Strengthening Social Capital among Children from Low-income Minority Families:
The Role of Social Service Professionals

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Whatever the mind of man can conceive and believe, it can achieve.
Napoleon Hill

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Abstract

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There has been a growing concern on child poverty rates in Norway, especially among minority children. Policies surrounding child poverty in Norway are often focused on the social participation and inclusion of children, which illustrates the importance of social capital for poverty alleviation. The overall purpose of this research is to examine the role of social service professionals in strengthening social capital among children from low-income minority families, as well as explore the challenges in doing so. Using an interpretivist research paradigm, this study aims to examine the way social service professionals understand social capital and the specific strategies they utilise to strengthen social capital. The study also describes the obstacles social service professionals face. Five semi-structured interviews were completed with social service professionals working with children from low-income minority families. Using thematic analysis, this study reveals four main themes: social service professionals' awareness of social capital, barriers to strengthening social capital, strategies for strengthening social capital, and collaborators in action. These themes were analysed using social capital theory, ecological systems theory and relevant literature.

The findings from the study suggest that social service professionals have a broad understanding of social capital and its importance in providing better opportunities for immigrant children. They also face considerable challenges in strengthening social capital and are able to employ a variety of strategies to mitigate the challenges. Additionally, this study highlights the importance of collaborative work across the various systemic levels, in order to collectively work towards strengthening social capital among children from low-income minority families.

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1
Introduction

Poverty is a complex and multifaceted phenomenon that affects approximately 1.3 billion people worldwide—half of whom are reported to be below the age of 18 (United Nations Development Programme, 2018b). There have been longstanding debates on the definition of poverty, particularly childhood poverty, since a single definition fails to adequately encapsulate the inherent complexities of the concept. Norway, being one of the wealthiest nations in the world, views poverty in relation to relative poverty, which is largely based on the European Union's (EU) definition (Norwegian Ministry of Children, Equality and Social Inclusion, 2016). A joint report by the European Commission and the Council of European Union defined relative poverty as:

> People said to be living in poverty if their income and resources are so inadequate as to preclude them from having a standard of living considered acceptable in the society in which they live. Because of their poverty they may experience multiple disadvantages through unemployment, low income, poor housing, inadequate healthcare and barriers to lifelong learning, culture, sport and recreation. They are often excluded and marginalised from participating in activities (economic, social and cultural) that are the norm for other people and their access to fundamental rights may be restricted (Council of European Union, 2003, p. 8).

Accepting the above definition, relative poverty is then measured based on the distribution of income within individual countries. Based on EU's criteria, Norway measures relative poverty as having lower than 60 percent of the national median income (Eurostat, 2018). This has significant implications as the lower-income families typically reap lesser benefits from the prosperity of their country and are subjected to marginalisation within the society (Ayllón & Gábos, 2017; Council of European Union, 2003). Moreover, children from lower income families in Norway do not necessarily experience lack in their basic needs such as food and housing. Rather, their economic situation severely restricts their ability to participate in society meaningfully (Abdu & Delamonica, 2018; Eurostat Statistical Books, 2010). Thus, child poverty in Norway can be defined as *children from low-income families that experience social exclusion and deprivation in terms of participating in socio-cultural, economic and political activities that could potentially enhance their well-being* (Eurostat, 2013; Norwegian Ministry of Children, Equality and Social Inclusion, 2016).

Problem Area

Over the years, Norway has seen a steady increase in children growing up in low-income families. One in ten children (approximately 105,500) in Norway in 2017 belonged to a low-income household (Bufdir, 2019a). Poverty has negative repercussions on the overall wellbeing of a child due to their lowered socioeconomic status. The adverse consequences of poverty on children have been widely documented in studies, delineating maladaptation in their physical and mental health, socio-cultural and economic participation (Andresen & Meiland, 2017; Norwegian Ministry of Children, Equality and Social Inclusion, 2016; Redmond, 2014; UNICEF, 2010). The prevalence of childhood poverty in Norway is even more problematic with the overrepresentation of immigrant children in low-income statistics, which indicate

further inequalities within the population of children from low socioeconomic background. At present, over 50 percent of children from low-income household comprise immigrant children (Bufdir, 2019a; Norwegian Ministry of Children, Equality and Social Inclusion, 2016). These figures are particularly disturbing as children from low-income minority families (CLIMF) are at a greater risk of poverty-related issues.

Who are the immigrants in Norway?

In Norway, the minority population is categorised as either immigrants or Norwegians born to immigrant parents. Both these groups are perceived as immigrants and they comprise 17.7 percent of the total population (Statistics Norway, 2019b). As such, *minority* and *immigrant* are at times used interchangeably. The profile of immigrants in Norway is largely diverse with people coming from over 221 countries and independent regions (Sandnes, 2017).This highly heterogeneous group of immigrants are often classified as individuals originating from (1) the 28 European Union countries and the European Economic Area (EU28/EEA), including United States of America (USA), Canada, Australia and New Zealand; or (2) Asia, Africa and Latin America, Oceania and everyone else except the EU28/EEA, Australia and New Zealand (Statistics Norway, 2019b).

Of these two, the second group is more likely to be made up of people with refugee background, either on grounds of protection (33 percent) or humanitarian reasons (38 percent) (Norwegian Ministries, 2019). Expectedly, they are particularly vulnerable to poverty and social inequalities due to their adverse backgrounds. In 2017, income indicators of different low-income groups showed that 49.5 percent of immigrants from EU lived in households without any economically active persons. This number increased to 68.7 percent for immigrants from non-EU countries, particularly Africa, Asia and Latin America. For persons with refugee background, this figure further increased to 73.4 percent (Statistics Norway, 2019c). Similar trends are observed in statistics measuring persistent risk of low-income persons, people receiving housing and social assistance and people living in low-income households (Statistics Norway, 2019c, 2019a, 2019d). These trends indicate that differences in the socioeconomic situation of the different groups of immigrants, with persons with refugee backgrounds being particularly vulnerable. Despite the difference among the various immigrant groups, the challenges impeding CLIMF are relatively uniform in nature, such as social exclusion, difficulties in integration and language mastery (Norwegian Ministries, 2019).

Policy responses – The social dimension

The increasing rates of childhood poverty, especially among CLIMF, has propelled many countries like Norway to address this issue with seriousness. The Norwegian government has implemented a national child poverty reduction strategy that contains 64 measures to combat child poverty (Norwegian Ministry of Children, Equality and Social Inclusion, 2016; Norwegian Ministry of Children, Youth and Family Affairs, 2018). The measures delineated in the strategy centre around the promotion of social capital by reducing social exclusion and increasing social participation among children from low-income families. Similarly, individual municipalities within Norway such as Stavanger Kommune has adopted its own local strategies to promote inclusion and participation among children as part of their poverty reduction plan (Stavanger kommune, 2019). Moreover, several measures such as 'Increasing the understanding of Norwegian among minority-language children in Kindergarten' and 'Girls with minority background and participation in sport' are some policies that are targeted towards CLIMF (Norwegian Ministry of Children, Equality and Social Inclusion, 2016). This shows

that the Norwegian government acknowledges the importance of targeting specific policies towards CLIMF, as their experience may be distinct from ethnic Norwegian children.

As early adolescence is a crucial period when children develop their human and social capital, the efforts to reduce childhood poverty by strengthening social capital has a significant impact on CLIMF's development and potential for future growth (Chzhen et al., 2018; Wollebæk & Selle, 2003). Social capital in this sense functions as a tool for socioeconomic mobility among these children, thus, aiding in the reduction of child poverty. While the Norwegian government is the main body that initiates policies to reduce child poverty, it is the social service professionals (SSP) who implement these policies in their daily work. They work directly or indirectly with people who are the beneficiaries of policies related to the reduction of child poverty. Furthermore, SSP act as advocates for CLIMF, gatekeepers for precious social resources and providers of feedback to policymakers (Lipsky, 2010). Therefore, SSP play a critical role in the implementation and alleviation of child poverty, making it vital to study their experiences and their role in working with CLIMF.

Purpose of Study

The overall purpose of this research is to examine the role of SSP in strengthening social capital among CLIMF. Additionally, this study intends to identify the strategies that SSP utilise and the challenges they face in doing so. Lipsky (2010) suggests that public service workers such as SSP possess considerable power, as they have the discretion in making decisions on how policies are implemented. SSP also function as the middlemen between government policies and service users. Given their unique position between policymakers and CLIMF, it is integral to examine the ways in which SSP understand social capital and the specific strategies they utilise in their day-to-day work.

In addition, this research is also aligned with the academic objectives of the Erasmus Mundus European Master in Social Work with Families and Children (MFamily). Through my thesis, I am expected to demonstrate expert knowledge in the area of social work with families and children. As my study focuses on strengthening social capital among CLIMF from the perspective of SSP, it is in line with the stipulated MFamily objectives and guidelines (Erasmus Mundus, 2019).

Research Questions and Significance

In line with the purpose and objectives, the research questions that this study will address are as follows:

1. What is SSP's role in strengthening social capital among CLIMF in Norway?
    a. What is SSP's understanding of social capital in relation to CLIMF?
    b. How do SSP strengthen social capital among CLIMF in their daily work?
    c. What are the challenges that SSP experience in relation to strengthening social capital among CLIMF?

Answering these questions is instrumental to the contribution of knowledge into the topic of social capital among CLIMF in Norway. Given that SSP in Norway are the key persons who execute child poverty polices on the ground level and aid in the shaping of state policies, their input might shed light on the issues in strengthening social capital among CLIMF and inform

policy changes. Furthermore, this study is highly significant to the field of social work and social policy. The results from this study will contribute to the current field of social capital and child poverty research from the perspective of SSP. It would also potentially highlight gaps within policies and inform policymakers on what is working and areas in need of enhancement. Lastly, this study might also reveal the gaps in services for CLIMF, which would then inform better services and enhance service delivery for CLIMF.

Overview of Chapters

This research is organised into five chapters. In chapter two, I delve deeper into earlier empirical studies conducted on social capital and low-income families, as well as the theoretical frameworks that govern this study. In chapter three, I delineate the research methodology utilised for this study, which includes the research paradigm, my position in the study, selection of participants, data collection and analysis process, quality assurance, ethical considerations as well as limitations of the study. Chapter four reveals the findings of this study and discusses their implications using the theoretical frameworks and empirical literature presented earlier. I conclude the study in chapter five with a summary of the findings and recommendations.

2
Literature Review and Theoretical Framework

This chapter is divided into two parts. In the first part, I review extant literature on low-income minority families, detailing the challenges they face and the consequences of poverty on CLIMF. This is followed by a discussion on the current services and support that are available for CLIMF in Norway. The literature reviewed will provide contextual evidence on the needs of low-income minority families and the importance of studying this particular group. In the second part, I present the theoretical framework I used to ground my analysis and discuss the various theories on social capital, as well as the ecological systems theory.

In the process of writing the literature review, I used various databases, search engines and internet resources to search for empirical literature and governmental reports. Databases such as Social Services Abstract Pro Quest (ProQuest), Scopus, LIBRIS, Annual Review database, Directory of Open Access Books (DOAB), Google Scholar was utilized to search with keywords such as "immigrant families", "child poverty", "low-income families", "social capital", "poverty in Norway", "relative poverty" and "deprivation".

Low-income Minority Families in Wealthy States

There is tendency among scholars to measure poverty based on income status. However, several studies have argued that people from low-income households do not necessarily report poverty-related issues such as material and social deprivation (Madanipour, Shucksmith, & Talbot, 2015; With & Thorsen, 2018). In fact, poverty is being increasingly conceptualised from a multidimensional perspective, looking at health, education and standard of living indicators (Abdu & Delamonica, 2018; United Nations Development Programme, 2018a). Hence, there is a need to recognise that not all low-income families report or experience challenges related to poverty. Nevertheless, scholars have acknowledged that a large proportion of low-income families are disadvantaged and are at a significant risk for poverty-related problems.

Challenges experienced by low-income minority families

Minority families are often overrepresented in low-income household statistics and they typically encounter challenges in various aspects of their lives. Several studies have documented the obstacles immigrant families experience in securing employment, learning the native language and integrating in the host society (Dagsvik, Kornstad, & Skjerpen, 2016; Dalgard, 2018; Dzamarija, 2016; Statistics Norway, 2017). A longitudinal study on child poverty in Norway analysed two samples of Norwegian families from 2000 to 2007 and found that those who were single parents, unemployed and were of non-western immigrant background had a higher risk of poverty than the overall low-income group (Sandbæk, 2013). The study also reported poorer living conditions such as cramped housing, fewer home ownership and material deprivation among these groups. Similarly, a study on the subjective wellbeing of immigrants based on current international research in the last decade found that in comparison to the majority population, immigrants were more likely to have negative emotional experiences and were least satisfied with their lives (Statistics Norway, 2017). They were more likely to experience mental health issues such as post-traumatic stress disorders, and face considerable difficulties in gaining employment and monetary resources.

A more recent report investigating the subjective material and social deprivation in Norway found that immigrants from Africa, Asia and Latin America, single parents and social welfare recipients were particularly vulnerable to poverty-related issues (With & Thorsen, 2018). The study based on the *Survey on Living Conditions EU-SILC 2015*, revealed that a high proportion of low-income families reported difficulties in affording new clothing and were unable to sustain a meat diet on a weekly basis. They also experienced challenges in participating in social activities such as leisure activities and eating out in restaurants, which inadvertently impede their ability to integrate into mainstream society (With & Thorsen, 2018).

Among the many challenges that low-income minority families experience, barriers to employment appear to stand out in the literature. Employment has been identified as a key challenge for low-income families, especially so for minority families. The statistic indicating that over half of low-income households had no employed persons supports this claim (Statistics Norway, 2019c). Within these low-income groups, there is a higher rate of unemployment among the immigrant population (Statistics Norway, 2019c). These statistics were corroborated by a research that examined married immigrant and Norwegian women's barriers to employment (Dagsvik et al., 2016). The study explicated several factors for the low employment rates among immigrant women – probability of finding jobs, cultural differences and psychological costs of finding work. In comparison to Norwegian women, immigrant women are generally more unsuccessful in their job searches. Furthermore, it was reported that immigrant women are more likely to be stay-at-home mothers as they typically have more children and are culturally bounded to not participate in the labour force (Dagsvik et al., 2016).

