



NIINA PORTA, ANTTI KLEMETTILÄ, SARI FRÖJD, ANU E. CASTANEDA

INCLUSIVE APPROACH OUTCOMES IN DEVELOPMENT PROJECTS FOR CULTURAL AND LINGUISTIC MINORITIES – AN INTERVIEW STUDY

ABSTRACT

A Finnish initiative called TUULI project, led by the Finnish Institute for Health and Welfare, was launched in 2019 to respond to the need of providing accessible psychoeducational material for newly arrived refugees and for professionals working with them. This study investigates the co-creation process of the TUULI project and how participants of refugee backgrounds and professionals working with them perceived said process. Furthermore, this study investigates the factors that need to be considered to enable meaningful participation and to ensure experience of inclusion for cultural and linguistic minorities. The data were collected by semi-structured, in-depth interviews from 10 participants, five of whom were experts working with refugees and five of whom were of refugee backgrounds, using Teams video software. The interviews were recorded with consent and professionally transcribed for analysis. The data were analysed with thematic analysis, which included familiarization, coding, grouping, sorting, reviewing and revising, and, lastly, formulating the main themes and subthemes. The key themes pertaining to factors that need to be considered were centred on personal factors, cultural factors, factors related to the community and societal factors. The importance of providing feedback throughout the project, iterative communication with the participants, involving the target group at every stage of the project and the facilitation of a supportive and safe environment were emphasized. Participants had mostly positive perceptions of the co-creation process; they felt heard, included and safe enough to share their opinions and express their views. According to their viewpoints, the project was executed, managed and planned in a satisfactory manner, leading to gains on both personal and professional levels. Issues and challenges related to the project included communication breakdowns, prolonged duration, technical issues when conducting the remotely held meetings, and the feeling of insufficient inclusion of the target group in shaping the agenda and content of the project. The findings highlight the importance of a thorough and multifaceted approach in development projects involving cultural and linguistic minorities. This includes active engagement of the community under investigation, fostering effective and continuous interactive communication as well as ensuring the provision of feedback to participants during and after a project.

KEYWORDS: MENTAL HEALTH, REFUGEES, CO-CREATION, PARTICIPATORY METHODS, SERVICE DESIGN, DOUBLE DIAMOND, PSYCHOEDUCATION

INTRODUCTION

There are millions of forcibly displaced people worldwide, including 27.1 million refugees, who are particularly vulnerable to mental health issues [1,2]. Despite the evidently higher need for mental health services, people with refugee backgrounds often underutilize them due to self-stigma and other barriers such as public stigma, language barriers and lack of awareness or trust [3,4,5,6,7]. Refugees face various stressors throughout their migration process, which can lead to prolonged depression and anxiety [1,8].

In Finland, there is a mismatch between the need for mental healthcare services and their utilization amongst refugees [9]. People with refugee backgrounds have poorer overall health and receive lower-intensity care compared to native Finns [10,11]. There is no one-size-fits-all solution to address the mental health needs of refugees due to their diverse backgrounds and cultures [12]. According to Tuomisto et al. [13], the Finnish system for supporting the mental health of refugees is outdated and does not align with the current need due to an increase in the number of refugees and asylum seekers in Finland.

The Finnish Institute for Health and Welfare (THL) introduced the TUULI project for promoting the mental health of newly arrived refugees [14]. The goal of the TUULI project was to produce accessible and effective video-based psychoeducational material for newly arrived refugees and for professionals working with them – a need revealed by an earlier project, PALOMA [15]. The TUULI project was executed using the method of co-creation, comprising four stages according to the Double Diamond model [16] to investigate the perceived needs, circumstances and challenges related to mental health amongst refugees.

The Double Diamond model consists of four phases: discovery, definition, development and delivery [16]. In the TUULI project, the first phase included a survey to map out the current situation: 21 key informant interviews, three focus group interviews including peers and five focus group and three individual interviews with newly arrived refugees. The second phase included an all-day co-creation workshop run by service designers along with the TUULI project staff. The third phase included separate Teams workshops called ‘ideation afternoons’, which had 8 to 11 participants in each group. Ideation afternoons were a type of think tank where participants brainstormed together about the specifications of the videos. Altogether, 67 people participated in the co-creation workshop day and in the ideation afternoons. In the fourth phase, the project staff members compiled

the main message of each video along with focal points, forming a ‘script sketch’ that was based on the recordings of the workshops and the affinity diagrams made during the second phase.

The objective of the TUULI project was to produce easily accessible, high-quality and culturally sensitive video-based psychoeducation material that responds to the actual needs of newly arrived refugees. One purpose of the psychoeducational videos is to demonstrate that despite all the challenges related to mental health and integration there are people who were able to overcome those difficulties. The aim of these positive examples and stories is to reduce the stigma related to mental health issues and to promote help-seeking through social learning. The videos made for the TUULI project comprised 161 video clips, the total length being 1105 minutes. Twenty videos and three short documentaries were then constructed from those clips, with seven different languages to choose from, consisting of information, tips and stories about mental health, welfare and integration in Finland. The videos can be found on THL’s web page [14].

Altogether 114 healthcare professionals and individuals with refugee backgrounds participated in the co-creation process. 31 people with refugee backgrounds participated in the video recordings, and 137 quota refugees all over Finland were involved in the piloting of the videos. The scripts for the videos were all co-created, the information provided in the videos was written verbatim and the interview questions, themes and content were decided together with the participants of the co-creation process. The feedback obtained from the piloting was positive and resulted in no editing of the videos. It is reasonable to conclude that this is predominantly a result of the co-creation method.

Participatory methods have long been utilized as a component of research and development (RD) projects within THL, yet the absence of a comprehensive scientific assessment of their efficacy in the Finnish context points to a knowledge gap. In the TUULI project, the utilization of participatory methods enabled people to participate in the development of matters concerning themselves, thus contributing to the appropriateness and practicality of the services being developed. It is worth considering that the co-creation process of the TUULI project was mainly executed remotely due to the COVID-19 pandemic. As to the pandemic, new operating and remote methods have been brought to development work. The project was executed mainly online, and in addition to Zoom and Teams discussions, collaborative whiteboard platforms, heat maps

and voting were used to ensure participation in different ways.

This study investigates the co-creation process of the TUULI project and how participants of refugee backgrounds (i.e., the target group) and professionals working with them perceived said process. This study aims to fill the void mentioned in the previous paragraph, providing the much-needed empirical evidence on the effectiveness of participatory methods in Finland.

Furthermore, this study aims at determining what factors need to be considered to enable meaningful participation and to ensure experience of inclusion, especially for cultural and linguistic minorities (CLMs), from the viewpoints of the target group and the experts working with that group.

METHODS

STUDY POPULATION

A total of 10 individuals were interviewed via Teams video software, five of whom were experts working with refugees and five of whom were of refugee backgrounds. All 10 individuals had participated in the initial TUULI project. One member of the latter group was a social and healthcare professional working within the area of refugees' mental health. All the experts were familiar with issues around refugee mental health through their work, three of the experts were of the age group 50+ years, and two were aged between 30 and 49 years. Of the representatives of the target group (i.e., individuals with refugee backgrounds), three were aged between 30 and 49, one was 50+ years, and one was between 18 and 29 years of age. Of that same group, everyone's initial way of arriving in Finland was within the refugee quota, which means they have not spent time in a reception centre but were considered to be most in need of a resettlement by UNHCR. Time of residing in Finland ranged from 6 to 30 years. All interviews were conducted in Finnish. To safeguard the privacy of study participants and prevent readers from identifying them, no additional information about their demographics or specific field or title of work will be disclosed in this paper due to the limited size of the sample and the limited number of people working within this field in Finland.

