

August 25th, 2009 at the Department of Political Science, University of Helsinki:

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**THE CRITICAL DESCRIPTION, EVALUATION AND  
DEVELOPMENT REPORT (ON) PDYJ Summer School. Erasmus  
Intensive Programme: Bedford 31.5.–5.6.2009  
(Academic Year 2008/09)**

**1. At the beginning: positive presumptions and program substances**

This Erasmus intensive program in Bedford was organised by University of Bedfordshire, Professional Doctorate in Youth Justice, and by co-operation with partners - UK, University of Tartu, Programme of Social Work and Social Policy, Estonia and HUMAK University of Applied Sciences, Civic Activity and Youth Work Programme, Finland.

The aim of the third year of the IP Comparative Youth Justice and Welfare was to continue the cooperation between the future professionals of youth and community workers, social workers and youth justice workers in order to discuss the challenges of multiagency work with troubled young people. The main focus in the plan was in youth criminology and on the other hand, methodological and pedagogical contribution in the field and practical visits and faces with young people, their mentors and their networks and institutions at grass roots. In the same time there was a curriculum objective to build up a program that breathes out among young students joining the seminar from three different cultural contexts, cultures of schooling and systems of youth work. The special chance for the seminar based on the methodological experiences, practices and international reflections in the University of Bedfordshire and especially the mobile persons in seminar program, John Pitts and Timothy Bateman.

In the program of Bedford it is easy to read this intellectual, pedagogically sensitive and work experience which has come of age around the Bedfordshire University:

**DOCUMENT I:**  
**PDYJ Summer School/Erasmus Intensive**  
**Programme and Timetable**

Mon. Jun 1st	Tues. Jun 2nd	Wed. Jun 3rd	Thur. Jun 4th	Fri. Jun 5th	Sat. Jun 6th
<p>Introductions: Getting to know each other</p> <p>Groupwork: <b>Describing the Estonian, Finnish and UK Childcare Youth Work and Youth Justice Systems (Case studies)</b></p>	<p><b>Themed discussion groups</b></p> <p>A B C D</p>	<p>Mr Steve Goodman, (L.B. Hackney)</p> <p><b>Reclaiming Social Work in the UK</b></p>	<p><b>Project Visits South London</b></p>	<p>1. Dr Jatta Herranen HUMAK University of Applied Sciences</p> <p><b>What are the consequences of social exclusion?</b> A contemporary analysis of school shooting cases in Finland</p> <p>2. Finnish student presentations</p>	<p><b>Free Time</b></p>
<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>		<b>LUNCH</b>	
<p>Groupwork (continued): <b>Describing the Estonian, Finnish and UK Childcare Youth Work and Youth Justice Systems (Case studies)</b></p>	<p><b>Themed discussion groups presentations</b></p> <p>A B C D</p>	<p>Professor John Pitts University of Beds</p> <p><b>Violent Youth Gangs in Britain</b></p>		<p>1. Ms Kadi Ilves University of Tartu</p> <p><b>Recent Policy/Research/Practice in Estonia</b></p> <p>2. Estonian student presentations</p>	
<b>DINNER</b>	<b>DINNER</b>	<b>DINNER</b>		<b>DINNER</b>	

Sun. June 7 <sup>th</sup>	Mon. June 8 <sup>th</sup>	Tues June 9 <sup>th</sup>	Wed. June 10 <sup>th</sup>	Thurs June 11 <sup>th</sup>
<b>Crime and young people: a history</b>  <b>Treasure Hunt</b>  <b>Central London</b>	Dr. John Coleman Oxford University  <b>Parenting Policy and Parenting in Practice</b>	Prof. Toyin Okitikpi Visiting Prof of Social Work University of Beds  <b>Mixed heritage and interracial relationships</b>	<b>Project visits Luton</b>	<b>Programme Evaluation</b>
	<b>LUNCH</b>	<b>LUNCH</b>		<b>LUNCH</b>
	Professor John Muncie Open University  <b>Cultures of control and children’s rights in youth justice: comparative developments</b>	<b>1. Themed discussion Groups A B C D Presentations</b> <b>2. Finnish student presentations</b>		<b>Departure</b>
	<b>DINNER</b>	<b>DINNER</b>		

### **Themed discussion groups and the heterogeneity of student/teacher participants**

The first working day (Monday Jun 1<sup>st</sup>) began by active way via group work – introduction. After the becoming acquainted with other national group members students and teachers divided into groups for case studies describing the Estonian, Finnish and UK childcare, youth work and justice systems. Host and in the field and its public media-space well-experienced Tim Bateman – a social and practical organizer of the program and its dialogical methods – surprised students with basic, but concrete, case problems, for which participants were not oriented beforehand. This was a compromising and eye-opening test for students and good starting point/clear board for dialogical seminar and substances.

The conventional and feeling based facts and fragmented knowledge and (mis)information basis - “*how the things appear for me or how I feel them*” – became a part of working and learning resource reflected and transformed all the seminar time. This pedagogically open and well-developed point and focus of Bedford seminar was a correlative of Helsinki-seminar organized year before where the program was more academic and centered on thematic/intellectual contributions. Especially high-trained professional doctorate students from UK were inspired of Finnish contributions. This student empathy and red line of Bateman and Pitts prevailing in Bedford sustained up to the end of seminar and its evaluation phase and spirit. This kind of guideline is not high-flying but it draws attention and employs especially active students into the substantial work in the spirit of self-developing and

personal activity. And young participants had to be conscious of their learning and competence limits – and English based capacities for conceptualization and small talk, youth work diplomacy and international openness.

The second working day (Tuesday June the 2<sup>nd</sup>) deepened the substance and themed discussion in working groups divided into four thematic lines beforehand (see the document II below). The focus of group members' contributions based on the special study problems constructed in concrete national study programs and processes in members' home institutions. But at the beginning of the work students had to answer general questions (Tim Bateman) by co-operative interpretations. E.g. in the first group concentrating on the issues of race and culture has students' problem-focused way reflected together the following questions: 1) *What is the ethnic composition of the population?* 2) *What are the histories of the different population?* 3) *What, if anything, does the law say about race, culture and immigration?*

A major part of the working partners or even responsible teachers mobilizing the guidelines in workshops were not familiar with or worked beforehand on task-based substances and priorities. Some students assumed a little bit guarded attitude on the work and tried correct and diplomatic ways to construct the picture of their national youth policy and criminology. Students faced abundant amount of mostly 'ad-hoc' tasks. And the variety of them was distinct; e.g. the Finnish students had to write advance essays, read basic and common orientation texts (which where qualified strict way), first day's introductory trainings and of thematic group work of second day. And lastly, the focus of group members' thematic contributions presented during the second working week (Tuesday June 9<sup>th</sup>) based on the special study problems constructed in concrete national study processes, personal study focuses/experiences and processes in members' home institutions.

