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THE CRITICAL DESCRIPTION, EVALUATION AND DEVELOPMENT REPORT (ON)

“Comparative Youth Justice and Welfare”
HELSINKI SOCRATES INTENSIVE PROGRAMME (IP)
The 25th of January until 3rd of February 2008

LIFELONG LEARNING PROGRAMME, Socrates
Academic Year 2007/08

1. At the beginning: positive critical substances and experience

This Socrates intensive program in Helsinki 2008 was organised by University of Bedfordshire, Professional Doctorate in Youth Justice, UK University of Tartu, Programme of Social Work and Social Policy, Estonia HUMAK University of Applied Sciences, Civic Activity and Youth Work Programme, Finland.

The basics of the action during the second co-operative year of program was success in many levels. The (self)critical and by the evaluation enabled competence to develop the program and dialogical cultures of the first year were distinctive and dominant impression and coherent quality in the Helsinki Seminar (The 25th of January until 3rd of February 2008). The Helsinki-Spirit implies reflected and warm intellectual contributions and learning feelings – a clear landmark in the co-operative stream in order to develop the post graduate joint curricula of the three participating universities. The program of Helsinki meeting was rich in criminal-political sense. It has variety of visitings, critical sociological contributions in the spirit of British Critics on New Public Management (NPM) policy, more pragmatic and conventional – but Finnish way positive and constructive – rhetors speaking on different aspects of welfare policy and Eastonian reports on slow and contingent development of criminal policy among young people.

This critical and often pessimistic seminar on the social, political and media context of criminal policy was fascinating and inevitable period and discussion in the way to common study process and curricula. But this critical contextualism and comparative pedagogical learning processes are only some essential aspects of future full programs. The participative (applied) universities need this critical context and data/knowledge/policy means banks but it isn't enough in the way to produce

theoretically valid pedagogical substances and transitional/intermediate means, terms and policy substances for curricula. But the organisers of seminar are conscious of this taste and future horizon of common study block. We need a European 'second' reflection and substances between the real practices and criminal sociological and political theory. Helsinki Seminar bore many actual concepts and substances into the whole project process. This 'second knowledge' is a critical sister or brother to discussion in European Union concerning so called best practices. Youth programs, projects and case (management) products and studies are relevant, but we need more ambitious objectives: the qualified curriculums of common critical theory and its concepts, reflections and empathy between policy practices. Through this curriculum process – which “*Comparative Youth Justice and Welfare*” (IP in Helsinki) is striving for – it is possible to student to meet each other as the Europeans and reflect European heritage and conclusions in criminal policy among young people.

“The aim of the second year of the IP Comparative Youth Justice and Welfare is 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. In order to develop the post graduate joint curricula of the three participating universities Humak (Finland) is going to include students from the MA-level dealing with the problem of youth crime largely within the youth work system. Tartu (Estonia) is going to continue with students of social works at the MA-level and Luton (Great Britain) is working with Professional PhD in Youth Justice students. Three partners are interested in developing international education and research in the field of youth crime. The second year of the intensive programme is going to focus on practise of dealing with the issue of youth crime in Finland and at theory at the European level. The main activities will be distance learning and preparatory work before the project as well as contact learning during 10 days. During the contact period there is going to be study visits to relevant institutions in Finland, lectures and workshops. The outputs are updated papers, teaching materials and website.” (The plan of seminar.)

2. Rich program – some remarks and critical comments

Program:

HELSINKI SOCRATES INTENSIVE PROGRAMME

The 25th of January until 3rd of February 2008

Day 1. Friday the 25th of January, Annankatu 12 A 17, 3rd floor

Travel

HUMAK tutors Katri Muhonen and Henna Kuisma meet international students at the airport and at the harbour; Finnish students arrive independently by train

7 pm Reception/Orientation to the Programme

Welcome words by Erja Turunen, lecturer, HUMAK University of Applied Sciences
Course programme and arrangements, report to the EU and evaluation

Day 2. Saturday the 26th of January, Annankatu 12 A 17, 3rd floor

Coffee available

10 am Case study exercise led by Tim Bateman, University of Bedfordshire, national groups supervised by Erja Turunen, HUMAK and Judit Strömpl, University of Tartu

12 pm *Lunch at HUMAK*

1 pm Group presentations by national groups

5 pm Computer class available – student diaries & reports

6 pm *Evening meal at HUMAK*

Day 3. Sunday the 27th January, Annankatu 12 A 17, 3rd floor

Coffee available

10 am The origins and development of residential and custodial responses to children and young people in trouble in the three countries differences

Dr. Judit Strömpl, University of Tartu

Tim Bateman, University of Bedfordshire

Tarja Kuula, HUMAK University of Applied Sciences

12 pm *Lunch at HUMAK*

1 pm The attitudes of professionals towards residential and custodial responses to children and young people in trouble: an Anglo-Finnish Comparison, Tim Bateman and Vicky Randall

2 pm Tour of Helsinki by Tram Nr. 3, accompanied by HUMAK tutors Katri and Henna

6 pm *Evening meal at HUMAK*

Day 4. Monday the 28th of January, SFV-salen, Uudenmaankatu 17 D, 5th floor

Young People, Crime and Social Reaction in Late Modernity

International seminar on researching vulnerable young people

Programme

Chaired by Professor John Pitts, University of Bedfordshire

Young People, Crime and the Media

9.15-9.45 *Tea and Coffee*

9.45-10 am Welcoming words by Director Sirpa Teräväinen, Department of Civic Activity and Youth Work, HUMAK University of Applied Sciences

10-11.30 am Professor Jon Silverman, University of Bedfordshire, discusses how offences committed by children and young people are dealt with by the media in UK

11.30-12 pm Research Director Janne Kivivuori, National Research Institute of Legal Policy discusses how and why the NRILP has researched crime news in Finland over the recent decades

12 pm *Lunch at HUMAK for students organized by Katri and Henna*

1 pm prof. John Pitts (University of Bedfordshire) analyses was forceful one the Estonian and Finnish students where galvanized into discussion on “*Reluctant Gansters: Youth Gangs in a London Borough*”

3-3.15 pm *Tea and coffee*

3.15-4 pm Discussion

5 pm Computer class available at HUMAK, Annankatu 12 A 17, 3rd floor

6 pm *Evening meal at HUMAK*

Day 5. Tuesday the 29th of January Annankatu 12 A 17, 3rd floor

Coffee available

10 am Changing Conceptions of Prevention, University of Bedfordshire

Professor Pitts will discuss the many different meanings given to the term “prevention” in youth justice and children’s services and, drawing on his recent research into youth gang violence, why prevention is such a contentious political issue

1 pm *Lunch at HUMAK*

FREE AFTERNOON

5 pm Computer Class available at HUMAK

7 pm English and Welsh Evening, HUMAK

Day 6. Wednesday the 30th of January, City of Helsinki Youth Department

9 am till 5 pm Preventive Work with Young People in Helsinki

A visit to projects organised by the City of Helsinki Youth Service

1 am *Lunch at a local student restaurant*

5 pm Computer Class available at HUMAK

6 pm *Evening meal at HUMAK*

7 pm Estonian evening, HUMAK

Day 7. Thursday the 31st of January, Martta-hotel, Uudenmaankatu 24, meeting room

Coffee available

10 am Welfare, Justice or What?