In this study, a purposive sampling technique was employed by targeting and interviewing individuals who participated in the TUULI project. The selection of participants was based on their initial involvement in the project, ensuring their relevance to the research objectives. This approach allowed gathering of insights from key

stakeholders directly involved in the project. Due to outdated or lacking contact information, it was not possible to reach some of the participants of the TUULI project. 12 interview requests were sent, no reply was received for two.

DATA COLLECTION

A qualitative approach was used to gather information-rich data from the perspectives of both the target group and the experts working with them. This design enabled exploration of the participants' perceptions, understanding, experience and interpretation of the subject. The data were collected by semi-structured, in-depth interviews carried out remotely from October 2022 to December 2022, ranging in length from 45 to 90 minutes. The interviews were audio recorded with participants' consent and transcribed professionally for analysis. The transcripts underwent a thorough accuracy check and were anonymized by the interviewer, with any personal or community names removed, and all potentially identifiable information anonymized during the analysis to protect participant anonymity. Interviews covered three distinct themes, including 'co-creation and the meaning of participation', 'good practices of co-creation' and 'evaluation of the produced materials in the context of co-creation and participation'.

The interviews for this study were conducted in Finnish, since sufficient English skills could not be guaranteed from all the participants and therefore, there would have been a greater risk for misunderstandings or information breakdowns in the data. Conducting the interviews in Finnish and the analysis in English can potentially introduce risks and challenges for the process. To mitigate the risk of misinterpretation or bias, the interviewer implemented a strategy of recapping during the interviews. After the interviewee shared their perspective, the interviewer would summarize their understanding and ask for confirmation. This allowed validation of the interviewer's interpretation and ensured a more objective analysis. The interviewer and the person responsible for the analysis were the same, which promoted in-depth understanding, since they possessed first-hand knowledge and understanding of the interview context, nuances, and any clarifications sought during the interviews. This deep understanding contributes to a more accurate analysis and interpretation of the data. Since all of the interviewees were not native Finnish speakers, the interviewer used clear and simple language and explained the concepts used in the interview. The thematic frameworks for the interviews were carefully written and revised to avoid using complex terminology or

unclear questions. It was also made clear that anytime during the interview, the interviewee could ask clarifying questions or ask for a clearer definition of a concept.

DATA ANALYSIS

The data were analysed with thematic analysis. Firstly, the author familiarized themselves with the data by carefully reading through the data multiple times. Next, initial coding was done by coding segments of the data that were relevant to particular themes. Then, these segments were arranged on a document. After that, grouping was done by arranging all the segments to identify potential themes. Subsequently, trends and patterns in the data were recognized from the segments, and various codes were investigated to determine how they could be combined, and subthemes within the themes were identified. The themes were reviewed and revised to ensure that each of them had enough data to support it and that each theme was distinct from the others. Similar themes were merged together. Finally, the themes were formulated into a narrative conveying the overall message that emerged from the data. Overall, completing the thematic analysis involved several important steps, including familiarization, coding, grouping, sorting, reviewing and revising, and formulating themes. By following this process, emerging themes were identified and analysed, leading to a deeper understanding of the topic.

Table 1. What factors need to be considered to enable meaningful participation and to ensure experience of inclusion, especially for cultural and linguistic minorities: The main themes and subthemes

Main Theme	Subtheme
Creating Inclusive Spaces for Meaningful Participation	Valuing Contributions and Empowering Participation
	Creating a Safe Space to Share
	Feeling Heard and Understood
	Finding the Right Way and Time to Approach
Ethical and Cultural Considerations in Research and Development with Minority Populations	Individuality over Generalization
	Lost in Translation
	Family Matters
	Conducting Respectful and Beneficial Research and Development
Community-Centred Development: Listening, Learning and Responding	Needs-based and Feasible Interventions
	Participatory Planning and Inclusive Management
	Transparent Communication and Follow-Up
	Building a Bridge Between Communities
Creating Equitable and Inclusive Opportunities for Participation	Enabling Genuine Opportunity for Participation
	Ensuring Accessibility and Inclusivity
	Involving Participants at Every Stage
Foundations for Successful Integration: Education, Empowerment and Inclusion	Basic Education and Accessible Information
	Considering Diversity in Integration Processes

RESULTS

*FACTORS NEEDED TO BE CONSIDERED TO ENABLE MEANINGFUL PARTICIPATION AND TO ENSURE EXPERIENCE OF INCLUSION, ESPECIALLY FOR CULTURAL AND LINGUISTIC MINORITIES**Main theme 1: “Creating Inclusive Spaces for Meaningful Participation”*

This main theme embodies the thought that to enable meaningful participation and ensure a positive experience of inclusion for CLMs, it is necessary to create spaces that are safe, respectful, and responsive to participants’ needs and perspectives. This includes providing opportunities for active engagement, listening and valuing participants’ contributions, and using culturally appropriate approaches to communication and decision-making.

“Valuing Contributions and Empowering Participation” relates to the importance of participants feeling that their contributions are valued and have an impact. Participants in CLMs may often feel marginalized or excluded from decision-making processes, and it is important to create an environment where they feel empowered to share their thoughts and ideas.

“The experience of inclusion comes from the feeling that you can be involved in influencing a service or something similar, and from seeing that your opinion is important, it matters and there is a purpose behind the things that are done.” – Expert 5

“The experience of inclusion comes from making a person realize that they are involved, that they are genuinely wanted and that they are part of the development, and not just a number.” – Target group 4

“Creating a Safe Place to Share” pertains to the need for a safe and welcoming space for participants to share their experiences and perspectives. Participants may have experienced discrimination or marginalization in the past, and it is important to create a supportive environment where they feel comfortable and accepted. This subtheme initiated the importance of creating trust, genuine encounter as well as safe place and time.

“A safe space to discuss is important, instead of putting yourself up for evaluation, you get the feeling that this is a common issue, to which everyone brings their own perspectives.” – Expert 4

“Feeling Heard and Understood” relates to the importance of active listening and understanding. Participants want to feel that their voices are being heard and that their experiences are being understood. This requires creating an environment where participants feel comfortable expressing themselves and where there is an open dialogue between participants and researchers or developers. This subtheme acknowledges a respectful and appreciative atmosphere that is also open for criticism.

“There might not always be a solution, but the fact that a person feels heard and seen is already a lot.” – Expert 3

“Finding the Right Way and Time to Approach” pertains to the importance of a respectful and sensitive approach when working with CLMs. There is a need to be aware of the potential power dynamics at play and be mindful of the language, tone and approach when working with vulnerable groups. This requires building trust with participants and establishing a rapport based on mutual respect and understanding. This subtheme mentions respecting and acknowledging different backgrounds and the importance of being supportive.

