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**THERAPEUTIC COMMUNITY AND COMMUNITY EDUCATION
- CLIENT- BASED RESEARCH AT HÄKKINEN JUVENILE
HOME**

BACHELOR´S THESIS

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1. ABSTRACT.....	4
2. INTRODUCTION	5
3. PROCESS AND PURPOSE	6
4. THERAPEUTIC COMMUNITY	8
4.1 What is therapeutic community?.....	8
4.2 The birth and roots of Therapeutic community	10
4.3 Therapeutic community in Finland	12
Table 1. Comparison of therapeutic and educational communities	14
5. COMMUNITY EDUCATION	15
5.1 Boundary Conditions	16
5.2 Practice – The basis of community education	16
5.3 The principles of action.....	18
5.3.1 Equality	18
5.3.2 The principle of common sense	19
5.3.3 Honesty and openness	20
5.3.4 The absolute justice.....	21
5.3.5 The principle of trust.....	22
5.3.6 The physical and psychological integrity.....	23
5.3.7 The generalizability of the principles.....	25
5.4 The development stages of community	26
5.4.1 Community which promotes indisposition	26
5.4.2 The incoherent group of people without common norms and goals.....	26
5.4.3 The externally unified pre-community	27
5.4.4 Social community	27
5.4.5 Educational community	28
6. EMPIRICAL RESEARCH	29
6.1 Häkkinen juvenile home	29
6.1.1 General description of Häkkinen juvenile home.....	29
6.1.2 Ground values	30
6.1.3 Häkkinen juvenile home’s evaluative methods	30
6.2 The youngster’s evaluation	31
6.2.1 Method and process	31
6.2.2 Physical activity group.....	33
7. ANALYSIS.....	34
7.1 Community Meetings.....	34
7.2 Physical Activity Group.....	41
8. EVALUATION.....	48
8.1 Evaluating the evaluation.....	48
8.1.1 Clients view.....	48
8.1.2 The staff’s view.....	50
8.1.3 Students’ view.....	50
8.2 Complications	50
9. CONCLUSION.....	52
9.1 Future development.....	53
10. EVALUATION.....	55
10.1 Evaluating the evaluation.....	55
10.1.1 Clients view.....	55
10.1.2 Staffs view.....	57
10.1.3 Students view	57

10.1.4 Complications	57
11. REFERENCES.....	60
12. APPENDIXES	61

1. ABSTRACT

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Degree Programme in Social services

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Therapeutic community and community education – a client based research at Häkkinen Juvenile Home

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This research was a client-based qualitative research with a deep background research on therapeutic community and community education. The basis of the empirical research is Häkkinen Juvenile Home in Jyväskylä, which is an educative community that specializes in youth with drug with drug experimenting and addictive behavior. The idea of the research came from the researchers' common interest in youth work and substance care, as well as an interest in deepening own knowledge about therapeutic community and community education practice.

The aim of the exploratory part of the research was to gain a broad knowledge-base of therapeutic community and community education, and to reflect the results of empirical research to studied material.

The empirical research was client-based and qualitative, aiming to learn what the youngsters at Häkkinen Juvenile Home think about community meetings and physical activity groups at Häkkinen Juvenile Home. The success and feasibility of predesigned interview forms as an evaluative tool was also analyzed and evaluated.

The study shows that the youngsters at Häkkinen Juvenile Home are mostly pleased with the community meeting and physical activity group, and willing to participate in the groups voluntarily. The physical activity group was seen as fun and as an opportunity to be together as a community, and the community meeting as an essential channel to influence common issues.

Opinions of the interview forms as a method differed between staff and youngsters. In the youngsters' opinion, the evaluative method could not be used by them in the future if radical changes were not made to the interview form, and the evaluation should not be conducted as often. The staff was positive to the evaluation method, and saw the interview forms as a good evaluation tool.

For the benefit of the clients the interview forms could be shortened down, made clearer and not used as frequently. Generally the use of predesigned interview forms is possible in any social work unit, and the form can be adjusted to the client group and the purpose of the evaluation.

Key words: Therapeutic community, educative community, Häkkinen juvenile home, community education

2. INTRODUCTION

This thesis is based on a research on therapeutic communities and educational communities with Häkkinen juvenile home in Jyväskylä as the base of research. Häkkinen juvenile home follows educating community practice, and specializes in youngsters with drug experimenting and addictive behavior. The thesis has exploratory research part and qualitative client based research part. The qualitative part was used to measure the quality of the physical activity groups and community groups at Häkkinen juvenile home and supported living apartments in Jyväskylä. The research also provides a new quality measuring tool for Häkkinen juvenile home and supported living for a tryout period.

The idea for the thesis topic grew from a common interest in substance abuse and youth work as well as an interest in learning more about educative community and therapeutic community. The idea became real when one of the researchers had practical training at an educative community, Häkkinen juvenile home and supported living apartments.

The exploratory research consists of studying the theoretical background of therapeutic community and community education. The aim of this study is to deepen knowledge of main principles of therapeutic community and community education and also to present the distinctive levels of community development. The analysis part forms the theoretical frame of reference for the study.

The qualitative research consists of two parts; quality measurements of the community meeting and physical activity groups at Häkkinen juvenile home, and the evaluation of how successful the youngster's evaluation is as a tool. If the research is successful this way of gathering information about the quality of the community meetings and activity groups may be used in the future as a tool in the Häkkinen juvenile home.

3. PROCESS AND PURPOSE

The aim was to gain knowledge about therapeutic community and community education practice, as well as develop evaluation skills in cooperation with Häkkinen juvenile home.

Research questions:

1. What are the main alignments of educative community and therapeutic community practice?

This first question is answered by a theoretical study on educative community and therapeutic community.

2. What is the clients' view of community meeting and physical activity group at Häkkinen juvenile home, and is it possible for the youngsters at Häkkinen juvenile home to evaluate the community groups and physical activity groups using predesigned interview forms?

This question is answered by executing an empirical qualitative study, using predesigned interview forms, and evaluating the answer from the youngsters as well as the evaluative methods success in itself

This thesis was done by two researchers both with a common interest in substance care and youth. The subject of the research was agreed upon between the leader of Häkkinen juvenile home and supported living and the researchers to be a client-based qualitative interview method where the clients interviewed each other in pairs. The interviews were a tryout method to measure the quality of two types of group activities at Häkkinen juvenile home.

The target group was the clients that were most likely to stay at Häkkinen juvenile home for the research period. The clients in question were four youngsters from 14-17 years of age.

The interview forms were made in co-operation with the manager of Häkkinen, the researchers made the first lay-out and the manager of Häkkinen juvenile home and supported living apartments approved the questions. The purpose of the interview questions was strictly make the clients think about and evaluate the quality of the community meeting and the physical activity group that they were obligated to be a part of at Häkkinen juvenile home.

As mentioned, the research was qualitative and exploratory. The aim was first to study theories about therapeutic community and community education and then execute the research at Häkkinen juvenile home. The empirical study was done on April 2009.

4. THERAPEUTIC COMMUNITY

4.1 What is therapeutic community?

Therapeutic community as a term is often applied to participative, group-focused approach to drug addiction, mental illness and personality disorders. Therapeutic community approach is usually carried out residentially with the clients/patients and therapists living together. The approach is based on milieu therapy principles and includes group psychotherapy as well as practical activities.