On the other hand, Godøy, (2017) presented an alternative explanation for poor employment rates among immigrants, particularly those with refugee background. She acknowledged that immigrants tend to experience barriers to employment due to poor language acquisition and lower academic qualifications. However, she argued that the two main factors for high unemployment rates among refugees are their limited persistence in job searching and residing in areas that offer little employment opportunities for immigrants. This has significant implications as placing immigrants in areas with favourable immigrant labour markets could potentially increase employment, and allay some of the challenges that low-income minority families experience with regards to gainful employment.

There is widespread consensus among the literature reviewed on the challenges faced by families experiencing income poverty. In addition to the material and social deprivation, as well as the poor employment opportunities, low-income parents particularly struggle with accessing resources for the healthy development of their children. With their limited financial resources, providing quality care for their children, in terms of educational support, good housing and home environment are some of the many challenges they face (Fernandez, Zeira, Vecchiato, & Canali, 2015; OECD, 2018). These difficulties have a profound impact on the wellbeing of children from low-income families.

Consequences of income poverty on children[1]

The effects of poverty permeate every aspect of a child's life. Previous studies on the impact of child poverty have clearly delineated the negative consequences on children's mental and physical health, educational attainment, and social participation. One study that was conducted in Canada examined the influence of poverty and social support on the perceived health of children born to migrant mothers (Hulst, Séguin, Zunzunegui, Vélez, & Nikiéma, 2011). Using regression analysis on data from the Quebec Longitudinal Study of Child Development, the study revealed that children who have migrant mothers were more likely to be afflicted by poverty and low social support. Moreover, children from these families tended to exhibit poorer health outcomes compared to migrant mothers who reported that they were never poor. Another study conducted by Yoshikawa, Aber, and Beardslee, (2012) reviewed several vital studies on the effects of poverty on the mental, emotional and behavioural (M-E-B) health on children and youth. The review showed that poverty had a negative impact on children and youth's M-E-B health, and that poverty reduction interventions could reverse the impact of poverty on their M-E-B health.

Despite the right to education and having equal access to educational opportunities for all children in Norway, CLIMF tend to perform poorly in this area (Dzamarija, 2016). CLIMF in particular appear to exhibit lower educational attainment and higher school dropout rates due to their socioeconomic conditions (Chzhen et al., 2018; Dzamarija, 2016). This is evinced in Watkins and Howard's (2015) systematic review of 30 studies published from 1994 to 2014 investigating the educational attainment among economically disadvantaged youth. They reported that economic hardships in families resulted in poor parental involvement, which affects children's academic success. The lack of economic resources also entailed fewer investment in educational resources that could otherwise support academic achievement. The impact of poverty on children's educational attainment and mental health is further exemplified in a quantitative study by McCoy and Raver (2014), which examined instability in the household of children with low socioeconomic status and their self-regulation. The results from the study indicated that children experiencing high levels of instability in their household had limited capacity to regulate themselves. The study also reported that unstable households marked with material deprivation, involuntary moving, disruptions in familial relations may adversely inhibit the essential skills that children require for successful school entry and adaption, which impede their learning abilities (McCoy & Raver, 2014).

In wealthier countries, income poverty has a significant impact on children's social life. It has been well documented that children from low-income families have difficulties participating in social activities, which could lead to social isolation in the long run (Eurostat Statistical Books, 2010; Fernandez et al., 2015; Redmond, 2014). Two recent studies concerning the social consequences for economically disadvantaged children found that children from low-income families were less likely to participate in social activities, have lesser friends and more prone to social isolation (Andresen & Meiland, 2017; Hjalmarsson & Mood, 2015). As most children meet and build friendships within their school setting, having the economic resources to participate in after-school leisure and sport activities, as well as having a conducive home environment to invite their peers back to is crucial for children.

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[1] Portions of this literature review were extracted from a research proposal I prepared for this study that I submitted to University of Gothenburg in January 2019.

Services and Support for CLIMF in Norway

Given the challenges that low-income families experience and the negative consequences of income poverty on children, it is imperative to have an overview of the current services and support that are available for CLIMF in Norway. The main policy responses for childhood poverty is targeted towards both children and parents. Services and support for children are focused on promoting social participation and inclusion, while for parents, they are centred around parental employment and child care support (Norwegian Ministry of Children, Youth and Family Affairs, 2018).

The state has channelled a significant amount of funding into creating equal access for participation in sports and recreational activities for children from low-income families in Norway (Norwegian Ministry of Children, Equality and Social Inclusion, 2016; Stavanger kommune, 2019). In order to promote leisure activities for all children in Norway, the Norwegian Directorate for Children, Youth and Family Affairs has outlined some key strategies such as collaboration with voluntary organisations to ensure all children can participate in activities, and effecting the Leisure Declaration (see Bufdir, 2019c, 2019b). It has been well-documented that participation in sport has positive effects on the physical and mental health of children. A report by UNICEF established that sport for development (S4D) is able to effectively promote educational achievement, social inclusion and empowerment among vulnerable children, not limited to children with low-income background (Jessop, Chavez, Zapata, & Fuller, 2019). The report stated that participation in sport activities increases integration through social interactions with peers and aid in skill development. Furthermore, it also serves as a means to decrease marginalisation and socioeconomic inequalities among children. Therefore, ensuring that CLIMF has access to services that permit participation in sport and recreational activities is vital in buffering against the effects of poverty. Hjalmarsson and Mood (2015) also asserted that social inclusion and child wellbeing can be achieved by effecting policies that are focused on children's participation in social activities, which is more cost-effective in the long term.

Several studies proposed supporting low-income parents in employment and child care as pertinent measures of poverty alleviation. OECD (2018) recently released a report detailing the importance of parental employment in mitigating the challenges of low socioeconomic conditions. The report also suggested strengthening childcare services in order to encourage more work uptake by parents, as low-income families typically experience difficulties in labour market re-entry. The Norwegian Labour and Welfare Services (NAV) are the main service provider for child care benefits, financial assistance and work benefits. They provide financial and housing support for low-income families, as well as working towards parental employment with these families (see NAV, 2019).

Social Capital Theories

Social capital as a theoretical concept has gained traction in the past decades. Several social scientists have conceptualised social capital in multitude ways, leading to differing yet interrelated definitions of social capital. The concept of social capital was first introduced by prominent social scientist Bourdieu (1986). Since then, many other authors such as Coleman (1988), Putnam (2000), and Lin (2001) have refined and reconceptualised social capital theory. In this section, a review of the various theories on social capital will be delineated, following that the resource perspective to social capital will be discussed in detail, as it is the main theoretical framework for this study.

Bourdieu (1986) conceptualises capital as three distinct categories: economic, cultural and social. Social capital is 'the actual or potential resources which are linked to possession of a durable network or more or less institutionalized relationships of mutual acquaintance and recognition' (as cited in Häuberer & Jeřábek, 2011, p. 38). Similarly, Lin (2001b) also characterises social capital from the individual perspective, emphasising on the investment in social networks that would yield individual benefits. Coleman (1988) and Putnam (2000), on the other hand, take a collective approach to social capital by stressing the significance of community and civil society in theorising social capital. Putnam's interpretation of social capital in particular had gained much acceptance among academic scholars, and is widely used in socio-political research and policy (Selle & Wollebæk, 2005). Putnam's (1993, p. 35) definition of social capital–'…features of social organizations, such as networks, norms, and trust, which facilitate action and co-operation for mutual benefit'–focuses heavily on working collectively to achieve a common goal. However, critics of Putnam have argued that his model does not account for social capital at the individual level. Instead, it is centred on the macro level structures. Furthermore, his focus on the formal relationships with civic organisation as part of social capital neglects the informal social relations that exist between friends and familial ties (Häuberer & Jeřábek, 2011; Selle & Wollebæk, 2005). All these major contributions by the various social capital theorists, namely Bourdieu, Lin, Coleman and Putnam share similar notions that social capital is rooted within social relationships. However, they diverge in their views on the usage and means of social capital, giving the plurality in the social capital theories.

Nan Lin's Social Capital Theory - The Resource Perspective

In this study, social capital is conceptualised using Lin's (2001b, pp. 192) definition–the 'investment in social relationships with expected returns in the marketplace'. In order to benefit from the social investments, there should be a mutual interaction and networking among individuals, which would then lead to the formation of social networks that are embedded with resources (Häuberer & Jeřábek, 2011). The accessibility and utility of these resources that are contained within the individuals' social network would then prove to be beneficial for the individual and society at large (Lin,2001a). In other words, social capital refers to the resources that one gains through the social networks available to them, through which they are able to yield benefits for the betterment of their lives (Häuberer & Jeřábek, 2011; Lin, 2001a, 2001b). By refining the concept of social capital as espoused by other prominent social capital theorists (Bourdieu, 1986; Coleman,1990; and Putnam,1993), Lin (2001a) was able to construct a more robust and empirically tested model of social capital theory (refer to figure 1).
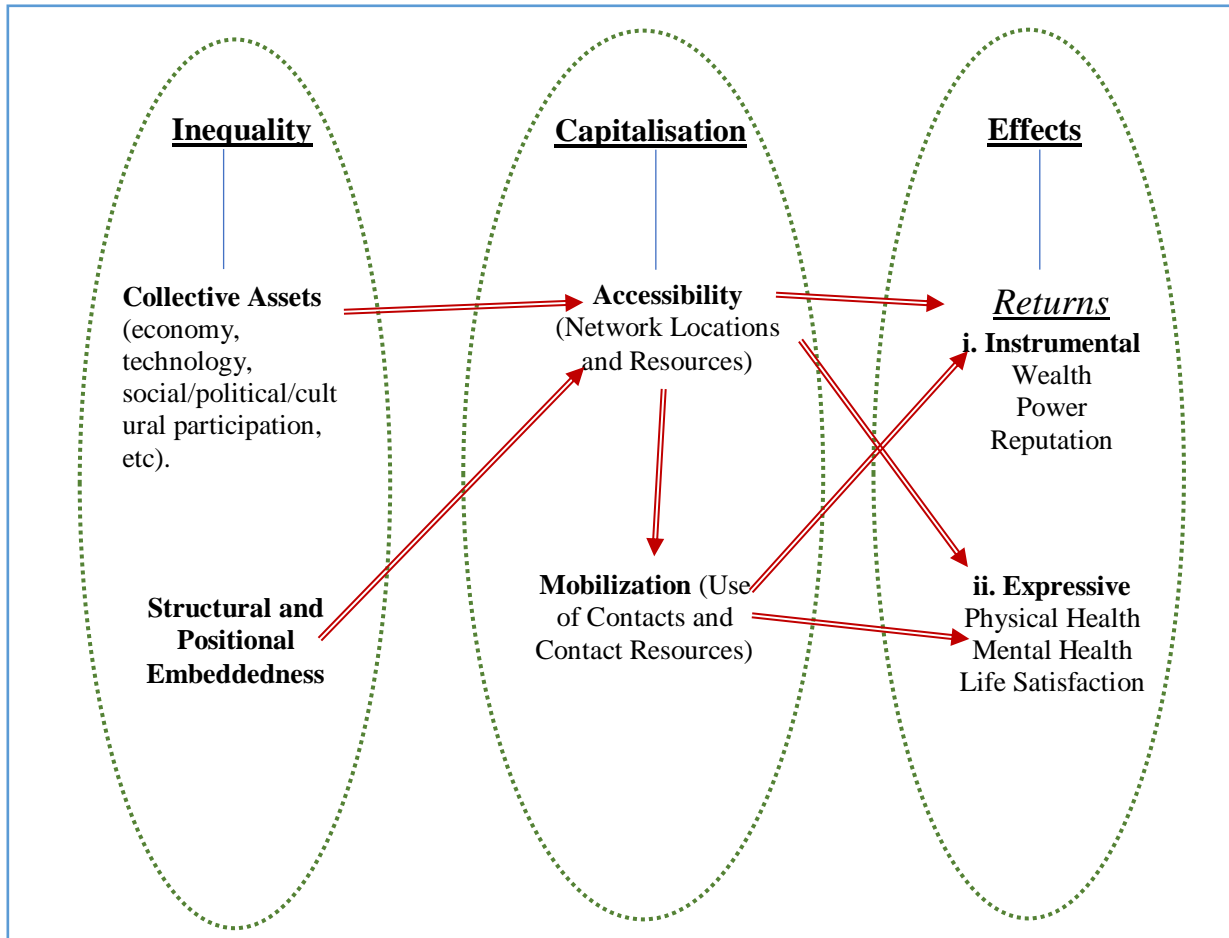
Figure 1. Adapted from Modeling a theory of social capital from Lin, 2001a, pp.21

Inequality in social capital

In his model, Lin (2001a) posits that there are inherent social inequalities in the acquirement of social capital. The first oval in figure 1 denotes the prerequisites for social capital, mainly the various factors (collective assets) and the positionality of an individual in the social structure that serves to either enhance or restrict the investment of social capital. The process between the first oval to the second delineates the production of the inequality in social capital. It takes into consideration the larger social forces that influence the patterns of unequal allocations of social resources that are 'embedded, accessed, or mobilised' (Lin, 2001a, pp. 20). This is especially evident in the social inequality that CLIMF face as their access to and mobilisation of social resources are severely restricted by their structural constraints in economy, technology, social, political and cultural participation. Within this unequal structure, CLIMF are then driven to the lower strata in the society.