“In Finland, we perhaps have this way of approaching quite directly and rapidly to the topic itself and we are able to speak about many different things, however, in some countries and cultures the appropriate approach might not be so direct.” – Expert 3

Main theme 2: “Ethical and Cultural Considerations in Research and Development with Minority Populations”

This main theme encompasses the idea that RD within CLMs requires careful and sensitive scrutinization of ethical issues and cultural differences that consider the unique needs, perspectives and experiences of the population under study and ensure respectful and responsible engagement with participants. It also recognizes the responsibility of conducting ethical RD that avoids harm, respects cultural norms, and involves community members in the development process.

“Individuality over Generalization” highlights the need for recognizing and respecting the diversity within CLMs. It emphasizes that individuals within these groups may have different beliefs, practices and experiences, and should thus be encountered above all as individuals instead of representatives of their culture or minority. Researchers and developers must take this into account in the planning and implementation of RD projects, and also keep in mind that success stories do not apply to everyone, however, they can motivate.

“A single person cannot represent the whole culture and on the other hand, if the person does not identify with that culture or religion, it might be that they say something they think others want to hear.” – Expert 5

“Lost in Translation” refers to the challenges of communicating effectively with CLMs, especially when language and cultural differences create barriers to understanding. It underscores the importance of using culturally appropriate communication strategies and considering alternative ways of conveying information. This subtheme recognizes the need to acknowledge and address differences in cultural beliefs, values and practices that may impact participation and communication. Culture itself rarely causes issues, the issues relate mostly to traumas, prejudice and misconceptions.

“Cultural differences must be taken into account: The word ‘research’ may evoke association with diseases and medicines in many people’s minds, many do not necessarily know that research is done for different things and for different purposes. Many people do not understand the aim of research and may also be afraid of opening up and the possible consequences.” – Target group 4

“Family Matters” recognizes the importance of family relationships and networks in many cultural and linguistic minority communities. It emphasizes the need for researchers and developers to understand and respect these dynamics, and to consider involving family members in the process when appropriate. This subtheme highlights the importance of recognizing and respecting the influence of family and community on individual decision-making and participation, even if it differs from the developer’s personal perception of the subject’s rights.

“It is not necessarily culturally sensitive that the client is alone at the reception and relatives are not allowed to enter the room. It may also be genuine care and the idea that the matter is shared. It may also be that the customer does not dare to talk about some things without the presence of a safe individual.” – Expert 5

“Conducting Respectful and Beneficial Research and Development” focuses on the ethical responsibilities of researchers or developers working with CLMs. It highlights the importance of respecting cultural norms, avoiding harm, maintaining confidentiality, and involving community members in the process in ways that are respectful and appropriate. The subtheme emphasizes the ethical responsibilities to ensure that RD is conducted in a way that minimizes harm and maximizes benefit for participants, that respects their rights, dignity and privacy. This subtheme also underlines the importance of not using someone’s past traumas as a means to promote researchers’ own agenda and ensuring that the participants receive something in return as well.

“It is important not to use the participant’s experience or wound to promote a cause, but to make sure that they get the feeling that they also get something from this, that they are listened and understood, and that their experience is taken into account.” – Target group 1

Main theme 3: “Community-centred Development: Listening, Learning and Responding”

This main theme encompasses the idea that development projects and successful solutions for addressing the needs of CLMs require careful planning, collaboration and feedback from the community. It emphasizes the importance of engaging with communities in a meaningful way to understand their needs, strengths and challenges, and to work collaboratively with them to develop viable solutions that are tailored to their context and culture.

“Needs-based and Feasible Interventions” highlights the importance of starting with a clear understanding of the community’s needs and priorities and ensuring that the development project is realistic and feasible. This involves identifying the root causes of issues related to mental health needs or barriers for help-seeking, and developing targeted interventions that address them.

“In order for people to genuinely develop things concerning themselves, there must be the acknowledgement that something needs improvement.”

– Target group 5

“Participatory Planning and Inclusive Management” emphasizes the need for a participatory and inclusive approach to project planning and management. This involves listening to the community’s thoughts and opinions and involving them in decision-making processes to ensure that the project and methods are well reasoned and effective, and not using a top-down approach to management. Careful consideration is required of who should be involved in the project and how they can be reached, and the use of methods that promote goal attainment.

“Working methods contribute to the purpose and it is justified why things are done in a certain way.”

– Expert 1

“Transparent Communication and Follow-up” highlights the importance of transparency and accountability in RD projects. This involves keeping participants informed about the purpose and progress of the project and providing them with feedback as well as the results in a transparent and accessible manner. Follow-up is also important to ensure that the project has achieved its goals and in evaluating its impact on the community.

“When developing things together, it is important to consider the participants’ motivation for participating and to make it clear what is being done. Motivation can decrease if the purpose and the entire process remain too obscure.” – Target group 1

“Building a Bridge between Communities” emphasizes the need to understand and appreciate the culture and context of the target community. This involves going beyond theoretical information and engaging with the community at their level to build trust and understanding. It also involves narrowing the gap between cultures to facilitate communication and collaboration, and to ensure that the project is culturally appropriate and relevant to the community.

“When linguistic and cultural minorities are involved in co-creation it is important for professionals working with these groups to have extensive knowledge of the

target group’s culture, background and how it is best to work with them, which issues belong to culture and which issues to religion.” – Target group 2

Main theme 4: “Creating Equitable and Inclusive Opportunities for Participation”

This main theme encompasses the idea that in order to enable meaningful participation and ensure a positive experience of inclusion for CLMs in service design, it is necessary to create equitable, genuine and inclusive structures and processes that support and enable participation for everyone at every step of the RD process.

“Enabling Genuine Opportunity for Participation” highlights the importance of creating structures and processes that enable individuals to participate in service development in a meaningful way. This includes providing adequate resources and accessibility accommodations to ensure that all individuals are given the opportunity to participate, as well as ensuring that participants understand the purpose and scope of the project.

“In order for people to be genuinely involved in developing things that concern themselves, one should in good faith give the possibility for development to take place and give people the opportunity to develop” – Expert 4

“Ensuring Accessibility and Inclusivity” emphasizes the need to ensure that participation is accessible to individuals from diverse backgrounds, including CLMs. This may involve providing language translation and interpretation services, as well as creating accessible and culturally appropriate materials and communication strategies.

“It would also be important that the methods and tools used were accessible to everyone, different opportunities and methods for participation would be offered in many ways, for example those struggling with technology would be offered some other form of participation, for example a call or a telephone interview.” – Expert 2

“Involving Participants at Every Stage” underscores the importance of involving participants at every stage of the service development process, from design and planning to implementation and dissemination, in order to ensure that their voices are heard, perspectives are valued and

those have a real impact. This includes soliciting feedback and incorporating participant experiences and perspectives into decision-making processes, as well as ensuring that participants are informed and engaged throughout the development process.

“The target group must be involved from the beginning in a sufficiently representative way already in the planning phase to enrich the groundwork. It is not enough to ask the target group to join in the next steps when the project is already underway. At that stage it would be difficult to understand the big picture and know what the project is about, how it started and how it has been developed and what is expected of them.” – Target group 4

Main theme 5: “Foundations for Successful Integration: Education, Empowerment and Inclusion”

This main theme encompasses the idea that minorities' inclusion into the society needs to begin already at the start of the integration process: successful integration of refugees, and other marginalized groups, requires a strong groundwork of basic understanding, empowerment and inclusion from the very beginning of the migration process. If this process does not succeed, it is not likely that representatives of CLMs would be willing or prepared to participate in developing services concerning themselves later on. This main theme introduces participation in a broader context, implying that experience of inclusion and meaningful participation is associated with successful integration. Together, these subthemes suggest that successful integration requires a proactive and holistic approach that lays the foundation for long-term social, economic and cultural integration. Overall, the main theme of “Foundations for Successful Integration” highlights the importance of providing a strong constitution for cultural and linguistic minorities to build upon in order to successfully integrate into the new society.