Tim Bateman, Senior Policy Officer NACRO/Visiting Research Fellow, University of Bedfordshire discusses the philosophy, policy and practise in the youth justice system of the UK

12 pm *Lunch at HUMAK, Annankatu 12 A 17, 3rd floor*

1 pm Professor Tapio Lappi-Seppälä, University of Helsinki/National Research Institute of Legal Policy, Philosophy, policy and practise of the youth justice in Finland

2 pm “Anti Social Behaviour” and Young People

Professor John Pitts, University of Bedfordshire, discusses the discovery and growth of “Anti-social behaviour” as a social problem in the UK

Tim Bateman, University of Bedfordshire, will present the main findings from his recently completed NACRO study of the impact of Anti-Social Behaviour Orders

Professor Tapio Lappi-Seppälä, National Research Institute of Legal Policy, will discuss official responses to “Anti-social behaviour” in Finland

5 pm Computer class available, HUMAK, Annankatu 12 A 17, 3rd floor

6 pm *Evening Meal at HUMAK*

7-8.30 pm Finnish Evening, Kiasma

Day 8 Friday the 1st of February Annankatu 13 A 17, 3rd floor

Coffee available

10 am The Finnish Youth Process

Presentations by a police officer, a social worker and a prosecutor working with the Pasila Police Station (the biggest Police Station in Helsinki), followed by a discussion

1 pm *Lunch at HUMAK*

2 pm Research Director Juhani Iivari, National Research and Development Centre for Welfare and Health (STAKES) “About mediation in Finland, legislation and process”– Reflection of Finnish Youth Justice discussion led by Erja Turunen, HUMAK

5 pm Computer class available at HUMAK

6 pm *Evening Meal at HUMAK*

Day 9 Saturday the 2nd of February

Coffee available

10 am Work with Victims

Presentation from *Victim Support Finland* about the NGO's working with victims including the Finnish Red Cross, the Mannerheim League for Child Welfare, the Finnish Association for Mental Health, the National Ecclesiastical Board, the Finnish Federation of Settlements, the Union Central Association of the Woman's Movement in Finland as well as the Federation of Mother and Child Homes and Shelter

12 pm Lunch at HUMAK

1 pm Cultural Visit organized by Katri and Hanna

3 pm Computer class available at HUMAK

6 pm *Evening Meal at HUMAK*

Day 10 Sunday 3rd February

10 am Review of the Common Study Programme – Feed-back formula to Mr Kari Paakkunainen

12 pm *Farewell Lunch at HUMAK*

13.45 Depart from Annankatu to the Railway Station / to the Harbour

2 pm Depart from Helsinki Main Railway Station to the Airport

Travel

3. Three national contexts and series of criminological means (Bateman, Kuula, Strömpl)

Bateman contextualised welfare approach and justice model as the dialogical paradigms of historical development in England and Wales. The third alternative as an output (historical conclusion) of this dialectics hasn't been nobody's aim (which is politically normal situation). The rhetoric of Bateman's contribution was popular, nice and reflective for this seminar auditorium. The political and ideological contexts in the considerations ("Progress", NBM, risk society) where overarching, but the lack of citizen's experience horizons (described also by some positive terms) and the model level in the contribution made it thinner.

In an other contribution his descriptive and interpretative view point was in group level ("*The anti-social behaviour order: an effective measure with young people?*"). He analysed ASBO (Introduced by the Crime and Disorder Act 1998 and available from April 1999). The order is designed to protect the public from behaviour that 'causes or is likely to cause harassment, alarm or distress' if the court thinks 'it is necessary' to prevent a repetition of the behaviour". His impressive conclusion in the sad present British context was "*In very many cases, ASBOs are not effective and could be counterproductive – 'a badge of honour'; The government has an ideological commitment to a tough approach which limits the extent to which they will listen to evidence; Influence from the centre ensures local use (though at different levels); Once the case goes to court, the application is almost certain to be granted because magistrates assume (wrongly) that all other forms of intervention have been tried and failed.*"

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Tarja Kuula was one of the main practical and substantial planners of the seminar and she is active contributor in the area (e.g. common presentations in the net with English

partners). She was lecturing and discussed the Finnish system of youth process on Sunday. Tim Bateman, also, analyzed and interpreted *“the attitudes of professionals towards residential and custodial responses to children and young people in trouble: an Anglo-Finnish Comparison”*. It was informative and conceptual way a nice and specified trip to the focus of the seminar. Bateman presented some provocative thesis over the comparisons between English model (using extensive ways custody means) and Finnish culture (with strict social and psychiatric means without personal juridical sanctions) and left them pedagogically thinking productive way open (for the seminar partnership and dialog).

Judit Strömpl (University of Tartu) spoke about *“The Estonian model of residential and custodial responses to children and young people in trouble.”* After the Soviet period (1945-1991) the Estonian *“Education model”* – somewhere between the court/custody based English and welfare-ideological Finnish systems - the Special school for delinquents (since 1992; *Hälvikute erikoolid*) provided the obligatory basic education – 9 years of schooling – and some manual training (no after care). In her realistic and critical contribution it became a clear fact, that the bath into the extra-institution is unclear and uncorrect; the real and non-transparent functioning of the education system is unsuccessful, there is no common concept of special pedagogy and responsibilities; there are escapes of the residents and violence inside the schools.

Institutional, pedagogical and conceptual infrastructures of criminal policy and pedagogy are undeveloped and fragmented : *“Absent of solid child welfare and justice political concept.”* Maybe, it is so that the post-enlightenment idea of institutional schooling is holding up the fragmented system. And this seminar is one of those learning processes and moments by which the system could be rebuild. And it was a regrettable fact that the Finnish organisers responsible of time table and warm lunch had to suspend the presentation before the eating time. Also the Estonian student group experienced this *“luck of national presentation space”* little bit hurting. But this situation was nice way reflected in evaluative discussions – and it is clear and polite fact that all substantial and before-hand made interpretative presentations coming from Estonia has to be flexible way present and discussed.

4. Social roles of police station and victim support highlighted

District Prosecutor Yrjö Reenilä (Prosecutor’s Office of Helsinki) problematized systematic way the complex model and basic laws of the Finnish Youth Justice Process. He observed several essential aspects of the Finnish justice process among young people: (pre)conditions to prosecution, the special rights to be heard in the court, supervision of young offenders, mediation, fast-running process, assessment of punishment, flexible supervision of young offenders, age- and crime-based reflection possibilities for (un)conditional imprisonment and sanctions, remission of sanctions.

Kristina Westerholm (a social worker in Helsinki-Itäkeskus Police District Emergency Social Services) reported and practical way analysed the *“Social services for youth and their families in Helsinki - particularly concerning crime and substance abuse problems”*. In The Finnish, so called double-track system, children between the ages of 15-17 years can be dealt with by both the social welfare board and the court. This means by Westerholm, that *“...when the social welfare board learns about a young person’s criminal activity or substance abuse, they are obligated to provide services,*

either through open-care or by transfer of guardianship. In other words, the court cannot sentence a juvenile for example to drug treatment. Instead the social welfare board can place a juvenile in treatment.”