Capitalisation in social capital

Within the second oval, Lin describes the process of accessing and mobilising social resources, which then results in the returns that one acquires from social capital (Häuberer & Jeřábek, 2011; Lin, 2001a). The general consensus is that the more accessible these embedded resources are, the more likely they would be mobilised by an individual. However, it calls into question why some are able to mobilise better resources when the accessibility to said resources is the same. Lin (2001b) suggests that this could be due to the location of their social network and resources. When an individual is located further away from their networks and resources, it would affect their ability to access and mobilise these networks and resources. In such instances, the presence of a bridging social capital could potentially narrow the gap and strengthen their social capital (Lin & Erickson, 2008). Studies on social capital have postulated that low-income families tend to cultivate strong connections within their familial networks (bonding capital), but lack bridging networks to connect them to valuable resources (Boon & Farnsworth, 2011; Häuberer & Jeřábek, 2011). This is especially pertinent given that SSP function as bridges that enable CLIMF to gain better access and mobilisation of their bridging social capital. The key role that SSP play in this aspect serves to aid CLIMF in utilising their social capital effectively.

Effects of social capital

Lastly, Lin stated that the process of accessibility and mobilisation of social capital would yield benefits, which can be categorised as either instrumental or expressive (Häuberer & Jeřábek, 2011; Lin & Erickson, 2008). This process shows that social capital could lead to instrumental returns such as wealth, power and reputation, as well as expressive returns such as physical and mental health, and satisfaction with life. Moreover, instrumental and expressive effects are also equally reinforcing one another (Lin, 2001a, 2001b). For instance, with robust physical and mental health or life satisfaction, CLIMF are more likely to work effectively and productively in their future employment, which would then lead to the attainment of wealth, power or reputation. Similarly, by acquiring wealth, power and reputation, CLIMF would be able to maintain their physical and mental health and be better satisfied with their life. Hence, the theory illustrates the way social capital is a means of generating capital, which inadvertently affects an individual's life directly or indirectly.

Ecological Systems Theory

The ecological systems theory was developed by Bronfenbrenner (1979), who postulates that individuals constantly influence and are influenced by their ecological environment, which consist of various systemic levels. He proposes four systemic levels (micro, meso, exos and macro systems) that are useful in understanding the impact of one's environment.

In the context of CLIMF, the microsystem comprises CLIMF's most immediate environment such as family, friends and school. These microsystems have direct interactions with the child's life, hence are important systems in their ecology (Eamon, 2001). The mesosystem refers to the interactions between the various microsystems. In the context of CLIMF, the school system and family system interact with each other to shape and influence the child's development. The exosystem refers to the interactions between various micro-and-meso systemic levels (Watkins & Howard, 2015). It is the interaction that occurs between different settings, which may or may not contain the child themselves. For instance, when a parent projects their stress and anxiety onto the child due to events that occurred at work, which does not directly involve the child. Lastly, the macrosystem is the broader environmental forces that impact the child such as socio-cultural-political-economical forces (Eamon, 2001). Value systems, resources, structural risks and opportunities and patterns of interaction are some key parts of the macrosystem (Watkins & Howard, 2015).

In social research, the utilisation of systems theory can be seen as the study of individuals, families, cultures and policies across various systemic levels, which allows for the identification of strengths and weaknesses in the interactional processes within these systems (Julien-Chinn, 2017). By assessing all four interacting systems, systems theory enables SSP to identify the risks in a CLIMF's social system and seek to increase the "fit between the individual and their social environment" (Healy, 2014, pp. 115).

Furthermore, ecological systems theory emphasises the importance of locating support networks and resources to aid an individual in crisis (Bronfenbrenner, 1979; Collins, Jordan, & Coleman, 2010). The role of the social service professional is then to act as a bridge that links CLIMF to the relevant social support systems within their social environment (Collins et al., 2010). This is primarily achieved through the use of ecomaps, where one maps out the support networks and resources one is utilising in their current ecology, and then identify other relevant resources or support they could potentially benefit from (Healy, 2014). This is because systems theory suggests that the presence of adequate social resources has the potential to prevent and protect individuals from crises (Berry, 1997).

By using the social capital theory and ecological systems theory in this study, it will aid in the understanding of social capital among CLIMF and poverty alleviation. It is also useful in uncovering the role that social service professionals have in relation to strengthening social capital among CLIMF. Given the differential allocation and position of social resources within the various systems of a child, these theories delineate how social inequality is formed and reproduced in the lives of CLIMF.

3
Research Methodology

In this chapter, I detail the methodology utilised in the planning and implementation of this research. I begin with a discussion of the research paradigm that underpin this study. After which, I will elaborate on my position as a researcher in undertaking this study. Thereafter, an outline of the selection of participants, data collection method and analysis process will be specified. Lastly, this chapter concludes with a discussion of the ethical considerations, as well as the limitations of this study.

Research Paradigm

A philosophical stance serves as a guide to understand "the nature of truth and the human behaviour and this is the very foundation of research" (Savin-Baden & Major, 2013, p.54). It takes into consideration the way knowledge and perspectives are obtained, which then guides the way the study is designed. This section will delineate the research paradigm which is fundamental to the design of this study, as well as provide a rationale for adopting a qualitative research.

Interpretivist paradigm

Influenced heavily by hermeneutics, this study is situated within an interpretivist worldview. According to Bryman (2016), interpretivism acknowledges the various realities of individuals. Researchers should, thus, reveal the subjective meanings embedded within those realities. As opposed to positivism, which espouses objectivity, interpretivism emphasises on the individual's own subjective interpretation of their realities (Creswell, 2007). Human beings are meaning-making individuals who often act based on the meanings they ascribe to their own and others' actions, which in turn make up their social reality. Therefore, the role of the researcher who endorses interpretivism is to reveal the subjective realities of individuals by interpreting "their actions and their social world from their point of view" (Bryman, 2016, p.30). However, the adoption of an interpretivist stance does not involve only the interpretation of the way study participants view their world; it also requires that these interpretations are discussed within a social scientific framework. Hence, the researcher not only has to provide interpretations of their study participants' interpretations of their world, but they will also have to interpret their interpretations based on the relevant literature and theoretical frameworks related to their research topic (Bryman, 2016, p. 31). The interpretivist paradigm denounces the notion of objectivism, which views reality as pre-determined and that individuals are powerless in shaping their external realities (Bryman, 2016, p. 33). In contrast, interpretivism necessitates that individuals are the main actors in shaping reality through their social interaction with the environment.

Utilising an interpretivist paradigm, this study seeks to illustrate the ways in which SSP construct their understandings of strengthening social capital and elicit the ways in which they strive to strengthen social capital among CLIMF, by highlighting their unique experiences and perceptions in relation to the phenomena. As a researcher, I am not separate from this process of interpretation. Hence, it is imperative that I situate my interpretations of the experiences and perceptions of the SSP within a framework of theories and literature.

Rationale for Qualitative Research

As this study aims to investigate the experiences and perceptions of SSP on strengthening social capital among CLIMF, a qualitative approach was deemed most suitable. This is further supported by the philosophical assumptions of interpretivism that is used in this study, which is also a main feature of qualitative research. A quantitative method was not considered for this study due to the objectives and aims of this research, which is to describe the subjective meanings of the participants. On the other hand, a qualitative design is helpful, as it allows for the participants to express their views, and for the researcher to clarify and probe for a more in-depth understanding of the phenomenon.

Qualitative research in particular deals with meaning-making rather than numbers and hypotheses testing (Braun & Clarke, 2013). It enables the researcher to gather rich data through the description of experiences, which in turn reveals the shared meanings experienced by several individuals facing a common phenomenon (Braun & Clarke, 2013; Bryman, 2016; Creswell, 2007). For this study, a qualitative methodology allowed for an in-depth exploration of SSP's personal experiences and how they make sense of these experiences in regard to strengthening social capital among CLIMF. This aligns with the goals of this study. It also allows me to appreciate the way SSP understand social capital, and the challenges they had experienced in attempting to promote it among CLIMF. Moreover, a qualitative analysis of the subjective realities and meanings elicited may further inform and support policy changes, as well as enhance service delivery.

Researcher's Positionality

In qualitative studies, it is crucial that researchers are aware of the active role they play in the research process. It is acknowledged that qualitative research is value-driven and our personal values, biases, positions continuously shape and influence the research process (Braun & Clarke, 2013; Creswell, 2007). Therefore, for the integrity of this research, it is imperative that I examine my own personal biases, values and standpoint before and during the process of this study. The use of the "self" during the interpretation in the thematic analysis entailed that I consider my own contextual experiences in the analysis and fuse it within a framework of theories and literature.

Born and raised in Singapore, a multicultural city-state with a large immigrant population, I was exposed to people of different ethnicity throughout my formative years. As a minority within Singapore society, I too faced similar struggles that migrant children in Norway commonly experience in terms of identity formation and negotiating between national and ethnic identities. While my experience as a minority enables me to empathise with children of immigrant background, I should also be aware that the challenges experienced by these children are varied and may not particularly reflect my own struggles. Therefore, I should be mindful of not projecting my own experiences onto that of children in Norwegian society within this study. My ethnic and migrant background could have also impacted the way SSP relayed their thoughts about immigrant children in Norway, as they could have potentially sanitised any unpopular opinions they might have had about migrants.

The differing social welfare systems in Singapore and Norway also influenced the way I perceived social capital and childhood poverty. My previous employment as a social worker in Singapore entailed that I worked with both children and adults with mental health and financial issues. During this time, I viewed poverty from the perspective of the family and had little

understanding of childhood poverty and the unique challenges that children face as a result of poverty. Moreover, my understanding of social capital was also limited, as it was never the focus of my interventions in my previous practice. Thus, it became apparent that for this study, I had to put aside my preconceptions of poverty and social capital while I reflect and gather more in-depth understanding of these concepts.

While my experience as a trained social worker in Singapore might aid in understanding and relating to SSP in Norway, my lack of social work experience in Norway itself has its drawbacks. For one, it would have been much easier to gain access to more participants for this study. In addition, I would also have a more comprehensive understanding of the socio-cultural and political context in which these professionals are situated in prior to commencing this research project. However, my status as an outsider allowed for the SSP to discuss systemic and structural issues in an unconstrained manner, which led to in-depth discussion of the challenges they faced.

Lastly, my lack of knowledge on Norwegian language could potentially affect my study as I experienced challenges in translating and communicating with the participants with ease. By and large, Norwegians have a working knowledge of English language and are fluent in speaking and understanding English. However, through the interviews, it was apparent that the participants were more comfortable speaking in their native language and had some challenges articulating their thoughts seamlessly. Nevertheless, these language barriers did not adversely impact the data collection and analysis, as I was able to communicate with the participants adequately and seek clarifications along the way.

Selection of Participants
Recruitment

The recruitment of participants took place in Stavanger and Oslo, Norway. Contact information for child welfare workers were obtained from a known colleague, who is currently employed in Barnevernet i Stavanger. He assisted in sending out the study participation document, which provided information about the study and elicited interested participants. Additionally, I also conducted a web search to obtain information on governmental and non-governmental organisations involved in work with CLIMF. After which, an email was sent to the organisations and key persons within the organisations that meet the criteria to recruit them for the study. In the email, a brief description of the study followed by an invitation to participate in an interview was outlined. A total of 17 organisations were chosen and an invitation email was sent to them for participation. However, only 3 organisations responded with interest to be part of the study.

Sample of Participants

This study had initially recruited a total of eight participants, but only five participants were able to participate in the interview. Three child welfare workers from Barnevernet i Stavanger, a social worker from Uteseksjonen i Stavanger and the Deputy Director of UNICEF Oslo were interviewed for this study. Despite attempts to recruit more participants, challenges such as time constraints, difficulties in gaining access, as well as language barriers resulted in a small sample size. However, having a smaller sample size allowed me to conduct more in-depth interviews, which provided valuable information for this study. Furthermore, several authors have noted that there is no fixed number of participants that a study should have, rather it is dependent upon the scale and type of research in particular (Braun & Clarke, 2013; Creswell,

2007; Savin-Baden & Major, 2013). Hence, having a total of five participants is considered adequate for a study of this scale, as they were able to provide in-depth information about their experiences, which led to a relatively comprehensive analysis. Three child welfare workers participated in a group interview while two of the social service professionals were interviewed individually. Four of the five participants were ethnic Norwegian citizens, while one of them had a migrant background and has been living in Norway for two decades.

Selection Criteria

The selection criteria were kept relatively broad due to difficulty in recruiting participants based on the initial criteria of only social workers who are working directly with CLIMF. However, individuals who work with strengthening social capital among CLIMF need not just be social work trained professionals, as there are others such as youth leaders, program coordinators and social advocates, who are committed to working with vulnerable children of minority or low socioeconomic background. Keeping in mind the objectives of this study, I decided to include all SSP who are engaged in work with CLIMF. Hence, the participants for this study was recruited based on the following criteria:

1. Participants who are currently employed in a governmental or non-governmental organisation that works with children from low-income minority families.
2. Participants can be involved in direct or indirect work with children from low-income minority families.
3. Participants who are willing to take part in an hour-long interview, that will be held in English. As the researcher is not conversant in Norwegian language, participants must be able to communicate in English.

Data Collection
Semi-structured interviews

The main source of data for this study is gathered through semi-structured in-depth interviews of the five participants. The interview was conducted to gain a better understanding of their experiences in strengthening social capital among CLIMF, as well as the challenges they encounter in doing so. An interview guide with questions and topics emphasizing the interviewee's experiences was utilised to gain a greater understanding of the topic of exploration. According to Bryman (2016), semi-structured interviews provides the interviewer the opportunity to identify and clarify important points during the interview. This is useful when the researcher is only able to interview participants once and make inferences of their subjective meanings from that one encounter.