The idea of therapeutic community recurs throughout history implemented in different incarnations. Communities that teach, heal and support appear in religious sects and utopian communes, as well as in spiritual, temperance, and mental health reform movements. Limited expressions of community as “therapy” are also present in various forms of group process and in the self-help groups emerging from the human potential movement. (De Leon 2000,11)

In its contemporary form, two major variants of the Therapeutic community have emerged. One, in social psychiatry, consists of innovative units and wards designed for the psychological treatment and management of socially deviant psychiatric patients within (and outside of) mental hospital settings. The other form Therapeutic communities have taken are as community-based residential programs for addicts and alcoholics. (De Leon 2000,11)

The concept of therapeutic community means that the whole community – staff and the clients/patients – are at least partly involved with treatment planning and administrative issues. How far you can let it go is dependant from following:

- What are the attitudes of the professional staff and especially the managing directors
- What is the capability of the clients/patients

- The orders which comes above the administration of the community

(Murto 1997, 11)

Therapeutic community is based on a number of principles, some of which present paradoxes which are part of either the charm or the exasperation of the work, depending on one's point of view. The usual components of the therapeutic community are:

- agreement to join after the fullest possible exploration of the issues
- for an agreed purpose which is shared by the other members
- the purpose being to obtain help with psychological difficulties
- within a structure specially designed to illuminate personal problems, by involving people directly in community living and encouraging face-to-face encounter
- with the aim of eventually leaving the community
- in order to live as a viable member of society

The features which enable a community to fulfil its therapeutic aims have defied close definition; however some consensus has evolved on the governing principles. Robert N. Rapoport formulated a set of beliefs which he felt tended to unify all forms of the therapeutic community:

- The total social organisation in which the patient is involved – and not only the relationship with the doctor – is seen effecting the therapeutic outcome
- The social organisation is not regarded as a routinized background of treatment, but a vital force, useful for creating a milieu that will maximise therapeutic effects
- The core element in such an institutional context is the provision of opportunities for patients to take an active part in the affairs of the institution (“democratization”)

- All relationships within the hospital are regarded as potentially therapeutic
- The “emotional climate” of the institution is accorded significance and warmth and acceptance are in general regarded as helpful
- A high value is placed on communication, for its morale-building and therapeutic effect on staff as well as patients

(Jansen 1980, 36)

4.2 The birth and roots of Therapeutic community

The history of Therapeutic community started in the Age of Enlightenment in the 18th century. That was a time when a lot of reforms were executed in the treatment process of mental illnesses. The new era started by a Frenchman Philippe Pinel (1745-1826) who developed the hospital psychiatry treatment towards more humane and scientific direction. By his actions, Pinel changed the atmosphere of many infamous hospitals to more positive and treatment focused direction. For example, he cancelled the use of chains in the hospitals.

(Jormanainen, Paula. 2002. Read 3.4.2009. Published 17.5.2002.

<http://gallia.kajak.fi/opmateriaalit/yleinen/ahorai/mielentervvehto/yhteiso.htm>)

The history of therapeutic community distinguishes three different stages: First, second and third generation milieu therapy. Milieu therapy stands for development of the surrounding treatment environment. Therapeutic community is part of broader vision of therapeutic view – it is one variant of milieu therapy. (Jormanainen, Paula 2002)

The first generation milieu therapy started in small private hospitals in the United States. The treatment implemented supportive care which relied upon humanity and tendency to spontaneous healing. The professional staff aspired to increase the activity of the patients by work, play, music, arts and discussion. The modern

day principles of Therapeutic community and the roots of practical work are attached to the age of moral treatment. Some key factors were interactional relations between patients, the possibility to influence common issues and team work. (Jormanainen, Paula 2002)

Harry Stack Sullivan was interested in studying interpersonal influences and communication in the framework of classic psychoanalytic theory. He was the starter of second generation milieu therapy and a lot of his sentiments are regarded as cornerstones of modern day thinking. One of the key factors was that Sullivan accented the importance of participation of the patients and also the relations between staff and patients. Sullivan's influence on the milieu therapeutic thinking in the United States was widespread. (Jormanainen, Paula 2002)

Therapeutic community - as a term - was founded around the World War II in England and it was heavily influenced by treatment experiments from the UK and from the United States. In the beginning the main aim of therapeutic community was to prevent the passivating impact of the institute – in other words so called institutionalisation. (Jormanainen, Paula 2002)

Experiences from the milieu therapy as a treatment form started to gather in the late 1950's. Maxwell Jones and Tom Main developed therapeutic community at the same time but independently from each other. Main's work was based on the theories which he developed together with his colleagues whereas Jones' work was based on experimental learning. (Jormanainen, Paula 2002)

Maxwell Jones became the key figure - and often described "father" - of therapeutic community. He started working in a military hospital after the World War II. Jones treated the patients who suffered from war traumas and neurosis, such as combat stress reaction and shell shock-syndrome. His work produced a lot of new ideas and developmental models which were carried out enthusiastically. The Jones' key thought was the idea which suggested that patients can help and treat each other and that internal relations between staff do not have to be formal and stiff. Changing the atmosphere can crucially contribute to the treatment process. Jones' discoveries and practical conclusions

were under strict consideration – the whole developmental process was thoroughly examined. The results proposed that also crises were to be seen as useful since they enabled the learning and growing process. (Jormanainen, Paula 2002)

Tom Main worked in England. His role was to be the developer of the ideological content of therapeutic community and he was also the first who used the term in his 1946 paper, "The hospital as a therapeutic institution". At first, the ideas of therapeutic community were executed in open care treatment through supportive therapeutic communities. The practical experiences and theoretical base of therapeutic communities started to summarize in the end of the 1950's when many reports and studies from the field were published. The influence of the early pioneers started to spread all over psychiatric hospitals. At the same time the importance of the milieu in the treatment process of children and youngsters was widely acknowledged. During this era the institution treatment was heavily criticised, especially among children and youngsters. (Jormanainen, Paula 2002)

The third generation of milieu therapy consisted of different experiments and adjustments of the treatment in the community. In the 1960's the productivity of the therapeutic community treatment was measured and it had influence on the forms of treatment. During this time, psychiatric knowledge was expanded and therapy was offered in individual, group and family forms. Significant to this last stage was that it was strongly linked with changes in societies all over the western world. (Jormanainen, Paula 2002)

4.3 Therapeutic community in Finland

The practice of therapeutical community has spread all over Finland and it has been modified and adapted to fit the purpose of each institution and agency. Therapeutic community and community education designate that the whole

community is used in the processes of treatment, rehabilitation and education. The community itself functions as an instrument of work. Learning into responsible co-operation and the methods of co-operation can most effectively be executed in a democratic community.

The “big wave” of therapeutic community became to Finland after World War II from central Europe, UK and United States, but also before some methods and similar ideas were used. One of the key figures in early Finnish history of therapeutic community was Christian Sibelius (the younger brother of famous composer Jean Sibelius). He was a professor of psychiatry in Helsinki University and the chief surgeon in Lapinlahti psychiatric hospital in the early 1900’s. Sibelius felt that it was important to develop the milieu and environment of the hospital and to maximise the freedom and independence of the patients. He was also a keen spokesman for open care, policlinic services and permanent training of the staff. (Jormanainen, Paula 2002)

The best known author and developer of modern therapeutic community and community education is Kalevi Kaipio, who adapted the ideology while working in a juvenile home in the 1970’s. His idea was to create an educational model for socially unadaptable boys, who had trouble with fitting in with the institutions rules. After some difficulties in the beginning, the experiment showed good results, for example skipping school and delinquency decreased. Kaipio has also suggested that differences between therapeutic communities and educational communities are quite small, since they both are based on similar ideology.