“Basic Education and Accessible Information” highlights the importance of providing basic education and information in a simple and accessible way, particularly for those who may be unfamiliar with societal norms and practices. This includes providing practical information about how things work in the society, as well as explaining basic concepts in a way that is easily understandable.

“Information about very practical things must be given.” – Target group 2

“Considering Diversity in Integration Processes” emphasizes the importance of considering the needs and perspectives of CLMs from the very beginning of their integration process. This includes taking a broad view of their skills and abilities, as well as addressing potential mental health issues. It also involves creating opportunities for them to feel included and have a voice in matters that concern them.

“Many people have skills, knowledge and experiences that would be useful for society, but in this country, they are ignored.” – Target group 3

“Everything should really begin from the moment a person enters to Finland; some kind of process would start, through which a person would get information and become a participant and member of the integration process.” – Target group 2

PARTICIPANTS' PERCEPTIONS OF THE CO-CREATION PROCESS OF THE TUULI PROJECT

Table 2. How did participants perceive the co-creation process of the TUULI project: The main themes and subthemes

Main Theme	Subtheme
Effective Participation and Inclusive Dialogue in Development Project	Empowering Participants to Feel Heard and Included
	Facilitating Inclusive and Supportive Discussions
	Facilitating a Safe and Trusting Space for Participants to Share
	The Value of Dynamics and Stimulating Conversations
Personal Growth and Positive Experiences in Participation	Personal Development and Professional Growth
	Empowering Participants to Feel Heard and Included
	Positive Experiences of Co-Creation
	The Mutual Benefits of Participant Involvement: Diversity of Expertise and Perspectives
Collaborative Project Management: Achieving Positive Outcomes through Effective Planning, Execution and Co-Creation	Effective Practices and Tools
	Positive Experiences with Video Recording and Interviews
	Effective Use of Participatory Methods and Techniques
	Broad Expertise
	Impactful Co-creation
Addressing Challenges in Development Project for Inclusive Participation and Successful Outcomes	Barriers to Inclusion: Technical and Logistical Challenges
	Lack of Information and Follow-up
	Insufficient Inclusion of Target Group's Voice
	Improvement Suggestions and Feedback
	Need For a Broader Reach
The Importance of My Participation	
The Impact of My Participation	

Main theme 1: “Effective Participation and Inclusive Dialogue in Development Project”

This main theme focuses on the importance of effective communication and inclusive dialogue in the TUULI project, and supports the idea that the project allowed effective communication and interaction between participants with diverse backgrounds and perspectives, as well as provided a supportive and safe space for sharing those said perspectives, and moreover, ensured that all participants felt heard and included. Overall, the importance of mutual respect, trust, and understanding between all stakeholders involved in the project was raised.

“Empowering Participants to Feel Heard and Included” is characterized by the participants’ feelings of being able to express themselves and contribute to the development process, as well as feeling that their opinions and experiences were valued and considered. Participants felt a sense of empowerment, which led to a positive experience of inclusion. This subtheme highlights the importance of creating an inclusive environment where participants feel comfortable sharing their thoughts and ideas without fear of judgement or exclusion. The subtheme emphasizes the significance of effective participation, active listening, facilitation and feedback in fostering an experience of inclusion and being heard.

“The experience of inclusion was enhanced by being listened to and having the opportunity to speak and bring up one’s own thoughts and opinions in the group.” – Target group 2

“I got the feeling that my work experience, opinions, views and thoughts had meaning and weighed in the development work” – Expert 3

“Facilitating Inclusive and Supportive Discussions” focuses on the importance of supportive and inclusive facilitation in creating an environment that promotes meaningful participation. This subtheme highlights the role of facilitators in creating an open and welcoming atmosphere where everyone’s opinions and experiences are valued, giving space and support to participants, and encouraging them to share their experiences and ideas in a non-judgemental manner. Participants appreciated the approach of the facilitators, who were present, encouraging and helpful, creating an inclusive and comfortable atmosphere. This subtheme also emphasizes the importance of facilitators

having been attentive and having ensured equal opportunities for all as well as fostering a sense of community and collaboration.

“The facilitators’ working method was participative, they were present and gave space” – Expert 1

“The facilitator’s clarifying questions and taking care of the working group’s atmosphere made it possible for all participants to be listened to.” – Expert 4

“Facilitating a Safe and Trusting Space for Participants to Share” highlights the importance of creating a respectful and safe environment for participants. Practices such as going through rules and establishing trust at the beginning, as well as discussing the concept of a safe space, were viewed positively. The extracts also suggest that the facilitators were invested in the topic and showed a genuine interest in supporting the participants.

The subtheme “The Value of Dynamics and Stimulating Conversations” focuses on the quality of communication and interaction during the co-creation process. Participants emphasized the importance of good and active discussion, effective sharing of knowledge and information, and meaningful group interactions. They appreciated the opportunity to engage in productive discussions and appreciated the process of narrowing down the most essential aspects. The workshops were praised for their enthusiastic and interactive atmosphere, with small group settings being particularly highlighted. The peer-to-peer learning and interaction was considered beneficial, and the dialogue was seen as a valuable aspect of the co-creation process. Overall, this subtheme highlights the importance of creating an open, safe and interactive environment that facilitates effective communication and meaningful interactions between participants.

Main theme 2: “Personal Growth and Positive Experiences in Participation”

This theme emphasizes the personal development and positive experiences that participants gained through their involvement in the TUULI project. It also highlights the personal benefits of participation, including the sense of meaning and importance that came from being involved in the project, as well as the opportunities for personal and professional growth that participation can provide.

“Personal Development and Professional Growth” relates to the personal and professional growth of the participants. The project provided them with new ideas, knowledge and perspectives that they could apply to their work and personal lives. The participants felt that the project was important not only for their professional identity but also for their personal growth. It gave them a sense of belonging and helped them overcome challenging life situations. The project also allowed them to distance themselves from their work and gain new insights, which added freshness to their work.

“The project significantly affected the experience of inclusion on a personal level: it opened up my own, personal knots, influenced my mood, helped me gain new perspectives. It also affected my family, friendships and work environment.” – Target group 1

“The project was important also from the point of view of my own professional identity and attitude.” – Expert 4

“The project gave me new ideas and information for my own work.” – Expert 1

“Empowering Participants to Feel Heard and Included” highlights the participants’ positive experience of feeling valued, important and heard during their involvement in the project. They expressed that their participation was not only interesting and important, but it also gave them a sense of being part of a community and that their contribution had an impact on the result. The participants felt appreciated, and their expertise and personal experiences were acknowledged and valued. Additionally, some participants felt that their participation allowed them to provide unique perspectives that other experts may not have been able to share. Overall, this subtheme emphasizes the importance of creating an inclusive and supportive environment that values and recognizes the contributions of all participants.