But the working culture fell in the place by effective way and requisite activities and contributions in the variety of group works enforced students to open process of learning and practical activities in the spirit of "*What I have learned by doing in the national projects, studies and comparisons in Bedford-Seminar*". Major part of the presentations were experiential and bonded with practical details – but nice way substantial reflections and expressions. This was explicitly present in the motivated presentations of thematic tasks (where evaluator Paakkunainen visited). But now and then the substance and reflection in the presentations became poorer and they left lurid lists or main-point presentations of national ideas and comparisons. The special characteristics of basic national or institutional tools and methods in youth policy and criminology came up by the presentations. Especially the Finnish students stuck to their pedagogical traditions, brands and stubbornly wanted to present their workshop demonstrations via their own study projects and thesis!

## **Heterogeneity of students – also, a pedagogical chance**

In the best sections of the program the national horizons in different reflective levels and spheres where actively discussed: preventative versus nurturing; sanctioning versus supporting, 'tailor-made' and softly reflective or guiding; multi-professional way co-operative and negotiating versus authoritarian and court centered? This 'success' was a little stunning fact because of the heterogeneous backgrounds of the students; e.g. in the Finnish group where some of the students from HUMAK were at

the end of their basic degree and some of them were doing their master of arts studies. And all the members were not specialists in the criminology. Especially, professor Pitts made a correct wish in the planning period on the higher level studies of participants. But the relevant guideline for the following study partnerships is in the idea that workshop strategies and contributions cannot be too heterogeneous, and students and responsible teachers need advance common concepts, theories and methodological competences or learning texts, advance orientation. The Finnish partner HUMAK (Civic Activity and Youth Work Programme) opens up mainly youth work and civic trainer substances, the youth criminology is not in the hearth of institution. This reflects the situation, also, in youth civil society: preventive youth work is in the front line. In Estonia University of Tartu, Programme of Social Work and Social Policy, is working more on institutional and formal youth work basis where the youth courts and criminological facts are more in focus.

The heterogeneous student groups were a pedagogical problem, but the organisers developed faces, methods and feelings with them by flexible and wise ways: the breathing and learning space in working groups was inevitable seminar capital. *“The lectures gave me a good opportunity to think about new topics and discussion groups were important to start seeing my own country from a different perspective”*. (Estonian student)

## **DOCUMENT II:**

### **Proposed groups for groupwork on Tuesday 2 (and for presentations on Tuesday 9 June)**

#### **Group A. Young People Race and Culture (Consultant: Tarja Kuula)**

**Suzella Palmer** Race and crime

**Paul Olaitan** Policy Ideology and Practice in Youth Justice: the role of relationship

**Simon Harding** Crime and Social Control

**Anne Laine** (Multicultural Interpreter) Developing work with multicultural young people in Helsinki City Youth Department

**Kirsi Koivunen** The prisoners of Shengen – the home of the young Palestinians is a refugee camp

**Nataliya Gavrylova** Russophone young people in Estonian prison

**Teija Karisaari** “If you are shy, you won’t learn anything” – hobby guide for immigrant youth at Kemi-Tornio area

**Mira Naukkarinen** Leisure activities for 13-17-year old immigrants in Tornio

#### **Group B. Developing Services for Young People (Consultant Judit Strompl)**

**Lorna Hadley** The changing governance of youth justice

**John Simpkins** The appropriate context for locating effective victims’ services

**Andrew Thorne** The role and influence of the private sector in youth justice service delivery

**Patrick Tierney** Experiential learning

**Sirkku Reponen** Developing Labour Force Service Center’s multiprofessional services for young people

**Anne Kampman** Cultural Center Development Plan for Salpaus Further Education

**Anna Silvennoinen** (Developing structures for working with young people in North Karelia – interaction between education and labour market (part of a larger ESF-funded project at the city of Joensuu)

#### **Group C. Working with Young People At Risk in School (Consultant John Pitts)**

**Polly Sills Jones** Preventing School Exclusion

**Emmaleena Salla** A Study of over 13-year old pupils’ feelings of school-safety

**Tarmo Strenze** Inequality between schools and violence in schools

**Jonna Koistinen** Young people’s experiences of racism at Finnish vocational and upper secondary schools

**Elisa Männistö** Drug Free Zone – zero tolerance model for upper-level primary school pupils  
**Brita-Lisa Törmälä** Developing early intervention in child and adolescence vocational training  
**Kersti Kade** Supporting systems for young people during the transition time to adulthood

#### Group D. Youth Crime Prevention (Consultant Tim Bateman)

**Camille Warrington** Youth Crime and the Commercial Sexual Exploitation of Young Women  
**Graham Fletcher** The historical development of youth justice in England and Wales  
**Laura Janes** The provision of services to young people who display sexually inappropriate behaviour  
**Roberta Vlugter** The role of parenting support in crime prevention  
**Mark Haffenden** Prevention and restorative justice  
**Lana Elken** “Closed institutions for young people in trouble and the Estonian Juvenile Sanctions Act”  
**Nataliya Gavrylova** (master st.) “Russophone young people in Estonian prison”  
**Helina Mänd** “Young people at risk and preventive activities, resocialization programs”  
**Linda Paap** “Juvenile delinquency and young people in Estonian justice system”  
**Mai Beilmann** “Prevention work done by different institutions”

### **Workable professional and street rhetoric**

Steve Goodman’s and John Pitt’s contributions during Wednesday (Jun 3rd) were good counterbalance for peer group working. Estonian and Finnish partners got a concentrated dose of English practical details and working means connect to social and gang work – and their theoretical basics and research examples. The visiting students face anxious hours in trying to present their own cases and means – nationally articulated models - alongside with coherent and well-prepared English contributions. But teaching situation and dialog broke free during the sessions and by Pitt’s – who is well-schooled, experienced and popularizing person in TV and Radio channels - relaxing rhetoric and students were able to tell their own comments and case experiences. Mr. Steve Goodman contribution “*Reclaiming social work in the UK*”, was according to students “*again not so much my subject*”. Maybe, the special poor UK situation in social work resources became more familiar to students but contribution doesn’t stir visitors in the concrete ways.

But Pitts “*Violent Youth gangs in Britain*” had a touch with audience: “*Wednesday 3<sup>rd</sup> with John Pitts’ lecture was quite earthmoving. Gang problem is a big issue in England. Although in some areas you don’t know anything about it – even you’re living in those areas. There are lots of children and young people who don’t want to be gang members – John is calling them “reluctant gangsters”. They are in some way forced to be gangsters. John gave terrible examples about stabbings of youngsters and sending pictures of them to mothers and so on, that youngsters would know they have no other choice than be a part of the gang. Everyone knows for example who have done something illegal but they are too afraid to tell the police – even police is too afraid to go some places! Reluctant gangsters and their families are living in fear. Is it possible there will be that kind of gangs in Finland in the future? How to prevent it to happen?*” (A student in her lesson diary)

John Pitts has done interesting and empirical research projects around gangs, and somehow his colourfully and literarily presented knowledge about existing desperate gangs made students “*little scary in Thursday’s visit to South London*”. But John – “*who was nice person, took so good care of us during the course*” - leads student group to next day program. “*We got background for visiting in South London.*” Pitt’s lesson was full of pictures around the gang-phenomenon and it was illustrated by theoretical and literal remarks/contexts and well-argued notions on norms, institutionalization and fears in and outside of the gangs. Also in Finland (2008) Pitts’

presentation was a main road to British 'hard-core' realities of youth sociology and criminology. The conclusion of gang narratives and analyses in professor's demonstration was a little bit fatal one: *"Yes, so far as the individual is concerned, it may very well be true that character is destiny. And the other way round. But on the larger scale, destiny is demographics; and demographics is a monster."* In a social policy responsible of the development of the entire society is politically advisable premonition.

