Children, Youth, and Social Control in Transformation
- Lapset, nuoret ja sosiaalisen kontrollin muutos

October 9-10, 2008
University of Jyväskylä, Finland

UNIVERSITY OF JYVÄSKYLÄ

LaNKa - Forum for Childhood and Youth Research
University of Jyväskylä

NUORISO TUTKIMUS S·E·U·R·A

LAPSUUDENTUTKIMUKSEN VERKOSTO
Finnish Network for Childhood Studies

International Conference organized by

LaNKa - Forum for Childhood and Youth Research, University of Jyväskylä
The Finnish Youth Research Society
The Finnish Network for Childhood Studies

Organizing committee

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	Kaisa Vehkalahti, the Finnish Youth Research Society, FIN
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Conference website http://www.jyu.fi/en/congress/control

We would like to thank the following organizations for their support for the conference:

The Finnish Youth Research Society, FIN
The Foundation for funding Finnish child research (ITLA, owned by Ministry of Social Affairs and Health and the Central Union for Child Welfare)
University of Jyväskylä, FIN

PRE-CONFERENCE PROGRAMME (in Finnish)

Thursday, 9th October
Seminaarinmäki - campus, Building L (Sports), Seminar room L302

10.00-12.00 Riskillä merkityt - Book launch (in Finnish)
D.Soc.Sc. Timo Harrikari, University of Helsinki
The Finnish Youth Research Society, FIN

Commentaries
D.Soc.Sc. University Lecturer Johanna Hurtig, Department of Social Policy Studies, University of Helsinki, FIN
PhD. Research Professor Tom Arnkil, the National Research and Development Centre for Welfare and Health (Stakes), FIN

CONFERENCE PROGRAMME

Thursday, 9th October

Seminaarinmäki - campus, Building L (Sports), Seminar room L302

12.00 Registration for the conference

13.00 Opening of the conference
Professor Leena Alanen
Department of Educational Sciences, University of Jyväskylä, FIN

13.00-15.30 Chair Academy Research Fellow Mirja Satka
Department of Social Sciences and Philosophy, University of Jyväskylä, FIN

13.15 Keynote Lecture
The Double-bind Between Freedom and Control
- Vapauden ja kontrollin kaksoissidos
Research Professor Sakari Hänninen
The National Research and Development Centre for Welfare and Health, FIN

14.00 Commentary
Associate Professor Thomas Gitz-Johansen
Department of Psychology and Educational Studies
Roskilde University, Denmark

14.15 Keynote Lecture
Safeguarding Childhood: Early Intervention and Surveillance in a Late Modern Society
Professor Nigel Parton
Centre for Applied Childhood Studies
University of Huddersfield, England

15.00 Commentary
Professor Joel Kivirauma
Department of Education, University of Turku, FIN

15.15 Discussion

15.30 Coffee

16.00-18.00 Chair Professor Leena Alanen
Department of Educational Sciences, University of Jyväskylä, FIN

16.00 Keynote Lecture

Children's time off? Agendas of Control and Investment
- Lasten vapaa-aikaa? Investoinnin ja kontrollin agendat
University Lecturer, Docent Harriet Strandell
Department of Sociology, University of Helsinki, FIN

16.45 Commentary

Professor Pauline von Bonsdorff
Department of Art and Culture Studies, University of Jyväskylä, FIN

17.00 Discussion

18.00-19.45 Evening Cocktail
Building L (Sports), Lobby 3rd floor

Friday, 10th October

Mattilanniemi – campus, Agora, Seminar room Ag Gamma. Workshops C231.1, C233.1, C132.1.

9.00 Workshops 1-3

1. Child Welfare in Transformation, Agora C231.1
Chair Timo Harrikari, University of Helsinki, FIN
Discussant Nigel Parton, University of Huddersfield, England

2. Young Generations, Everyday life, and Social Transformations, Agora C233.1
Chair Maarit Alasuutari, University of Tampere, FIN
Discussant Thomas Gitz-Johansen, Roskilde University, Denmark

3. Osallisuuden ja kontrollin muuttuvat jännitteet Agora C132.1
Chair Päivi Fadjukoff, University of Jyväskylä, FIN
Discussant Jaakko Seikkula, University of Jyväskylä, FIN

12.00 Lunch break

13.00 Closing discussion: Alternatives to Increasing Control? Agora, Ag Gamma
Chair Researcher, Social Worker Elina Pekkarinen
University of Helsinki, FIN

14.45 Closing of the conference

The languages of the conference are English and Finnish. Keynote Lectures and Commentaries will be in English, workshops in English or in Finnish. Pre-conference program will be in Finnish.

WORKSHOPS 1-3

WORKSHOP 1: Child Welfare in Transformation
Room Agora C231.1

Chair	Timo Harrikari, University of Helsinki, FIN
Discussant	Nigel Parton, University of Huddersfield, England
Paper 1	Assessing Children's Needs: The Poverty Discourse in the Child Welfare Services Bente Heggem Kojan, Sør-Trøndelag University College/Norwegian University of Technology, NOR
Paper 2	Re-negotiating Personal Integrity in Finnish Child Welfare Petra Kouvonen, the Finnish Foundation for Alcohol Studies (ATS), FIN
Paper 3	Volunteering in Child Welfare – A Historical Multiple Case study on Finnish Practices Johanna Moilanen, University of Jyväskylä, FIN
Paper 4	Restraining Practices in Children's Residential Care –Care and/or Control? Susanna Hoikkala, University of Helsinki, FIN
Paper 5	Children, Police Officers and Moral Order Minna Malkamäki, University of Jyväskylä, FIN
Paper 6	Positioning the Criminal Child Elina Pekkarinen, University of Helsinki, FIN
Paper 7	Observations at New Boundaries Tom Arnkil, The National Research and Development Centre for Welfare and Health (Stakes), FIN