The social worker from Uteseksjonen i Stavanger and the Deputy Director UNICEF Oslo were interviewed individually in their respective offices. Three child welfare workers from Barnevernet i Stavanger, on the other hand, were interviewed together in a group. During recruitment, a representative from the Barnevernet suggested that interviewing the child welfare workers in a group-setting may elicit more participative responses. Hence, I interviewed them in a small group using similar questions from the individual interview guide. Given that English was a second language for the participants, having colleagues that they could rely on to provide instant translation enabled the participants to share their experiences with more ease. It also minimised the loss of valuable information that could otherwise be withheld if they are unable to express themselves clearly. Being in a familiar environment with known colleagues ensured that the atmosphere of the group interview was safe and inviting for

the participants, and they were able to build on each other's input. Nevertheless, there are some limitations that must be taken into consideration when interviewing in a group. For instance, interviewing participants individually and in a group, is inherently different as the participants in the group may be less inclined to share honestly or may be susceptible to the influence of their colleagues. Furthermore, there are added ethical considerations such as keeping confidentiality and anonymity of the participants in the interview. Even though, the participants were briefed multiple times on the importance of maintaining confidentiality within and outside of the interview setting, it is a factor that could inhibit the participants' inclination to share contentious views.

Data Analysis
Transcription Process

In order to begin data analysis, the audio recordings from the interviews were transcribed verbatim. This method of transcription emphasises on the words spoken and the surrounding sounds in the recording (Braun & Clarke, 2013; Savin-Baden & Major, 2013). However, as I am not conversant in Norwegian, and have sought clarifications in English during the interview, words and phrases mentioned in Norwegian were not transcribed and translated. Instead, words spoken in Norwegian were written as "(Norwegian)" in the transcript. I did not consult an external translator in order to the preserve the confidentiality agreement made with the participants, which specifies myself as the only person handling the transcription and data analysis. Instead, I clarified with the participants what the Norwegian word/phrase meant to minimise the loss of valuable information during the interview. Nevertheless, the audio recordings were kept as close as possible to the original form and any attempts to correct the grammatical errors and sentence structures have been avoided. This is to ensure that the intended meaning of the data and the way the participants expressed themselves have been preserved (Braun & Clarke, 2013). Similarly, quotations used from the interviews to describe the data in the findings and discussion chapter was kept true to its original form. Furthermore, great importance was given to maintain the confidentiality of the participants through the omission of their names and any identifying information from the interview transcription. Following the transcription, a copy of the transcript was sent through email to the participants to review and comment if the interviews were accurately presented in the transcripts.

Data Analysis Process

Thematic analysis was used to analyse the individual and group interviews. Thematic analysis is a frequently used analytical tool that aims to identify and analyse patterns in data (Bryman, 2012). The tool has few restrictions on how it can be applied, therefore it is flexible and can be used to analyse both descriptive and interpretative data (Bryman, 2012). Thematic analysis was a suitable analytical tool for this study, as it allowed for the interpretation to be the main focus of the analysis, while situating the data within a social scientific framework. This approach is also aligned with an interpretive paradigm, as it seeks to construct meaning through the subjective accounts of the participants within the sociocultural context (Braun & Clarke, 2013; Bryman, 2016; King, Horrocks, & Brooks, 2019). Several authors have delineated various ways of conducting thematic analysis, however for this study, a three-step coding process as espoused by King, et al., was utilised to conduct the thematic analysis. This three-step coding process, which is largely based on Langdridge (2004) and Braun and Clarke's (2006) method, was chosen for its clear and systematic way of analysing the data (as cited in King et al., 2019, p. 203) As a novice researcher, this process allowed for a clear and simple audit trail, which illustrated the way I engaged with the data and generated the themes in this study. During the

data analysis process, data was manually coded and later transferred to a word document at the final stage for documentation and accountability.

The first step in the three-step coding process is the descriptive coding stage, whereby my goal is to select areas in my transcript that are relevant to my research questions. Initially, I read through parts of my transcript that I wanted to analyse without trying to code them. Following that, I re-read the transcript twice, and highlighted words and phrases in my transcripts, and added comments that illuminated the perceptions and experiences of the participants in relation to the topic. Finally, I used the comments and highlighted portions to identify the descriptive codes, which were closely related to the data, and free of interpretation (King et al., 2019). An example of the descriptive coding process can be found in Annex 1.

The second stage of analysis is the interpretive coding, which focuses on interpreting the descriptive codes and providing meaning to the accounts of the participants. This was achieved by placing the descriptive codes in groups that appeared to share some similar meaning and constructing an interpretive code that encapsulates the meaning (King, Horrocks & Brooks, 2019). Following this, I revisited the transcripts to ensure that the interpretive codes were in line with the descriptions in the data sets. An example of the interpretive coding process is illustrated in Annex 2.

Lastly, the final stage in the data analysis process is identifying the overarching themes that described the main concepts in my data analysis. These overarching themes were created by building on the interpretive codes and linking it with the theoretical framework and supporting literature that underpin this study (King et al., 2019). The following diagram exemplifies all three coding levels:

Quality Assurance

In qualitative research, there are no set criteria to assess the quality of the study. However, several authors have delineated alternative ways to ensure the quality of qualitative research. For my research study, I utilised a set of widely cited quality criteria by Lincoln and Guba (1985) for quality assessment. Guba and Lincoln proposed four criteria to ensure the trustworthiness of research: credibility, transferability, dependability and confirmability. These four criteria serve as alternatives to the traditional notions of reliability and validity frequently used in quantitative studies.

Credibility

The first criteria, credibility, is the alternative to validity. It refers to 'the extent to which the researcher's interpretation is endorsed' by the research participants (King et al., 2019, p. 212). In other words, it is vital to ensure that research data is supported by the research participants. This criteria is similar to 'member checking', whereby the analysis is verified and approved by the study participants (Braun & Clarke, 2013, p. 282). In order to ensure the credibility of the research, the participants in my study were given a copy of the transcript and analysis, which allowed them to review the findings and raise concerns if any. This ensures that my interpretation of the views of the participants are accurately depicted in the research. This is imperative for my study as English was not the first language of the participants, which could lead to common misunderstandings and misinterpretations. Hence, checking in with the participants confirms the credibility and accurate representation of their voices in my study. Due to time constraints, the participants were not expected to reply with their feedback and comments, but rather to review the analysis and bring up any potential misrepresentation of their perceptions. Since there were no objections raised hitherto, it can be inferred that the analysis is endorsed by the research participants.

Transferability

The second criteria, transferability refers to the generalisability of the research and the extent to which the reader is able to transfer the conclusions from one setting to another (King et al., 2019). This was facilitated by providing a detailed description of how the research was conducted and analysed in the methodological chapter. This allows for the reader to assess for themselves if they are able to potentially generate the same results in a different context (Braun & Clarke, 2013; Lincoln & Guba, 1985). However, there could be some challenges to transferability, as three of the participants in the study were interviewed in a group as opposed to individually. The limitations of this was detailed in the data collection section.

Dependability

The third criteria, dependability, is another means of assuring reliability. This entails providing an audit trail to demonstrate that the findings in the study are aligned with the purpose of this research (Lincoln & Guba, 1985). An excerpt of the three-step thematic analysis process presented in the previous section provides an audit trail that allows the readers to ascertain how reliable the findings are. Furthermore, excerpts of the transcriptions and coding process in Annex 1 and 2 have been included to increase the dependability of the study. Given that qualitative study focuses on subjective experiences, it is often challenging to ensure stable and consistent results. However, by clearly stating the inherent limitations of the study as well as the researcher's position, it would allow the reader to be cognizant of the extent to which the

instability of the research is derived from the research phenomena itself and from the researcher herself.

Confirmability

The last criteria of quality assurance is confirmability, which is the ability of the researcher to be neutral, and present the process of data collection and analysis to be scrutinized by the readers (Bryman, 2016; King et al., 2019). This was achieved by being transparent throughout the study, and detailing the data collection, analysis processes and my own position within the study in a detailed manner. By taking measures in meeting the four criteria of quality assurance, I have strived towards maintaining the integrity and trustworthiness of this study.

Ethical Considerations

For every research, it is vital to consider the potential ethical issues that may arise and take measures to mitigate them when possible. As this research took place under academic supervision at the University of Stavanger in Norway, I submitted an application to the Norwegian Centre of Research Data (NSD) for ethical approval prior to data collection. This process is imperative as compliance to the guidelines of NSD would aid in the credibility and integrity of my research. Following the application (reference number 986539) on 6th February 2019, I received an approval from NSD on 8th February 2019 (refer to Annex 3), indicating that I could proceed with my data collection as the processing of personal data in my study complies with their data processing legislation.

However, approval from NSD alone does not ensure that the research is conducted ethically. According to Bryman (2016), the research has to also abide by the ethical principles in social research such as causing no harm to participants, obtaining informed consent and protecting privacy. By focusing my research on SSP instead of children from migrant families themselves, I was able to minimise the harm done to a vulnerable population. Nevertheless, in order to decrease the potential harm to participants, sensitive questions pertaining to work with minority families would be asked in a non-direct manner, allowing participants to guide the interview instead. Furthermore, the results of the research were analysed and presented in a non-biased manner, ensuring that the experiences of the SSP are duly represented. This was facilitated by allowing the research participants to review the transcripts and analysis, in order to obtain their feedback.

Another measure of decreasing harm to participants would be to ensure that participants are well-informed about their rights and are aware of the nature of confidentiality (Homan, 1992). The research participants were informed that the interviews and results would be kept anonymous and confidential to the best of my ability. All of the participants were informed that they are able to withdraw from the study at any time and recruitment is strictly on voluntary basis. Moreover, informed consent was obtained both verbally and with the use of consent form. As stated by Atkinson and Hammersley (2007), participants must consent to being interviewed on the basis of complete and truthful information on the research, and it should be given freely.

In order to avoid the invasion of the privacy, O'Leary (2004) stated that anonymity not only protects the participants from identification by others but need to be protected from the researcher. Therefore, for this study, I omitted the names and any identifiable details of the participants during transcription and final report. This would, to a certain extent, prevent the

invasion of privacy and ensure the confidentiality of participants. However, I had to take into consideration the additional ethical risk that group interview posed to confidentiality and anonymity of the participants. There is a possibility that in group interview, confidentiality might be broken by participants in the group, and anonymity cannot be ensured especially so when they are known to each other (Braun & Clarke, 2013). Therefore, in order to minimise the ethical risk, I strongly emphasized the need to maintain confidentiality, both before and after the group interview (Wilkinson, 1998).

Lastly, it is imperative that I am cognizant of the potential stigma attached to the topic of child poverty, especially among minority families. One way that I attempt to minimise potentially perpetuating the stigma of child poverty is to avoid and reduce the usage of pejorative terminology such as *poor children*, *poor people* and *children of poverty*. Instead terminology such as *low-income*, *children living in poverty* and *economic hardship/disadvantage* were used when describing the socioeconomic situation of the children.

Limitations

As with any research project, there are inherent limitations in the methodology as well as the study in itself. In order to be transparent and increase the credibility of the study, I will address the potential weaknesses of this research project. Common critiques of using a qualitative method with an interpretivist stance is the subjectivity and replicability of the study (Bryman, 2016). There are difficulties in replicating the study and obtaining the same results, as interpretivist qualitative studies entail the use of the researcher in the data analysis process. In other words, the stance of the researcher influences the interpretations and findings of the studies heavily. Hence, the subjectivity in the research process could lead to different findings depending on the researcher's background and position. However, to minimise the complications in replicability, I have actively strived to detail the research process in a clear and thorough manner. Furthermore, I have dedicated a section in the methodology chapter to report my position within the study, which allows the readers to decide the extent of my influence on the findings for themselves.

Another notable limitation of this study is the short time frame given to complete the entire research. With more time, there is a possibility of recruiting more participants for this study, which could result in added depth to the findings. Furthermore, the sample size of five SSP may not allow for generalisation. The perceptions and experiences of five participants are not representative of all SSP in Norway. There were also variations in the participants' working experience as the participants worked in different levels with CLIMF, such as direct work and policy level work. Despite the variation in their working experience, common themes were found across all interviews, which led to the richness and depth of the research findings. It also suggests that perhaps SSP working with CLIMF, whether directly or indirectly might have similar understanding of social capital and the need for strengthening social capital among CLIMF.

Another potential weakness of this study is the use of group interview with the child welfare workers. I have elaborated the limitations of using a group interview in this study under the data collection section in the methodology chapter. Lastly, the language barrier was a significant limitation in this study. As the research was conducted in Norway, where English is not the native language, the participants recruited had some challenges in expressing themselves fluently in English. There is a possibility that some information may have been lost in the process of interviewing, as the participants required more time and effort to articulate

their thoughts in English. However, careful attention was given during the interview process to clarify words used in Norwegian and also providing the time and space for participants to frame their thoughts before speaking. Similarly, as I am not conversant in Norwegian, understanding literature and documents written in the Norwegian language proved to be challenging. While, I had the help of translation instruments to translate all the Norwegian documents into English, these translations were far from perfect. They were often not as accurate and required considerable amount of time to make sense of these documents. Therefore, I must be mindful that the language barrier could have potentially led to misinterpretations as well as affected my ability to use some sources that could have been useful in this study.

4
Findings and Discussion

In this chapter, I discuss my findings from the study. The data from the interviews were analysed and interpreted using the theoretical framework delineated in chapter two. Through the analysis, four main themes were identified that revealed SSP's understanding of social capital and their role in strengthening social capital among CLIMF: (1) SSP's awareness of social capital; (2) barriers to strengthening social capital; (3) strategies for strengthening social capital; and (4) collaborators in action.

Theme One: SSP's Awareness of Social Capital

The first theme identified was SSP's awareness of social capital, which corresponds to the research question on SSP's understanding of social capital in relation to CLIMF. I found it particularly important to gather SSP's understanding of social capital as it reveals the lens through which they relate their experiences of strengthening social capital among CLIMF. During the interviews, the five SSP revealed a relatively proficient knowledge of social capital. Their level of awareness on social capital was not expected given that it is not a common professional term used in social work in Norway. In Europe, research on social exclusion was a more prominent concept used in social and economic studies, whereas social capital was mainly more prevalent in studies conducted in the United States (Daly & Silver, 2008). Therefore, it was particularly remarkable that the SSP were able to provide clear understanding of social capital by linking it to having social resources and social networks, as well as drawing connections to having life skills and social participation. They also highlighted the importance of social capital in accessing better opportunities in life.