“My participation in the videos was important, as an expert-by-experience I was able to share information about how people feel and what could help in the best way - information that experts may not be able to convey.” – Target group 5

“Positive Experiences of Co-creation” reflects the participants’ positive experiences and feelings towards their

participation in the project. Participants expressed their satisfaction with the end result and the overall project. They also mentioned that they had a common goal and felt motivated and enthusiastic about their involvement. The subtheme includes expressions of happiness, contentment and a sense of accomplishment. The participants also appreciated the opportunity to be part of a community and work with a diverse group of people. The subtheme highlights the importance of a positive atmosphere and a sense of togetherness in the co-creation project.

“The atmosphere was nice and encouraging, the whole project was functional and unhurried, and the multi-professional activity exuded” – Expert 3

“The participation left a positive feeling, impact and mood. I am very happy that I could be a part of this project and that I could share my own thoughts and try to promote them.” – Target group 2

“The Mutual Benefits of Participant Involvement: Diversity of Expertise and Perspectives” highlights the diverse range of expertise and perspectives brought by the participants, including experience working with refugees, knowledge of mental health challenges and insights from different professional backgrounds. The project gained valuable knowledge and insights from participants’ experiences, which were essential for developing practical solutions. Participants’ unique perspectives and expertise were considered helpful in expanding the scope of the project and generating innovative solutions.

“From my participation, the project gained realistic information about the mental health situation of refugees and which factors influence on the background from both aspects: through my work and my own user experience, i.e., a broad perspective on the subject.” – Target group 2

Main theme 3: “Collaborative Project Management: Achieving Positive Outcomes through Effective Planning, Execution and Co-creation”

This main theme can be described as the overarching idea that emerged from the perceptions of positive co-creation in the TUULI project. Overall, this main theme emphasizes the importance of effective planning, execution and co-creation in collaborative project management, and highlights the

specific practices, tools and techniques that can be used to achieve positive outcomes.

“Effective Practices and Tools” highlights various practices and tools that have proven to be effective in the implementation of the project. The subtheme captures the essence of the data extracts, which emphasize the importance of tools and practices such as multilingual materials, clear communication, expert groups and technology that have been instrumental in ensuring the project’s success. The subtheme demonstrates the significance of effective practices and tools in fostering collaboration, communication and participation amongst the project’s stakeholders, which all were essential in achieving the project’s objectives.

“Good practice was a well-thought-out and illustrative process diagram and description of what will happen next and how long it will take.” – Expert 4

“Positive Experiences with Video Recording and Interviews” describes the positive experiences and benefits of the video recording and interview process in the project. The participants mention how the process allowed them to express their thoughts and feelings freely and in detail without a script, and how the interviews with the psychologist were particularly engaging. They also appreciated the pleasant demeanour of the filming crew and interviewer, and how the process was stress-free and did not require any prior practice. Additionally, some participants found the time and effort invested in travelling to Helsinki for the interviews and video recording to be worth it.

“The shooting of the videos was a situation, which enabled talking about different things and feelings in detail, freely and exhaustively without a script.” – Target group 4

“Effective Use of Participatory Methods and Techniques” underscores the importance of using effective participatory methods and techniques to ensure that all voices are heard and that everyone is engaged in the process. The extracts mention the use of multilingual materials, clear questions, visible notes, and the use of techniques like voting and process diagrams as well as the importance of having experts and representatives from target groups involved in the process. The subtheme highlights the success of participatory techniques and methods in ensuring that everyone is engaged and feels heard.

“In the TUULI project, the voting was especially participative: it was the first time that voting was done in a situation that involved experts, it was truly a great combination. It was both engaging and eye-opening.” – Expert 5

“Broad Expertise” revolves around the importance and benefits of having diverse and comprehensive participation in a project or initiative and highlights the presence and contribution of participants from different backgrounds, professions and expertise, including representatives of the target group and professionals working with them. The use of good practices such as involving key stakeholders and partner organizations in the project’s decision-making process were also mentioned.

“A good practice was that the partners, for example the Ministry of Health and Social Affairs, the Immigration Office, different municipalities, the traumatology centre, the employment office, all such partners that work with the target group were involved in the steering group or otherwise cooperated with the project” – Target group 2

“Impactful Co-creation” highlights the importance of collaboration in the development of videos related to mental health and migration. The use of collaborative approaches expanded the content and topics covered in the videos and helped identify the appropriate level of text and content. The collaborative approach also generated a wealth of information and insights into the target audience, which helped inform the development of video content. The use of collaborative approaches also ensured that the videos were easily approachable and understandable, and the resulting videos were varied, comprehensive and accessible. The collaborative approach also brought to light insights that may not have been discovered otherwise, and the involvement of a wide range of experts helped inform the development of video content.

Main theme 4: “Addressing Challenges in Development Project for Inclusive Participation and Successful Outcomes”

This theme focuses on the various challenges encountered in the co-creation project, including technical and logistical issues, communication breakdowns and insufficient inclusion of the target group’s voice. The subthemes suggest that the participants had varying perceptions of their level of

engagement and participation in the project, with some feeling that they had limited influence in shaping the agenda and content of the project. The subthemes highlight the need for a more comprehensive approach to project development that includes a broader range of topics and participants, effective communication and follow-up, as the interviewees expressed their desire for more information and updates after the project ended as well as receiving regular feedback to drive improvement.

“Barriers to Inclusion: Technical and logistical challenges” describes various challenges related to the technical and logistical aspects of the project, such as difficulties with web tools, scheduling and language barriers. Some participants felt that being present would have been more productive or enjoyable, while others felt that technical challenges detracted from their sense of participation. Additionally, there were concerns about limits being placed on what could be discussed during certain stages of the project. Despite these challenges, participants worked together to find solutions, such as providing extra time for someone with limited language skills to express themselves or finding ways to manage technical issues as they arose.

“Lack of Information and Follow-up” highlights the importance of effective communication and follow-up after the project was completed. Participants expressed the need for regular updates on the progress of the project, clear information on the project’s outcomes and a feedback mechanism for them to share their opinions and concerns. They also suggested that a more interactive process could have been implemented, such as regular feedback sessions. Participants felt that better communication and follow-up would have increased their sense of ownership and engagement in the project and would have helped to ensure that the project’s outcomes were sustained over time.

“It was unclear how certain choices were arrived at, for example in terms of language or substance, those reasons could have been brought out more through, for example, interim reports.” – Expert 4

“I would have hoped for a more interactive process and information about what things have been dealt with, where we currently are at and where we are going. Some kind of feedback discussion after the project would have been good. There was uncertainty about whether the project affected services, in which way THL employees benefitted from the project, and how the materials are used.” – Target group 1

“Insufficient Inclusion of Target Group’s Voice” discusses the importance of involving and engaging the target group in the project to increase their sense of participation and ownership. Participants expressed their desire for more opportunities to shape the project’s direction and agenda, and for more space and speaking time during project activities. They also suggest that having more representatives from the target group in project leadership and planning could help ensure that the project better reflects their needs and priorities. Finally, participants expressed disappointment that they did not feel that they had much influence over the project or opportunities to contribute to its development.