The following table present Kaipio’s point of view:

Table 1. Comparison of therapeutic and educational communities

Therapeutic communities		Educational communities		
Psychodynamic therapeutic communities	Sociodynamic therapeutic communities	Therapeutic communities for substance abusers	Educational communities	Educational collectives

(Kaipio 2009. <http://www.mikkeliyhteiso.com/art2.html>)

5. COMMUNITY EDUCATION

The community here can be regarded as the multiplicity of formal and informal associations which not only mediate the relationship of the individual to the state but which are also, in a profound sense, constitutive of the individual. This notion of the community that includes families, churches, clubs, societies and many other relatively small scale social institutions is not new. (Arthur 1999, 7)

Communitarianism has a special significance for schools and those who work in them. A school is necessarily a community – a community of pupils, teachers and parents. It is also, particularly through its parents, linked to the local community beyond its walls. A key function of schools is to help prepare pupils to become full participants in their community and eventually in society at large. In that way schools are inevitably committed to the “common good” – a notion that has perhaps become somewhat occluded in an age of rampant individualism. (Arthur 1999, 7-8)

The promotion of community is widely thought to be an important educational aim, benefiting individuals and society as a whole. However, the precise nature of community is far from clear. If it is difficult to articulate distinctive features of communities, then it is necessarily difficult to specify clear objectives to guide educators in the promotion of communities in schools. Such lack of clarity is demonstrated by the divergent use of “community” in education policy documents, aims and objectives, curricular frameworks and discussions of pedagogy. The imprecise nature of community supports a need for a broader theoretical discussion about the nature and importance of communities. This has significant implications for how educators are to conceptualize and promote community. (Gereluk 2006)

5.1 Boundary Conditions

If the client or worker does not have clear apprehension what has been agreed on the community meetings, or who is in charge of which task, insecurity and misunderstandings will arise. The clients feel they have been let down, because they can not decide the issues they thought. Conflicts which cause from misunderstandings will crumble the base from slowly building confidence. Also the rules, which the adults will decide, must be clearly pointed out. (Murto 1997, 194)

5.2 Practice – The basis of community education

Community education was “invented” to help solving practical educational problems. The premise situation was that “no one knew what to expect from the future”. The solving of various problems and growing up built up the trust that any upcoming problems could be solved together. This experience helped to set brave goals and predict positive future possibilities. The practice created the forms of action, different aspirations and principles. It was noticed, that one of the key factors in community dynamics is that community itself can create new aims and precepts. The community constantly creates and re-shapes the norms by defining the structures which it respects as a guiding line of its actions. Principles, which were defined together, became the tools of education. (Kaipio, 1977, 55)

This relation functions in two ways: the principles and goals are something that you have to grow up into, but also something that you have to be willing to criticise and alter. This concerns the whole community, not just some parts of it. The individuals of community learn to adapt themselves and through that the whole community adapts. It is interesting to know that this pattern actuates also

those communities which have not yet existed or are about to exist. (Kaipio, 1977, 56-57)

Community education can be defined as an educational and treatment process where all resources are aimed towards new behavioral schemas. This is carried out so that the educators and apprentices, professionals and clients, together create the guidelines, shapes and rules of the community, within the equal norms of both parties. This is done so that it educates and develops the personalities of the individuals, aiming towards strengthening the honesty, openness, justice, equality and higher level of humanity. (Kaipio, 1977, 57)

Community based model represents the differences between individual based and community based approaches.



(Kaipio 2009, <http://www.mikkeliyhtheiso.com/art2.html>)

5.3 The principles of action

Education and upbringing are always tied up to values. All communities have their value systems which their norms of education are based on. Thinking further, the society sets up the final norms of every functioning community, but in practice, the community itself is responsible how its values are actualized. (Kaipio 1977, 58)

Upbringing has always aimed at raising good people. “Good people” is a question which have many definitions. For example, during the World War II, the Nazis justified holocaust and other horrific actions by their own value system. The values which were tied to anti-Semitic thoughts made the Nazis feel that they were good, respected and obedient members of the established system and that they did nothing wrong in slaying millions of Jews. They had been raised up to fit the purposes of the system and they had no capacity or will to criticise it. In the Nazi community the upbringing system functioned scarily well. The values of the community strictly guided the behaviour of the individuals. (Kaipio 1999, 11)

Kaipio has presented a certain principles which clearly define the ideological structure of community and also provide the basic functional lines for its practice. These principles were presented already in the 1970’s but Kaipio has made some updates also in the 1990’s.

5.3.1 Equality

The value base of community education is equality. The principles of equality and sense of community requires that every individual has grown up to these values. In community, every individual has democratic rights. On the other hand, every time when democracy of children and youth has been challenged, it has

been noticed that democratic rights does not guarantee a democracy. The rights must be attached with active duties and learning must be attached with responsibilities. Real democracy does not happen if everyone is not willing to work towards common goal. If every individual is not challenged to do this, the active individuals become plain members of the community. In order to achieve the high sense of equal and democratic community, its functions included also a strict sense of responsibility - no matter if the community is family, school, institution or something else. (Kaipio 1999, 48)

The duty of the adults is that the children learn responsible behavior without forcing them. The sense of responsibility is something that you can not force a child to adopt and in equality no one is justified to do arbitrary decisions. The adults must find such methods that every individual can engage to. Every individual can act as an executive or as an executor. It is validated that roles should be altered so that everyone has an opportunity to be “leader” and so that, for example, adults should be lead by children. This is one of the principle factors of equality and therapeutic community, but it is also a method in education which will help the growing process towards equality. (Kaipio 1977, 59)

5.3.2 The principle of common sense

The principle of common sense emphasized the use of common sense which is based on every day’s experiences. Reasonable justification is essential when different practices are agreed on. It contains the trust that the community itself can solve its problems and that there is a natural born sense and morality which guide the human relationships and norms. (Kaipio, 1999, 49)

The principle of common sense contains a demand that every action within a community should be justified. All actions should be critically viewed on whether they serve the common goal of the community. The principle of reason is also

linked with individual responsibility demanding that no-one's aim is to do anything that is against this principle. (Kaipio 1977, 60)

It is often healthy for communities to question their old rules and regulations. When this is remembered it can be acknowledged that no procedure itself is self-evident or untouchable. Even though critical view of thinking is vitally important to the ideology of community education, it is essential to respect and nourish different traditions. (Kaipio 1977, 60)

The principle of common sense aims to keep the feet of community education on the ground. On the other hand, it suggests and encourages to brave and open-minded experiments and solutions. The goal of principle of common sense is to put the members of the community to work themselves:

- to trust themselves as a problem solver
- to build up their self-esteem
- to strengthen their willingness towards active participation
- to think and develop common issues

5.3.3 Honesty and openness

Honesty and openness in relationship – both inside and towards outside the community – are signs of well functioning community. Therefore, they became gradually the guiding principles of community functions. By the support of honest community its members can grow up to be open and honest people in the future. This principle acknowledges the fact that when people are honest with each other, it is easy to live and be with each other. Therefore the community can be therapeutic to all of its members. It is not accepted to desolate and oppress other members by malicious lies. (Kaipio 1977, 61)

In society, it is possible to suppress other members by social means. In educational community thinking this kind of behavior is called “social anti-social behavior”. In tough modern day social competition the success requires the use of these social anti-social skills. Own success is in relation with beating other – discreetly, but effectively. (Kaipio 1977, 61)

Social anti-social behavior relates to general insensibility and weak self-esteem. Socially anti-social child or youngster often feels his/her situation is similar to those who are openly anti-social. They also feel that they have to fight for their rights. In educational community thinking, the suppression of other is not accepted, no matter how social the ways are. Honesty and openness in human relationships guarantee that people can show their emotions and meet each other face to face, even in seriously contradictive situations. (Kaipio 1977, 62)

The healthy educational community is also open towards the society and all information about the community is honest and accessible to outsiders. The knowledge and information in the community is not a privilege to somebody, but a basic right to everyone. (Kaipio 1977, 63)

5.3.4 The absolute justice

One of the essential features in social communities is absolute integrity and the feel of justice. In a community, every member has to get justice in every demand. For example, if administrators defend some misjudgment, they violate the principle of honesty and also the principle of absolute justice. This will harm the community’s whole social system severely.

The authoritative educational system cannot coherently execute justice. It always involves a possibility for arbitrary decision by adults which justice can not be controlled democratically. In a community it is everyone’s right to demand a critical view on educator’s actions. Highlighted sense of justice is needed for the

weakest members of the community – those who are or have been in the community for a short time and have not yet assimilated the common norms. If the weakest members receive justice then the others will too. (Kaipio, 1999, 51)

In educational community thinking – as well as in societies in general – the rule applies: when those who are in a poorest or weakest position are taken care of, then the whole community is feeling good.