When asked to define social capital, one participant mentioned:

> My immediate thought is social resources they have in their lives. Networks for example, level of education of the parents…resources around them. The same thing could happen with Norwegian families in lower-income. But maybe more often they have a bigger network that they can rely on, like an aunt or uncle or grandparents.
>
> (SSP2)

Several participants also mentioned the importance of social capital in providing better opportunities in life:

> If you have a weak starting point then the resources that surround you can still give you opportunities in life. That you might not have from your background or from the society. At least social capital can help you in life and I mean, it give you in life opportunities that can help you to get an education, to get a job, to be included in society.
>
> (SSP2)

I would define social capital that is something that is closely related to social mobilisation. By that I mean, how do you get the possibility to have a good life, also have a better life than your parents if they are not able to have good job.

(SSP5)

The above descriptions of social capital by the participants reveal their robust understanding of social capital in terms of social resources and network, as well as the role of social capital in unveiling opportunities in one's life. Social capital is the availability of social resources and networks, which one can utilise to better their lives (Lin, 2001b). Numerous empirical studies have established the positive effects of social resources on socioeconomic advancement through employment, career progression and increased income (cited in Lin, 2000). Furthermore, in Lin's description of capitalisation in social capital, he stated that social capital is acquired through a process of accessing and mobilising social resources (Häuberer & Jeřábek, 2011). This reflects the understanding of SSP5's definition of social capital as a form of social mobilisation, which is then used to achieve a better life despite parental poverty. This is also aligned with SSP2's description of social capital as a means of attaining better life outcomes in terms of education, job prospects and inclusion, despite their disadvantaged background. Supporting these descriptions, several studies reported that more than income, social capital was a better indicator of satisfaction in life, which could also indirectly influence the life satisfaction of those close to them (Bjornscov, 2003; Helliwell, 2003).

However, none of the participants discussed the positionality of individuals to their social network, which is a key concept of Lin's (2001a) social capital theory. CLIMF location in their social network is crucial in determining if they are able to adequately access and mobilise the resources needed to attain better living outcomes. Given that Norway prides itself in providing equal opportunities for all regardless of their background, it is then puzzling as to why there are still disparities between the socioeconomic status of native Norwegians and immigrants in Norway. This can be partly explained by the individuals' location in the social network, which determines one's ability to mobilise the resources available in their network (Lin, 2000). CLIMF are typically located further away from the resources in their network as they may be unfamiliar with the social services available and not as integrated in the mainstream society. Therefore, in addition to the presence of social resources, the location of the CLIMF in their network is equally important when conceptualising social capital.

The participants also emphasised the importance of having life skills and social participation for the formation of social capital:

Children taking part in after school activities. Everything from how to speak to people, how to be friends, the skills you have to manage in society. If you don't have money to pay for football, you won't get that social capital that is from playing on that soccer team because it is pretty, in Norway, it is pretty expensive a lot of the football teams.

(SSP1)

Friends and family. And I can't afford to participate in society. It is important that they have friends and activities, and got together with other people or they'll quit or don't have any goals that they want to do in their lives and work towards a goal.

(SSP3)

The kids may be successful than families because they are going to school and they go to activities.

(SSP4)

These accounts from the participants suggest that SSP perceive social capital to be acquired through socialisation with others in their school and leisure arenas. This is especially true for children who spend large portions of their time in school and school-related activities. Hence, CLIMF's place of education serves as a key location in which CLIMF form and accumulate social capital. School is also the space where SSP recognise as important as they focus much of their interventions on supporting children in their school environment and encouraging participation in sport activities. They also work collaboratively with schools to promote the wellbeing of the child (explained in detail in Theme four).

In summary, the findings indicate that SSP have a relatively strong understanding of social capital and its role in enhancing the wellbeing of CLIMF. They were able to conceptualise social capital as the use of social networks to access and mobilise social resources that are necessary for upward mobility. Their awareness of social capital is closely aligned with Lin's definition of social capital. Although they did not discuss the importance of locations within social network, they were able to describe the ways that CLIMF is able to strengthen their social capital, especially through the accumulation of social skills and participation. Their awareness of social capital will then delineate the way that they perceive their role in strengthening social capital among CLIMF, which I will discuss in detail in the following themes.

Theme Two: Barriers to Strengthening Social Capital

The second theme that was revealed during the analysis was the barriers to strengthening social capital. This theme seeks to provide answers for the research question – *What are the challenges that SSP experience in relation to strengthening social capital among CLIMF?* All the participants in the study expressed several challenges that both they and CLIMF experienced in strengthening social capital. These challenges shared during the interviews were interpreted as barriers that affected SSP's efforts to strengthen social capital. Some key barriers identified in the data were the lack of economic resources for participation, integration challenges, the dichotomization of cultures, inadequate parenting capacity, and mental health concerns.

Lack of economic resources for participation

An obvious barrier towards strengthening social capital was the difficulties in participating in social activities due to the lack of economic resources. As low-income families often struggle with making ends meet, their financial situation restricts participation in social activities, which is relatively expensive in Norway. This was clearly evident in the data collected from the SSP. Several participants discussed this:

The thing is when you allow the people that come from low-income families the way I see it … if you don't have money to pay for football. First year you don't have to pay but then it gets more and more expensive so then… you don't get included in a lot of the activities that will in the other end give you social capital.

(SSP1)

The most important is not to make people dependent on social benefits and the system. I mean you could make a lot of the spare time activities free... it's expensive to be, to have activities. A lot of the arenas where people need, in Norway are expensive. So, we should make them more accessible.

(SSP2)

And many families, many families if they don't have money, the kid can't go to the birthday because they don't have money to buy gift.

(SSP4)

They don't have the money to do the extra, they have enough like you said they have enough food and you know perhaps a place to live even though another area that is difficult is the social living and the type of apartment and also that the apartments are not child friendly.

(SSP5)

The findings suggest that income poverty has a deleterious effect on one's social participation, especially in an affluent country like Norway. Basic services and social activities can be particularly costly, which inhibits individuals from low-income family to partake in social gatherings and activities, such as birthday parties, leisure and sports. The lack of economic resources further weakens CLIMF's ability to form social relations through social participation, which is crucial for strengthening social capital (Hjalmarsson & Mood, 2015; Mood & Jonsson, 2016). In the long run, CLIMF may experience difficulties in acquiring and sustaining friendships and risk being excluded from mainstream society. It is thus clear that economic hardship not only affects CLIMF's material needs, it spills over into their social life and limits their level of social integration.

Integration challenges

Another prominent barrier identified was the challenges CLIMF and their parents face in integrating into Norwegian society. Immigrants in Norway often have difficulties integrating due to a variety of reasons, such as the above-mentioned lack of social participation due to economic hardship. They also have to learn and master a new language over a relatively short period. Compounded with their low educational background and limited employment opportunities, immigrants often have a tough time transitioning into the Norwegian society. The challenges in learning the Norwegian language for both the immigrant children and parents has been widely discussed by all participants. One participant aptly shared that:

But for those come late, later in life like 14, 15, 16-year olds, they don't master the language that well. It is harder for them to get an education; it is harder for them to be included in society. Maybe their kids will but for them, it's hard to get a good education… some of them do but I would say most of them don't. …it's mostly because it is hard to learn a profession if you can't speak the language. It is hard to go to university if you don't know what they are talking about.

(SSP1)

The need for language proficiency was repeatedly discussed in all the interviews, as it was perceived as an essential skill needed to thrive in Norwegian society. The participants

recognised the importance of mastering the Norwegian language, given that it is the language used in school and workplace settings. Hence, difficulties in learning the language results in greater adversities in obtaining an education and employment. The barriers to language acquisition is also widely recognised by the state, and various policies have been put in place for immigrants to learn the Norwegian language (Norwegian Ministries, 2019; Norwegian Ministry of Children, Equality and Social Inclusion, 2016). Despite these efforts, mastering the language continues to be a struggle for some, possibly due to the short duration of time given and the limited avenues to practice their language skills.

Several participants also mentioned that the confluence of factors such as low education, lack of employment opportunities, language barriers, and limited understanding of Norwegian culture affects CLIMF's inclusion in society.

> I find that a lot of them struggle, they want to make their own money. They want to get work but it is hard for them. It is hard for any 16-year-old to get work because most of the available work you must be 18 plus to even to work in a grocery store, you need to be 18 because selling alcohol and stuff like that. So, there is not a lot of jobs for young people in Norway.
>
> (SSP1)

> That it is the expectations that you have to face in order to get a job. I mean you have to have a formal education for all or any job. Even cleaning, you can't get a job if you don't some sort of paper that says you completed a course and the language barriers. I mean in a way we need to ensure that parents with low education or maybe background with trauma and language difficulties are included so the children will not suffer from some stress.
>
> (SSP2)

> We have parents that doesn't want to learn the language, that doesn't want to go to parent meetings, that doesn't want to be included in how Norwegians do and those kids struggle more cause mum or dad doesn't understand the importance of being part of the Norwegian way of doing it.
>
> (SSP3)

Studies on low employment rates among immigrants reported that lower education, limited knowledge of host country language, low transferability of skills in host country are several factors that inhibit employment among immigrants (Gallie, Paugam, & Jacobs, 2003; Godøy, 2017; Norwegian Ministries, 2019; Nuland, 2009). This is consistent with the participants understanding of the barriers that impede social capital formation, as discussed above. Furthermore, immigrants in general have weaker social capital that limits their access to valued networks that offer employment opportunities. It is also widely known that employment is a key area that facilitates social integration. Through work, immigrants are able to socialise with native Norwegians, develop their language skills, and expand their social network.

In his article, Lin (2000) discussed the inequality of social capital among ethnic groups, particularly due to challenges in integrating into mainstream society. He pointed out that immigrant groups have generally weaker social capital, especially when they are enclaved and/or excluded. This is anticipated given that mainstream culture and norms are often dictated by the majority population–in this case, white Norwegian citizens. Hence, the social networks and resources available would inevitably be more accessible and beneficial for white

Norwegians citizens. Nevertheless, there are copious amount of social services and aid for immigrant groups to help them build their social capital and better integrate into society (Norwegian Ministries, 2019). However, this is often an uphill battle that requires the combined efforts of the individual, communities and state. While lack of integration could pose a significant barrier to strengthening social capital, it is also evident from the findings and discussion that strengthening social capital among immigrants and their integration into mainstream society is not a linear process. In fact, they are mutually influencing each other as more integration would lead to more social network that increases their social capital, and likewise strengthening social capital would lead to better integration into society.

Dichotomization of cultures

One major challenge to strengthening social capital, which was raised by all the participants is the cultural dimension in working with immigrant children from low-income families. CLIMF face particular difficulties in navigating between two different cultural contexts – their native culture and the Norwegian culture. '*Especially when the Barn (child) in Norway, grown up here and the parents have their cultures, very difficult*' (SSP4). The children are often caught in between two very different cultures, as they are expected to adhere to their native cultures at home and adapt to the Norwegian culture outside of their home. '*But if the parents have some expectations at home and the society outside have different expectations, the child is often stuck in the* middle' (SSP2).

Several participants shared about the difficulties that CLIMF encounter when trying to negotiate between two identities:

> I mean some children from minority families, they have to deal with 2 worlds quite often. I mean included in everyday life of Norwegian youth or Norwegian whatever. And they might have a completely different world at home, so the balance or the contrast that … many Norwegian children don't have to face. Yea, the stress is different.
>
> (SSP2)
>
> Like I've said earlier about the Somali mothers and their kids. The thing that they sort of struggle with is their identity. Who am I? Am I Norwegian? I am Norwegian but I'm not 100% Somali or 100% Afghanistan either. So, the identity thing they struggle with and they feel that they are not included.
>
> (SSP1)

The participants perceptions on the difficulties in negotiating between two identities for CLIMF is reflected in numerous studies that describe the issues of cultural plurality in many Western countries (Aziz, Chryssochoou, Klandermans, & Simon, 2011; Leszczensky, Stark, Flache, & Munniksma, 2016; Semyonov, Raijman, & Gorodzeisky, 2006). These studies also show that amid the struggles in integration, there is a constant conflict in blending their ethnic and national identity. Therefore, finding a balance between their contrasting identities is crucial for CLIMF as leaning towards either one too strongly may cause either a disconnect from mainstream society or a disconnect from their familial network.

The participants also highlighted that parents in particular set the tone in which children learn to either embrace or reject their contrasting cultures. The participants reflected that immigrant parents tend to enforce their cultural norms upon their children, which imposes additional stress on the children. This was evident during the interviews:

There is a difference in culture and in raising kids in the different cultures so the some of the rules they have for the kids are maybe what we find to be too strict. When … they have like a daughter that is like 16, that's not allowed to go outside the house, we try to say but Norwegian 16-year-old girls, they go to school, some of them have part-time jobs, they are allowed to go and do different activities. So we try to like make them understand how the Norwegian society works. So I find that the hardest thing for them is for them to understand the differences and accept maybe that that's the way we do it. Of course they're allowed to keep their culture and the things that are important to them but they also have to understand that they have children that live with one culture where they are outside their house – the Norwegian culture – and the Somali culture when they are at home. And that pressure that the kids that they are between those 2 different cultures can be very hard because they want to please their parents but they also want to please their Norwegian, new Norwegian friends and be a part of what all of them are doing and that can be hard for the parents to let go and find. They feel sometimes that their children are getting too Norwegian so that's an issue that they talk about.