WORKSHOP 2: Young Generations, Everyday Life, and Social Transformation
Room Agora C233.1

Chair	Maarit Alasuutari, University of Tampere, FIN
Discussant	Thomas Gitz-Johansen, Roskilde University, Denmark
Paper 1	The Forms for Planning the Child's Early Childhood Education: Participants in Parent-Practitioner Interaction Kirsti Karila, University of Jyväskylä, FIN Maarit Alasuutari, University of Tampere, FIN

Paper 2	Transforming School Culture: Developing a Culture of Caring in an Urban School Heljä Antola Crowe, Bradley University, USA Patti Nugent, Bradley University, USA
Paper 3	Children, Sport, and Social Exclusion – a Swedish Perspective Krister Hertting, Luleå University of Technology, Sweden
~~Paper 4~~	~~Leisure Time of Rural Adolescents among the Youth Movements in Finland, 1917-1940~~ ~~Saara Tuomaala, University of Helsinki, FIN~~ (CANCELLED)
Poster	The Active After-school Communities Program (AASC) - An Australian Way to Take Care and Control Children's Afternoons Nina Laakso, Research Center for Sport and Health Sciences LIKES, FIN

WORKSHOP/TYÖRYHMÄ 3: Osallisuuden ja kontrollin muuttuvat jännitteet
Paikka Agora C132.1

Puheenjohtaja	Päivi Fadjukoff, Jyväskylän yliopisto
Kommentaattori	Jaakko Seikkula, Jyväskylän yliopisto
Esitys 1	"Mulla ois asiaa" – Miten lapset tuovat esille resurssejaan päiväkotikeskusteluissa Mari Vuorisalo, Kasvatustieteiden laitos/Varhaiskasvatus, Jyväskylän yliopisto
Esitys 2	Play Abilities in Children with Specific Language Impairment Assessed in Natural Group Settings Tiina Lautamo, Department of Education, University of Jyväskylä Marja-Leena Laakso, Department of Education, University of Jyväskylä Tuija Aro, Department of Psychology, University of Jyväskylä Timo Ahonen, Department of Psychology, University of Jyväskylä
Esitys 3	Good Villagers or Control-Freak Public Governance? Concepts of Public and Private Control and Care in 'Good Childhood' Sanna Heikkilä, Institute for Cultural Research, University of Helsinki
Esitys 4	Kunnallisen ohjelmatyön uudet velvoitteet ja mahdollisuudet nuoriso- ja sosiaalityössä

	Mirja Määttä, Nuorisotutkimusverkosto / Sosiaalityön ja sosiaalipedagogiikan laitos, Kuopion yliopisto
Posteri	Anchors of Youth Well-Being in Lapland/Nuorten hyvinvoinnin ankkurit Lapissa Heli Villanen, Pohjois-Suomen sosiaalialan osaamiskeskus Rovaniemi

KEYNOTE LECTURERS

Sakari Hänninen

- Research Professor at the National Research and Development Centre for Welfare and Health (Stakes), Finland
- Selected publications:
  2008. (forthcoming) (ed. with J. Karjalainen and K-M Lehtelä) Toisten pankki – ruoka-apu hyvinvointivaltiossa. Stakes.
  2007. (ed. with J Karjalainen and K-M Lehtelä) Pääsy kielletty! Poiskäännyttämisen politiikka ja sosiaaliturva. Stakes.
  2006. Are there homeless people in rural Finland? In Milbourne and Cloke (eds.) International Perspectives on Rural Homelessness. Routledge.
  2006. The Globalization Effect. In Moisio and Suoranta (eds.) Education and the Spirit of Time. Sense Publishers.
  2005. (ed. with J Karjalainen and T Lahti). Toinen tieto: Kirjoituksia huono-osaisuuden tunnistamisesta. Stakes.
  2004. (ed. with T Helne and J. Karjalainen) Seis yhteiskunta – tahdon sisään! Minerva kustannus.
  2004. (ed. with K Palonen). Lue poliittisesti: Profiileja politiikan tutkimukseen. SoPhi: 81. Minerva kustannus.

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Nigel Parton

- NSPCC Professor in Applied Childhood Studies, University of Huddersfield, England
- Selected publications:
  2009. (forthcoming) (with N Frost) Understanding Children's Social Care: Politics, Policy and Practices. Sage.
  2008. Changes in the Form of Knowledge in Social Work: From the ¨social¨ to the ¨informational¨? British Journal of Social Work 38, 2 pp. 275-277.
  2008. The ¨Change for Children¨ Programme in England: Towards the ¨preventive-surveillance state¨. Journal of Law and Society 35(1), 166-187.
  2008. (with B Lonne, J Thomson and M Hayles) Reforming Child Protection. Routledge.
  2007. Safeguarding Children: A Socio-Historical Analysis. In K. Wilson and A James (eds.) The Child Protection Handbook. Bailliere Tindall.
  2006. (ed. with K Gorman, M Gregory and M Hayles) Constructive Work with Offenders. Routledge.
  2006. Safeguarding Childhood: Early Intervention and Surveillance in a Late Modern Society. Palgrave/Macmillan.