5.3.5 The principle of trust

Constant presence of mistrust will eventually result in individuals never trusting or being trustworthy. In a community, an individual must be given a right to be trustworthy. Showing trust in a community does not mean “blue eyed” believing that nothing could go wrong but still the possibility for trust must be given. If the educative breaks the trust of the educators, the malpractice shall be dealt with in a community meeting. In this meeting the look will be headed towards future and no accusations will be presented. The message from the community will present that trust will still be given and that the community believe that in the future the trust will get stronger. In a community there must be an atmosphere where everyone – despite of their personal history – will enjoy the feeling of trust. (Kaipio 1977, 64)

In educational community thinking deceiving the trust must always be treated like a small miracle. In Kaipio's studies, the showing of open-minded and outright trust especially to anti-social youngsters has proven out to be essential for social communities. Therefore it has been lifted up as one of the main principles.

Working with anti-social youth the showing of both sided trust is difficult. It also takes a lot time since it requires effort and confidence which will only come as time passes. Hurrying in the building process does not necessarily work the way

the educators would want to. The giving of trust in community always involves risks, but it is something that must not be feared. In practice it is actually obligatory for reaching the set goals. Learning the needed educational skills also requires that unnecessary risks – those which are doomed to fail – should be avoided. In this relation the right view will be achieved through principle of trust and – as always in growing process – through experience.

5.3.6 The physical and psychological integrity

“Integrity is one of the most important and oft-cited of virtue terms. It is also perhaps the most puzzling. For example, while it is sometimes used virtually synonymously with “moral”, we also at times distinguish acting morally from acting with integrity. Persons of integrity may in fact act immorally—though they would usually not know they are acting immorally. Thus one may acknowledge a person to have integrity even though that person may hold importantly mistaken moral views.

When used as a virtue term, “integrity” refers to a quality of a person’s character; however, there are other uses of the term. One may speak of the integrity of a wilderness region or an ecosystem, a computerized database, a defense system, a work of art, and so on. When it is applied to objects, integrity refers to the wholeness, intactness or purity of a thing—meanings that are sometimes carried over when it is applied to people. A wilderness region has integrity when it has not been corrupted by development or by the side-effects of development, when it remains intact as wilderness. A database maintains its integrity as long as it remains uncorrupted by error; a defense system as long as it is not breached. A musical work might be said to have integrity when its musical structure has a certain completeness that is not intruded upon by uncoordinated, unrelated musical ideas; that is, when it possesses a kind of musical wholeness, intactness and purity.

Integrity is also attributed to various parts or aspects of a person's life. We speak of attributes such as professional, intellectual and artistic integrity. However, the most philosophically important sense of the term 'integrity' relates to general character. Philosophers have been particularly concerned to understand what it is for a person to exhibit integrity throughout life. Acting with integrity on some particularly important occasion will, philosophically speaking, always be explained in terms of broader features of a person's character and life. What is it to be a person of integrity? Ordinary discourse about integrity involves two fundamental intuitions: first, that integrity is primarily a formal relation one has to oneself, or between parts or aspects of one's self; and second, that integrity is connected in an important way to acting morally, in other words, there are some substantive or normative constraints on what it is to act with integrity.” (Stanford Encyclopedia of Philosophy, 2008)

The principle of physical and psychological integrity amplifies every human's right to live without fear of physical and psychological violence. These are basic rights which belong to everybody. In many educational instances and communities this principle has experienced such big relapses that it is reasonable to emphasize the importance of this principle. Successful democratic education requires every individual's total human integrity. In community it has to be clear that violence is not a solution to anything. The principle of physical integrity does not rule out the showing of loving, tenderness and affection. (Kaipio 1977, 65)

The children attend to use their given rights anti-socially against the adults when they have not assimilated the responsibility which is linked to rights. For example, in schools where democratic views were introduced without teaching about responsibilities, there has been effort to overcome the teachers by pupils. The attempt has included an intension that adults will work by the rules of children. (Kaipio 1977, 65)

Educational community thinking emphasises humanity, consideration of others and equal respect of every individual. This also means complete abstinence from all kind of physical hurting, defaming and mocking. Different matters shall

be criticised, other people may be suggested to change, but his/her humanity must be respected with no exceptions. All kinds of defaming, mocking and pointing out different physical deviations is quite common among children and youngsters so this principle is very often dealt in educational communities and other instances. (Kaipio 1977, 66)

It is essential to remember that the youngsters in Häkkinen have been taken away from their legal guardians and taken into custody. According to Françoise Dolto (Lapsuuden taitekohtat, 143), this is in a way an expression of psychological violence itself, when child has been taken away from his/her natural environment. The youngsters may have many loving and caring adults around them, but they will only have one mother and one father. These experiences have to be taken into account when planning and organizing different activities in the community.

5.3.7 The generalizability of the principles

"In many ways, generalizability amounts to nothing more than making predictions based on a recurring experience. If something occurs frequently, we expect that it will continue to do so in the future. Researchers use the same type of reasoning when generalizing about the findings of their studies. Once researchers have collected sufficient data to support a hypothesis, a premise regarding the behavior of that data can be formulated, making it generalizable to similar circumstances. Because of its foundation in probability, however, such a generalization cannot be regarded as conclusive or exhaustive." (Colorado State University, 2009)

Every community can create their own principles according to their needs and practices. The previous six principles are presented by Kalevi Kaipio and have been in practical use in juvenile homes around the Jyväskylä area already from

the 1970's. Since then the principles have been seen minor changes but the general guidelines are relevant regardless of time and place.

5.4 The development stages of community

5.4.1 Community which promotes indisposition

The personnel lack a mutual view and concept of community's basic tasks, goals and practices. Regular staff meetings are not organized. The existence of various problems and dilemmas is denied. When asked, if the personnel has agreed on educational guidelines, the answer often is that every clients needs are responded on individual basis. Visitors and outsiders are treated with suspicion and communication, interaction and eye-contact with them is avoided. Disturbances in growing process are explained with difficult client material. (Kaipio1999, 56-57)

5.4.2 The incoherent group of people without common norms and goals

The deviances in the norms and values which guide the growing process are visible to the eye. The working staff defines the behaviour terms and rules one-sidedly and obligate the clients to act according to them. The written rules and regulations are often informed to clients without discussion and debate. (Kaipio 1999, 57)

One of the essential features in this stage is versatile lists of rules, regulations and norms which are hard for even the working staff to remember. The clients will create their own norms among them and act according to those. In some parts the clients may think that the norms, which the personnel have set are justified, but usually they rebel and antagonize against them because there has

not been a shared commitment to them. The clients might play various mind games based selfishly according to their own norms. The communication within the community is devious. The values and norms are adjusted by the law of the strongest. The staff functions mainly as a controller and guardian who tries to keep up the authority by orders and interdictions. (Kaipio 1999, 57)

5.4.3 The externally unified pre-community

Co-operation between the staff and clients is improved. For example meetings are arranged planned to be held regularly and clients will have their say occasionally. The clients are encouraged to express their opinions. The working staff is proud to present improved co-operation and atmosphere with clients. Also the discipline and order are improved, comparing to the previous stages. (Kaipio 1999, 58)

The staff cannot see significant changes in a relationship between them and clients. The clients regard the staff's arguments about "good situation" usually with cynicism, which can be seen on their appearance and gestures. The clients attend to use new rights selfishly to their benefit. The communication between staff and clients has improved but true honesty from interaction is missing. This can also be seen from outside the community. The sense of immediacy is absent from the interaction between staff and clients. Open anti-social behaviour and disturbances in behaviour can be treated in this level effectively. (Kaipio 1999, 58)

5.4.4 Social community

Within a community, a certain nuclear group of clients, who support the norms, values and goals of the educators, can be identified. The educators respect the nuclear group, secure its situation in the community and take the critic it is

presenting seriously. The educators also aspire to adapt the functions of the community on basis of this information. The nuclear group sets growing challenge on the community by questioning the actions the educators and demanding greater equality between the staff and clients. Reasonable decision making gets highlighted in co-operation and problem solving between staff and clients. Social anti-socialism, like as independent selfish aspirations and mind games are revealed in discussions. They often cause anger and even hostility. Sincere intention towards mutual helping can clearly be seen. (Kaipio 1999, 58-59)