(SSP1)

Furthermore, the dichotomization of cultures also affects SSP's ability to work effectively with the minority parents and children from low-income families. Several participants expressed the challenges they face in working with immigrant parents and their efforts to overcome this:

I mean it's difficult also because I mean we have to understand that cultures are different, families are different… we cannot say how they are supposed to bring up their child or what values they should teach them but we can teach them about the values that are common in Norway. What expectation their children will face in different arenas and I guess guide them in a way as to how the children can be included in society now and in the future. And we cannot tell them that it is wrong but we can try to talk about the challenges that the child might face as a consequence.

(SSP2)

Yea, culture and religion is question that is something that you must use so much extra time to get to know each family in how they are thinking and what the child needs and maybe we don't agree at all about the child needs, so that's a challenge I think. That we give them some guidance and they think why the hell are they thinking like this. Like this is not normal for me, I don't want to do this.

(SSP3)

Taking the ecological systems theory in perspective, it is expected that immigrant parents have greater influence on their children's ability to amalgamate two different cultures. CLIMF are mutually influencing and are influenced by their various microsystems – family, friends, school and community networks (Collins et al., 2010). The interdependence between the various systems portrays the ways that familial values, norms and beliefs impinge on the child's interaction with other facets of their lives such as peers, school and larger social systems. With the added pressure of conforming to mainstream culture, CLIMF require healthy familial support that allows them to do so. However, as the findings suggest, parental support in

adopting Norwegian culture is at best minimal. This poses a significant barrier for CLIMF to adopt and maintain their dual identities.

Moreover, the data seem to reflect that challenges in cultural differences were more prominent among certain sub-groups such as Somalians and Afghans. These groups were referenced more frequently when discussing cultural differences. This could be attributed to the fact that immigrants from Europe are more likely to have similar western cultural norms. Whereas, African, Asian and middle eastern countries tend to be less individualistic and more communitarian. Thus, more importance is given to forming bonds within the larger familial network as compared to the wider society. '*It is important for the families to think that the children should be integrated to the big family rather than the big society*' (SSP2). This is particularly problematic as social capital research have shown that familial networks, which produces bonding capital are often limited due to homophily effects (Lin, 2000; Lin & Erickson, 2008). Homophily is the tendency for individuals to associate and form ties with those of similar backgrounds such as ethnic or socioeconomic status (Lin, 2000). In such instances, the network resources of CLIMF are often limited to that of those with similar network resources. This probably explains why disadvantaged groups such as CLIMF continue to remain in their vulnerable predicament, as their social network does not contain the necessary social resources to support them.

Leszczensky et al., (2016) discuss the importance of immigrant children having peer networks that consist of the native population. They suggest that having native friends fostered stronger national identity crucial for social integration and strengthening social capital. Presumably, immigrant children who have more native peer networks are more willing to accept the cultural and societal norms of their host country. This is mainly due to their desire to form similar links with their peers, hence, narrowing the cultural dissonance between their ethnic and host identities. Therefore, encouraging social participation and interethnic relations is essential for healthy cultural identity and the strengthening of social capital among CLIMF. Failing to do so could pose a significant barrier for both CLIMF and SSP in working towards strengthening social capital among this group.

Inadequate parenting capacity

Parenting in general is challenging on any given day. However, the additional stress from financial struggles, often affects minority families' ability to parent to the best of their abilities. '*And she is so tired when she come home from work. And she has a lot of stress and she has no capacity go do other things*' (SSP3). This in turn adversely affects CLIMF development and future wellbeing. SSP who work directly with these children also experience difficulties in increasing parenting capacity, especially when parents are unwilling to recognise and make changes for the betterment of their children. This was reflected by one participant:

> But we are restricted because the families are supposed to be independent after shortest time possible. But if the parents don't or unavailable to take care of themselves or unable to put themselves in a position that allows the kids to take part as much as we think they should, then it affects the children but still we cannot be the parents for the children. The system only let us help to certain amount but at the end it is so much dependent on the parents or family situation.
>
> (SSP2)

While the immigrant parents themselves struggle with adapting and coping with the challenges of integration, the participants expressed that these challenges may not necessarily impact the child adversely. They expressed that this challenge can be easily mitigated when parents are willing to give their children the space to grow and develop as an individual.

> I mean the parents might struggle to find work, struggle to learn the language and struggle … to be integrated in a way themselves but their home situation in a way seems stable and the children are doing well. I would assume that it is in the capacity of the child itself, the potential they have but also the parents let them participate in Norwegian society and other arenas. They are not just staying at home…They are free to develop as an individual.
>
> (SSP3)

> I think so it helps the kids many too much if parents want the kids included, it helps. And the parents don't want or they don't eat the Norwegian food or what. It is good for the kids if the parents let them.
>
> (SSP4)

On the contrary, one participant mentioned that regardless of parents' financial situation, parents do tend to put their children's needs before their own. SSP5 expressed that *'...there is also clear indication that many of the children that have poorer parents doesn't necessarily have a lower standard than others'*. Due to the overwhelming research on the impact of childhood poverty, it is especially easy to have sweeping misconceptions that all children from low-income household are vulnerable and disadvantaged. However, one participant challenged this notion by stating, *'So, the parents are also sacrificing themselves for making sure that the child has higher standard of living than perhaps their own salary would indicate'* (SSP5). It reveals the complexities of parenting with low-income and the difficulties that immigrant parents experience when faced with multiple stressors.

Evidence also point towards parental influences on social capital formation among children (Marshall et al., 2014). According to systems theory, the family is the primary group that children are first exposed to and through family socialisation, the beliefs, norms and behaviour of the child is shaped (Collins et al., 2010). A disruption in the parental system such as stressors from financial issues could negatively affect the child's wellbeing. Furthermore, parents provide children with access to a wider social network. However, when parents are themselves limited in their social capital, as evinced in low-income immigrant parents, the children are further deprived of avenues to increase their social network. Therefore, inadequate parenting capacity is a significant barrier towards strengthening social capital among CLIMF, as it may restrict and limit CLIMF's ability to form and access valuable social capital.

Mental health concerns

Mental health issues were another key concern of SSP. They mentioned that previous traumatic experiences, when not addressed, tend to impede efforts for positive change. All participants emphasised that immigrant children who experience trauma, either from fleeing war or being abused, often find it challenging to succeed in life. Their unresolved psychological issues pose a challenge for CLIMF, as they struggle to succeed academically and retreat further into their enclaves.

> When you see your mother being raped and your father killed in war and try to work…how are you going to manage your life having your background like that. Some make it but some don't. Because there is too much to process over. They need to learn to take care of themselves and feel good about themselves even before thinking about getting an education or thinking about the basic things. You need to fix the basic things first.
>
> (SSP1)

> He's doing great at school. He has problems with social contact. He's traumatized from experience of violence so the things that other kids do like play every fortnight, he can't do because he gets scared.
>
> (SSP3)

While the participants agree that there are psychological services to help these children, they also highlighted that these services were inadequate.

> There is some extra help for them…but not enough, I think they need massive help. And have many years to work through that traumas and I don't think we have a good enough, there is not enough help for them.
>
> (SSP1)

There was a strong consensus among the participants to address mental health concerns of CLIMF prior to attempting other measures to strengthen their social capital. While most studies focused on the effects of income poverty on children's mental health (Eamon, 2001; Mood & Jonsson, 2016; Yoshikawa et al., 2012), there is little focus on pre-existing trauma experienced by immigrant children that impedes their ability to succeed in life. As explained by the participants, having a robust mental health is crucial for children's development. When this fundamental aspect is neglected, it is inevitable that other interventions to help CLIMF might not work as intended.

In sum, theme two explored the barriers that both CLIMF and SSP experience in strengthening social capital. The participants were able to relate the difficulties they faced when working with CLIMF and their parents. Some key barriers identified by the participants were lack of economic resources for participation, integration challenges, dichotomization of cultures, inadequate parenting capacity and mental health concerns. The barriers discussed were supported by current literature on challenges immigrant children face and were also positioned within social capital theory and systems theory. These barriers taken as a whole reveal that strengthening social capital is a challenging process that requires the cooperation from the different interacting systems in CLIMF's lives.

Theme Three: Strategies for Strengthening Social Capital

The third theme that emerged from the data was the strategies for strengthening social capital. The data obtained for this theme adequately answered the research question – *how do SSP strengthen social capital among CLIMF in their daily work?* It also captured the role of SSP in strengthening social capital. Some key strategies they employed were increasing CLIMF's social networks, providing social support, and facilitating social integration.

Increasing social networks

The participants reflected that striving towards increasing the social networks of the children was a key strategy in strengthening social capital. They shared that by encouraging participation in leisure activities and organising support groups for parents of CLIMF, they were able to expand the networks of CLIMF and their parents. Some of the ways that they encourage social participation is by doing outreach work and paying for children to take part in activities.

> It may have started because you saw that 16, 17-year old kids that didn't used the different services that the municipalities offers them. They wouldn't go to the office themselves, that's why we have to go out and find them and tell them about the things that they can get help for. We help them maybe with NAV they get money to do different activities, start football, start basketball.
>
> (SSP1)

> We pay for spare time activities because we see that is, their network is limited and we see that they need to make it bigger.
>
> (SSP2)

One participant also mentioned that they organised activities with the children, '*…we offer activities that they do. Like we go out and eat*' (SSP1), and also organised a support group for immigrant mothers, where the mothers were able to form a support network and share their problems with one another.

> So they are mothers of teenagers and we have that once a month where we gather and 8 of the Somali mothers and 2 of the social workers. And have conversations and how it is to raise a teenager in Norway. Or different issues that some of them have in common and some of the things they don't have in common but they learn from each other and help each other out. It has helped them to understand how they are, a lot of things work but also I think it helped them bond together and find other parents with the same issues and problems they have in managing to have teenager in the house, which can be difficult.
>
> (SSP1)

The support group, which has been running for the past 5 to 6 years appears to be helpful for the mothers who experience difficulties raising their teenagers. It also serves to increase the social networks of the parents who are able to connect with other immigrant mothers during the group sessions. This is helpful as it widens their network, which allows them to tap into a larger pool of resources when needed.

SSP1 also mentioned that in addition to the mother's support group, they held various other support groups and activities for children. These groups for children were often not catered for just immigrant children. This seems like a useful strategy to encourage interethnic socialisation and expand CLIMF's social network, as the exchange of social resources occurs through the social ties of an individual (Lin, 2001a).

Social capital theory postulates that the presence of social networks is essential for the formation of social capital, as individuals are able to access and mobilise resources which are embedded in networks (Bourdieu, 1986; Lin, 2001a). As explicated in theme two, CLIMF face considerable barriers in mobilising social networks due to a variety of reasons such as their cultural differences and difficulties in integration and limited social participation. As such, a key role that SSP play is to link CLIMF to appropriate social networks that serve to increase their social resources. This is evident in the participants' awareness on the importance of increasing social networks for CLIMF by providing practical help when needed.

Providing social support

A key role of SSP in general is to render social support to their service users. Providing support to CLIMF takes many forms. For instance, they offer *instrumental* support such as financial or practical help, and *expressive* support such as emotional support. As mentioned above, this support given to CLIMF serves to increase their social network, which in turn strengthens their social capital.

Given the constraints in economic resources for low-income minority families, financial support is enormously helpful when trying to strengthen social capital. As CLIMF often are unable to afford leisure and sport activities, it became necessary to support these children by paying for such services:

> There's something we do quite often is that we pay for something we call a support person for a child in a way to ensure they are more active on their spare time for example. Because we see that maybe the family doesn't have the possibility to provide for this.
>
> (SSP2)

The participants also mentioned some ways that they provided practical support:

> With the money …we do activities with them. we travel to amusement parks to do things in their spare time…we never give them money to do stuff …we just bring them along with us to do those things
>
> (SSP1)

> I think the guidance we give is necessary for the parents… so that they can understand how an upbringing or how a child would normally looks like in Norway because they might not have the same understanding based on their background.
>
> (SSP2)

> And we give them information where they can go to get help with the homework. And we also try to guide parents on how we are doing it in Norway. What is the Norwegian style? What is important that you do with your kids? Yea, what's a good thing for them to do for the kids?
>
> (SSP3)

This form of support is particularly important in helping CLIMF strengthen their social capital. From an ecological systems perspective, when the immediate familial system is unable to provide and support the child, other meso-level systems should come into play to assist children (Collins et al., 2010; Darling, 2007; Gazso, McDaniel, & Waldron, 2016). In this case, SSP play a critical role in supporting CLIMF with their financial and practical needs. Often in social work practice, practitioners utilise the ecomap to map out the current networks and resources within the child's environment, and then identify other potential sources of support that could potentially benefit the child (Healy, 2014). In addition to linking them to social resources, they also take it upon themselves to guide and educate parents on positive parenting strategies.

While it is crucial that CLIMF have adequate economic and practical support, it is equally or more vital for SSP to render emotional support. Through emotional support, SSP is able to build rapport and form a relationship with these children, which might serve as a positive experience that they have with social services. In turn, CLMIF may be more willing to engage in social services, which helps them in the long run. One participant mentioned the importance of having at least one person that CLIMF can turn to for support, *'And the studies show that for most people there is one specific person that saw you through those difficult years. It could be the teacher, it could be the parents, somebody'* (SSP5). Other participants also illustrated their relationships with immigrant families:

> The mum doesn't have any friends, she consider me a friend. She is happy when I come to see her because they don't get visit often.
>
> (SSP3)

> You find that is like the relationship that you get with these kids is much easier for us to help them than to send them away to someone that they don't know. So, if you build a relationship with them over 3 months and try to send them some other places, they won't want because the relationship is good.
>
> (SSP1)

The participants placed great emphasis on building a relationship with CLIMF and their families by rendering emotional support. This is particularly important as rapport with parents could facilitate better receptivity to advice and guidance on how to raise their children (Gazso et al., 2016). This is consistent with the accounts of the participants who stated that they had better outcomes with families whom they had a positive relationship with. Therefore, instrumental and expressive support should go hand-in-hand when working with CLIMF and their families, in order to facilitate better outcomes for CLIMF.