On Thursday (Jun 4<sup>th</sup>) students had a rich and sensitive visiting day to South London. At the Robost Training Center professionals are working with untrained young people outside of the working life by mobile and on foot living work means (e.g. by bus operating in suburb). The second visiting organisation was the association and its voluntary centre organising rich and reflective youth work means among young people with hard problems. The highlight of the day was the (survive) biography of Michael. He is working at the institution and developing self-biographical street poetry as a method. The third visit was directed at gang work actors, who were nice way competent in peer group and participatory methods. Young grass-roots mentors, also, were articulating their experiences.

Visiting students appreciated first-rated way these contacts and dialogs. The preventative and grass-root dialogical means are the methods and reflections which are most universal and in this context the punitive function of youth work and justice will be sensitive way understood. *"The whole visiting day was super! In X-it I started to think that how we in Espoo can develop our peer groups to same way as they do. We should think how we can use our clients more in our groups, not so that they are in responsibility as group leader, but part of leader team. I think that would be very empowerment for all, for our workers, that client who can show that there is way out from unemployment and for a new client who is just coming in peer group. We can think it about rehabilitating work. Next week I shall speak with my boss about this."* /// *"Thursday was really interesting day we visited different preventing work projects in London. Crypt at St Peter's where Michael Groce worked and Exit-projects were good examples from preventing work in England. In Michael's project they had general preventing aspect, so on my point of view sounded very good. I got new ideas to my work too."* (Comments of visiting young students)

## **Estonian and Finnish winds**

On Friday (Jun 5<sup>th</sup>) participators spent Finnish-Estonian program-day that started by *"Anne's really good icebreaking games (play with statues)"*. Jatta Herranen's contribution on school shooting cases in Finland was supplemented by presentations of Finnish students. The Baltic and Finnish realities in youth work and criminology are co-operating many ways: *"I talked with some Estonian students they said that maybe they've "survived" better than neighbours in capitalism because of strong Finland influence. They also told that more preventing work should be done in Estonia, but there isn't so much resources on that. And still I like our preventing work. But must tell the truth I come from little town in northern Finland and all things are quite different there than in bigger towns."*

The directors of the seminar, also, received Herranen's piquant presentation as a shining example of the Finnish youth sociology and its actual application. We, in

Finally, have a social-political commission for school shooting analyses – we have understand and anticipate global Net and its peer group audiences and repeated aggressive performances. Herranen – who is well-known researcher and teacher in Finland – not only reduced the school shootings into the social exclusion or school bullying in Finland, she analysed the sensitive cultural capitals and features of Internet society (spectacular, healing and immortality in virtual communities) providing performance-based or even political motivations for mass violence. *“Right now I can only imagine how great my attack against humanity will become: people dies, some of them are in panic and some of them run for theirs lives, some of them become paralyzed.... Oh’ shit, I can’t wait!”* (Jokela shooter’s diary 20.4.2007 in Jatta’s PP-Demonstration). School violence is always a cultural, political, emotional and gender related phenomenon by Jutta. And on the other hand, bullying is common life action dealing with culture of insecurity, bullying tradition, peer relationships and unofficial school. Many problems in school community and social care sector are part of silence code – social and resource problems not discussed at all! It was a regrettable fact that after Jatta’s coherent and analytically fresh presentation people in seminar had no time for discussion and comments!

Eastonian program and student’s presentations were made up of Kadi Ilves’ (and Judit Strömpl’s) contribution *“Peer violence in public space: Teenagers’ Everyday Experiences in Disadvantaged Neighbourhood“*. By the theme it was possible to consider the empirical research results, youth policy and work practices in the light of peer violence and (ethnic and other problems behind the phenomenon). The contributors’ empiria and comparative EU-project on youth crimes was a common horizon to the painful theme. The EU-study aimed to draw a picture of the different types of everyday violence amongst 13 to 16 years old in disadvantaged neighbourhoods in Austria, Estonia, Finland and United Kingdom. The lesson concentrated on cases and case models – in empirical grass-root and operationalisation, that doesn’t always inspire international auditorium. But the Baltic categories on peer violence and gang-identities were, also, inspiring: *“Just for fun“*; *“Chastisement of rules violators“*; *“Collision of “Ideologies“*; *“One for all and all for one“*; *“Girl’s stuff“*.

### **How to face parents and ‘otherness’ in reflective youth work?**

Dr. John Coleman (Oxford University) was competent to get across the European student audience. His title concerning private family responsibilities and normative facts for adults is missing in many European policy agendas and he was rhetorically skilful: *“After nice weekend and treasure hunt in London we started week with Dr. John Coleman’s lesson about “parenting policy and parenting in practise“: I liked a lot his style to talk slowly and clearly, easy to follow and understand. In my mind I handled questions about that, should we do something better with that subject in Finland. I think yes, it’s true what Coleman said about teaching parents. We also have so much support and parenting training, before kids were born and when they are little. But who helps or gives advices when kids are growing. Teenage can be so hard for parents.”* (A student in her lesson diary) /// *“I liked a lot Coleman’s style to talk slowly and clearly, easy to follow and understand. In my mind I handled questions about that, should we do something better with that subject in Finland. I think yes, it’s true what Coleman said about teaching parents. We also have so much support and parenting training, before kids were born and when they are little. But*

*who helps or gives advices when kids are growing. Teenage can be so hard for parents.*” The group of the English students were actively present and students had a productive discussion on modern family structures and responsibilities. The unique limits in early intervention (on illegal acts of children) were in the hot discursive focus. Coleman was successful in analysing the family factors as a part and reason for children’s and young people’s criminal behaviour – and without an excessive moralism and one-dimensional pedagogical power attitude. He didn’t want to incur muddle among parents and tried to understand the difficulties of teenager’s identity work in the midst of contradictory stresses. He was extremely cool and analytical, also, in front of family/parent interventions, their limits and evaluation.

Professor John Muncie (Open University) spoke and presented realities with English accent and academic sounds. It was too much for several participants from Northern Europe. But, again, some students and teachers were very delighted on research reflection of Muncie: *“A top of European experts in youth criminality”*. Especially Muncie’s contribution on control cultures and children’s rights in the challenging discourse of youth crime was interesting. European human was speaking.