The use of previously mentioned nuclear group is part of aware adaptation of community education. This means that educators get help from nuclear group of educative – those who have assimilated the norms of social community and educational community well. This active and willing nuclear group will provide the foundation which enables the whole growing process. (Kaipio/Murto 1988, 126)

The nuclear group will create it, you cannot create it by manipulation or by rewards. It is build on trusting and respecting the adults. When adults are truly ready to act on behalf the clients, the boundary conditions are set clearly and they act logically and consistently in practical situations, then some of the bravest and outspoken clients will come forward to help adults in conflict situations. (Murto 1997, 195)

5.4.5 Educational community

Educators and other members of a community share the same values, norms and goals. Strong feelings of unity and equality are present. The educators feel that they get support from the community, even in difficult and unpredictable situations. This enables the educators to carry out distinctive and original actions without fearing the response from the community. The different tasks are assigned equally, flexibly and fairly. The tolerance, understanding and patience

towards abnormalities and new members are at high level. The future is planned persistently – both from individual and community's points of view. The actions are criticised and questioned as an on-going process. Identified problems are treated as a positive change to develop community. The community reveals and intervenes its members' selfish aspirations. (Kaipio1999, 59)

6. EMPIRICAL RESEARCH

6.1 Häkkinen juvenile home

6.1.1 General description of Häkkinen juvenile home

Häkkinen consists of a juvenile home and five supported living apartments, and both units are a part of Häkkinen educative community. Häkkinen is owned by Keski-Suomen Taitoniekka Oy and Jyväskylä koulutuskeskus. Jyvässeudun nuorisoasunnot Oy are neighbor, landlord and working partners in matters where there is need for co-operation with Häkkinen juvenile home and supported living apartments.

Häkkinen's target group is youngsters with drug experimenting and addictive behavior. Häkkinen can provide special support for the client with these types of problems. Häkkinen juvenile home sells their services to Jyväskylä municipality and other municipalities they may have co-operation with it, as for example, Kouvola, Jämsä and Tampere.

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(Häkkinen kyläyhteisön toimintasuunnitelma, 2008)

(Häkkinen kyläyhteisö, [http:// www.kstaitoniekka.fi/yhteistyokumppanit.php](http://www.kstaitoniekka.fi/yhteistyokumppanit.php), read 30.4.09)

6.1.2 Ground values

Häkkinen's work ideology is community education with Kalevi Tapio as -- Häkkinen juvenile home's mentor. (Interview, Maija Mänttari-Van Der Kuip, 01.05.09). Häkkinen juvenile and supported living noun missing can offer its clients therapy and activity groups on different levels, all related to the problems they may have, Häkkinen's special field is youngsters with drug experimenting and addictive behavior. Häkkinen juvenile home and supported living strives to assist youngsters in their daily lives, offering support and guidance, assisting them with setting clear rules and making the clients understand consequences of their own behavior. (Häkkinen kyläyhteisön toimintasuunnitelma, 2008)

Häkkinen juvenile home and supported living apartments work as a community, where the whole group is working towards being a healthy community. (Interview, Maija Mänttari-Van Der Kuip, 01.05.09)

6.1.3 Häkkinen juvenile home's evaluative methods

According to Maija Mänttari-Van Der Kuip, Häkkinen juvenile home have been lacking a routine in their evaluative methods, and is in the process of developing an evaluative system. Recently they have developed a tool where they, with the clients, evaluate the past weeks happenings and daily routine. When a client leaves Häkkinen juvenile home he/she is handed out a form that can be filled out by the client himself, by guardians or the client's family members. The form has open questions about Häkkinen juvenile homes way of work, group activities and meetings, along with other points related to Häkkinen's activity and procedures. (Interview Maija Mänttari-Van Der Kuip, social worker, Häkkinen juvenile home)

6.2 The youngster's evaluation

6.2.1 Method and process

The research is qualitative and client-based, and the research results will be used to measure the quality of physical activity groups and community groups at Häkkinen juvenile home seen from the client's point of view. A part of the aim is also to let the youngsters do the evaluation mainly on their own, with as little interference from staff members or research students as possible. The research is also a tryout period for this quality measuring tool at Häkkinen juvenile home.

The structure of the questions was deliberately open and easy. Easy, because the clients were meant to handle the interview on their own, with no, or as little help from the workers or researchers as possible, and because more complicated questions could be boring for the youngsters. Open questions were used because of the purpose to open a discussion between the clients as they interviewed each other and because of the qualitative approach chosen. There would be more focus on the answers of the youngsters and their opinions than on the amount of answers.

Getting a consent for the research was not an easy task, because the clients were underage and not able to give themselves permission to participate in the research, the guardians of the clients were handed out a paper explaining the research purpose and methods that would be used. The question about confidentiality was also explained, and that the youngsters name would not be

used in the thesis, only the answers they had been giving in the interviews. The guardians were to return the paper with a signature to the researchers. The paper was sent out to four guardians, and the answers were all positive. It is also important to mention that the youngsters were never forced or obligated to participate in the research, it was all voluntary participation.

There was also a need to get permission from the Häkkinen juvenile home's leader. At some point, according to the leader, there was also a need to get permission from the municipality. When the leader contacted the municipality, they advised her to contact the ministry of social affairs and health. The person who could handle these types of permissions was on holiday, so the process of getting this permission began to be longer than expected. When the leader finally got a hold of this person who could handle this request, this person referred the leader back to the Jyväskylä municipality that could now tell that the leader of Häkkinen could write the permission for this research. This process of gathering approvals from practical training place, guardians and municipalities and several offices took more time than estimated.

The clients taking a part of see above the evaluation were four 14-17-year-olds that were steadily living at Häkkinen juvenile home. These youngsters were chosen because of their likeliness to participate in the groups in question during a period of three weeks, starting on the 31st of March 09. The staff members were consulted in the choosing of the clients participating in the evaluation research. The criteria, as mentioned above, were whether the clients were likely to participate in the groups or not.

The whole research process also included a final evaluation meeting with the clients, which started 31.3.09 and ended 2.5.09. The interviews only lasted for a period of three weeks. The youngsters were asked to participate in this study about one week before it started; they were told that a letter had been sent to their guardians giving them the permission to participate. Although the guardians had given their consent, the clients were informed that the evaluation research was voluntary. The first evaluation was done by the youngsters

31.3.09; during this first time, the clients were informed by the researcher on how they should use the interview forms.

There were needs for further guidance and explanations for two of the clients during the interview. The researchers were not at any point trying to influence their interview process although one of the interview questions had to be explained. The youngsters were encouraged by the researcher to answer in their own way and speak their own mind, without having to be afraid that their answers would have any negative consequences for them.

6.2.2 Physical activity group

Physical activity groups are common in most juvenile homes, not only in educating communities (therapeutic communities) and are a part of the weekly routine. It gives the youngsters a chance to experience new activities, and even to find a personal hobby. For a human being to feel healthy both mind and body has to be healthy. (Biddle, Fox, Bouthcher 2000, 2)

Physical activity is important for a person to be healthy. (Biddle, Fox, Bouthcher 2000, 14) Exercise has been proven to relief stress, and is associated with increasing positive mood and feelings. (Biddle et al 2000, 41)

At Häkkinen the activity group is a part of the educating community and of bonding the group together. With exercise the youngsters' energy level increases, and a feeling of well-being in another way than from drug stimulation, and there may be a feeling of pleasure from doing something with other people. (Interview, Maija Mänttari-Van der Kuip, Sosiaalityöntekijä, Häkkisen kyläyhteisö 1.5.09)

The physical activity group takes place once a week if there is not any unusual happening; the group may be delayed, or may be replaced by other activities. The physical activity group usually lasts about one hour, and the clients that live

at the juvenile home are obligated to participate. The clients can make suggestions to what they would like to do in advance, and the staff members will organize the activity.

7. ANALYSIS

7.1 Community Meetings

The analysis of community meetings was made from outsider's point of view since the author was not present at the community meetings at question. After studying the gathered material it seemed obvious that filling the questionnaires is much harder for some youngsters than others. The data was collected from two community meeting sessions on 31.3. and 7.4. The total number of the filled questionnaires was 8.