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Harriet Strandell

- Docent, University Lecturer at the Department of Sociology, University of Helsinki, Finland
- Selected publications:
  2007. (with H Forsberg) After-school hours and the meaning of home. Re-defining Finnish Childhood Space. Children's Geographies 5(4), 392-408.
  2007. (with H Zeiher, D Devine, A-T Kjorholt) Flexible Childhood? Exploring Children's Welfare in Time and Space. University Press of Southern Denmark.
  2004. (with L Alanen and H Sauli) Children and Childhood in a Welfare State: The Case of Finland. In Jensen et al. (eds.) Children's Welfare in Aging Europe. Trondheim: Norwegian Centre for Child Research.
  2002. On questions of representation in childhood ethnography. In Cook (ed.) Symbolic Childhood. Peter Lang, New York.
  1994. Sociala mötesplatser for barn. Aktivitetsprofiler och förhandlingskulturer på daghem. Gaudeamus.

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KEYNOTE LECTURE ABSTRACTS

The Double-bind Between Freedom and Control - Vapauden ja kontrollin kaksoissidos

Research Professor Sakari Hänninen
The National Research and Development Centre for Welfare and Health, FIN

A mentality of rule, which emphasizes value pluralism, individual freedom of choice, personal responsibility, deregulation and devolution, characterizes advanced capitalist societies which have welcomed globalization as a necessity and a possibility. The ethos most in accord with this mentality of rule is competitive, calculative and entrepreneurial. It is in this frame that young people are often both encouraged, evaluated but also frustrated. In normal circumstances, their conduct is not controlled so much by discipline than modulated by technologies of security which seek to guarantee in the most flexible manner the smooth running of every kind of circulation conducive to liberal life. This frame, however, obscures the fact that more liberalism globally may be simultaneously balanced by more conservatism locally. This is most evident in situations where the global loosening leads to serious problems, even violent outbursts of anxiety and resentment. In these situations the globalization-friendly decision-makers are all too ready to demand more communitarianism, and more moral discipline at the local level. Due to the correlation of these two propulsions, it is often the case, that young people are addressed by self-contradictory requests which double-bind them. Such double-binds can be, in fact, the most characteristic feature of our present society of control, in which the control of being often works more effectively, and more destructively than the control of action.

Commentary
Associate Professor Thomas Gitz-Johansen
Department of Psychology and Educational Studies, Roskilde University, Denmark

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Safeguarding Childhood: Early Intervention and Surveillance in a Late Modern Society

Professor Nigel Parton
Centre for Applied Childhood Studies, University of Huddersfield, England

Following the Children Act 2004 and the launch of the 'Every Child Matters: Change for Children' programme, England has embarked on the most ambitious changes in children's services for over a generation. While the government presented the changes as a response to the Laming Report into the death of Victoria Climbié, they are much more than this. They build on a number of ideas and policies which had been developed over a number of years, which emphasise the importance of intervening in children's lives at an early stage in order to prevent problems in later life. This paper provides a critical analysis of the assumptions which underpin the changes and argues that the relationships between parents, children, professionals and the state, and their respective responsibilities, are being reconfigured as a

result, and that the priority given to the accumulation, monitoring and exchange of electronic information has taken on a central significance. What we are witnessing is the emergence of the 'preventive-surveillance' state, where the role of the state is becoming broader, more interventive and regulatory at the same time.

Commentary
Professor Joel Kivirauma
Department of Education, University of Turku, FIN

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Children's time off? Agendas of Control and Investment - Lasten vapaa-aikaa? Investoinnin ja kontrollin agendat

University Lecturer, Docent Harriet Strandell
Department of Sociology, University of Helsinki, FIN

Finland legislated about school-children's after-school time in 2004. The Act on school children's morning and after-school care was the outcome of an at time heated debate which forcefully demanded state responsibility and adult control as a remedy to children's "lonely after-school time". The debate is in the presentation used as a case in which changes in welfare thinking and models of governance has reshaped conceptions of Finnish childhood and children, changes that started already in the mid 1990s. The debate addressed the responsibilities between children and adults, making children more dependent on adult supervision, which became regarded as an investment in a safe childhood and a way to reduce childhood risk. The debate insisted upon changed responsibilities also in another social relation, that between families and the state.
The presentation also aims at tracing influences of these discursive conceptions of childhood on the implementation of the Act and consequences for children's experiences in after-school activities. It also includes a few comments on 'children's politics', ways in which children deal with and influence processes of ordering and framing childhood subjectivities.

Commentary
Professor Pauline von Bonsdorff
Department of Art and Culture Studies, University of Jyväskylä, FIN

ABSTRACTS

WORKSHOP 1: CHILD WELFARE IN TRANSFORMATION

Room Agora C231.1

Chair Timo Harrikari, University of Helsinki, FIN
Discussant Nigel Parton, University of Huddersfield, England

Paper 1: Assessing Children's Needs: The Poverty Discourse in the Child Welfare Services

Bente Heggem Kojan
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According to official statistics in Norway (SSB), between 6 – 8% of the current child population will go in to their adult lives, with experiences as clients. In 1987, the number of children receiving assistance was 14 044, while in 2005, 40 044 children had assistance. Several enquirers have mentioned the poverty dimension and the client's poor socio economic conditions in their research. However, the Norwegian field still lacks focus on poverty as a main issue. Additionally, knowledge about who the 'new' children are, is rare to find. Use of economic support as assistance has become extensive; indeed, it is the most common type of intervention according to official statistics.
The constant increase in children as clients, is in many ways a great paradox. Norway, as the other Scandinavian countries, is seen as a prosperous welfare state, and is one of the countries in the world with the most extensive welfare system. Also, statistics show that most Norwegians are getting richer; while the poorest part of the population (between 5- 10 %) is not increasing their socio economic status as the rest do.
Is the increasing number of children referred to, and receiving child protection services a result of children's increased problems, increased cases of bad parenting, or is it a result of moral panic and social control? Are low income families being treated different than high income families in the practitioners' assessment and decision making process?
The presentation outlines the background for the author's PhD project, its research questions, objectives, methodologies and possible theoretical perspectives.