“Development work was done together in a good and positive way, but the positioning was however such that most of the ideas and materials had already been thought through and the impact of the target group was small.” – Target group 4

“I got the feeling that the agenda was ready, and we were there just to relate.” – Target group 1

“Improvement Suggestions and Feedback” introduces participants’ suggestions for changes or improvements that could have been made to enhance the project’s outcomes. Some feedback suggested that the project could have been more efficient. Additionally, feedback about the use of videos and tools suggests that not everyone was on the same page, implying the need for better communication and training. Suggestion to allocate speaking turns instead of having free discussions was also raised.

“Need for a Broader Reach” shares a common theme of suggesting that the project could have been more inclusive, targeted a broader audience and included a wider topic selection. Participants felt that certain topics and groups were left out of the discussion, and that the project would have benefitted from including more diverse perspectives. This subtheme captures the idea of inclusivity and expanding the scope of the project to encompass a wider range of issues and individuals.

“The audience and target group could also have been broader, aimed more at the whole society.” – Target group 1

“The search for interviewees could have been done more widely, the elderly were not included at all, the senior citizens were forgotten.” – Target group 2

The last two themes are individual themes that conclude the main message of the participants.

“The Importance of My Participation” focuses on the participants’ experience of inclusion and their perception of how much their participation meant for the project. Overall, participants felt that their participation in the project was meaningful, nobody felt their participation did not matter at all. All the participants concurred that the project was important and necessary, some who only took part in one phase of the project felt that their participation amongst the large group did not have great significance.

“The Impact of My Participation” explores participants’ thoughts about the effectiveness of their participation and the impact it had on the project’s outcome. Individual contributions and perspectives are mentioned as participants describe how they brought their unique experiences, insights and perspectives to the project, and how these contributed to the final videos. Additionally, the effect on target audience and society is also present, as participants describe the impact that the videos had on the target audience, how they challenged preconceptions and opened new perspectives. Finally, personal growth and empowerment emerges, as participants discuss how their involvement in the project has affected their own lives and sense of agency, as well as how it has given them a platform to speak out on important issues.

“In the videos, I see points of view that I brought up and that I myself have influenced. I brought the points of view of families with children, pregnant women, family-centredness, especially the point of view of those in a vulnerable position, such as asylum seekers and the undocumented and furthermore, the impact of parenting on the child’s growth and development.”
– Expert 3

“Videos change opinions, at the first video you may be surprised, but when you watch the following videos, your mind changes. Videos affect people’s minds, I found. Talking directly about one’s own depression and weaknesses had that effect, in many cultures or even in Finland it is not customary for a man to talk so directly about his weaknesses. When my family and friends saw the videos, they realized that I am not the only person who has had difficulties. They noticed that you have to respect the fact that there are many types of people in the world.” – Target group 3

DISCUSSION

Successful development project implementation within CLMs is strongly linked to provision of continuous feedback throughout the project, iterative communication with the participants, inclusive involvement of the target group at every stage and fostering a safe and supportive environment. Despite the challenges observed, such as communication issues and feelings of insufficient inclusion, the participants reported a positive experience and a sense of personal and professional growth. The findings are in line with previous research on the subject. For example, considering the role and participation of family members was brought up in both previous research [3,17] and the findings of this study. Similarly, being able to relate to the research staff, benefit from the project somehow and help the community by creating feasible solutions that lead to an actual change in the society were brought up as enabling and motivating factors for participation in both previous research [18] and the findings of this study. In the review by George et al. [18], the importance of making participation convenient by arranging childcare or transport services as well as designing the study setting as safe, comfortable and non-invasive as possible was mentioned as an enabling factor. Similar thoughts were shared by van den Muijsenbergh et al. [19], with the addition that including researchers with similar backgrounds would be valuable to enhance participants’ cultural congruence.

Participants felt that the atmosphere of the TUULI project was safe, encouraging and empowering. They felt comfortable to share their experiences without fear of being judged or excluded. What is described here is a concept of ‘psychological safety’, which is “a shared belief amongst team members that it is safe to take interpersonal risks” [20]. In their 2016 article, Roussin et al. state that this concept relates to participants feeling comfortable to speak up, share their opinions and present suggestions without fearing negative feedback or other negative consequences. This creates an environment that supports and facilitates learning, creativity and innovation, whereas the absence of psychological safety might result in withholding of ideas, especially negative comments or suggestions for improvement, potentially leading to a lack of dedication by the participants.

In the interviews, many participants said they would have wished for more inclusion of the target group also in the steering group and moreover, being involved in shaping the agenda of the project. This theme of involving the target group more profoundly and at every stage was discussed

considerably in many interviews, especially in those with representatives of the target group. These notions along with previous knowledge on the subject serve as a significant takeaway and are of utmost importance to be improved in future endeavours when developing services or support measures especially for minority populations.

A few interviewees mentioned the wish for discussing and dealing with more painful issues in terms of topic choices for the videos, such as talking about suicide, honour violence and the rights of sexual minorities. While these are important topics to touch on, the purpose of the TUULI project was to make the videos easily approachable, encouraging and suitable for anyone to watch. The TUULI project, directed towards refugees arriving in the country, was consciously designed to maintain a hopeful and motivating atmosphere in the videos, acknowledging the potential fragile state of mind of these individuals. Newly arrived refugees are most likely dealing with a lot of emotions and stressors at that stage of the migration process, and adding to that load can potentially be too shocking and something they are not ready to deal with at that stage. Furthermore, the topics and themes of the videos were voted on in the third phase of the TUULI project, and the topics discussed in the videos were democratically selected amongst the proposed ones. If all the proposed topics had been discussed in the videos, the scope of the TUULI project would have been expanded excessively, and the designated timeline would probably have been exceeded as well.

The interviews also brought up minor criticisms and uncertainty as to whether the process was truly equal, as many felt that they were there only to share their experiences and were not able to greatly influence the project's agenda or its planning. One of the reasons for this feeling could be the fact that three of the people with a refugee background participated only in the last phase. However, this same topic also emerged in the literature as a criticism of the use of participatory methods in RD projects [21,22], and should therefore be scrutinized when planning to use participatory methods amongst these groups. Similarly, Ross et al. [23] raised that same notion about the community's involvement in all areas of a development project, including leadership, decision-making and implementation. In their 2010 article, the authors highlight the active involvement of the community at all stages of a project, starting from interactive planning of the project and its methods, all the way to dissemination and use of findings. As stated previously, this theme emerged in many of the interviews.

There were no major discrepancies between the experts

and the representatives of the target group in how the project was perceived and graded overall. The participants who only took part in two or less phases felt they had less ability to influence, whereas the ones who were involved in three or more felt they were able to have an impact on the content of the videos. Overall, when asked to estimate the impact and importance of participating in the project, nobody felt that their participation had little or no importance or impact. The experts had more similarity in the answers compared to the representatives of the target group, amongst whom there was more dispersion in the answers to both estimates.

There were participants representing the target group at every stage of the TUULI project, but as for people who participated in the previous stages, a significant amount of data was not obtained due to outdated or missing contact information, also the two requests that were not replied to were sent to representatives of the target group who participated in the first two phases of the TUULI project. The larger number of those who participated in the last stage could partly be explained by the fact that they might have been more equipped to participate in the interview, because they had also participated in the filming stage and were perhaps braver and more prepared to speak than others. In the future, it would be useful to involve a consistent group of individuals, known as a 'core group', throughout all the stages of a project. This would ensure that reliable data is acquired while also making the participants feel that their participation has a tangible impact on the planning and execution of the project.