She noticed the challenges of special (youth) social work and its basic social ethos and (often hard) division of work. Especially soft and reflective ideals of multicultural professional networks and working ideas were interesting fragments of the Finnish model. *“The work is carried out as multi-professional team work in which the youth social work units special social workers provide their distinct knowledge on the complexity of criminal behavior.”* In the same spirit she reported the Finnish multicultural social work, immigrant family counselors, program-based activation projects among marginal youth with criminal contexts. In the ideal level we are calling our social-criminological system as a program- or project society full of active multi-professional, over the borders of sector-administration looking and informally reflective social actors. *“Early intervention”* and *“social worker in Police Station”* (mixed professional capacities and working places as a social reflection) are distinctive examples of this reflective repertoires of the Finnish late-modern social policy active, especially, in urban centrals and projects.

At the visited police station a representative of the police force - chief of superintendant Jukka Mäkelä from the East-Helsinki Police Station - informed basic facts and practices concerning criminal political responsibilities among young people under 18- or 15- years. By this clear-cut and basics analyzing presentation the criminal responsibility begins in Finland after 15 year; under 15 years old they don't have criminal responsibility but they have to make good the damage or their parents have to make it. Police officer has to make announcement for social workers (FAX). Parents or social workers are present in the questionings (the law of preliminary investigation). Police aim is to handle juveniles cases during three weeks (unfortunately it doesn't work that way). If the young people in front of policemen handling is under 15 years old, the police will always make report of an offence (fax for social workers) if juvenile will pilfer. It is also possible to interrogate (many suspects, damages, special reason or social services call on; EPA 14 §) or send young people for the adjustment. Police will make investigation from all aggravated crimes even if they are not aware their status in the reflection of penal punishment.

The seminar group visited the *“Victim support in Finland”* (Since 1994 run by third sector organisations, The Finnish Association for Mental Health, The Finnish Red Cross, The Mannerheim League for Child Welfare, The Federation of Mother and Child Homes and Shelters, The Finnish Federation of Settlements, The League of Finnish Feminists, The National Ecclesiastical Board of the Church / Division of Diaconia and Society). These activists and central plus regional offices try to support crime prevention and security of people by improving the social status of Crime Victims, closest to them and witnesses of crime.

The objective of the Katuluotsi group is to work among young people, gather and provide information about the youth's needs and situations for those parties and decision-makers who are concerned with young people. /// The work is carried out in the inner city of Helsinki on individual, group and community levels in co-operation with different parties. Katuluotsi was begun as a project in August 1993 as co-operation between the City of Helsinki Youth

Department, Social Services Department and Health Center. Since 2002 Katuluotsi has been a regular work method.

5. John Pitts mixed documents and conjured up pessimistic realities

Tapio Lappi-Seppälä (National Research Institute of Legal Policy) will discuss official responses to “*Anti-social behaviour*” in Finland. By highly experienced and coherent ways he widened the seminar considerations behind penal liberalization: penal theory and reform ideology, law-reforms and judicial practices plus many social, cultural and structural factors. As a part of his contribution the Finnish traditions got its philosophical dimensions and (historical) legitimation basis; and the presentation won its special audience: “*Amazing lecture and he was really intelligent person who has strong opinions that he don't hide.*” (A Finnish participant)

John Pitts, professor in the University of Bedfordshire and key figure in program planning for seminar, discussed the normative and informal means, discovery and growth of “*Anti-social behaviour*” as a social problem in the UK. “*In the ‘risk society’ (Beck 1992), the anxieties, not the ideals, of electors and the elected drive the political process. And so, government re-directs these anxieties towards demonized ‘others’, against whom they can be seen to act robustly. Thus changed crime control strategies are disproportionate; a product of the advanced liberal zeitgeist, not the threat posed by crime and disorder which is vastly exaggerated.*” The (in)formal discussion on common order in every day life is unrealistic objective in present life: As de Beer put it: ‘*Big and increasing concerns about values and norms seem to go hand in hand with decreasing uncertainty about what those values and norms should be.....’ We have lost the skills necessary to negotiate with fellow-citizens about behaviour in public space.* Pitt’s contribution and its behavioral-empirical and normative remarks way fascinating way connected to the risk-societal (Beck) and Post-Foucauldian (Rose) theories on social and community gaps (poorest and cultural minority neighbourhoods, un-correct housing policies, spatial development and control of the crime). The vision of the contribution where hopeless one (at least by the PP-information) as in the reductions of NPM-critics to the liberal economy and many post-foucauldian views. E.g. some remarks on positive marginals and learning processes or Beck’s examples on re-defining (pacification) of social groups (and marginal positions and memberships) in anti-hierarchical meaning may encourage and stimulate the hope of these considerations on NPM.

Professor Pitts discussed, also, the many different meanings given to the term “*prevention*” in youth justice and children’s services and, drawing on his recent research into youth gang violence, why prevention is such a contentious political issue He identified primary, secondary and tertiary prevention. Pitts named the classical premises of prevention, modern regimes in the area, penal modernism (progressive, radically social and classless ideas of Beveridge and Keynes etc.). This was the bridge to the psycho-social casework and criminological focus in deep social and psychological problems – crimes as the symptoms of structural origins of poverty and social margins. Sometimes there emerged free and protesting client groups with their avant-gardes and radical reform mottos. But at the 70’s public sector and state got hard critics from different directions of political culture – even from the (intellectually) leftist ideologists. “*The limits of the states*” demonstrated by liberals

prepared the way to Cognitive Skills -based ideologies (STOP, scientific and calculable outcomes/effects of the criminal policy).

Re-politization of the crime means the fact that Prevention is now reflected as an “...early involvement of offenders in the justice system to address Criminogenic Need and Risk Factors via Evidence-based CBT/Restorative programmes. If you Think Straight you will Go Straight. Fast-tracking of persistent offenders as a deterrent to others. New **Anti-social** Behaviour legislation draws larger populations into the system to undergo Evidence-based Programmes.” We are now speaking of Connexions (Economic Inclusion), Pregnancy Initiatives (Social Inclusion), Drugs Initiatives (Social Inclusion/Public Protection) and Community Safety (Public Protection): the transition is named a shift from ‘Welfare State to Social Investment State’. Individual risk factors occupy the foreground Socio-structural factors. Thus historical picture is relevant, but monotonous and it doesn’t give a chance to political free play speculation/politizations/politicking with the compromises or comparing of the English “Third Way” with the Estonian “New-Democracy” liberalism and the Scandinavian model. The last named models have the same labels and methods of the criminal policy, but they have nationally, historically and politically filtered forms and innovations.

Professor Pitts had to replace the teaching contribution of Jock Young - who was hindered to visit Helsinki Seminar. Even if the image of the main seminar suffer some kind of damages by Young’s travelling problems between USA and Europe, the “Big Seminar Day” was successful one¹. Pitts analyses was forceful one the Estonian and Finnish students where galvanized into discussion on “Reluctant Gangsters: Youth Gangs in a London Borough” (title): “Children, young people and young adults who see themselves, and are seen by others, as a discrete, named, group with a discernible structure and a recognised territory. Gang members are preoccupied with ‘respect’, achieved through the illicit acquisition of wealth, control over geographical or drug dealing territory, and the intimidation or coercion of the people who live in that territory. Invariably in conflict with rival gangs, who wish to capture their territory and wealth, and the police who wish to capture them, these struggles serve to strengthen the gang’s identity and sustain its existence.” Pitts argued by the mixed (triangular) and culturally-historically comparative methods and data/corpus. That was highly inspiring example for the students coming from Estonia and Finland.