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Paper 2: Re-negotiating Personal Integrity in Finnish Child Welfare

Petra Kouvonen
The Finnish Foundation for Alcohol Studies (ATS), FIN
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The presentation explores two different kinds of professional speaking images, "the legal adviser" and the "legal expert" for illustrating the reasoning around the issue of regulation of

deviant behaviour among children in custody. In connection to an increased concern of how to handle deviant behaviour some new restrictive measures were recently adopted in the Finnish child welfare law (417/2007). The term speaking image is used in order to illustrate two different kinds of subject positions (Harré and Langenhove, 1999) taken by the legal expertise writing in professional magazines in the child welfare field between 2006-2008. The images are analysed in the light of Foucault's discursive formation (1995) and by the use of semiotic modality. It seems like the act of eg. substance use allows interference, while the conditions under which the interference is done allows more negotiation and room for discussion. This might indicate increased legal protection for the child welfare workers in the future, while the children's right of integrity might be more easily overruled.

Keywords: personal integrity, risk, expertise, substance abuse

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Paper 3: Volunteering in Child Welfare – A Historical Multiple Case study on Finnish Practices

Johanna Moilanen
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In Finland – like in many other countries too – there has been a major public concern about the shortening of childhood and increasing problems of children; disappearing of parenthood and crisis of parenting; weakening of social networks of families with children and a gap between generations – in other words, some kind of "crisis" of generational relations. As a resort of solving this generational crisis it has been addressed strengthening interaction between generations and new approaches following this idea, in many cases based on volunteering.

This presentation is based on my ongoing doctoral research (social work). The aim is to present the framework of my research and discuss about volunteering in Finnish child welfare. In my research I am asking how intergenerational relations are put to use in voluntary-based practices of child welfare in Finland in different eras and contexts. I'm interested in how generational relations, childhood and adulthood, are specified and argued within these practices. It's also important to ask, how does care vs. control continuum manifest within these practices.

My research is both sociological and historical and carried out as a qualitative multiple case study. The 'case' is a practice based between child /children or youngster /young people and voluntary worker. The idea is to include two or three longitudinal cases from different eras and contexts (e.g. support person system, supervision of conditionally sentenced young offenders). My aim is to investigate them together and discover replication or variation of this kind of practices at different times.

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Paper 4: Restraining Practices in Children's Residential Care –Care and/or Control?

Susanna Hoikkala
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In residential settings, children may be restrained by adults in many ways and for a variety of reasons. By restraining practices, I mean such techniques which 1) differ from the usual regulative practices of institutional everyday life, and 2) restrict children's possibilities to act and participate in the usual way. Nowadays the purpose of these practices is described by welfare terms. In the past, however, they were described differently and used as a form of punishment.
This presentation is based on my ongoing PhD (social work) research*. My aim is to present the preliminary empirical findings of the data analysis which illustrates 1) what kinds of disciplinary and restrictive practices have been used in one Finnish residential institution in the 1950s and 1990s, 2) their key features and 3) their normative and regulative bases. Data includes 1) grass-roots level documents (e.g. daily reports, the diaries of punishments and children's case files) written by various workers as a part of the everyday institutional life and 2) the policies regulating the usage and documentation of restrictive practices. I will discuss these preliminary findings by emphasising the intertwined themes of care and control. The theoretical framework is based on the ideas of Michel Foucault.
Keywords: care, control, restraint, discipline, children's residential care

* My PhD is a part of the research project called 'A Socio-Legal Study of the Change in the Institutional Practices that Regulate Generational Power Relationships' and its leader is Academy Research Fellow, Docent Mirja Satka (University of Jyväskylä). My research project is funded by the Academy of Finland (110593/2005).

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Paper 5: Paper Children, Police Officers and Moral Order

Minna Malkamäki
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This presentation is based on my ongoing doctoral thesis, in which I research police officers work among children. The data consists of qualitative interviews of 40 policemen, who work as patrolmen and detectives in Finnish police departments.
I have analyzed how police officers talk about children and what they tell about police work among children. The analysis method is influenced by grounded theory and content analysis. The analysis shows that many moral questions are aroused when working with children. Police officers maintain and produce moral order about childhood, youth and also police work. Moral order is comprised of laws (societal level), professional experiences (communal level), experience of personal life (personal level) and situational sensitivity of

the duties (situational level). Theoretically, I see the roots of moral order in the sociological discussions of deviance, power and social control.
In this presentation I describe how moral order bundles up the professional practices and the definitions of childhood. I also question the dichotomy of care and control in the professional practices. When working with children, police officers define the circumstances, behaviour and attitudes of the child, which arouses the questions of normal/deviant and good/bad. After the assessment of the situation police officers make a decision about the way of action. The action may vary from observation to supervision – and the same working can mean care for one and control for the other.