There were no clear contradictions or indifferences in the answers and nearly all questions in the papers were answered. Overall feeling of the answers from the community meeting sessions was positive and supportive and youngsters strongly indicated their active involvement;

“(Nuoret ja ohjaajat) osallistuivat hyvin” (The youngsters and the workers participated well)

“(Nuoret olivat) aktiivisia” (The youngsters were active)

When participants were asked to describe the community meetings by one word, the results were enthusiastic. Most of them described the sessions to be good (“hyvä”) and nice (“mukava”). One participant answered that community meetings were necessary (“tarpeellinen” and one active (“toiminnallinen”). The answers suggest that the youngsters are showing their interest towards the meetings and organizing them weekly is supported. Only one answer from 8 hoped that meetings would not be held so often.

The roles of the youngsters and workers were also asked in this research. The youngsters felt that they took part actively and had a possibility to say what they were thinking:

“Sai vaikuttaa asioihin” (Got change to influence common issues)

“Sanoi mielipiteet suoraan” (Spoke directly their opinions)

These answers suggest that one of the main principles of community education, equality, is present at Häkkinen Juvenile home. The youngsters, as community members, have their say and everyone’s voice is equally respected. The answer also reflects to other important principle, honesty and openness, since it allows a direct way of speaking.

The role of the workers was seen differently. Some of the answers were seen from positive point of view:

“Osallistuivat hyvin” (Took part well)

“ Osallistuivat mukavasti” (Took part nicely)

And some from negative point of view:

“Puuttuivat asioihin” (Interfered to common issues)

“Valittaa kaikesta” (Complain about everything)

The latter does not necessarily represent the workers role in the community meeting but suggest a general attitude towards certain worker or workers. The first answer “Puuttuivat asioihin” presents a far greater threat: if the youngsters feel that workers of the community interfere too much on the common issues, the principles of equality and trust may in be danger. Since there is only one answer which suggests this, it is not likely to happen, but it has to be taken into consideration. It is also necessary to remember in community educational thinking that certain rules have to be followed and everything cannot be agreed on together with youngsters. Many tough decisions arise and in the end it is the educator’s responsibility to act according to them. This often causes tight

arguments back and forth and may cause that youngster (especially when he/she is new in community) do not feel being part of the community. The growing process was explained in the earlier chapter, “The development stages of community”.

When asked, “How do you think the community meetings are beneficial to you”, the youngsters felt that meetings were important part of the life in community. Most of the answers were written from individual point of view:

“Sain asiani kuulluksi” (I got my issues to be heard)

“Sain vaikuttaa asioihin” (I got to influence issues)

“Saa pitää puhelimen kipeenä” (I can have my cell phone with me when I’m sick)

And some were written from the community’s point of view:

“Saimme parannettua yhteisön sääntöjä/käytäntöjä” (We improved the rules/practices of the community)

“Edistystä asioihin” (Progress to common issues)

Both points of view are important since they show that the youngsters are on a different development stages of community. Those, who see the common issues strictly from an individual point of view, belong to the first three development stages of the community, probably to the third, “The externally unified pre-community”. They do not yet see the issues concerning the whole community but mainly themselves. In this stage the youngsters are slowly becoming aware of their influential changes in the community but are not able to use the full potential of it. It can be assumed that they have not been living in Häkkinen for a very long time or they have enclosed themselves from the surrounding influences.

The youngsters, who answered from the community’s point of view, are further on the educational community thinking. The answers give an impression that the writers have been living in Häkkinen for a longer time and have adopted the common norms better. In educational community thinking they can be said to

belong to fourth (“Social community”) or fifth (“Educational community”) developmental stage. These youngsters clearly belong to nuclear group of the community who often are speaking for behalf of the whole community. What remains unclear is how and in what form do these youngsters see the community – is a community of youngsters in similar situation or is it a community of youngsters, workers and other staff. Although the latter is more likely there is possibility for a slight distortion of thinking.

Turning the same questions around, “How do you think the community meetings are not beneficial to you” showed us many “I don’t know”. This suggested that either question was too difficult or the youngsters were not willing or able to criticize the community on paper. Some results proved to be notable:

”Asiat jotka eivät menneet läpi” (The issues that did not pass)

”Puhuttiin samoista asioista” (We spoke about the same issues again)

”Käsiteltiin asioita jotka eivät koskeneet minua” (We dealt with issues that did not relate to me)

The answers tell about frustration towards the meetings if they are not relevant or they have not gained enough support to go through. This indicates a democratic way of working where important common issues are being voted on. It is also essential to notice that the meeting did not get any criticism but the issues that were dealt with did.

Question number five received the only homogenous answer. Everyone answered plainly “Kyllä” (Yes) on the question whether they would attend the community meetings voluntarily. Above all, this indicates that community meetings are not only useful, but also somehow attractive and enjoyable occasions.

The following question inquired “Why would you attend or not attend the community meetings”. Again the previous pattern of seeing things from two points of view occurred. The same two writers who could see from the community’s point of view stated:

"Saisi parannettua yhteisöä" (To improve the community)

"Asioita saadaan paremmaksi" (To get things better)

These comments confirm the notion which the previous question gave. When a community member has adapted the common norms and acts accordingly to them, it reflects its impact on both behaving and thinking. This way of seeing from a other persons point view is typical for adult thinking, not for children or adolescent. This indicates that these youngsters are quickly showing signs of growing towards adulthood.

The other point of view, which highlights the implements and aspirations of an individual, remarked:

"Jotta saa omat ajatukset julki" (To get my opinions public)

"Saa äänensä esille" (To get my voice out)

"Saa puuttua asioihin" (To intervene with things)

In these answers you can detect the willingness to influence and get opinions out but only from own, assumingly selfish, point of view. The last comment remains a bit unclear since it is difficult to find out which connotation it presents. "Intervening" can be comprehended in both positive and negative ways and in this answer it is not visible. What can certainly be said is the point of view which also represents the individual view of seeing.

Question number 6 asked the youngsters to look the community meetings from a community's point of view – "How do you see the community meetings beneficial to community?" Clear consensus was seen on the answers and also that the feeling of "togetherness" could be pointed out. The perspectives emphasized the plural form of we:

"Puhuttiin yhdessä asioista" (We spoke issues together)

"Kaikki saivat äänensä esille ja vastaukset kysymyksiinsä" (All got their voices heard answers to their questions)

In these answers the presence of educational or social community was most validly present.

"Yhteisö sai puhua yhdessä" (The community got to speak together)

"Yhteisö sai mielipiteet julki" (The community got their opinions public)

"Yhteisön hyvinvointia parannettiin" (The well-being of the community was improved)

Again, these answers were good examples of bringing out the community's voice instead of individuals. This does not represent such a clear difference in developmental stages of community since the question asked the writer to look from the perspective of a community. Overall this question produced positive feedback which can provide some good results for the community in the future.

The youngsters did not feel that the attitude of others influenced actual sessions at all, nor did they think that their own attitude influenced the others. The content of the answers told us the same but the answers themselves were not similar. This indicates that the youngsters did not influence each other too much while answering.

Questions 10 and 11 inquired "what positive and negative sides you see in this action". The results from the positive sides indicated the importance of the equality in educative community:

"Asioita mitä nuoret toi julki huomioitiin" (The issues that the youngsters brought up were paid attention)

"Nuoret saivat mielipiteensä julki" (The youngsters got their opinions public)

This indicates how strong and powerful thing from the viewpoint of the youngsters the equality is. When decisions, rules and norms do not come from "somewhere above you" but rather from humanistic and comprehensible level, they are easier to adopt and follow. And when you have been part of this decision making, it is even easier.