Pitts analysed highly professional way and by clear argued explanations the social attributes of different kind of gangs and their functional/hierarchical/symbolical structures and roles. In this context he found especially the routes and identities of young people to grow in “reluctant gangster nets” - a special normative group to be under the unofficial control, ambivalent but strict belonging relations‘

¹ As the Finnish representative put it in his diary: “This day was the so called “big day”. At first, we were in that knowledge that Jock Young would join as but his flight was late and he didn’t make it to Helsinki. That didn’t seem to bother us because we had three amazing lectures which were really challenging but rewarding. The lectures were really experienced professionals so every question had a proper answer. After all the day was one of the biggest learning experience in my life.”

with show-stopping impacts in everyday life and spatiality. The conclusion of gang narratives and analyses 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 the presentation of Pitts it is easy to hear the voice of critical sociology – a social reductionism and critics on real politics adequate for present British social and politically passive situation. The attributes of passive and cynic are, also, relevant in the analyses of political expressions and engagements of young people in politics – even if we are trying to speak about informal and sub-cultural messages and movements (esp. Research comparison called EUYOUPART (years 2003-2005) where the writer of this text were active participant).

6. The big Finnish Masters of the criminology on the stage

Juhani Iivari (Research Director, STAKES) contributed in seminar by his title *“ New law on victim-offender mediation in Finland: Advantages and restrictions” (Presentation of Victim-Offender Mediation in Finland including new legislation, institutional framework of mediation and Some statistics)*. Iivari – who is by academic, political and practical ways involved in mediation practices in Finland and Europe - was just a right person and intellectual to speak about the theme. And he is conscious of the institutions availability, history and (unfair, under-qualifies) problems of the mediation. Conditions, limitations and resources of the law reflection between basic partners were pedagogically excellent way present in his presentation. His background theory comes from the new-left traditions of so called reflective justice (late 70’s).

Iivari touched - by his rhetorically systematic, colourful and many-sided way constructing ‘pathos’ and ‘ethos’ elements - the utilizing possibilities of mediating in the criminal justice system and in the social welfare system. It is a pitiable fact that Iivari didn’t have time or motivation to speculate the relationship of mediation and ‘other knowledge’ in reflective social and criminal policy. The cultural concept of ‘Other knowledge’ suggest here to the informal (radically contextual) values, meanings and discussion mediating formal social policy agents and young people in civil society. We are near the discussion on ‘silent knowledge’ and informal competences in mentor-culture level or civil society contacts in general.

After Iivari’s lecturing Erja Turunen - one of the main organisers of seminar, Lecturer in NGO and Youth Work HUMAK Äänekoski - *“...continued with the discussion about mediation and interaction. I went through the basic principles in mediation, which are interaction and active listening, the power of personality and willingness to meet different people with different backgrounds. This was an informative day for us all, and I hope that our British and Estonian students did get some ideas for their work in the future although I know that mediation already is used in both of these countries and their youth processes.”* (Turunen in her evaluation of Helsinki-Seminar)”

Janne Kivivuori (National Research Institute of Legal Policy – NRILP) discussed how and why the NRILP has researched crime news in Finland over the recent decades (years1980-2007). Victimisation, fear and crime news trend was extremely *“warm”* during the 90s but during our decade it is decreasing. Kivivuori expressed in

his own plausible and empirical fashion the spectacular increase and decrease of crime news without relation to the real development in quantitative and qualitative history of crimes. It is hard to reduce the explanations to clear factors or cultural contexts but talented way Kivivuori highlighted some social facts and media contributions in the development. He pointed out some international media trends around violence/sanctions/blaming and operated by some nice English-Finnish data. But some way he connected his findings weak way, e.g. to international discussions on spectacular struggle for (often commodificative) attention, (virtual) media without traditional communities or “doormen”, media-based social and political escalations and successful interventions of policy projects in media.

7. Critical red line

During the seminar the above mentioned question concerning comparable and equal time (space) and substance of nationally prepared contributions emerged. The “*I think that there should have been more Estonian things ... maybe next time*” (Estonian student.) / “*The time devoted [to each country] should have been divided more equally*” (Estonian student.) / *I found the content on Finland extensive and very interesting, useful for practice in the UK. I would have enjoyed hearing more about Estonia* (English student.) The other side of the coin – when we are speaking of the national knowledge basis - is in the experience and history of Estonian criminal policy and its academic and practical articulation. It is reedier, but all the time the organisers participants have to keep in mind the interventionist supremacy of old enlightenment countries and the present policy situation in Great Britain: the British model is ‘heavy’, but it isn’t ideal one. And, in the future the program need more common datas and qualitative documents (text corpuses) from Estonia for the themes in contributions and for the talented and active way working workshops.

HUMAK and the Organising group of the Seminar - John Pitts, Judit Strömpl, Tarja Kuula, Timo Sorvoja (infrastructure and resources of European Union) and Erja Turunen – was successful and talented in the program construction and visions to future curricula. HUMAK tutors Katri Muhonen and Henna Kuisma got many special and warm thanks for their social and practical services and attitude. HUMAK and Kuula did the sensitive rounds in perceiving the evaluative experiences, critics and hints of the first year and being active in orientation and preparing remote work of the seminar pedagogy. Some way the ambivalencies in the division of the work in HUMAK reverberated to the program and small group of Finnish participants. It is not easy to visit organising group without exact competence in substance and history of commitment in the specific area, like an organiser put it. But this was a part of (self)realistic and dynamic course of the IP-Seminar producing one of the best-practiced seminar in EU-Socrates.

The organisation and content of the program was, also, by the data in Bateman’s enquiry, many-sided and full of rich intellectual rhetoric. Critical and academic style – which was in the same time radical way comparative and contextualist – was successful. Program helped almost all participants to think critically their own systems: profile negative and positive policy practices and developmental and pedagogical “*national or local free play margins*”. The attribute ‘critical’ was a conscious this-year choosing made by the planners of program. When the program was organised in Finland the Finnish program was especially rich one; and, it is

grateful to hear the positive feedback to the Finnish model written, especially, in the NPM-Context of British students. The Finnish model and its welfare aspects were surprising facts and realities, also, for some Estonian students:

“The Finnish system was for me completely unknown heretofore and for that reason I kept my ears open for the novel knowledge about that particular system. I have to say that Finnish youth treatment system seems very impressive indeed. Unfortunately, Estonian system follows so far very different standpoints, but I really hope that Estonia will hereafter learn and pattern the Finnish experience. The main dissimilarity between two systems (and by the way between Finnish and UK’s system too) is the attitude toward an individual. For example in Estonia we talk about „child protection” but in Finland they talk about „child welfare”. This is only one small detail that illustrates the radical difference between two approaches. Of course there are lots of problems in Finland too, for example the Somalia’s immigrants and racism, but those aren’t unsolvable. If we had such problems in Estonia, we wouldn’t manage them, I think.” (A Woman from Estonia.)