At Tuesday morning (June 9<sup>th</sup>) Professor Toyin Okitikpi (Social work in the University of Beds) spoke about the facing of diversity and binary distinctions and segregations in social and youth work: *“Mixed heritage and interracial relationships: Understanding Interracial Relationships and Children of Mixed Parentage”*. He reflected our possibilities to save each other’s face in daily social life according Giddens – or *“Civil inattention analysis”* put by Goffman. He had a self-biographical horizon into the topic because he was born and worked in UK as an ‘Other’ and black human being. The rhetoric and a pedagogical ‘other eye’ in the contribution got open out the eyes of North-European students – even the Estonian people, who are not so eager to reflect their own problem of ‘otherness’, ‘big’ Russian minority. This social work got a real stimulus and inspiring ideas on new methodology on global experience – connections between universality and particularism.

This diversity horizon, its rules of thumb and cultural relativism was a really new theme for several participators – it is easy to read it in puff-influenced lesson-diaries of students asking...is it enough – or even enough - to try your best in multi-cultural situation: *“You always have to see something good and positive from the others. Don’t justice the others. Be empathic. Take a genuine interest in your clients. If you think that “I just work here”, it seems on your face. Confidence. Trust in your clients and believe that have power inside of them. People change if they believe that it is worth of it, they have ability to solve their problems. Respect. Always respect the others, you can not really know what kind of past he/she has. You have to honest for yourself, check it out what kind of prejudice you have. You have to think for example what you really think about immigrants or religion. /// It was interesting when Prof T. Okitikpi asked for group “How does it feel to be a white woman?” I have never thought about that. Maybe it would be good to think things what you take for self-evident fact./// “In my opinion there is connection between X-it (a action method met in town visiting, KP) and professor Toyin Okitikpi lesson. He spoke how to contact and work with diversity issues. I think everyone principle that came out in his lesson is good for my work and also in everyday life. Those principles should be ground of our peer groups also.”*

## Is the Luton living the life in the spirit of “Community cohesion”?

On Wednesday (June 10th) we travelled to Luton and visit Safer Luton Partnership. They admitted as in the concrete and substantial way to the everyday life in preventive work and its actors. Local civic organisation worked together with varied civil servants coming from policy, courts and social work. The hard problems, minimal resources and the open and brave attitude to the seeking and dialogical work inspired especially Estonian visitors. On the other hand, Scandinavian social policy mentality shun the sanctioning of behaviour in public everyday life. PC Nick Percival and Claire Capp (Community Safety Team) presented the meaning, action and discretion of ASBO (Anti-social behaviour act). They concentrated to functions of ASBO and “Community Safety ASB Principles”. Without must-lesson on ASBO it is not easy to understand British climate of safety management system and the whole ideology to manage problems/disinterests/conflicts with ‘securing’ disciplines, orders and networks.

Two other local policemen - telling to visitors practices of ‘social cohesion’, an other aspect of ASBO and social thinking - seemed to be a late-modern social workers or even integrative social theorists in Luton: “*Before we return home, we heard more very interesting things from Anti Social Behaviour Order, ASBO. Two police officers told us how they are working with families and what kind of community cohesion is in Luton. They also showed me the paper, Anti-social behaviour order application, which they were written to by one person. (A student’s lesson diary) “Community Cohesion Team” – Sgt. Pete Rawkins and PC Richard Turney - reported by fitting way of their social qualities in networking: “Delivering a quality policing service in a customer focused way”. Even the community cohesion sound extremely high-flying task for grass-root intervention policy, it will be a relevant horizon and mean of professional (self) reflection in police work.*

Community cohesion meant for Pete and Richard: there is a common vision and sense of belonging; the diversity of people’s backgrounds and circumstances is appreciated and positively valued; those from different backgrounds have similar life opportunities. The motto is that ...”*Strong and positive relationships are being developed between people from different backgrounds and circumstances in the workplace, schools and neighbourhoods*”. Policemen’s social and evaluative response in front of the challenges of community cohesion and tensions: Identify Increase in tension; engage communities and partner agencies, appropriate interventions and organise short, medium and long term solutions. Rajab Ali analysed nice and European manner a more independent and reflecting youth work method by the title of “*Targeted youth work (in Luton)*”. Ali described the targets at the most venerable young people – people at risk, assessment and appropriate intervention cultures, working with families and peer groups in disadvantaged neighbourhoods, seek to reduce offending, truancy and exclusion and the aims to get young people back into mainstream activities. This rhetorical ‘temporary fix’ – to trust on idealist reflecting, tailoring and networking activities in youth work outside huge exclusion problems and ASBO-cultures – is logical solution in the motivational level. Someone has to fire the light and hope in the social policy cultures trying to target and meet individuals in the society of individual responsibilities and coping.

A Finnish partner in seminar put into words this tension between idealism and not-so-well resourced security policy. *“Gang problem and huge drug dealing within it are something I haven’t experienced in Finland, at least in Joensuu. In southern Finland it might be a reality... The most important thing about the project visits was to meet those persons doing youth work in England. A real intercourse is always better than reading something from book or internet. ASBO lecture in Luton was something that raised my hair up. Giving that kind of weird and even stupid orders doesn’t fit in my understanding. But what I also learned during the course – “When in Rome, do as the Romans do” or even try think like them.//Wednesday in Luton was great with the projects what were introduced. I think the policeman from Luton said the most important thing: we should fix the roof before starts to rain. With that basic I think we’ll go far. And on my opinion that could be youth work leading slogan in our town youth work. “*

### **Social and practically networking aspects in program – step by step towards the ‘urban’ and ‘global’**

The Treasure Hunt in Central London (Sunday, June 7<sup>th</sup>) crowned the social and thematic program. When evaluator asked about the program title *“Crime and young people: a history. Treasure hunt”* all the students and teachers laughed and answered ambiguous way by EU-Motto *“Yeah – It Works!”*. Here the cultural, social and group work aspects in program were united by successful way. People divided into the national mixed groups at The Tate - Modern Art Gallery and local guide presented the historical and social contexts of the control points which the group has to find by the guidelines and maps. Participants became familiar with pirate-shopping, youth criminality, prostitution and Foucauldian (prison) architecture of London and its modern-classical places (spaces, spatial experiences, institutions, architecture). The best way to the tasks answered groups were awarded by prize for their orienteering/hunting process. Regardless of the lightness of ‘cultural hunting’ the day substances roamed, also, on the side of serious facts and cultures in London. This route and its planning was a nice and high-qualified effort of seminar organizers. The Finnish and Estonian teachers were inspired on hunting as a social-pedagogical method.