Facilitating Social Integration

There was a general consensus among the participants that facilitating social integration through education and employment opportunities is critical part of social capital. When immigrant children are enrolled in schools, they have the potential to meet children from other backgrounds, and in turn increase their social networks. Some of the participants expressed the

difficulties that CLIMF experience when they were not integrated into the mainstream Norwegian schools. A large number of immigrant children who arrive newly into Norway are enrolled into the Introduction program in Johannes Laringssenter, where they go to school and learn the Norwegian language. This is particularly disadvantageous for children who arrive at a later age of 15 or 16, as they often do not get the opportunity to be integrated into the mainstream school system, and thus face challenges in integrating into the wider society.

> It is easier for them to learn the language and it is easier for them to be included when they go to the, let's say the normal schools, the Norwegian schools because when you have to spend a lot of time at Johannes Larginssenter, where just to learn the language, you don't learn that much about the Norwegian society. But if you're put in a class with only Norwegians are, it's of course not only Norwegians, but 60% Norwegians and 40% with a different background, it is much easier to get like a network. It easier to be included.
>
> (SSP1)

> I would say that we still have to continue focusing on school and make sure that the school system is for all. So, we are not against private schools but the general majority of schools should be public because we want people from different backgrounds to mix.
>
> (SSP5)

Furthermore, the participants also expressed the importance of having and creating employment opportunities for CLIMF and their parents. '*I would wish that it would be easier for the parents to have a job because that is key to let them be part of society and making your own money and come out to meet others*' (SSP3). Similarly, SSP1 shared some ways that his team helped to increase employment opportunities among immigrant youth from low-income families, by guiding them to write good resumes and transporting them to and from interviews.

While it was beyond the capacity of SSP to ensure that CLIMF are employed and receive an education, they do play their part in helping CLIMF achieve both. The way that they do this is widely discussed in earlier two subsections (increasing social networks and providing social support). More than SSP, the state has a greater role to play in facilitating social integration. Often policies pertaining to employment, education and integration are crucial as they demarcate the extent of help that SSP can render to CLIMF. When policies are restrictive in these areas, SSP have little to no resources to work with; conversely, with state support, there is more that SSP can do. Fortunately for Norway, the government recognises the role of education, employment and integration for the betterment of the society. It has channelled a substantial amount of funds towards policies related to the above-mentioned areas (Bufdir, 2019c; NAV, 2019; Norwegian Ministries, 2019; Norwegian Ministry of Children, Equality and Social Inclusion, 2016).

To summarise, theme three illustrated the different strategies that SSP utilised to strengthen social capital. Some of the key measures were increasing social networks by encouraging social participation, providing social support through instrumental and expressive support, facilitating social integration by increasing educational and employment opportunities. The findings also reveal that while SSP do engage in constructive strategies to strengthen social capital among CLIMF, more importantly state support is also needed. With better policies, SSP had greater flexibility and scope to help CLIMF with their difficulties.

Theme Four: Collaborators in Action

The final theme that emerged from the data is *collaborators in action*, which answers the overarching research question–*What is SSP's role in strengthening social capital among CLIMF in Norway?* Taking into consideration the first three themes discussed in the earlier sections, the data revealed that SSP played various roles when attempting to strengthen social capital among CLIMF. Firstly, SSP function as a bridge that links CLIMF to valuable social resources that strengthens their social capital. In addition to working closely with CLIMF to provide support and bolster their social networks, they also collaborate with key stakeholders to provide holistic care for CLIMF. They cooperate with other organisations through referrals and interagency collaboration. During the data analysis process, the notion of cooperation and collaboration with both CLIMF and other organisations were strongly represented. Hence, "collaborators in action" was a fitting description of the overall role of SSP in strengthening social capital among CLIMF. The role of SSP will be discussed in two-fold, first examining SSP's role in bridging CLIMF to resources, and then their role in interagency cooperation.

Bridging CLIMF to resources

Relating back to their understanding of social capital as the accumulation of social resources, all participants agreed that linking CLIMF to appropriate social resources was a critical part of their work. This was primarily done by referring CLIMF to the relevant organisations that will be able to provide the help they need:

> Because then they go to NAV but they contact us maybe because we can put them in contact with NAV and put them in contact with other organisations that can help them.
>
> > (SSP1)

> We often pay for the support person to come and take or give some activities or help them get to know more about Stavanger.
>
> > (SSP3)

In order to adequately link CLIMF to the appropriate resources in the community, it is imperative for SSP to be aware of the existing services available. This was expressed by SSP1, '*One of the main things we are supposed to do is know everything that the city has to offer so that we can guide them in the right direction*'. The key role that SSP play in linking CLIMF to social resources can be understood using the concept of bridging social capital.

As discussed earlier in chapter two, *bridging social capital* refers to social networks consisting of weak ties that provide a wider range of social resources, whereas *bonding capital* comprise the strong ties one has with their familial and close peer networks (Lin, 2005). Due to homophily effects explained in theme three, bonding social capital is often less effective in mitigating the effects of income poverty among CLIMF. This can be attributed to the similar social resources that are embedded in familial and close peer networks. Benton (2016) further explains that access to diverse and powerful social networks could lead to resources that are valuable for goal attainment. However, he notes that disadvantaged groups tend to have lesser and weaker ties with people of influence. These deficits in social capital then restricts upward mobility for these groups. What is needed, then, is access to bridging social capital for CLIMF. Herein lies the key role played by SSP, who often facilitate the acquirement of such bridging social capital. They do this by linking them to social networks that are of higher status (Suet &

Kwok, 2016) such as key people in social service sector and civic organisations. This is supported by studies that show the absence of bridging social capital in exacerbating poverty, while the creation of it has positive effects on relieving poverty (see Suet & Kwok, 2016).

Interagency cooperation

Another key role that SSP have is working collaboratively with key stakeholders in the community and government. During the interviews, all participants shared in one form or another the importance of interagency cooperation during their work:

> But to help the kids we also need to facilitate to seek cooperate with other organisations that can also help the kids.
>
> (SSP2)

> And often we have this meeting together with others like schools. And we often talk about, does this girl or boy, does he have friends, and if he doesn't ok. Does someone in the class might be good together with them? Can we talk to them or the teacher talk to the parents and they can come together with each other? And we try to talk to football coaches or others if some kids can't be included or if they need to driven to football games, or can you take care of this kid and he join with other families, so that he come from A to B.
>
> (SSP3)

The importance of interagency cooperation is reflected in various studies on collaborative practice among SSP (Cleaver & Walker, 2004; Nylén, 2007). Higher levels of collaborative work appeared to increase the potential for better outcomes among service users. Collaborative work entails both formal and structured networking among different organisations, as well as informal interactions between various SSP. This was reflected in the interviews when participants relayed that they frequently referred CLIMF to other organisations and also received referrals from other organisations. Furthermore, the participants also shared that referrals aside, they had good working relationships with SSP in other organisations, on an informal level, which was useful when working on complex cases. This meant that in the presence of bureaucratic barriers, they have allies with whom they can work with to brainstorm creative solutions to work around these barriers. One such example was recounted by a participant:

> But there are like volunteer organisations that help refugees and minorities and we have a very good collaboration with those organisations, in the case where he got his family back, his siblings to Norway. We collaborated with the help organisation SAVE, they said they thought this would be impossible but you guys try and see what you can do and they have the contact.
>
> (SSP1)

By cooperating with other key organisation like SAVE, the participant shared that they were able to reunite an immigrant youth with his siblings, which was a relatively challenging feat given the present restrictions in migration in Norway.

Tying together the two key roles played by SSP (bridging CLIMF to resources and interagency cooperation), one participant illustrated how SSP are collaborators in action:

> Well, like one example is this kid that is 16 years old and he lived in Norway. He came as a minor without his family and we worked with him for many years. And he had a lot of different issues, not only the poverty thing but a lot of different issues. What we did with him is that we talked a lot about how to get included in the Norwegian society. What can you do to get included. So we get him in contact with a youth club and we managed to get him work in that youth club so he got work experience, and it also made him master the language better and we helped him with cv writing and because of those things he managed to get work on his own. And now I think he's 23 years old, he's married, he's finished his education in university and he is ready to get real work. So the thing we helped him is put him in contact with like the youth club … and the youth club helped him work in the youth club then we just gave him.. I think the right thing to say is that we gave him a lot of love and consideration and backed him up when he had no other adults that did that. And we helped him, if he needed to go somewhere and get something done, sometimes we drove him so we helped with a lot of the practical things but mostly he did the work himself so that's an example of something working.
>
> (SSP1)

This example clearly illustrates the various processes in Lin's social capital theory, supported by the ecological systems theory. The SSP in this example identified the social inequalities that existed in the boy's current ecological system. By understanding that the boy was severely restricted in his access to and mobilisation of social resources, he was linked up with the youth club that resulted in him being employed and mastering the language. With his experience in the youth club, he was able to complete his education and find better employment opportunities. By providing instrumental and expressive support to the 16-year-old boy and linking him to the youth club, with whom they had a good relationship with, they were able to collectively help him achieve a better life for himself. It should also be taken into account that SSP1 credited the boy with doing most of the work, and this shows that effecting change is indeed a collaboration between service users and SSP. The barriers that CLIMF experience as detailed in theme two shows that strengthening social capital is a challenging process that requires the cooperation from the different interacting systems in the CLIMF's lives. Therefore, strengthening social capital is a collaborative effort that requires the various systems to come into play in order to enhance the wellbeing of CLIMF.

In summation, theme four delineated the overall role that SSP play in strengthening social capital among CLIMF. Based on the data analysis, it was revealed that SSP often aid in the formation of bridging social capital by linking CLIMF to valuable social networks that elevate CLIMF's access to better resources. Furthermore, SSP also partake in interagency cooperation by collaborating with other organisations, in order to facilitate better outcomes for CLIMF. Based on the two main roles they play, SSP can be seen as *collaborators in action*, as they continuously strived to collaborate with both CLIMF and other social service organisations to achieve better outcomes in strengthening social capital among CLIMF.

5
Conclusion and Recommendations

Conclusion

The main purpose of this research was to explore the role of SSP in strengthening social capital among CLIMF, as well as the obstacles they encountered in doing so. In line with the stated purpose of this research, this study answered the overarching question–*What is SSP's role in strengthening social capital among CLIMF?*–as well as three sub-questions: (1) What is SSP's understanding of social capital in relation to CLIMF?; (2) How do SSP strengthen social capital among CLIMF in their daily work?; and (3) What are the challenges that SSP experience in relation to strengthening social capital among CLIMF?

Using the interpretive research paradigm, I analysed qualitative data collected from five semi-structured interviews with professionals from the social service sector working directly or indirectly with CLIMF in both Oslo and Stavanger, Norway. Two of the interviews were conducted individually, while the other three were interviewed in a group. Employing a thematic analysis grounded on social capital and ecological systems theory, this study identified four main themes: (1) SSP's awareness of social capital; (2) barriers to strengthening social capital; (3) strategies for strengthening social capital; and (4) collaborators in action.

The findings revealed that SSP had a strong awareness of the importance of building social capital among CLIMF. They understood that through the accumulation of social networks, CLIMF can access and mobilise valuable social resources to improve their lives. It was also evident in the study that SSP are cognizant of the many barriers to strengthening social capital in their daily practice. Challenges in the form of limited economic resources for participation, integrational issues, dichotomization of cultures, inadequate parenting and mental health concerns often stood in the way of SSP's efforts to strengthen social capital. Despite these challenges, SSP employed a variety of strategies for strengthening social capital, such as increasing social networks, providing social support and facilitating social integration. The findings from this study also suggested that SSP functioned as collaborators in action, as they worked closely with both CLIMF and other governmental and non-governmental organisations to strengthen social capital and achieve better outcomes for CLIMF. This highlights the importance of collaboration across the various micro-meso-macro level systems when strengthening social capital.

Recommendations

Based on the findings, I reflected on some possible recommendations that may improve policy measures and service delivery in relation to strengthening social capital among CLIMF. Due to the complexities in effecting interventions among CLIMF at the micro-level, more can be done to aid SSP in their service delivery. One productive area to address is the cultural dimension in their work. With a mainly homogenous population in Norway, understanding and working with culturally diverse population is complex and challenging. A cultural toolkit for working more effectively with immigrant families is essential as it would enable better rapport and service experience for both immigrant families and SSP. As a large part of strengthening social capital involves bridging CLIMF to social networks and narrowing the gap between

interethnic groups, having a cultural toolkit might equip SSP with the necessary skills to do so more effectively.

Furthermore, SSP could also engage in collaborative work with local immigrant leaders at the community level. This would allow for the exchange of valuable information and resources between SSP and the different ethnic groups. Through such networking practices, SSP and ethnic communities could band together to effect changes at both the individual and policy level. Since policies pertaining to child poverty in Norway are focused on social participation and integration into Norwegian society–which reflects majoritarian values and norms–SSP and ethnic leaders could promote greater awareness of minority cultures in Norway in order to influence societal perceptions of immigrants and effect better policies to help them. It is therefore imperative that efforts to strengthen social capital among CLIMF does not only involve interventions at the micro level, instead there should be collaborative efforts from all the various interacting systems in CLIMF's ecology.

Further Research

This study was limited to the perceptions and experiences of five SSP working in various fields in strengthening social capital among CLIMF in Norway. It would be useful to conduct a similar study focusing on larger sample of SSP who work directly with alleviating income poverty among CLIMF, in order to obtain a deeper understanding of the practice-related issues to strengthening social capital. Additionally, replicating and expanding this study to various national context with large CLIMF populations could also increase the generalisability. Further research should also be conducted to include the experiences and perceptions of CLIMF themselves for comparison and greater insights. Currently, there is limited explicit research on social capital as a strategy for child poverty alleviation in Norway, hence, there is room to conduct more research in this area.