The program was versatile but it was possible to find its’ pedagogical red line even among young participants. Critical lines were in media, political economy and historically developed national means in criminology. The conceptual and contextual style and reflected practical visits bound the program, too. There were a lot of language problems (as you can read) – but they were present in dialogs as a natural element and they were discussed in a realistic way in evaluation period.

8. IP-Seminar was the Grand Success via the student inquiry (Bateman)

Some young students prefer practical and live-functional performances, some liked more theoretical and reflective presentations or comparative empirical/historical analyses. Almost all participants reported in Bateman’s synthesis the fact that their knowledge on different criminal political models increased: this is ideal conclusion! Many theoretical themes were handled with living rhetoric and performative audience connections and pathos (Perelman). Sometimes the critical way articulated sociological and political voice was dominating and criminological (positive) concretizing were missing.

The program system functioned well by the respondents in (Bateman’s) inquiry: interactive group working means, thematic and punctually concrete case studies and discussions and informal (night)program got their common rhythm (national themes, champagne). *“In the evening, English students established an “English evening”, and we had some traditional English food and played Bingo. During another evening we went to an impressive Kiasma museum of modern art. In the third evening we had an Estonian evening including games and food. We had concrete contacts in the Youth House in Kannelmäki.”* The real contacts and future co-operative nets at personal level were growing up. Some respondents wanted to develop more social time and promoted free time activities around common accommodation and hotel living (now the sleeping places were in scattered places). In the same spirit some of the students considered odd the quantity of the lessons and claimed more social and dialogical pedagogies and case work.

Representative comments in the rating of program content, which was (very)good (by the questioning analysed by Bateman):

There were very good sessions from the side of the Finnish – like the presentation from the police, social worker, mediation etc (Estonian student) / The content was really interesting and rewarding (Finnish student) / A good range of topics and speakers. I was particularly interested in the victim support session (English student) / Some excellent speakers – wide variety of expertise (English student)/ Lecture content was very good (English student) / Some inevitable biases. It took several days before I was able to assess these from a Finnish / Estonian perspective (English student) / Thorough and wide ranging (English student) /As a whole, the programme was intense, thorough, detailed and provided theoretical and practical knowledge. I found meeting practitioners in the field most valuable (English student.)

The study interest of participants were really fragmented or/and sophisticated ones via the inquiry. Participants had, also, very special or narcissistic waitins on the Seminar. Even if participants reported on reasonable and comparative critics, there were only some ‘direct and personally concrete hits’ in the program if we are asking the personally useful substances and relevancy of the program. Maybe, this waiting horizon on the program is exaggerated and pedagogical and intellectual resources needed in “*research capital*” are more in a growing capacity of reflection – not in concrete functional/working situation?

Representative comments in the discussion concerning personal study interest (usefulness and relevance (by the questioning analysed by Bateman):

Topics which concern my research area were discussed (media and youth justice) though Jock Young couldn't come unfortunately (Estonian student) / There was something about evaluating the prevention work which is my research theme so it was useful And also the police information (Estonian student) / Yes. Because in future I'm going to work with youth and civic activities (Finnish student) / Quite a lot – for my studies in general and my volunteering project (English student) / Yes – my criminology studies are transnational comparative research and theory so these sessions are very valuable (English student) / Opportunity to visit a secondary school in Helsinki and speak to ... special educational teacher. Very enlightening (English student) / I was able to consider how the parents of young offenders are viewed, held accountable, supported and involved within the different youth justice systems (English students) / My area of research is school based prevention so I especially enjoyed visiting the youth house and the school (English student) / From a wider criminological perspective it was useful but there was limited information on my specific area of study (English student)

When many participants were critical to seminar's direct stimulus on concrete working skills and means, it is nice to read especially laudatory feedbacks on transnational aspects of program. Among the projects sponsored by European Union we have seldom transnational education substances in high quality level like in Helsinki IP-Meeting. The accurate bridges and critical-constructive contexts in the program and its rhetoric made it possible; the European links, identities and reflections were found:

Representative comments on transnational character of learning process (By Bateman's synthesis):

Comparison is the best way to find out what parts of our own system need improving. Just reading the books is not that interesting or accurate (Estonian student) / Much to take away from Finland for example (Estonian student) / It's always interesting to find how things are working elsewhere (Estonian student) / It was essential that the programme was transnational. It assisted greatly with the comparative aspect of the work (English student) / Essential – would be good to have some more partners (Italy, Spain, Portugal, Greece) (English student) / Very (and surprisingly) useful. It forced clarity of expression and opinion therefore avoiding the ambiguity that UK is good at (English student) / It highlights why the systems are different and discussing this with practitioners from those countries gives the best in depth content and context (English student) / A great experience (English student) / It would have been better if some of the other students had more work based experience but the experience of the presenters did make up for this (English student)

Majority of student thought, that seminar was especially enjoyable experience. This was a very fascinating question in Bateman's inquiry - a reflected analytical solution of postmodern ethics (principle of pleasure) experiences and speaking in individual level (personal pronoun or narrative mind 'I'):

Representative comments:

The people were great (Estonian student)/ A great deal and even a bit more (Finnish student) / It's lovely to travel but especially nice to share experiences with students and professionals from different countries (English student)/ Because we were studying so much there was little opportunity for socialising. (English student)/ Good fun too. Really enjoyed meeting Finns and Estonians (English student)/The themed evenings were fantastic – and consolidated learning (English student)/People were fantastic – both staff and students (English student)/

Or, like an Finnish young man put this social aspect of the seminar: *“I think so because the course was so versatile but still a solid piece. It was intensive but not too much. The best thing that course moved forward in a very logical way. People were wonderful and I think that I have learned so much from the lectures but also from the people. I have made so many good connections that I can use in future. I'm going to miss almost everyone of the people I've met during this course and I will be in touch with many of them.”*

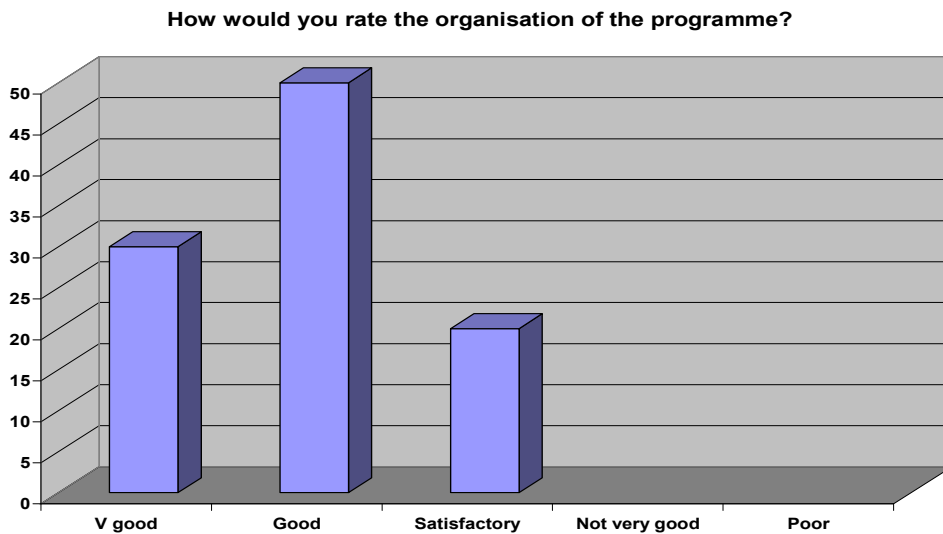
It was a good decision and judgment that the sole language of criminal politics in seminar was not the “Best Practice” – based European Union discourse or horizontal coordination ratio. Instead of conventional Anglo-American case studies/managements and social-pedagogical products of best practices the program was built on British critical history, sociology and NPM-judgements plus many fresh Finnish contributions on positive national practices. At the third meeting of the students we need more contributions from Estonia, positive substances, cases, reflective/second knowledge and theories on successful practices and bridges on this policy sector. Like Beck put it: we need redefining of social marginals (e.g. criminal groups) living in the hierarchical societies – pacification of the modern stress. Small candles will carry us forward and turn the criminal policy into a new direction.