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Paper 6: Positioning the criminal child

Elina Pekkarinen
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Crimes committed by children often rise strong societal reactions. In Finland children, who persistently offend, have traditionally been directed to child protection welfare, which aims at not only protecting, but also upbringing of these children. This presentation is based on a dissertation research, which aims at answering, how is a child who persistently offends, positioned by the communities and institutions surrounding his every-day life? What kind of societal reactions are directed to, and social structures constructed around, these children? How, or does, the child's history reflect the institutional atmosphere of the era?
The theoretical framework of the study is based on Roy Bhaskar's critical realism and Edwin M. Lemert's societal reaction theory. The aim of merging these two theoretical viewpoints is to formulate a structural, relational and dynamic way of defining the positioning of the children in the differing communal and institutional settings with which they are involved. Thus the analysis illuminates the relational dynamics of the structures and agents, conditions and definitions, positioning the child. The research data consists of individual children's social work case-files, which are theoretically selected from the social welfare agency's archives. The empirical analysis is based on Derek Layder's model of adaptive theory.
This presentation aims at describing the theoretical framework of the study through an individual case-study of Ali, an immigrant boy involved with the child protection welfare in the early 2000's. The case-study describes and theorises, how Ali's position gradually shifts from the one of a traumatized child, to the one of a violent and feared other in the settings of his every-day life.

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Paper 7: Observations at new boundaries

Tom Arnkil
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The National Research and Development Centre for Welfare and Health (Stakes), FIN
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Our Stakes-team has, together with local front-line professionals, generated dialogical network-oriented methods for psycho-social work. Trying to change work culture brings forth interesting developments. Three observations:

(1) Attempts to enforce monological expertise in late modern society.

As professional help has become more and more sectored with deep vertical specialization and weak horizontal integration, the need to control the controllers of clients increases. Means for of governing "at a distance" emerge - notably method authorization systems founded on evidence based research. Procedures based on randomised control trials and disseminated via best practice libraries are supposed to supersede local variations. On the other hand, controlled integration of professional work is pursued through multi-professional/multi-agency teams. Professionals assess between themselves the needs of the client/family and plan joint action.

(2) Attempts to empower networks. Liberal democracies call for power that promotes rather than represses subjectivity, power that produces and relies upon active subjects rather than absolute subjugation. Boundary crossing via dialogue, e.g. summoning the professionals involved in a "multi-agency case" and support persons from the client's/family's private network to generate shared understanding and joint action, can exemplify late modern (open context) expertise. Family Group Conferencing, Network therapies, Open Dialogues and Anticipation Dialogues are strength-based client-centred practices that build on dialogue instead of dictation. Such practices empower, but also generate new frontiers of control: private network persons are absorbed in normalization work; forms of persuasive power supplant authoritative expertise.

(3) Modern expertise repels late modern disturbances. We created "subjectivistic" tools for professionals for communicating between perspectives. These became well known in Finland. However, to a great extent they are glued on objectivating work and adapted for classifying and registering clients. Dialogism is a disturbance, assimilating it superficially and inversely the reaction.

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WORKSHOP 2: YOUNG GENERATIONS, EVERYDAY LIFE, AND SOCIAL TRANSFORMATION

Room Agora C233.1

Chair Maarit Alasuutari, University of Tampere, FIN
Discussant Thomas Gitz-Johansen, Roskilde University, Denmark

Paper 1: The Forms for Planning the Child's Early Childhood Education: Participants in Parent-Practitioner Interaction

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Maarit Alasuutari
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Following the suggestions of the OECD, the Finnish early childhood education and care (abbreviated as ECEC) has witnessed a broad development project in recent years. As part of the development project, each child in public daycare is provided with an individual ECEC plan. The plan is drawn up in collaboration with the parents. The municipalities have typically developed a local form to be used in the parent-practitioner meetings at which the child's ECEC plan is discussed. These forms are in focus of the paper. They are examined from a social constructionist and discursive framework and understood as agents in the planning process. The paper studies how do the forms construct and frame the parental and professional involvement in the individual ECEC plan? The paper discusses the implications of the pedagogic and governing functions of the forms from the perspective of the child, the parent and the professional.

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Paper 2: Transforming School Culture: Developing a Culture of Caring in an Urban School

Heljä Antola Crowe, Dr.
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Patti Nugent, Dr.
Bradley University, Peoria, Illinois, USA

Significant numbers of urban schools are struggling with special challenges. This presentation highlights developing of school culture in an inner city Midwestern college town in United States. In an urban school where the vast majority of students are of color, eligible for free lunch (over 80%) and due to failing state examinations underwent

restructuring for failure to make adequate yearly progress for the last five years under the U.S. federal No Child Left Behind Act. Multiple procedures were put in place to improve the quality of student experiences. Through the school's designation as a Professional Development School (PDS) specific activities related to supporting student learning, and professional development while strengthening research and inquiry. Constructing and developing relationships, listening to and involving parents, guardians and community members, and planning for specific individual improvement experiences. Working with the PDS partners at a highly challenged secondary school, we identified the need to provide experiential (Kolbe, 1985, Kemmis, 1984) college preparation learning opportunities that are brain-based (Caine & Caine 1997, 2001, Zull, 2002) and address issues of cross-cultural communications (Robinson, Wolffe, Hunt & Hoerr, 2002).