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Annex 1: Descriptive Coding

Initial descriptive codes:
Housing issues
Types of support given to CLIMF
Referring them to appropriate services
Receiving referrals from other organisations

SSP1: We do a lot of the outreach work and in the city centre, you know (Norwegian word) children's place, the library and the cinema.
I: Yeap.
SSP1: A lot. A lot of the. Not only the low income families but a lot of the minority usually use that place for errm as a meeting area. To meet others and have a free wifi and have a meeting area because a lot of them have like a.. live in a small apartment and it is not so easy for them to have friends home. Therefore we go out and reach out and talk to them where they are. And that's in the city centre. And then we tell about the.. what we can offer them and err but we also get phone calls from the NAV, from Johannes Laringssenter, from the teachers and schools that have the kids. But mostly those telephones come about other issues, not like the lower income issues.
I: Yeap, like a whole other issues, not just low-income families
SSP1: Ya, mainly.. the lower income a lot of the people we work with have that if you call it a problem. They come from low income but its not mainly the reason why they contact us. Because then they go to NAV but they contact us maybe because we can put them in contact with NAV and put them in contact with other organisations that can help them. errm. With the with money to do activities. And we do activities with them. we travel to amusement parks to do things in their spare time. But it is not.. we never give them money to do stuff for.. we just bring them along with us to do those things.
I: Ok, I see.
SSP1: Ya, in 2018, but then again it is not the low-income families but I am talking about the whole (inaudible) but there will be low income families in that but there was 375 youths that we have contact with over time, that has more than just one consultation so many of these have like err. Of those 375, there may be I'd say 10% of them have one consultation and 90% has 3 so 10 or 15. And we meet maybe once a week over a period of 6 months so we can meet every other week. And some of these kids we have helped from when they were 12 to they were 17.

Annex 2: Interpretive Coding

Interpretive code: Providing social support	
Descriptive code	
Instrumental support	SSP1: Yea, some of them are.. ya. Errm with these kids we have we help them with trying to get work. We help with writing CV and sometimes we can drive them to work interviews and stuff like that. SSP1: Ya, we help them get in contact with NAV. We also just recently help a 19 year old to..who came here all alone when he was 16 and he's been trying to get his 3 siblings that are minors back to Norway and we help them with that process.. like contacting like err the consults and all the different offices you need to contact to make that happen and we actually made it happen.. SSP2: we call a support person for a child in a way to ensure they are more active on their spare time for example. Because we see that maybe the family doesn't have the possibility to provide for this in terms of. SSP3: we pay for spare time activities because we see that is, they're network is limited and we see that they need to make it bigger SSP4: Had to get the support person and I got the contact and the girl she's very active and uhmm free activities and she's uhmm she's working hard to be the same the class, in her class because her parents cannot help her, watch her homework, school works, but we talked about the support contact, help her to be same in the class..
Forming relationship	SSP1: But the thing we find, you find that is like the relationship that you get with these kids is much easier for us to help them than to send them away to someone that they don't know. So if you build a relationship with them over 3 months and try to send them some other places, they won't want because the relationship is good. SSP3: Ya. I think and still it is not much coz the mum doesn't have any friends, she consider me a friend. She is happy when I come to see her coz they don't get visit often SSP4: Ya, I understand especially because I have family I can speak their language so I think it is very easy, want to say something and time is going very fast and it is something we can touch when you talk in..(Norwegian) SSP5: So, parents you know that there had so many problems that they didn't have time for her. So, she existed, co-existed with her parents but she made them food, but you know there was no love, you know nothing like no. She was just completely ignored by her parents and then one day she went home with her uhmm one of her

	friends from school and then her mother took her head in her hands and then just said like you are a great girl. And that was the only time that somebody touched her during her whole you know like sort of like this love
Informational support	SSP1: So err the best thing we can do is like to educate them on how it work, what's smart to say in an interview and what's not smart to say in a interview and put them in contact with different organisations that can help them get work.
	SSP2: Yea, I think the guidance we give is necessary for the parents, many of the parents, so that they can understand how an upbringing or how a child would normally looks like in Norway because they might not have the same understanding based on their background.
	SSP3: And we give them information where they can go to get help with the homework and yea.
	SSP4: and we go and talk about Barnevernet and how we work. Because many families are afraid about us. Yea. And that's maybe help to understand.
	SSP5: And then for example we have something like we call uhmm rights respecting schools where we are working with, I mean all the children. But also migrant obviously. That is engaging how can you raise your voice, how can you engage yourself.

Annex 3: NSD Form

NSD NORSK SENTER FOR FORSKNINGSDATA

NSD sin vurdering

Prosjekttittel

Promoting social capital among children from low-income migrant families: Role of social work professionals

Referansenummer

986539

Registrert

06.02.2019 av Elizabethrani Kanak Rajah - ek.rajah@stud.uis.no

Behandlingsansvarlig institusjon

Universitetet i Stavanger / Det samfunnsvitenskapelige fakultet / Institutt for sosialfag

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Elisabeth Enoksen, elisabeth.enoksen@uis.no, tlf: 4751832152

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Elizabethrani, Kanak Rajah, tlf: 048603295758

Prosjektperiode

04.01.2019 - 03.06.2019

Status

08.02.2019 - Vurdert

Vurdering (1)

08.02.2019 - Vurdert

Our assessment is that the processing of personal data in this project will comply with data protection legislation, presupposing that it is carried out in accordance with the information given in the Notification Form and attachments, dated 08.02.2019. Everything is in place for the processing to begin.

NOTIFY CHANGES
If you intend to make changes to the processing of personal data in this project it may be necessary to notify NSD. This is done by updating the information registered in the Notification Form. On our website we explain which changes must be notified. Wait until you receive an answer from us before you carry out the changes.

TYPE OF DATA AND DURATION
The project will be processing general categories of personal data until 03.06.2019.

LEGAL BASIS
The project will gain consent from data subjects to process their personal data. We find that consent will meet the necessary requirements under art. 4 (11) and 7, in that it will be a freely given, specific, informed and unambiguous statement or action, which will be documented and can be withdrawn. The legal basis for processing personal data is therefore consent given by the data subject, cf. the General Data Protection Regulation art. 6.1 a).

PRINCIPLES RELATING TO PROCESSING PERSONAL DATA
NSD finds that the planned processing of personal data will be in accordance with the principles under the General Data Protection Regulation regarding:

- lawfulness, fairness and transparency (art. 5.1 a), in that data subjects will receive sufficient information about the processing and will give their consent
- purpose limitation (art. 5.1 b), in that personal data will be collected for specified, explicit and legitimate purposes, and will not be processed for new, incompatible purposes
- data minimisation (art. 5.1 c), in that only personal data which are adequate, relevant and necessary for the purpose of the project will be processed
- storage limitation (art. 5.1 e), in that personal data will not be stored for longer than is necessary to fulfil the project's purpose

THE RIGHTS OF DATA SUBJECTS
Data subjects will have the following rights in this project: transparency (art. 12), information (art. 13), access (art. 15), rectification (art. 16), erasure (art. 17), restriction of processing (art. 18), notification (art. 19), data portability (art. 20). These rights apply so long as the data subject can be identified in the collected data.

NSD finds that the information that will be given to data subjects about the processing of their personal data will meet the legal requirements for form and content, cf. art. 12.1 and art. 13.

We remind you that if a data subject contacts you about their rights, the data controller has a duty to reply within a month.

FOLLOW YOUR INSTITUTION'S GUIDELINES
NSD presupposes that the project will meet the requirements of accuracy (art. 5.1 d), integrity and confidentiality (art. 5.1 f) and security (art. 32) when processing personal data.

To ensure that these requirements are met you must follow your institution's internal guidelines and/or consult with your institution (i.e. the institution responsible for the project).

FOLLOW-UP OF THE PROJECT
NSD will follow up the progress of the project at the planned end date in order to determine whether the processing of personal data has been concluded.

Good luck with the project!

Data Protection Services for Research: +47 55 58 21 17 (press 1)

Annex 4: Participation Form

Would you like to participate in the research project?
"Strengthening social capital among children from low-income migrant families: Role of social service professionals"

You are being asked to take part in a research study. The purpose of the qualitative study is to examine social service professionals' role in strengthening social capital among children from low-income migrant families. This study is being conducted by Elizabethrani Kanak Rajah, Masters student at University of Stavanger.

In this letter, we will give you information about the goals of the project and what participation would mean for you.

What this study is about?
The overall purpose of this research is to explore the perceptions and experiences of social service professionals in strengthening social capital among children from low-income migrant families as well as the challenges they encounter in doing so. By examining the opportunities as well as the obstacles they encounter in accessing the appropriate resources to build children's social capital, the study may inform policy-makers on what is working and areas in need of enhancement.

This study is conducted for master thesis requirement under European Master of Social Work with Families and Children in the University of Stavanger.

Why invite participants?
As this research study is based on the perspectives and experiences of social service professionals engaged in work with children from low-income migrant families, invitations have been sent out to participants who meets these criteria.

What does it mean for you to participate in the research project?
If you decide to be in this study, you will be asked to do the following:
Participate in a recorded interview lasting between 60 minutes and 90 minutes in length.
The interview is conducted in an open-ended manner and there is no right or wrong answers.
Review and respond to transcription of interview
The interview will be held in English as the research is not conversant in Norwegian

What are the risks and benefits?
Risks for participating in this study is minimal. There may be no direct benefits to you as a participant of this study. You will not be paid for the study, and the only cost to you is the cost of your time for participating. However, the information you provide may prove beneficial to the understanding and development of social capital among children from low-income migrant families.

Your participation is voluntary
Taking part in this study is completely voluntary. You may choose not to take part at all. You may refuse to answer any of the questions. If you start the study, you can stop at any time. Not participating or choosing to leave the study will not result in any penalty or loss of any benefits you would otherwise receive.

What will happen with the information about you?

The information gathered from the interview will be handled with the utmost confidentiality. It will be used for the sole purposes of this research project. Only I will have access to the information and details that appear during interviews. All interviews and transcripts will be kept in a coded file on my personal laptop, which is encrypted with passwords that only I know. Audio recordings and transcripts will be destroyed on the 3rd July 2019, as it will be one month after the completion of my thesis.

After the transcription of the interviews, I would be able to let you read the interviews and make corrections if needed. Furthermore, pseudonyms will be used and your real name will not appear in any of the research output to ensure your confidentiality and anonymity.

What are your rights?

If you are identified in the data material, you are entitled to:

Know which personal information has been registered about you

Get your personal information about you

Delete or remove your personal information

Get a copy of your personal data (data portiability), and

Send a complaint to the Data Protection Officer or the Data Inspectorate about the processing of your personal data

What gives us the right to process personal information about you?

We process information based on your consent.

On behalf of University of Stavanger, NSD – Norwegian Center for Research Data AS has considered that the processing of personal data in this project is in accordance with the privacy policy.

Where can I find out more?

If you have any questions about the study or would like to exercise your rights, please contact:

University of Stavanger through Elizabethrani Kanak Rajah at (+48) 603295758 or her supervisor Prof Elisabeth Enoksen at (+47) 51832152

NSD- Norwegian Center for Research Data AS, by email (personverntjenester@nsd.no) or telephone: 55582117

Contact information

Please clarify if you have any questions about the study right now. If you have questions about the study later on, please call the investigator Elizabethrani Kanak Rajah, at the contact information listed above.

Best regards,

Elizabethrani Kanak Rajah

Researcher

Vetted by

Elisabeth Enoksen

Supervisor

Annex 5: Consent Form

Title of the research project:
Strengthening social capital among children from low-income migrant families: Role of social service professionals

Student Researcher
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I have received and understood information about the research project *'Strengthening social capital among children from low-income migrant families: Role of social service professionals* and have been given the opportunity to ask questions.

I _____, voluntarily consent to participate in the research project conducted by Elizabethrani Kanak Rajah, Master student from University of Stavanger in Norway.

I agree and acknowledge that:
The purpose, methods, confidentiality, risks and benefits of the study have been explained to me.
I willingly and freely give my consent to participate in the research.
I understand that results from the research will be used for research purposes and may be reported in scientific journals and academic journals.
I am free to withdraw from the study at any time, in which event my participation in the research study will immediately cease, and any information obtained will be destroyed

Signature: _____   Date:_____

Annex 6: Interview Guide

Project: Strengthening social capital among children from low-income migrant families: Role of social service professionals
Time of Interview:
Date: **Place:**
Interviewer: Elizabethrani Kanak Rajah   **Interviewee:**

Interview procedure
You are being asked to participate in a research study examining the strengthening of social capital among children from low-income migrant families. The purpose of the study is to explore the role social service professionals perceive they have in strengthening social capital among children from low-income families as well as the challenges they encounter in doing so. During this interview, you will be asked to respond to several open-ended questions. You may choose not to answer any or all of the questions. The procedure will involve taping the interview, and the tape will be transcribed verbatim. Your results will be confidential, and you will not be identified individually.

Informed consent
Please indicate your willingness to participate in the study by signing the consent form.
Questions
Could you tell me more about the program that you are involved in?
What is your role you play in your program?
How long have you been working here and how long have you been in this field?
What does social capital mean to you?
How do you help to strengthen social capital among young people from low-income migrant families?
In what ways do you help to strengthen social capital among these young people?
Describe some strategies you use when working with these young people.
In your experience, what are some challenges that young people from low-income minority families face in relation to building social capital?
Could you share some examples from cases you have personally handled without revealing any identifying information?
What are some opportunities/ resources available to you when trying to strengthen social capital?
How accessible are these resources?
What are some challenges you experience when trying to strengthen social capital among these young people?
How do you overcome these challenges?
Closing
Thank you for participating in this interview. I appreciate the time you've taken to be interviewed today. We may contact you in the future if there is a need for a follow up interview. Again, let me assure you of the confidentiality of your responses. If you have any questions, please feel free to contact me by email at elizabeth-rani@hotmail.com or by phone at +48 603295758