Psychoeducation and videos were integral components of the initial project plan, which necessitated a more concrete approach during the funding application process, and for that reason, participatory methods were not used when defining the needs of the project. Certain aspects had to be well defined in advance, as they played a crucial role in determining the feasibility and potential impact of the project. Thus, flexibility was limited in order to meet the requirements of the funding application and ensure a comprehensive understanding of the proposed initiative. However, based on previous projects and research, and according to the World Health Organization, psychoeducation is a recommended form of psychosocial support for refugees [24,25].

When implementing co-creation, it is important to consider its limitations and potential disadvantages. While co-creation is a valuable tool for uncovering insights and perspectives that may not occur to experts or researchers due to the practical nature of the subject, and for breaking down the hierarchy between decision-makers and stakeholders,

it is essential to recognize that certain voices may not be heard. There can be various reasons why someone may be unwilling or unable to articulate their opinion [26]. Emphasizing individuality over generalization, and being mindful over whose voice is represented and whose is not, was also brought up in many interviews, both within experts and within representatives of the target group. That indicates that co-creation requires time, thorough reflection and profound effort from start to finish, while continuously minding research ethics. Power relations between developers/researchers and the target population as well as within the community under scrutiny need to be considered at every stage. Power relations are a complex web and if not reflected in the beginning of a project, it might not result in positive societal changes. Furthermore, there is always the risk that vulnerable communities are included in the decision-making only seemingly, but power relations are neglected or not considered extensively, i.e., organizations promote their version of participation solely from the perspective that something can be said to have been developed in collaboration with the stakeholders [27].

In general, co-creation has the potential to bring together different actors, like academics, experts and civil society members, who are all driven by different incentives, objectives and roles and can learn from each other. Dialogue is the key for a successful collaboration, and the communication between different actors should be comprehensive and open, and participants should be committed to the cause [28]. Facilitators act as knowledge brokers and intermediaries. They play a crucial role in the co-creation process guiding group discussions, ensuring active participation and creating a fair and trusting environment. The facilitator inspires the participants by posing questions and adding different perspectives, keeping the focus on the joint outcome rather than individual agendas [29]. In the interviews conducted for this study, the role of the facilitators was brought up on several occasions: participants appreciated facilitators who were seen as encouraging and helpful, having ensured equal opportunities for everyone to speak freely and creating a safe and respectful environment to share even the most sensitive matters. The role of knowledge brokers and intermediaries can be valuable in various fields, including psychiatry.

Stier & Smit [28] conclude that successful co-creation is more than just the combined knowledge or understanding of the participants. People's collective acquisition of knowledge, the exchange of ideas through individual learning, and their interactive experiences serve to augment the overall comprehension and generate novel insights around the

subject. In the co-creation process, synergy and new perspectives emerge, thus exceeding the initial understanding of the individual participants. In this way, the whole can be larger and more versatile than originally expected. In psychiatry, collaboration and co-creation can be beneficial in developing interventions, treatment plans and policies that address mental health challenges. The involvement of multiple stakeholders, including researchers, clinicians, patients, families and organizations can lead to more comprehensive and effective approaches to mental healthcare.

Co-creation can be used in several ways in the care of mental health problems. The TUULI project and this study have shown that, when developing psychoeducation or other interventions, it is of great significance to include the individuals that the interventions are being developed for. Moreover, participating in a co-creation process can also have an empowering and stigma-reducing effect on the target group themselves, and also professionals can gain new knowledge through the process. When developing interventions, co-creation can enhance the collaboration between researchers, clinicians and patients to develop new interventions, therapies and treatment models. By engaging all relevant stakeholders, including individuals with lived experience of mental health conditions, co-creation ensures that interventions are based on real-world needs, are culturally sensitive and address the diverse experiences of patients. In a broader sense, co-creation promotes collaboration, inclusivity and patient-centred approaches, which recognise the importance of diverse perspectives and shared decision-making.

Some suggestions for future research could be: 1. Examining the factors that contribute to the creation of safe and respectful environments for participation in development projects for CLMs, and how these environments can be fostered and sustained over time, 2. Investigating the long-term impact of participation in development projects on participants and their communities, including the potential for personal and community-level growth and development, 3. Exploring the potential for digital and online platforms and interventions to support mental health of refugees, and the unique challenges and opportunities associated with these platforms and 4. Investigating the effectiveness of mental health interventions tailored to refugees' cultural backgrounds and experiences integrated into existing refugee resettlement programmes.

The mental health of people with refugee backgrounds is a wide topic as is the use of participatory methods in development projects. Therefore, these suggestions are just a

few potential study topics, and there are many other avenues to explore in this area of research.

CONCLUSIONS

This study reports a wide range of prerequisites and factors that need to be taken into consideration to enable participation and to ensure experience of inclusion for CLMs. These entail: personal factors, including the need for spaces that are safe, respectful and responsive to participants' needs and perspectives; cultural factors, including careful consideration of ethical issues and cultural differences as well as underlining individuality; factors related to the community, including listening to the community's needs, responding to those needs as well as creating genuine opportunities for the community to be involved at every stage of the project, and societal factors, including a society free from discrimination, investing in education, empowerment and inclusion of minorities. Many of these factors relate to the researchers', developers' or project managers' responsibility to conduct ethical, respectful and responsible RD and their role in facilitating inclusive atmosphere and communication, including the importance of giving feedback throughout the project and after it.

The findings indicate the need for thorough and multifaceted consideration when conducting RD amongst CLMs to enable true and genuine participation for these groups, and an inclusive and asset-based integration process, which identifies and leverages the strengths and abilities of individuals to support their successful integration into society that begins when a person relocates into the country. Overall, the findings also indicate the need to address socio-cultural aspects to gain a better understanding and recognition of the influence of these aspects on CLMs' health and wellbeing, and providing culturally safe and effective services for these groups.

Participants of the TUULI project had various perceptions concerning the co-creation process of the project, mostly on the positive side. Participants felt heard, included and safe enough to share their opinions and mostly had the experience of a well-executed, well-managed and well-planned project that used participatory methods in engaging stakeholders on a wide spectrum. Participants gained from the project on a personal and professional level and felt that the atmosphere supported growth on both levels and perceived mutual benefits of the co-creation process. However, some challenges were also faced, including technical

issues, communication breakdowns, prolonged duration and the feeling of insufficient inclusion of the target group in shaping the agenda and content of the project. A critique raised by all the participants was a lack of informing and feedback during and after the project. Some participants also brought up their wish for a broader reach and an expansion of the target group and the subjects of the videos. In conclusion, enabling true and genuine participation includes active engagement of the community under investigation, fostering effective and continuous, interactive communication, whilst not forgetting to provide feedback to participants during and after a project.