Through active processes such as the Code of Community, College simulation, and working with professional development activities with staff, we scrutinize the changing of an urban school's culture. Factors important in analyzing creating a culture of caring include assumptions about learners, understanding student family culture, perception of school culture and the history of communal race relations, approaches to communication, reflective practices, leadership characteristics of administrators, willingness to model dispositions that support relationship building and behaviors that encourage and empower others to participate.

Caring vs. control well describes the continuum that challenges the urban school environment and adults working within.

Background of proposed paper: Paper is based on experiences and work with an urban Professional Development School in urban Midwest over a continuum of six years. Cultural, structural and communicational factors will be shared.

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Paper 3: Children, Sport, and Social Exclusion – a Swedish Perspective

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The aim of this paper is to describe and problematize children's relationship to the competitive sport, and to analyse and interpret this using the concept of social exclusion. Participation in competitive sport is the most common leisure activity among children in Sweden. Almost 70% of children between the ages of 7 to 14 compete in a sport club. The club can be seen as an educational setting and the competitive sport has some similarities with compulsory school, for example the rising degree of demands with increasing age. But there are important differences as well. The leaders are generally unpaid and the sport does not have the same demand to include every child. Mostly the leaders do this on their leisure time, and many leaders do not have a formal degree. The quality of the activities is thus to a large extent depending on the leader and the specific context. There is a field of tension in sport for children, concerning sport with its noticeable element of competition and society's wish for it to appear as a democratic movement – between control and care. In this field of tension, the voluntary leader has to perform her/his daily activities dealing with these sometimes contradictory missions. Children have to meet this context and are occasionally

exposed to exclusion as a consequence of competition. This paper is based on a pilot study among 12-14 year old children. This study will be the point of departure to specify the research questions in a main project dealing with sport and social exclusion. The main project is dealing with three general questions: How do children experience sport and exclusion? How is the identity affected if you are not allowed to participate or if you run the risk to be suspended? What characterizes health promoting educational settings within sport?

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CANCELLED:

~~Paper 4: Leisure Time of Rural Adolescents Among the Youth Movements in Finland, 1917-1940~~

~~Saara Tuomaala~~
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~~This paper explores the structures, processes, and experiences of young people and their leisure time in the Finnish countryside in the early decades of the 20.th century. I focus on the ways in which the modernization of youth and their free time in Finland was - and is still - formulated as embodied and subjective experiences in the local life spheres and spaces. In modernizing Finland, rural adolescents, boys and girls from different social strata were creating new social spaces and places within their leisure time. Especially during weekend evenings they gathered together in the village yards, roads, sports fields, the youth clubs and houses of other societies within religious, civic and political organizations. In those spheres and places of leisure, there were created and also retained societal, political and gendered borders, which sometimes were surpassed by young people themselves. In any case, in the divided society of the early 20th century, it was impossible for girls and boys to ignore those divisions of social control. Considering the leisure of young people as a dialogue between the control and the care, it included new forms of social control as institutional practices of social care for example as reformatory and educational activities among the youth movements. In their redemptive spaces of leisure time, there existed organized attempts and intentions to construct a new social order within modernizing youth thorough a special enlightening social care.~~

~~The representation is based on my post doc-research Rural youth, Citizenship and Gender in Finland, 1917-1940. Through the oral history data and written materials of the era, I examine the dialogue between private and public life spheres of young persons, especially in the coastline of Northern Ostrobothnia.~~

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Poster: The Active After-school Communities Program (AASC) - An Australian Way to Take Care and Control Children's Afternoons

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The purpose of the study is to analyse the texts of the Active After-school Communities program in Australia through two concepts: care and control.
The Active After-school Communities (AASC) program is a national program and part of the Australian Government's $116m Building a Healthy, Active Australia package which aims at tackling the growing problem of declining physical activity and poor eating habits of Australian children.
The AASC program provides primary school children access to free physical activity programs in the afternoon between 3.00pm. and 5.30pm. The program is delivered nationally to children who are enrolled in Australian primary schools and Childcare Benefit approved Out of School Hour Care Services (OSHCS).
By 2010, the program will reach over 3,200 primary schools and OSHCS, providing the opportunity for around 150,000 Australian children to become physically active.
The program is designed to engage traditionally non-active children in structured physical activities. To do so, the Government wanted to create a program which would help parents to take care of their children's well being through physical activities and which would also build pathways between local community organisations and sporting clubs.
Furthermore, as many families are worried about leaving children to play and do sports in unsupervised settings, the Government wanted to help parents to control their children's afternoons.
However, contrary to many more controlled programs, eg models that timetable the children's days completely, the AASC program aims at providing children flexible opportunities to participate in physical activities. Furthermore, although there are some national requirements that local organisers must fulfil, organisers are encouraged to bring in local involvement, traditions and ideas into the program.
Thus, even though the program has been initiated and developed by the Australian Government, the real organisers and designers are third-sector parties, for instance local organisations and sporting clubs.