An ensemble of photographs (Koivunen 2009) snapped during the seminar in Bedford and around demonstrate at the beginning the solemn-faced and little bit stressed orientation of the Estonian and Finnish delegation. But later this sensitiveness meant primarily intensive working attitude, interest in seminar’s contributions and teaching methods and light-hearted and modern flexible reflection between own experiences and seminar’s contributions, between fellows and between the Northern Scandinavian mentality and the urban, multicultural, West. In a moment people are facing their own concepts and facts in radically strange context, they are becoming estranged and provoked– they are learning. Most often, this learning in seminar meant dialog and empathy between national partners opening up some steps in a way to international sphere and ‘cosmopolitan’ thinking. The seminar program, arrangements and contributors had a touch on the “visitors” and it opened, impressed and moved them working together.

But the social link was living during the seminar – English language were a new partner or medium in this social play: *“I have to be honest that I was very stretched*

*about that period in England. After all it was fantastic experience. I think that now I have got more courage to speak English and I don't care so much if the grammar is correct. The main thing is that the others shall understand me. Before period we "adults" talk a lot of privacy that we want separated rooms and we want sometimes be alone. Surprising was that we were all the time together and talked and laughed a lot.* "(A student in her lesson diary) *"At the last seminar evening we all assemble for a meeting as a parting dinner. The place had a warm and longing feel."* (Another student in her diary.) The evening discussions between Estonian and Finnish delegates went some days on one o'clock. The jokes and many-coloured humour live in many levels of program and unofficial situations. And it related to many issues not only in English context very nice weather.

But the language problem or rich chance to think or speak in bi- or even tri-lingual world – some Estonian persons were able to speak English, Estonia and Finnish - was not the main dimension in seminar's social life. In many interviews made by evaluator it was nice to hear the social message on two facts. In foreign context the own past and professional practices appeared and are articulated by words in many new, dialectical ways, ways: the disciplines, words and practical details change. Secondly the roles of teacher and pupil develop into the more diversified direction; a multifaceted performer and hearer roles are rising up and students will help teachers. And when the young people realize that the main teachers or host organizers are moving nearer and speaking by more and more sensitive manners and levels, they are themselves more motivated and reciprocal appreciation gives power to the working. Tim and Andy and especially John, who has been one of the main organizers in the seminar series, took these roles nice and soft ways. Tim and John were, in spite of their authoritarian teacher role and hectic timetables, several times ready to practical and theoretical details and problematizations. Maybe, the extra contacts in addition to seminar partners and institutional/association contacts were, also, relevant. The visit and addresses of headmaster working in Finnish HUMAK University of Applied Sciences and evaluator's presence during the last days and his small academic lection on 'global learning in the era of risk society' inspired primary seminar partners.

A kind of breach or insipid aspect of social program and needed light collectiveness was the lack of common free time activities and the devolution of accommodation services (rooms) around the seminar district. This is not only a question of social feelings, but a challenge for the common information, guidelines and reflection concerning English contexts and program substances. *"More joint events at free time. Also living in the same place"* (Estonian student). *"I would like it if all the students lived at the same place, so the communication would be better and more intensive. Also if the information about the organisation had been delivered equally"* (Estonian student). In the background of these decentralised arrangements there are some practical and motivational reasons. Just like in Finland one year ago the students of host country are not so fascinated and motivated in visiting seminar which programs is in first hand highlighting familiar – national or local - problems and methods. On the other hand, English students had just in the beginning of the June hectic training and working period. An economist and minor budget of seminar restricted, also, the social conditions of arrangements and accommodation. A special socially problematic note rising up among the Finnish delegation was a British convention to be disregard

for timetables – on the planned beginning times of seminar lessons. In the Finnish Lutheran perspective this unconcern meant “*frivolous loss of time*”.

The work with social and political contexts were hard, you have to reflect between many kind of contextual levels and realities. Maybe, the positive feedbacks and learning acts mostly stuck in delegates’ mind; and, the adoption of concrete new attractive propositions by renouncement of own prejudices or acknowledgment of (existential) prejudices we all have for ‘other’ or histories. It is conceivable to touch multi-cultural learning space in local immigration work in South London, in the seminar mix and working group dialog in Bedfordshire University and to see, how the global mix and fundamental distress is present in the world of civilization wars settling down in the middle of national or local context in Europe. But in the same time, prejudices are in existential theory (Heidegger, Gadamer) possibilities to learn something – especially in the global meetings, where we have no truths, only contingent and unsecure applications of things, embryos of global peace and normative reflection.

*“I talked with some Estonian students they said that maybe they’ve “survived” better than neighbours in capitalism because of strong Finland’s influence. They also told that more preventing work should be done in Estonia, but there isn’t so much resources on that. And still I like our preventing work. But must tell the truth I come from little town in northern Finland and all things are quite different there than in bigger towns.”* (A Finnish student in her lesson diary)

### **At the end...**

Tim Bateman organized and summarized a piquant and reflected program evaluation – the survey among the student participants (Appendix below). This way the evaluative questions in Finland (2008) replicated in Bedfordshire: the correct comparison is possible. As all the readers of this evaluation may read above, how the social and emotional touch and contacts were nice way breathing out in seminar: the “*enjoyable*” aspects of programme were highlighted in students’ evaluations (.80 “Great deal”). Maybe the high-urban life style and social context in London district inspired this feeling, also, in pedagogy. The pedagogical objectives of the seminar work were successful (A learning experience: .72 “Very good”) – especially the awareness of other welfare systems grew up (.80 “A great deal”) and transnational pedagogical experience was distinctive (.58 “A great deal”). In the same time the critical competences on “*own service systems and social policy bodies*” sharpened (.50 “A great deal”). In spite of these transnational and high-valuated learning experiences most of students (.51) demonstrated that the program substances and dialog was relevant contribution to their own study objects and reflections.

The glowing spirit in the feedback of students doesn’t hinder the disparate and many-voiced critical and positive comments on organization (.33 “very good”) and content (.47 “very good”) of program: above mentioned contradictory issues and presumptions like social program and methods in becoming acquainted with, English as a teaching language, varying learning environments and the need of advance orientation information and substances. **But it is easy to say through triangular empirical resources of evaluator (documents, interviews, participatory experiences and survey) the fact that “Common Intensive Study Programme Held at Bedford June 2009” was successful just in its pedagogical dialectic and**

**flexibility of the Bedford hosts, other main mobilizers and contributors.** This dialog means the competence to unite, concretize and stretch the experience of London's urban spirit and social challenges into the pedagogical and transnational experience. This implies the social skills trained by the seminar tradition and the academic persons has to be attuned to heterogeneous students groups – and, here we need social capital and rhetoric (audience) skills.

The profile of the co-operative program in Helsinki (2008) was more academic than the more dialogic program in Bedfordshire, where e.g. the broadly-based Finnish delegation worked distinctively active and strident way. It is an interesting fact that the academic and in European level reflective Helsinki-Program was received warmer ways just in the 'transnational', 'study-supporting', comparative (knowledge of other cultures/services) and (especially) critical dimensions (of survey organized by Bateman). On the other hand, the Bedfordshire-Program was more appreciated as an enjoyable learning experience and - in spite of the many-sided comments on program entity - the program process was in Bedfordshire more substantial, student-sensitive and flexible-way organized. The first IP-Seminar meeting in Estonia (2007) was built on more basic program structures open for national partners learning common substances and competence limits. It is possible to unite these experience horizons and pool partnership spirit (Estonia), theoretical concepts (Finland) and student sensitive learning capacities (UK).