Authors

Niina Porta
Antti Klemettilä
Sari Fröjd
Anu E. Castaneda

Correspondence

Niina Porta
niina.porta@tuni.fi
niina.porta@gmail.com

References

1. The World Health Organization. Mental health and forced displacement. Published 2021. Accessed [2022 June 13]. Available from: <https://www.who.int/news-room/fact-sheets/detail/mental-health-and-forced-displacement>.
2. United Nations High Commissioner for Refugees (UNHCR). Global Trends Report 2021. Published June 2022. Accessed [2022 June 13]. Available from: <https://www.unhcr.org/62a9d1494/global-trends-report-2021>.
3. Giacco D, Laxhamp N, Priebe S. Prevalence of and risk factors for mental disorders in refugees. *Semin Cell Dev Biol*. 2018;77:144-152. doi: 10.1016/j.semcdb.2017.11.030.
4. Byrow Y, Pajak R, McMahon T, Rajouria A, Nickerson A. Barriers to Mental Health Help-Seeking amongst Refugee Men. *Int J Environ Res Public Health*. 2019;16(15):2634. doi: 10.3390/ijerph16152634.
5. Noubani A, Diaconu K, Ghandour L, El Koussa M, Loffreda G, Saleh S. A community-based system dynamics approach for understanding factors affecting mental Health and Health seeking behaviors in Beirut and Beqaa regions of Lebanon. *Global Health*. 2020;16(1):28. doi: 10.1186/s12992-020-00556-5.
6. Harris SM, Sandal GM, Bye HH, Palinkas LA, Binder PE. Integration Is Correlated with Mental Health Help-Seeking From the General Practitioner: Syrian Refugees' Preferences and Perceived Barriers. *Front Public Health*. 2021;9:777582. doi: 10.3389/fpubh
7. Ahmadinia H, Eriksson-Backa K, Nikou S. Health-seeking behaviours of immigrants, asylum seekers and refugees in Europe: a systematic review of peer-reviewed articles. *J Doc*. 2021;ahead-of-print. doi: 10.1108/JD-10-2020-0168.
8. Schick M, Zumwald A, Knöpfli B, et al. Challenging future, challenging past: the relationship of social integration and psychological impairment in traumatized refugees. *Eur J Psychotraumatol*. 2016;7:28057. doi: 10.3402/ejpt.v7.28057.
9. Castaneda A, Cilenti K, Mäki-Opas J, Abdulhamed R, Garoff F. Psykkinen hyvinvointi. In: Kuusio H, Seppänen A, Jokela S, Somersalo L, Lilja E, editors. *Ulkomaalaistaustaisten terveys ja hyvinvointi. FinMonik-tutkimus 2018-2019*. Publications of Finnish Institute of Health and Welfare, Report; 2020.
10. Skogberg N, Mustonen K, Koponen P, et al. Turvapaikanhakijoiden terveys ja hyvinvointi. Tutkimus Suomeen vuonna 2018 tulleista turvapaikanhakijoista. Finnish Institute for Health and Welfare. Report 12/2019, 412 pages. Helsinki.
11. Kiesepää V, Jokela M, Holm M, Suvisaari J, Gissler M, Lehti V. Posttraumatic stress disorder among immigrants living in Finland: Comorbidity and mental health service use. *Psychiatry Res*. 2021;300:113940. doi: 10.1016/j.psychres.2021.113940.
12. Leask CF, Sandlund M, Skelton DA, et al. Framework, principles and recommendations for utilising participatory methodologies in the co-creation and evaluation of public health interventions. *Res Involv Engagem*. 2019;5:2. doi: 10.1186/s40900-018-0136-9.
13. Tuomisto K, Tiittala P, Keskimäki I, Helve O. Refugee crisis in Finland: Challenges to safeguarding the right to health for asylum seekers. *Health Policy*. 2019;123(9):825-832.
14. Finnish Institute for Health and Welfare. Mental Health for Migration: Psychoeducation and Mental Health Promotion for Newly Arrived Refugees (TUULI). Published June 13, 2022. Accessed [2022 Dec 16]. Available from: <https://thl.fi/en/web/thlfi-en/research-and-development/research-and-projects/mental-health-for-migration-psychoeducation-and-mental-health-promotion-for-newly-arrived-refugees-tuuli>.

15. Finnish Institute for Health and Welfare. The PALOMA project – Improving mental health services for refugees. Published Apr 19, 2021. Accessed [2022 Dec 16]. <https://thl.fi/en/web/thlfi-en/research-and-development/research-and-projects/the-paloma-project-improving-mental-health-services-for-refugees>.
16. Design Council. Framework for Innovation: Design Council’s evolved Double Diamond. Published May 19, 2019. Accessed [2022 Dec 16]. Available from: <https://www.designcouncil.org.uk/our-work/skills-learning/tools-frameworks/framework-for-innovation-design-councils-evolved-double-diamond/>
17. Cooper S, Enticott JC, Shawyer F, Meadows G. Determinants of Mental Illness amongst Humanitarian Migrants: Longitudinal Analysis of Findings From the First Three Waves of a Large Cohort Study. *Front Psychiatry*. 2019;10:545. doi: 10.3389/fpsyt.2019.00545.
18. George S, Duran N, Norris K. A Systematic Review of Barriers and Facilitators to Minority Research Participation amongst African Americans, Latinos, Asian Americans, and Pacific Islanders. *Am J Public Health*. 2014;104(2):e16–e31. doi: 10.2105/AJPH.2013.301706.
19. van den Muijsenbergh M, Teunissen E, van Weel-Baumgarten E, van Weel C. Giving voice to the voiceless: how to involve vulnerable migrants in healthcare research. *Br J Gen Pract*. 2016 Jun;66(647):284–5.
20. Roussin CJ, MacLean TL, Rudolph JW. The Safety in Unsafe Teams: A Multilevel Approach to Team Psychological Safety. *J Manag*. 2016;42(6):1409–1433. doi: 10.1177/0149206314525204.
21. Aldridge J. Working with vulnerable groups in social research: Dilemmas by default and design. *Qual Res*. 2014;14(1):112–130. doi: 10.1177/1468794112455041.
22. Ozkul D. Participatory Research: Still a One-Sided Research Agenda? *Migrat Lett*. 2020 Apr 2;17(2):229–37.
23. Ross LF, Loup A, Nelson RM, et al. Human Subjects Protections in Community-Engaged Research: A Research Ethics Framework. *J Empir Res Hum Res Ethics*. 2010;5(1):5–17. doi: 10.1525/jer.2010.5.1.5.
24. Giacco D, Matanov A, Priebe S. Providing mental healthcare to immigrants: current challenges and new strategies. *Curr Opin Psychiatry*. 2014 Jul;27(4):282–8.
25. World Health Organization. Mental Health and Psychosocial Support for Refugees, Asylum Seekers and Migrants on the Move in Europe: A multi-agency guidance note. Published Dec 14, 2015. Accessed [2023 Jul 3]
26. Leino H, Puumala E. What can co-creation do for the citizens? Applying co-creation for the promotion of participation in cities. *Environ Plann C*. 2021;39(4):781–799.
27. Rose D. Participatory research: real or imagined. *Soc Psychiatry Psychiatr Epidemiol*. 2018;53:765–771. doi: 10.1007/s00127-018-1549-3.
28. Stier J, Smit SE. Co-creation as an innovative setting to improve the uptake of scientific knowledge: overcoming obstacles, understanding considerations and applying enablers to improve scientific impact in society. *Journal of Innovation and Entrepreneurship*. 2021 Sep 26;10(1):35.
29. Bornbaum CC, Kornas K, Peirson L, Rosella LC. Exploring the function and effectiveness of knowledge brokers as facilitators of knowledge translation in health-related settings: A systematic review and thematic analysis. *Implementation Science*. 2015;10:162-174.