The answers to negative sides of the community meeting produced one comment which needs to be brought up:

“Asia mikä otetaan esille, luisuu usein käsistä” (The issue which is brought up, often gets out of hands)

This answer can actually be seen in a positive light since it suggests that the youngsters are active and enthusiastic about meetings. And when this happens, “things often get out of hand”. At least to me it gives an impression of fierce debate where different sides of issues are measured and sometimes maybe even exaggerated. I acknowledge the frustration which could come from this but at the same time it is very important to allow the atmosphere of free speech in the meetings. When this atmosphere is created correctly, at some point the issues quite naturally can “get out of hand”. From creative point of view these moments can prove out to be very fruitful.

The last question was really important for the development of community meetings and self evaluation. It inquired that “How this kind of action can be developed?” Some of the youngsters were satisfied as it is now:

“Mielestäni toiminta on nyt kelvollinen” (I think it is ok now)

But some demanded bigger investments from the youngsters:

“Nuoret osallistuisivat paremmin” (The youngsters would be more active)

“Olisi hyvä saada kaikki puhumaan” (It would be good to get everybody to speak)

These comments suggest that few youngsters are seeing that all of them are not participating as active as some others. It can be assumed that those who commented about this are themselves very active and open in the meetings and value this kind of behavior highly. It also seems likely that these youngsters are the same as those who were believed to part of a so-called nuclear group in the previous chapter.

A community meeting is a meeting where all the members of the community are present. The main idea is that everyone inside the community can and will influence the common issues whether they concern the daily activities, rules or routines. In a community meeting everyone has their say and everyone's voice is equally respected. These points came clearly out from client questionnaire also. In educational community thinking, every community will develop and adapt their own ways of influencing the common issues. So, organizing a community meeting should not be seen as compulsory but as an option.

7.2 Physical Activity Group

From the physical activity group there were six interview forms, four from an activity trip, and two from the regular activity group. Due to absence of two clients, the forms were completed by one pair only. The first part of the analysis will be focusing on the activity physical activity group in two parts, first part analyzing the earliest interviews and the second part analyzing the second interview session. In the end the physical activity groups as a whole will be evaluated in the perspective from the youngsters' findings. The interview forms are added in the appendix and the questions will be referred to by their number in the original form. The answers are originally in Finnish and are translated by the researchers into English.

When looking at the forms, the overall expression is very positive. It seems obvious that the activity was very much liked .When looking at question one, three of the four clients state with the same word that the activity was "fun", one answered with "nice" These answers describe all the answers in the interview forms handed in after the activity trip, positive attitudes and a reflection of joy and satisfaction. The fact that three of the clients used the same word to describe the activity may be a coincidence, or two clients may have influenced each others answers as they were interviewing each other.

The answers to question number two are the same from two participants. Also, the answers are the same from the other two. The first pair answered:

"the youngsters were active in the participation of the activity", and D, E writes:

"..spent time together.."

It is clear that the youngsters saw their own role in the activity as positive and that it was nice to be together with the other youngsters. It may seem as the youngsters have misunderstood the question, they are not answering to what their roles were in the question, but to what they were doing and experiencing.

When the clients picture the leaders' roles in the activity (second part of question three) their answers are the same in two of the forms: "gave instructions" It seems that the leader is looked upon as a task giver, not participating in the activity at the same level as the youngsters. The others state that:

"the leader were more relaxed"

"the leaders were also participating nicely"

There is an overall positive attitude towards the leaders' participation. It sounds as if the leaders were usually tense, as there was put weight on the relaxed behavior of the leaders. The opinion about the leader's role in the activity is split among the youngsters. The first two of the youngsters did not see the leaders as a part of the community, but an outsider who was giving only the instructions on what to do.

From question three there is one answer that sticks out from the others:

"getting to spend time together without being drunk".

This youngster sees sobriety as a positive thing, as well as having fun together. The other participants are also focusing on the time they spent together as a community and that the activity was nice. There are three different focuses generally in all the answers, togetherness of the community, having a nice time, and managing to have fun without being drunk. All these comments are positive,

and reflect some of Häkkinen juvenile home's values and goals, especially the answer about being sober and spending time together. This is what it is all about, enjoying activities and social company, not being influenced by drugs or alcohol. If a teenage client, with most likely a drug influenced past, sees a positive part in being sober and doing an activity, the community has achieved something: a positive change in one of the members.

To a question whether there was something useless about his activity three clients did not answer, and it can be seen as a positive statement to the activity as there were no negative comments. One of the youngsters said that : "feels like there is nothing useless about the activity". Again this shows how successful the activity has been for the community, although there is not more than one answer.

When asked if the youngsters would participate voluntarily in the activity, three of them would participate voluntarily, and when answering to why they would participate one of them said:

"Because it was fun"

, another one said:" Because it was fun to be with everybody". These two answers reflect how fun is important for the youngsters when doing something, and maybe there is too little of exactly this at Häkkinen, perhaps there should be a bigger focus on doing enjoyable activities together as a community.

Three of the four participants answered in some form to question six that the activity was useful to the community because everybody got to spend time together two of them using the word community. This suggests that the community is in need of exactly this time together, bonding in relaxed environment, and perhaps getting to know each other better outside the communities own walls. One youngster also stated that the community needs to take it easier, leaving the impression that the community has been in the in the need of relaxation, perhaps the community has been under strain and in need of a break, or is the community always tense in the youngsters eyes, and there is

no room for relaxation when being part of the community and its activities. If the latter statement is through it is sad for the community, it means that the clients do not feel comfortable or able to relax during the communities daily rhythm.

To question seven two of the youngsters again answered exactly the same: “the others happiness influenced me in a positive way”. The two others answered that the others did not influence them in any way. There is a clear split in the youngsters’ answers. The two who answered the same is of that opinion that they were influenced by the other happiness and therefore also they also got happy. The recognition of how people are able to influence each other is very positive. Recognizing that behavior and attitudes of others has an effect on oneself, and that own mood was increased because of others good mood. This statement reflects the clients’ ability of self-reflection and awareness of others feelings.

The other two stated that they were not influenced by the others. Obviously they were influenced as they also mentioned the joy they had of being together as a community and saying that it was fun. The activity would most likely have not been as fun if the other youngsters had been in a bad mood or not participating in the activity. The two clients’ may have been unaware of the others influencing them, and this suggests that they still have a way to go in understanding the ways of a community, that we all affect each other with our behaviors and attitudes

Except for the answer from one client, all participants were of the opinion that they did not influence each other with their behavior during the activity except. The one that answered says:

“I spread happy feelings to the others”

This client also answered in question seven:

“The others happiness influenced me in a positive way”

This youngster is aware of own influence on other and also on how the other influenced the youngster. A mature and reflected statement compared to the three others.

On suggestions to how often this type of activity should be, all the clients answered that it should be often, again expressing their positivity towards the activity, and the wanting to participate in this activity. It is clearly an important part of the community's practice in the youngsters' point of view.

Answers show that the two clients thought that the, one states:

"Got to have fun sober" and another "it was fun".

Three of the answers mentioned the positivity of being with the other youngsters. The word fun is used to describe the activity. The clients do not see any negative sides with this activity except that it was too short, and this is obviously seen as a positive answer.

None of the clients answered to the question about development of this type of activities. Perhaps the activity was so good that there was no use for development or the youngsters were bored of answering, or maybe they did not know how to answer the questions or did not understand the question.

Looking at the answers from the activity group there is the same general positivity in the answers. In one the clients states that the activity was "nice" and in the other the client states that it was "sportive", interesting choice of answer as it was a physical activity group. The activity was good in the youngsters' opinion, and sportive.

In question two both of the youngsters are of the opinion that the youngsters were taking actively part of the activity, and the same opinion is about the leaders in the second part of the question. This means that in the eyes of the youngsters the adults and youngsters have been taken actively part of the activity, nobody was watching from the side. This is important for the community

to a whole, and working together, so again a positive answer. This shows that the community was taking a part of the activity as a whole, nobody were left outside, or chose not too participate, which would have split the community, and breaking the spirit of the community.

To question three one of the clients said that: "fitness improved" and other that the other: "it was sporty and fun". The clients did not see anything useless in this activity, and the purpose of the group is gain successful, the youngsters enjoyed the activity at the same time they were doing physical movements. The youngsters were motivated to do this activity and, in fact, enjoying moving their body.