### **...and for the future**

In this spirit it is up-and-coming experience to read the application form 2008 of our three partners, where they successfully apply EU-resources in "*Lifelong learning Subprogrammes*" aiming for project developing a joint MA programme between HUMAK University of Applied Sciences, University of Bedfordshire and University of Tartu:

*"The main idea of the curriculum development is to combine the traditional academic approach of research universities with the practical traditions of universities of applied sciences in order to produce a youth worker who is committed to translate internationally acclaimed research into enhancing practical youth work. The consortium is committed to embed the European citizenship and perspective into the curriculum and provide youth workers with Master level degree who should be able to increase awareness of social justice and responsibility in the policymaking at local, national and international levels. The key to achieving these goals lies in the interdisciplinary collaboration of creating a Master level degree that enables undergraduate students from various backgrounds to use their previous degrees to be used as a pathway to this youth work discipline. One of the goals of this degree is that it is going to be recognised profession in all the European Union countries./// Regarding the contents of the proposed joint Master level programme, the interest of the consortium is to focus on the following themes: school drop-outs, health studies, preventive work relating to alcohol and drug abuse, gender studies, minorities and multicultural issues, and migration. The above-mentioned themes are a fertile common ground – for both listing the strong points and common interests of the partner universities, thus enabling the exchange of expertise, and for development of a joint Master level programme – which would bring the envisaged joint Master level programme beyond the level which could be reached by national efforts only. The*

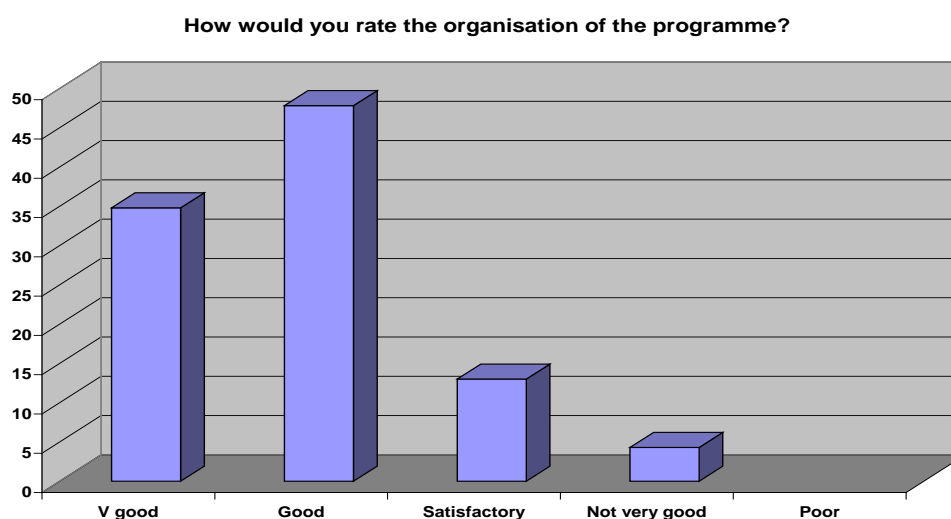
*proposed joint MA would also enable student and teacher exchange, thus promoting the mobility of students and teachers in partner universities and multicultural learning.”*

Three years of co-operation have taught basic principles for the ‘*practical traditions of universities of applied sciences in order to produce a youth worker who is committed to translate internationally acclaimed research into enhancing practical youth work*’. The students group have to be recruited by the means of the same kind. In advance we have to be sure of our coherent recruiting criterions and preparing intellectual activities ensuring the basic conceptual and academic competences (Helsinki) and motivation on autonomous ways to take over the European learning space and identity. E.g. the theories of reflexive modern and/or risk society are available here. Late modern sociology argues the reflexive social policy and youth work methods in an era of individualism and marginalisation. And here we have to adopt the partnership spirit (Tarto) between the disciplines of applied sciences and sensitive dialog between pedagogies and social empathy (Bedfordshire). The crowning achievements of three partners – common comparative projects, research activities/publications and pedagogical process in the spirit of improving - are the pieces of future strength in common curriculum.

## APPENDIX:

Tim Bateman:  
HUMAK, Tartu and Bedfordshire Common Intensive Study  
Programme  
Held at Bedford June 2009

### Programme Evaluation \*



#### **Representative comments:**

Knowing more before the course the subjects that we could be preparing (Finnish student)

More opportunities to read about each others systems prior to the visit so we could make the most of our time with other students (English student)

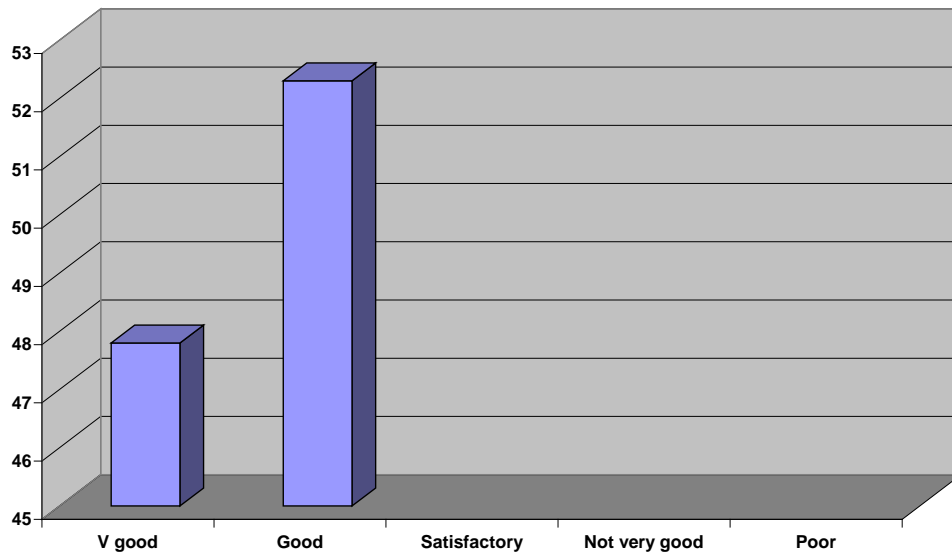
Timetables were not provided early enough (Finnish student)

Starting times could be improved (Finnish students)

The programme was well organised (English student)

\* All charts show responses in percentages based on a total of 23 returns

### How would you rate the content of the programme?



#### **Representative comments:**

Most of the lecturers were really good and project visits were a great experience (Finnish student)

It would be good to get to know each other better on the first day (Finnish student)

Lectures were good and especially visiting Luton and Brixton (Finnish student)