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WORKSHOP/TYÖRYHMÄ 3: OSALLISUUDEN JA KONTROLLIN MUUTTUVAT JÄNNITTEET

Paikka Agora C132.1

Puheenjohtaja Päivi Fadjukoff, Jyväskylän yliopisto
Kommentaattori Jaakko Seikkula, Jyväskylän yliopisto

Esitys 1: ”Mulla ois asiaa” – Miten lapset tuovat esille resurssejaan päiväkoti-keskusteluissa

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Päivähoito on yksi normatiivisen hyvän lapsuuden instituutio, jossa aikuiset toiminnallaan, kasvatuksellaan, suuntaavat, miten ja millaisiin toimiin lasten halutaan osallistuvan ja millaista lapsuutta elävän. Samalla päivähoito on kuitenkin keskeinen lasten vertaistoiminnan areena. Sekä keskinäisissä suhteissaan että vuorovaikutuksessa aikuisten kanssa lapset luovat päivähoitoon erilaisia toimintakenttiä, joilla jatkuvasti määritellään, millainen toiminta ja millaiset osallistujat parhaalla mahdollisella tavalla toteuttavat lasten näkökulmasta tavoiteltavaa lapsuutta. Lapsuus saa tällöin helposti kaksi eri muotoa, aikuisten ja lasten version. Lasten valitsemat tekemiset, pyydetyt puheenvuorot samoin kuin tekemättä jättämiset osoittavat, millainen heidän näkökulmansa lasten arkeen on. Aikuisten toiminta ohjaa ja rajaa, mutta lapsille jää yleensä aina jäljelle vähintäänkin toiminnallinen vaikuttaminen: miten lapset tekevät sen, mitä pitää tehdä tai millaisia valintoja he tekevät, silloin kun se on mahdollista.
Tarkastelen väitöskirjatutkimuksessani, miten lapset muodostavat ja käyttävät kulttuurisia, taloudellisia ja sosiaalisia resurssejaan päiväkodin kontekstissa ja millaisia toimintakenttiä näiden resurssien kautta päiväkotiin muodostuu. Tutkimuksen teoreettisena viitekehyksenä on yhteiskuntatieteellisestä lapsuudentutkimuksesta nouseva lähestymistapa lapsiin ja lapsuuteen. Lasten resursseja tarkastellaan Bourdieun (1986) luoman pääomateoretisoinnin valossa. Olen kerännyt tutkimusta varten havainnointiaineiston erään päiväkodin esiopetusryhmässä yhden toimintavuoden aikana.
Esityksessäni tarkastelen lasten ja päiväkodin henkilökunnan välistä vuorovaikutusta aineistoesimerkkien kautta ja pohdin, millaisia asioita sekä lapset että aikuiset tuottavat yhteisiin keskusteluihin. Mitä nämä keskustelut kertovat lasten resursseista ja toisaalta, millaisia hyvän lapsuuden ilmiöitä sekä lapset että aikuiset keskusteluissa tuottavat.

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Esitys 2: Play Abilities in Children with Specific Language Impairment Assessed in Natural Group Settings

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The purpose of the present non-experimental comparison study was to compare the play performance of two groups of preschool to school-age children with and without SLI in social group settings. The first set of analyses were conducted with age- and gender-matched groups of children with (n=49) and without SLI (n=49) aged 3:5 to 7:5 years to determine the global play ability differences between the groups. The second set of analyses were conducted with children with (n=83) and without SLI (n= 85) aged 2 to 8 years to study whether children with SLI exhibit specific strengths and difficulties in their play performance. According to our results there was significant difference in the global play ability measured between the two groups. Children with SLI had difficulties in engaging in the process of doing, using symbols and pretending, and sharing the play reality with others. However, they were as skillful as the other children while exploring and manifesting joy during play and when behaving according to general social rules. As a result we argue that learning to play requires learning skills to attain an occupational identity and to achieve competence (become competent). Further research is, however, needed on the various prospects to support the play abilities of children with SLI and on the possible developmental implications to further school performance or to other areas of life.
Keywords: play performance, play ability, specific language impairment (SLI), Play assessment for Group Settings (PAGS), Rasch analys

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Esitys 3: Good Villagers or Control-Freak Public Governance? Concepts of Public and Private Control and Care in 'Good Childhood'

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Childcare is a field were "everybody is an expert" while at the same time being strongly supervised. Private life appears to have the image of care with the public sector being unable to function without the feeling of control. The question is: how do the processes and transactions of control and care in defining good childhood transform throughout society?
Threatened childhood can be seen as a century-old public discourse genre. Concepts of control and care can be considered from the view of relations between form and meaning in

cultural change and continuity. Shared forms of cultural expression may hide differences on the level of meaning.
How does “early intervention” relate with care? The term conveys an intent for control, the official option in terms of failed parenthood. The paradox of family ideals is that privatization has been encouraged at the same time as privacy is penetrated by official sanction and counseling.
What is included in the sentence “It takes a village to raise a child”? It certainly does not mean the intervention of child protection, despite the fact that the welfare state has taken many of the duties that earlier were performed by the village itself. Traditional forms of social control and care still have an affect in our minds: who and in what way can the “good village” concept be represented.
The abstract is based on the transcript of my doctoral thesis and I wish it to help with the aims for post-doctoral plans.