The program was influential and effective by the terms of EU and the critical and reflective European mind was growing forward.

APPENDIX:

TIM BATEMAN: HUMAK, Tartu and Bedfordshire Common Intensive Study Programme Helsinki, January - February 2008

Programme Evaluation *



Representative comments:

There were some problems getting information about the programme and accommodation (Estonian student)

Some parts of the programme were organised at a good level, some parts were not. For example, there were no activities for getting to know each other better in the first days. Accommodation and food - compared to the last year Estonian programme, it was surprising (Estonian student)

I liked it but it could have been better (Estonian student)

The programme was really well organised (Finnish student)

The Finnish students weren't so well taken care of ... It would have been nice to stay and live in the same place as the other students, not in a flat far from the city (Finnish student)

Food was very good (English student)

Better hotel - would have been willing to pay supplement (English student)

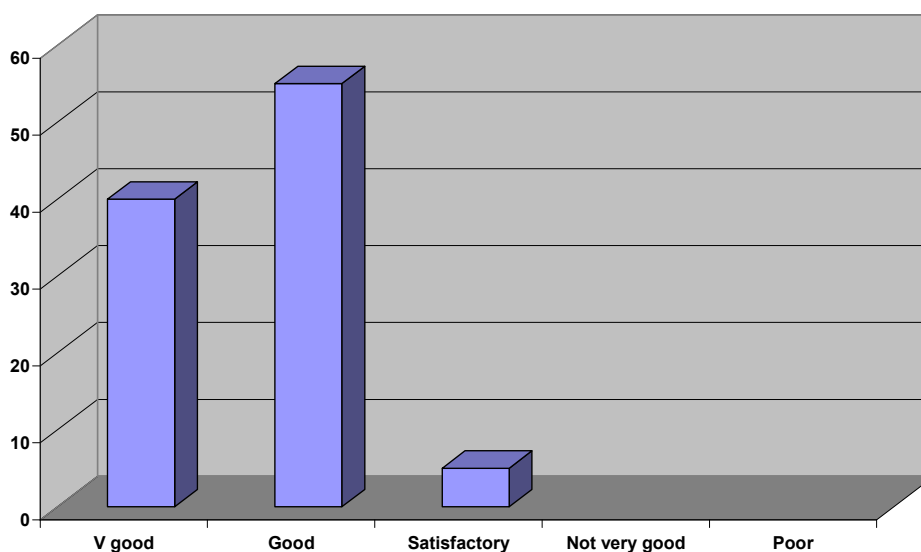
Well organised. Good use of IT to make arrangements (English student)

Very professional ... Friendly staff, great welcome too (English student)

Orientation good - with name badges and map of accommodation. Detailed programme (English student)

* All charts show responses in percentages

How would you rate the content of the programme?



Representative comments:

There were very good sessions from the side of the Finnish - like the presentation from the police, social worker, mediation etc (Estonian student)

I think that there should have been more Estonian things ... maybe next time (Estonian student)

The time devoted [to each country] should have been divided more equally (Estonian student)

The content was really interesting and rewarding (Finnish student)

A good range of topics and speakers. I was particularly interested in the victim support session (English student)

Some excellent speakers - wide variety of expertise (English student)

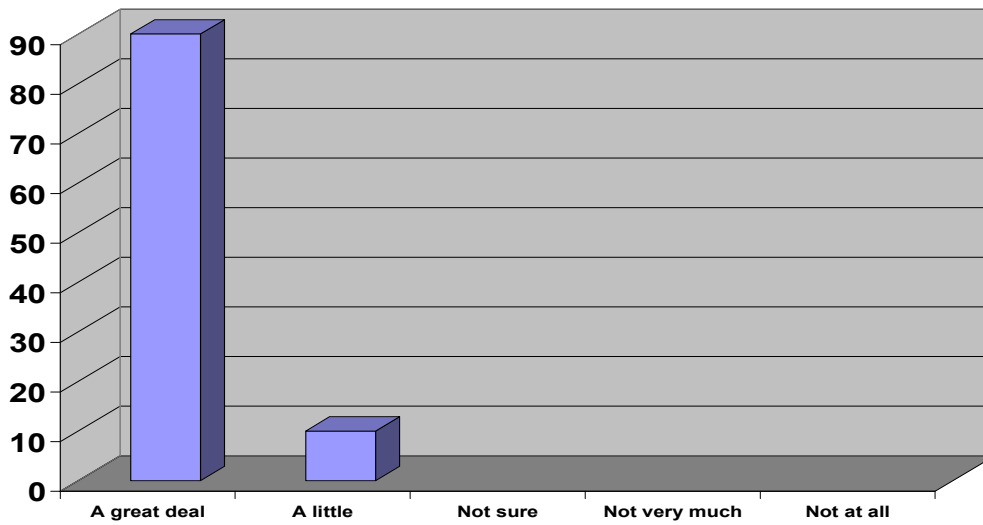
Lecture content was very good (English student)

Some inevitable biases. It took several days before I was able to assess these from a Finnish / Estonian perspective (English student)

Thorough and wide ranging (English student)

As a whole, the programme was intense, thorough, detailed and provided theoretical and practical knowledge. I found meeting practitioners in the field most valuable (English student)

Did the programme improve your knowledge of youth justice and child welfare systems in the other two countries?



