beskriv skillnaden på hur tjejer och killar upplever miljön och tryggheten?
Beskriv skillnaden i ålder?

Vilka skillnader kan ses i vilken strategi som används på fritidsgårdarna?

Hur upplever du att deltagarna ser på de andra vuxna än ledare i verksamheten?

Hur är relationen mellan ungdomar och andra vuxna än ledare?
På vilket sätt är ungdomarna intresserade av aktiviteter där vuxna deltar?

Hur arbetar ni med ungdomars inflytande och delaktighet i verksamheten?

På vilket sätt är ungdomarna intresserade av att vara med och påverka?
Hur ser ungdomarna på ledarnas roll vad gäller aktiviteter och verksamhet?
Beskriv hur ungdomarna får vara med och sätta agendan, berätta vad de vill, tycker och tänker?
Speciella möten?
Hur hanterar ni idéer som ungdomarna har som strider mot verksamhetens värderingar och tankar?
Hur gör ni för att alla ska få komma till tals - även de som normalt inte uttrycker sin åsikt?

Hur arbetar ni med genusperspektivet vad gäller engagemang och delaktighet?

Är det skillnad på killar och tjejer engagemang och delaktighet?

Är det skillnad på engagemang och delaktighet utifrån ungdomarnas ålder?

Vilken kontakt har ni med föräldrarna?

Hur arbetar ni för att få kontakt med föräldrar? Hur/När?

Vilken av föräldrarna mamma/pappa har ni mest kontakt med?

Vilka ungdomars föräldrar har ni mest kontakt med?

Har ni koll på ungdomarnas hemförhållanden?

På vilket sätt inbjuds föräldrar att delta i verksamheten?

Vad är det bästa med verksamheten? Vilka styrkor ser du med verksamheten?

Ser du något som skulle kunna förändras eller förbättras i verksamheten?

Är det något mer som ni vill berätta som vi inte tagit upp?
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