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Esitys 4: Kunnallisen ohjelmatyön uudet velvoitteet ja mahdollisuudet nuoriso- ja sosiaalityössä

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Tarkastelen tutkimuksessani kunnallisen lasten ja nuorten hyvinvointisuunnittelun julkista ohjausta vuosina 2006 - 2008 erityisesti kahden keskeistä suunnitteluvastuuta kantavan ammattikunnan eli nuorisotyön ja lastensuojelun sosiaalityön näkökulmasta. Analysoin, miten ammattilaisia ja kunnan päättäjiä tässä julkisessa ohjauksessa motivoidaan ja ohjataan ohjelmatyöhön ja millä tavalla kunnallisen suunnittelun tarpeita perustellaan. Tutkimusaineistonani ovat aloja ohjaavat lait, niihin liittyvät hallituksen esitykset ja mietinnöt, lakioppaat (Räty 2007; Aaltonen (toim.) 2007), valtioneuvoston käynnissä olevat ohjelmat, lehtiartikkelit Nuorisotyö- ja Sosiaaliturva-lehdessä jne.
Tulkitsen, että tällainen lakisääteinen ohjelmallisuus, suunnitelmallisuus ja kirjaamisen tarve liittyvät sekä lisääntyneeseen huoleen lapsista ja nuorista että yleiseen hallinnallistumiseen, managerialismin ihanteisiin (strategisuus, virtaviivaisuus, tehokkuus), juridisoitumiseen ja vielä tehtävien (esim. lastensuojelun ja nuorisotyön) ja niiden resurssien tarpeen oikeuttamiseen. Hallinnallistumiseen liittyy tarve hallita sekä tiedollisesti että ohjaavassa mielessä yhteiskunnallisia hyvinvoinnin ja vitaalisuuden riskejä sekä niitä toimenpiteitä, joita ammattilaiset sekä muut yhteiskunnan toimijat niiden ehkäisemiseksi tai hoitamiseksi toteuttavat. Hallinnallistuminen näkyy erityisesti ammattilaisten työssä, jota ohjataan, järkeistetään, seurataan, arvioidaan, tilastoidaan ja kehitetään. Esityksessäni hion ja pohdin tätä tulkintaani ja sen käyttökelpoisuutta. Millä tavalla huoli lapsista ja nuorista ja heidän kasvu- ja elinolojensa riskeistä kietoutuu hallinnan ja hallittavuuden tavoitteisiin, tiedontuotantoon sekä valittujen hallinnollispoliittisten ratkaisujen oikeuttamiseen?

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Posteri: Anchors of Youth Well-Being in Lapland/Nuorten hyvinvoinnin ankkurit Lapissa

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Dimensions of well-being are in the focus of the Nuorten hyvinvoinnin ankkurit Lapissa/ Anchor of youth well-being in the Lapland –project. The purpose is to plan, implement and evaluate together with youth actions that could minimize the risk of marginalization. The aim is to increase understanding of large number of arenas for youth to interact and construct identity. More specific aims are to 1) produce information of youth experiences in the present day Lapland and 2) develop innovative early interventions. Youth experiences are reflected in the context of participation and well-being. Early interventions are situated in the context of integration especially in the age group over 15 years, during the period of ending the compulsory school.
The framework for the interventions is the community art and media-education. These frameworks offer new insight to arrange youth work and services related to well-being. The project is financed by the European Social Fund for the years 2008 – 2010. Four municipalities Ranua, Kemijärvi, Inari and Kolari are also financing and co-operating in the project. Issues of North and youth are interlinked in the process of developing new practices and producing information of the situated youth culture. The future of Lappish youth is reflected as a multidimensional issue of culture, places and gender in this project. The research questions that will be studied are: What are the anchors of well-being for youth as they define those themselves? What has the community art and media-education to offer for youth in the Lapland? How could the local community art and global media education find a balance that produces meaningful arenas for youth?

Nuorten hyvinvoinnin ankkurit Lapissa -hanke keskittyy hyvinvoinnin eri ulottuvuuksiin. Tarkoitus on suunnitella, toteuttaa ja arvioida yhdessä nuorten kanssa osallisuutta tukevia toimintamalleja. Hankkeen keskeinen tavoite on lisätä ymmärrystä niistä monista toiminnan areenoista, joilla nuoret kohtaavat toisiaan ja muokkaavat identiteettiään. Yksityiskohtaisempia tavoitteita ovat 1) tuottaa ajankohtaista tietoa lappilaisten nuorten kokemuksista ja 2) kehittää innovatiivisia varhaisen puuttumisen keinoja nuorisotyöhön. Nuorten kokemuksia reflektoidaan osallisuuden ja hyvinvoinnin kontekstissa. Varhaisen puuttumisen tematiikkaa kytkeytyy erityisesti 15 -vuotta täyttäneiden nuorten yhteiskuntaan integroitumiseen elämän murrosvaiheessa, peruskoulun päättyessä.
Yhteisötaide ja mediakasvatus muodostavat viitekehyksen projektin innovatiiviselle kehitystyölle. Nämä viitekehykset avaavat uusia näkökulmia nuorisotyöhön sekä muuhun hyvinvointityöhön nuorison parissa. Hankkeen rahoittaa Euroopan sosiaalirahasto vuosina 2008 – 2010. Myös Ranua, Kemijärvi, Inari ja Kolari osallistuvat hankkeen toimintaa ja rahoitukseen. Pohjoisuuden ja nuoruuden tematiikat kytkeytyvät yhteen hankkeen kehittämistyössä sekä tiedon tuottamisessa. Lappilaisten nuorten tulevaisuutta peilataan moniulotteisesti kulttuuriin, paikkaan ja sukupuoleen. Erityisiä tutkimuskysymyksiä ovat: Miten nuoret itse määrittelevät hyvinvoinnin ankkurit? Mitä yhteistaide ja mediakasvatus voivat tarjota lappilaiselle nuorisolle? Miten paikallinen yhteisötaide ja globaali mediakasvatus voivat yhdessä tuottaa mielekkäitä toiminnan areenoita nuorille?