Representative comments:

The visits to the Finnish institutions and the lectures by the practitioners were particularly interesting (Estonian student)

I have got a lot of information about the systems of youth justice and child welfare in Finland and the UK (Estonian student)

I got a lot of important information on how the different systems work (Finnish student)

I didn't have any knowledge of this subject before the course (Finnish student)

More in depth discussions informally with Estonian and Finnish students helped to enhance / enrich knowledge (English student)

Seeing the various practitioners at work in their institutions was a great way to bring the lecture content to life (English student)

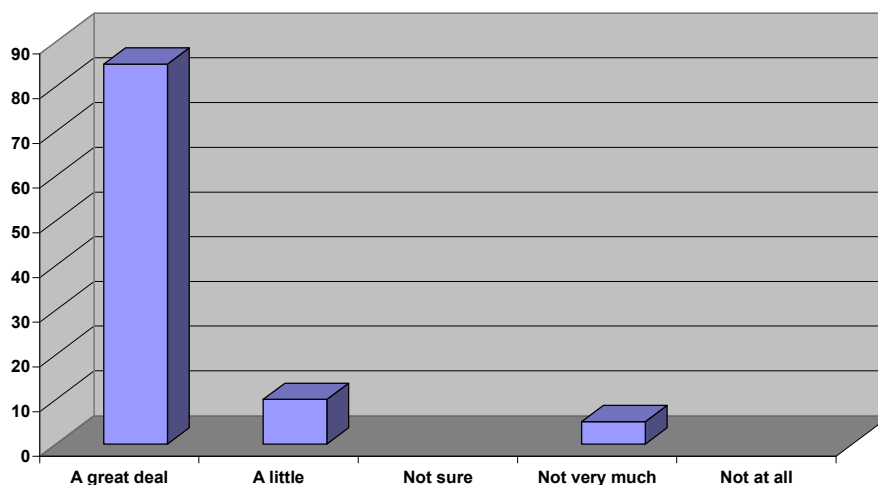
Quite a lot. However would like to learn more (English student)

I have a much better understanding now and it has helped me to reflect better on the system in the UK. It felt at times as if there could have been more information about Estonia (English student)

I found the content on Finland extensive and very interesting, useful for practice in the UK. I would have enjoyed hearing more about Estonia (English student)

Significant learning that will assist me in my work with the government developing criminal justice policy (English student)

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



Representative comments:

The Estonian system is quite similar to the Finnish system (Estonian student)

I found out that there are much more positive things about the Estonian system than I thought beforehand (Estonian student)

I was rather critical about our system beforehand (Estonian student)

Many good ideas about how to improve our system (Estonian student)

Before this course I thought our system was perfect but actually there is much room for improvement (Finnish student)

We had a lot of society critical lectures (Finnish student)

A very useful week (English student)

Certainly because students from the other countries ask questions which make you reflect from a different perspective (English student)

Thinking in terms of what could be improved but also a few things we do well (English student)

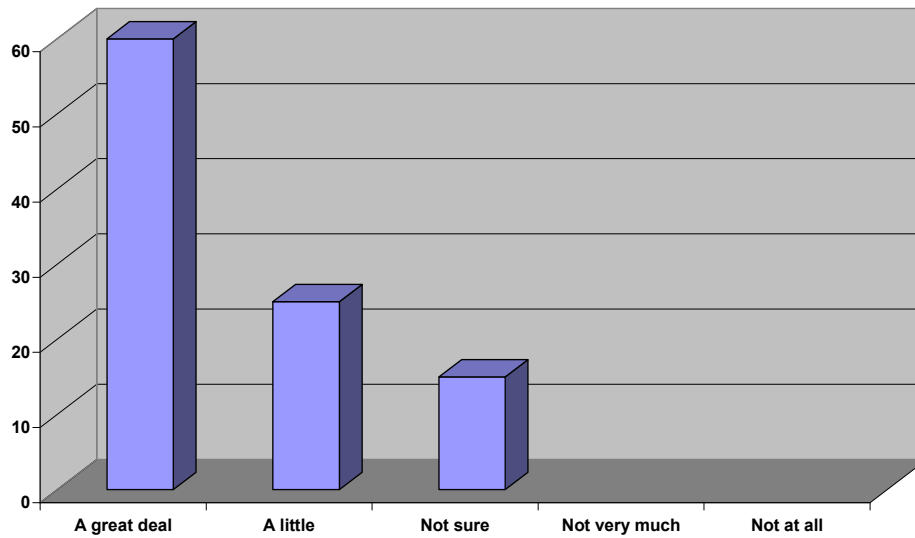
Highlighted just how far we away from a welfare model we are in the UK (English student)

As a group we often discussed how the information about the structure and culture of the other two countries would be similar, different or even plausible in the UK. The case studies were a great way to do this (English student)

The main message for me is the Finnish system's central ethos of what's best for the child - an absolute must for my practice (English student)

Very much - a shift in perspective (English student)

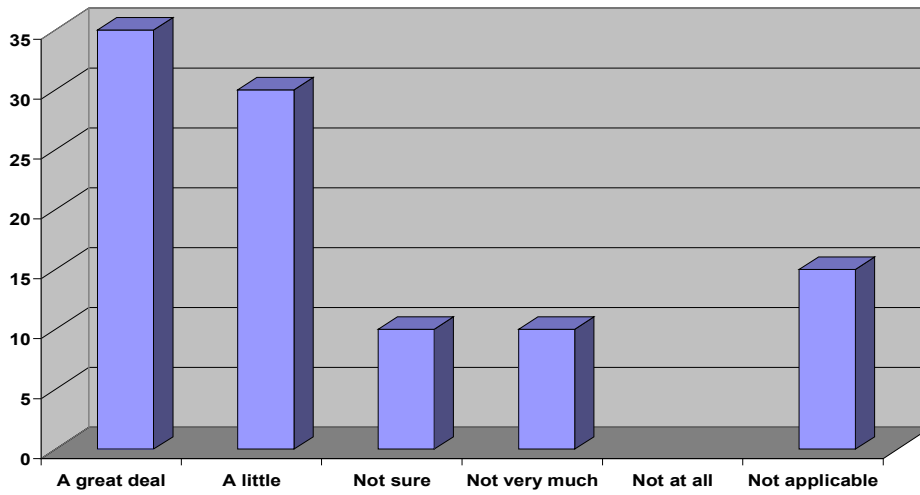
Was the programme useful and relevant for your own studies?



Representative comments:

- Topics which concern my research area were discussed (media and youth justice) though Jock Young couldn't come unfortunately (Estonian student)
- There was something about evaluating the prevention work which is my research theme so it was useful And also the police information (Estonian student)
- Yes. Because in future I'm going to work with youth and civic activities (Finnish student)
- Quite a lot - for my studies in general and my volunteering project (English student)
- Yes - my criminology studies are transnational comparative research and theory so these sessions are very valuable (English student)
- Opportunity to visit a secondary school in Helsinki and speak to ... special educational teacher. Very enlightening (English student)
- I was able to consider how the parents of young offenders are viewed, held accountable, supported and involved within the different youth justice systems (English students)
- My area of research is school based prevention so I especially enjoyed visiting the youth house and the school (English student)
- From a wider criminological perspective it was useful but there was limited information on my specific area of study (English student)

Was the programme useful and relevant for your own work with young people (if applicable)



Representative comments:

The British system was interesting and I got some good ideas (Estonian student)