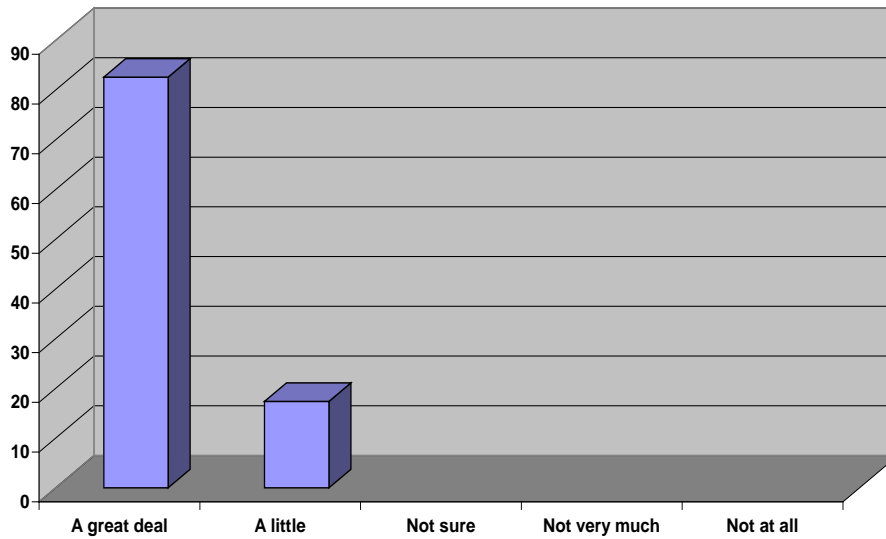
Sometimes it felt like (a few) lecturers didn't know who they were speaking to (they spoke very fast through the slides and thought we already knew certain matters... But most of the lecturers were great speakers and the project visits were very interesting (Finnish student)

Visitors should be prepared that the group contains persons with very different language skills (Finnish student)

A lot of interesting lectures, debates and activities (English student)

In my opinion, the programme of the course was good the way it was organised (Estonian student)

**Did the programme improve your knowledge of other youth justice and child welfare system?**



**Representative comments:**

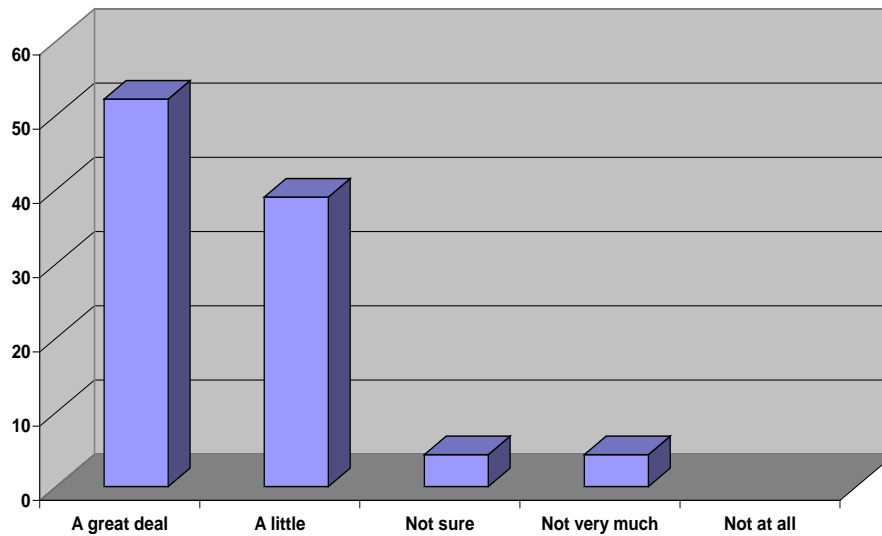
I learned a great deal about other countries' systems (Finnish student)

I really enjoyed the presentations describing the projects and activities that the other students were involved in their respective countries (English student)

Genuinely fascinating opportunity to learn about other perspectives and paradigms of youth support (English student)

It was also a very good opportunity to see what kinds of projects and initiatives there are in the UK (Estonian student)

**Did the programme help you to think critically about your own youth justice and child welfare system?**



**Representative comments:**

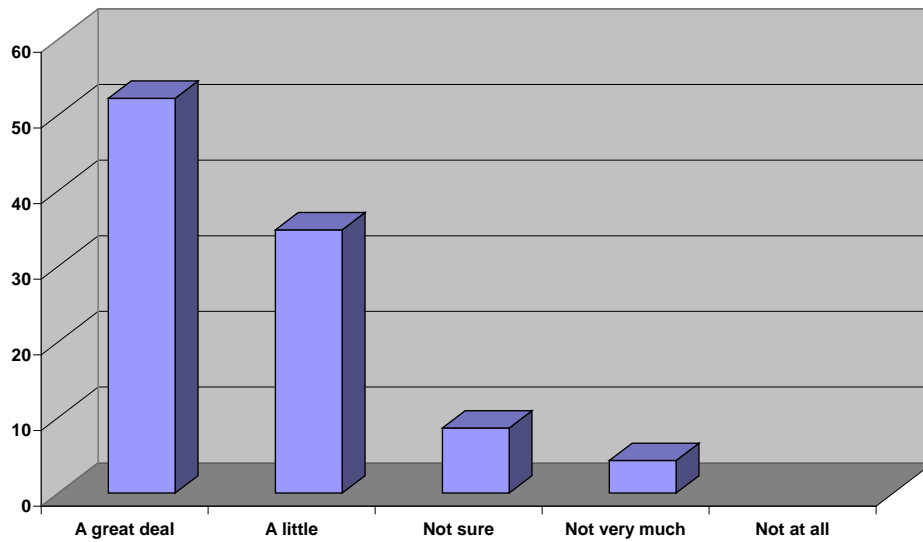
I cant think of a better way to seeing one's own system with fresh eyes and stopping taking aspects of it for granted as 'normal' (English student)

The lectures gave me a good opportunity to think about new topics and discussion groups were important to start seeing my own country from a different perspective (Estonian student)

I really enjoyed the site visits and definitely got new ideas to propose in Estonia (Estonian student)

Yes, but would have been more if I'd studied more about criminal justice (Finnish student)