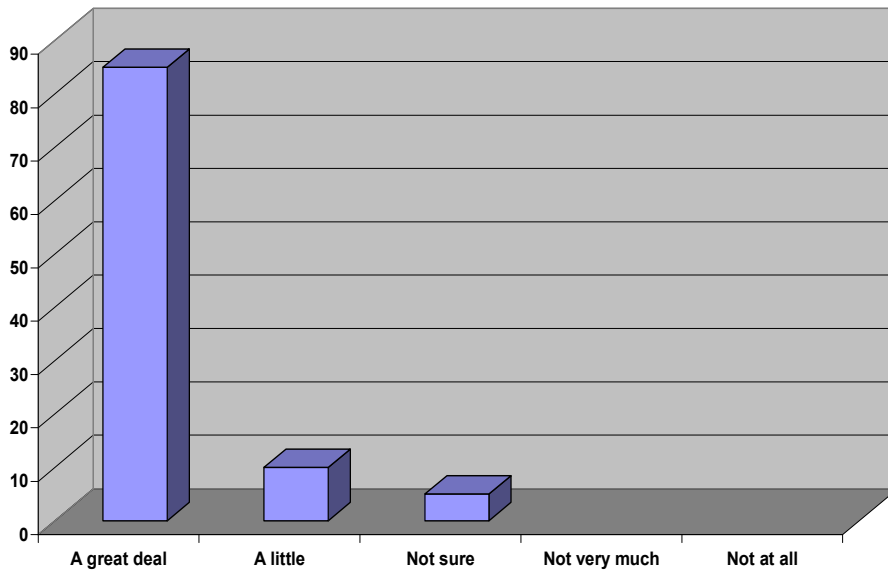
It's good to know how similar situations are handled by professionals in different countries as we can then improve our practice and expand the services we offer (English student)

The child centred approach in Finland (English student)

All of it was relevant really (English student)

Hope so (English student)

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



Representative comments:

Comparison is the best way to find out what parts of our own system need improving. Just reading the books is not that interesting or accurate (Estonian student)

Much to take away from Finland for example (Estonian student)

It's always interesting to find how things are working elsewhere (Estonian student)

It was essential that the programme was transnational. It assisted greatly with the comparative aspect of the work (English student)

Essential - would be good to have some more partners (Italy, Spain, Portugal, Greece) (English student)

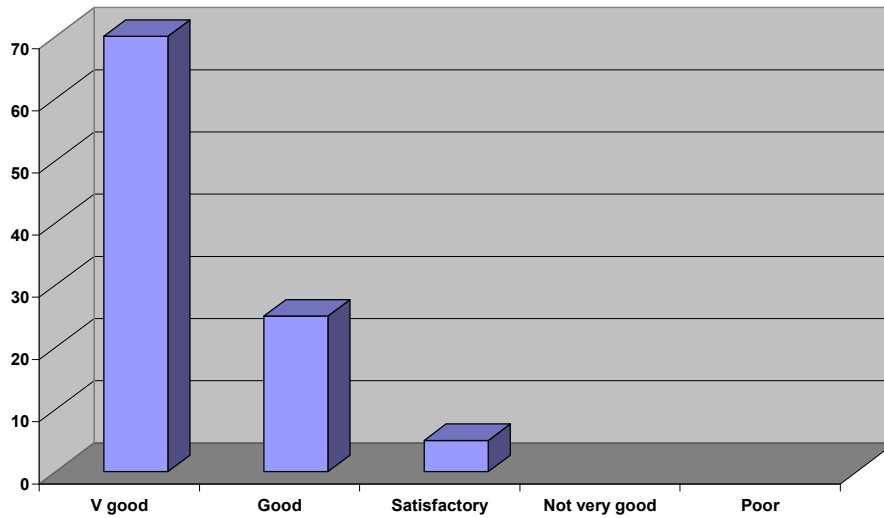
Very (and surprisingly) useful. It forced clarity of expression and opinion therefore avoiding the ambiguity that UK is good at (English student)

It highlights why the systems are different and discussing this with practitioners from those countries gives the best in depth content and context (English student)

A great experience (English student)

It would have been better if some of the other students had more work based experience but the experience of the presenters did make up for this (English student)

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



Representative comments:

All the good and bad things give a good learning experience (Estonian student)

As I expected before, there should have been more equality between the project partners (Estonian student)

It is always good to learn new things (Estonian students)

There should be more international studies like this (Finnish student)

Excellent. The intensive nature of the programme was useful (English student)

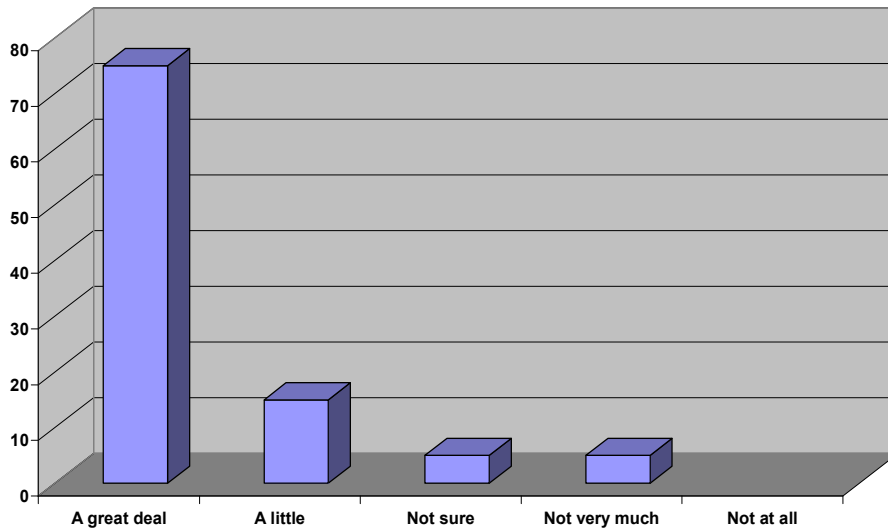
10 days continuous study! Maybe could have had more free time (English student)

Looking forward to next year! (English student)

Not an opportunity that would be available in any other way (English student)

A great experience. Lots and lots to take in - perhaps too intense for a human brain - however extremely useful (English student)

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



Representative comments:

The people were great (Estonian student)

A great deal and even a bit more (Finnish student)

It's lovely to travel but especially nice to share experiences with students and professionals from different countries (English student)

Because we were studying so much there was little opportunity for socialising. (English student)

Good fun too. Really enjoyed meeting Finns and Estonians (English student)

The themed evenings were fantastic - and consolidated learning (English student)

People were fantastic - both staff and students (English student)

How might future programmes be improved:

Other active learning methods than discussion (groupwork, panel discussion etc) because the lectures are exhausting. More breaks between lectures (2 - 2.5 hours long) (Estonian student)

More Estonian input; more small groups to ensure equal input (Estonian student)

More case studies and practical stuff (Estonian student)

More activities and interactive environment (Finnish student)

Longer to get even more out of it (Finnish student)

More lectures from Estonian lecturers or professionals (English student)

Improved accommodation (English student)

All students staying in same accommodation - with better accommodation. Visits to probation and reformatory (English student)

Other choices of accommodation - with option to pay differential (English student)

More visits - and better accommodation - affects learning. More free time (English student)

Other comments:

Discussions could be better directed and accommodation surprising compared with that last year in Estonia (Estonian student)

Cultural evenings at the beginning of the programme to improve interaction early on (Estonian student)

It should definitely happen again but with the hostel closer to the lectures (Estonian student)

A very good programme (Finnish student)

A particular thanks to Erja, Henna and Katri for making this a very enjoyable and stress free experiences (English student)

Provide handouts of slides before presentation so non English students can prepare in advance (English student)

Our hosts were second to none (English student)

All in all an excellent initiative (English student)

Overall a wonderful and unique experience (English student)