**Was the programme useful and relevant for your own studies?**



**Representative comments:**

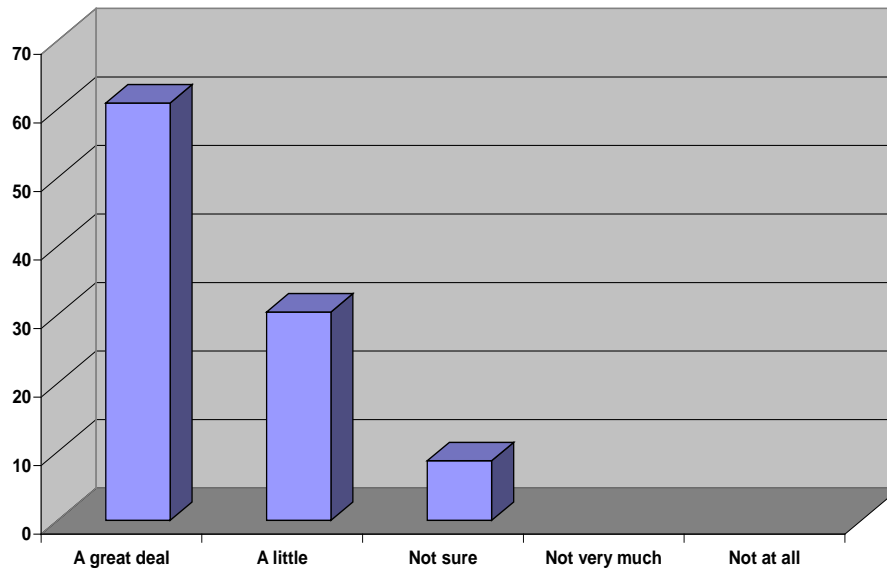
Yes, because I met other students from other countries (Finnish student)

Not sure because I don't work with youth justice (Finnish student)

Always good to have knowledge of other countries (Finnish student)

The interaction with other students has helped with my studies and my work (English student)

**To what extent was your learning helped by the programme being a transnational one?**



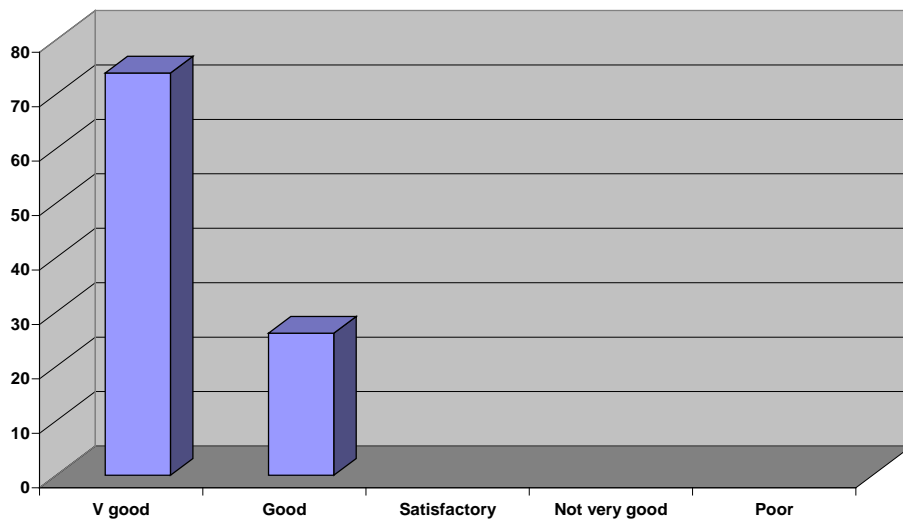
**Representative comments:**

I found that the comparative analysis of systems and practices in each country to be fascinating and I think it could be used even more in the future (English student)

Very enjoyable to meet the students from Finland and Estonia (English student)

There was a good amount of input from each nationality (English student)

**Overall how would you rate the programme as a learning experience?**



**Representative comments:**

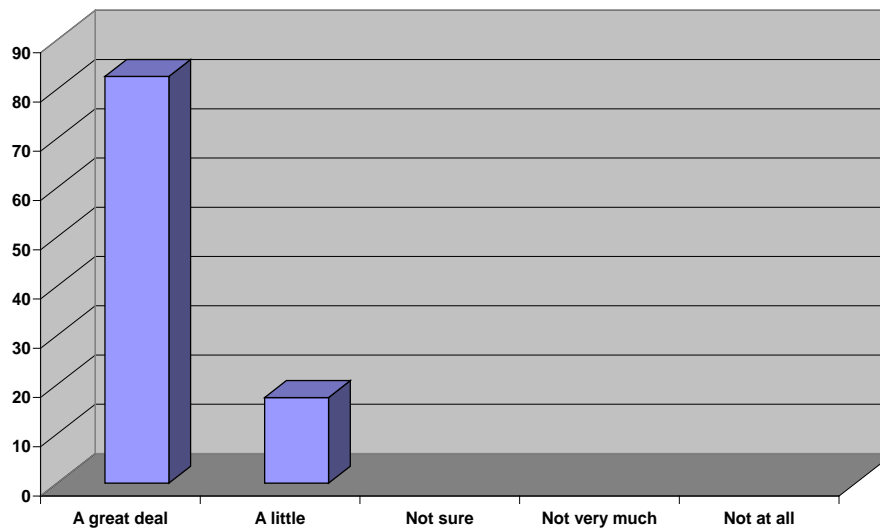
Everything worked quite well and I personally learned a lot about different countries and their systems (Finnish student)

It was relaxed and much of the learning also takes place outside formal sessions through interactions and social events (English student)

An enjoyable learning experience (English student)

Social opportunities were as useful a learning opportunity as formal ones at times (English student)

**To what extent did you find the experience an enjoyable one?**



**Representative comments:**

I've learned a lot and I would love to take part in this kind of programme again. *Great experience.*  
(Finnish student)

This experience was very, very good. For me it is now much easier to talk English (Finnish student)

The programme was excellent and really enjoyable (English student)

**How might future programmes be improved:**

In future, it would be nice if all the students could live in the same houses (Finnish student)

Start earlier in the day (Finnish student)

'Grouping' would help people to get to know each other faster and better and relaxes the climate (Finnish student)

More 'grouping' at the beginning (Finnish student)

Perhaps the first three days for workshops were too long. There could be one and a half days (Finnish student)

Maybe a bit more time to ask questions from the lecturers and discussions after the lectures (Finnish student)

Maybe more group work and discussion opportunities and maybe more project visits, because it is something you can do only when visiting other countries (Estonian student)

There could be more visiting of 'risk areas' instead of classroom lectures (But lectures were also interesting (Estonian students)

It would be good if the students from the country where the programme takes place (in this case the UK) could participate every day (Estonian student)

More joint events at free time. Also living in the same place (Estonian student)

I would like it if all the students lived at the same place, so the communication would be better and more intensive. Also if the information about the organisation had been delivered equally (Estonian student)

Organise more joint events (Estonian students)

Name tags to be worn throughout programme (English student)

Coach hire rather than trains to London (English student)

**Other comments:**

I really like this course because I learn to know new people, I heard how things are going in other countries and I learn a lot about other countries' system. Thank you very much! (Finnish student)

It was nice to stay in Bedford. Thank you!! (Finnish student)

Everything was good. Thank you! (Finnish student)

Thank you a lot. Keep up the good work (Finnish student)

Thank you for this great experience (Finnish student)

Overall, I'm very pleased with this course. I feel I have learned new things about all three countries and found some good ideas for my future work (Estonian student)

On the whole a very nice programme and a useful one. And motivating me to do a better job in my own country (Estonian student)