Both of the participants would take a part in this activity voluntarily, one because it was fun and because it was an opportunity to move. If the activity was not as fun, it suggests that the one client would not participate voluntarily with only the purpose of moving as a motivator. The other youngster most likely would as the client sees the purpose in being active and in improving ones physical shape. The answer to question six both states in own way that the community members got to spend time together, not seeing any other benefits for the community. The importance of bonding and being together as a whole is important, but there are also other factors that may be focused on like, finding a common interest, experiencing something new together, and practicing behavioral skills in a another setting than in Häkkinen.

Answering to how the other participants were influencing own behavior one of the clients answered that:

" I participated because the other also participated that well"

Following, the client answers that the other clients were not influenced by the clients' behavior. So, the client is aware of the other influence, and not influence of the others influence on own participation. The first question may be easier to answer; knowing how others influence you. Knowing how you influence others is a more difficult. The selfreflection skills and awareness of others' behavior and

feelings have to be well-developed to understand how others behave and why they behave as they do.

Both youngsters answered that this activity group should be once per week, just as they are at Häkkinen at the moment. The youngsters were pleased with the frequency of the group as it was.

Positive sides of the activity were that all had fun. The clients answer the same to this question, and had no more positive comments than this one sentence. Again the importance of fun is stated, and that all were having fun together. It was interesting to see that they state that all had fun, not using the "I" at all. Shows the youngsters awareness of being a part of a community, and not only experiencing as an own individual, but together with others. Negative sides of the activity are in the youngsters' opinion none.

When asked how this activity form can be developed both answered:

"Different kind of sports"

This means that the youngsters' would like to try out different types of sports. Maybe the variety in activities has not been as good as it can be. It is positive that the youngsters show interest and willingness to try out new things. This shows that the youngsters enjoy being active and would like to find their own sport interest.

The physical activity is seen as a positive part of the daily routine. The importance of doing together as a community is important for the youngsters. Fun is also a big factor, mentioned by most of the youngsters, even several times, fun is appreciated. It seems that activity groups are popular, and as mentioned above it gives the community time together, relaxed and fun time.

It is also described as a break, perhaps a break from routines and the otherwise more serious matters at Häkkinen juvenile home. There is also a general positive attitude towards the leaders taking part of this activity group, when

compared to the community meeting the leaders are looked at with a more positive attitude.

There are no suggestions to how this activity can be developed and as mentioned above, there may be several reasons for this. Anyway it looks like the youngsters are very satisfied with the physical activity group, and are willing and happy to take part of the activities.

Some of the clients were answering exactly same to most of the answers, thus there were two fairly same interview forms. Some reasons why the clients may have answered the same were not wanting to admit own opinion, fright of being made fun of, not bothering to answer properly, other client telling what it right and wrong etc. This list can go on and on, there will probably be no answer to this question, but there may be some answers if referring to the youngsters' evaluation of the process where a client states that the questions were boring and repeating themselves. This may have been expressing the attitude in the client towards the whole evaluation.

8. EVALUATION

The start of this thesis was a long process in itself, and in the beginning it was probably, as most theses, confusing and overwhelming. The outcome of the research was interesting and useful. The process of doing the research and making a thesis was although surprisingly slow, with some obstacles that could not have been predicted.

8.1 Evaluating the evaluation

8.1.1 Clients view

It was decided to do the evaluation of the evaluation relaxed over a cup of coffee. One of the researchers and three of the youngsters participating in the research evaluated the process. Everyone was there, except one of the clients, who had moved away.

“Some of the questions were stupid...”

One of the youngsters was asked how they felt doing this type of evaluation after physical activity group and community meeting one of the girls answered that the questions were stupid. When asked further why she thought so, she answered that the questions were repeating themselves. When asked if they would do this type of evaluation in some form in the future, the youngster answered no.

What all three clients agreed on, was that the form was too long and that there were too many questions. When asked if this could, in some form, be used later, one of the clients answered that it could be used if it was shorter with fewer questions. One client also said that it could work if the evaluation was done only once a week, not twice or more as now had been done.

When the youngsters were finally asked if they benefitted anything from these interview evaluations, there was silence, and a girl commented that she could not see her benefitting from this type of evaluation. The rest of the group did not comment on this question.

“...got to think about the group a little bit longer...”

What this comment meant is still unclear as the client was not able to explain what she meant more than this one sentence. Does this mean that it was for her an extension of the group activity?

In the end, the youngsters were asked if they had any comments, and the answer was a clear and short “no”.

8.1.2 The staff's view

The staff's feedback of the research was given by one staff members, , that in this feedback represented the whole staff group. The staff member used the interview form as the base for her feedback as none of the staff had been involved in the actual interview process, more than handing out the interview forms. The staff member stated that the form was good, and that it was good to use as an evaluative tool, especially after community meetings. Question number three and four were especially good in the staff member's opinion and also said that the form makes the youngsters think about their own behavior and answers. The interview form is a channel for the clients to evaluate each other. In the staff member's opinion, evaluation in an interview form is good because the interview method opens for a discussion between the clients, and not so good in the way that the clients may influence each other's questions.

8.1.3 Students' view

The evaluation took more time than expected, and there were not as many interview forms completed as expected in the end. The evaluation period ended before time, and this was the choice of the researchers. This meant that one of the community meetings and one of the physical activity groups were not evaluated. The reasons for this were several negative issues, the absence of clients, prolonged time schedule and the lack of enthusiasm from the clients. The last issue were the main reason why the research were ended before time, in the researcher point of view there were no sense in making the youngsters take part of the research anymore against their own will. Their behavior and attitude revealed their lack of interest in the interviews.

8.2 Complications

Because of critical client situation at Häkkinen juvenile home at times, some of the activity and community meetings were postponed or cancelled. These

situations were not possible to foresee. After a critical situation at the juvenile home there was often an urgent community meeting, but the research interviews could not be used to evaluate these urgent meetings because these meetings often focused on explaining one client's personal and critical situation.

During these urgent meetings, it was usually the staff who spoke the most and explained for the youngsters what was happening or what was about to happen. The youngsters were usually quite silent or upset during these meetings. So, because of these very personal matters in some meetings, the interview forms were chosen not to be used. At other times, the groups were cancelled because of lack of staff to plan and lead the groups. The staff was unavailable because of other more prioritized work tasks. At one time, the whole unit was away on a longer trip, and the trip was seen as a prolonged activity group, the evaluations were then done after the trip counting as an activity group.

Some of the evaluations were done several days after a physical activity group or community meeting. The reason for this was on occasions the youngsters' lack of effort to do the evaluation interviews, and needed several reminders from staff or researchers to do the interviews.

There was not much involvement from the staff members during the research process, except on occasion handing out the forms. One of the staff members did although comment on the language used in the interview form. The staff member reminded that the youngsters were not used to professional language. The staff members suggested a change in the title of the interview form. The title then changed from "nuorten evaluointi" to "nuorten arviointi".

There was deliberately a focus on not involving the staff members or other adult people in the main process of the research, because it was the youngsters' opinion and initiative that was in focus. This was challenging because the youngsters often did need a push to initiate the interviews. As the researchers were not able to be present at all group activities or meetings, the other staff members were asked to hand out the forms after the group meetings. The aim was for the youngsters themselves initiate the interview. When the staff

members handed out the forms, it made it easy for the youngsters to leave the responsibility on the staff member and not on themselves to initiate the interview, as was the purpose.

On many occasions one of the four clients in the research was absent. These situations could not have been predicted or planned. The rest of the research groups did the interviews in groups of three.

In this report 'realness' means the client's real and own personal view, not influenced by somebody else's opinion. From the beginning, it was very important not to influence the youngster's answers in any way during the interview sessions. This meant staff members and researchers. The question forms were believed to be so easy and clear that there would not be need for much explanation to the clients. Other issues of 'realness' were:

- the clients influencing each other's answers
- if the youngsters would have the courage to tell each other the truth about what they thought of the community meeting or activity
- bragging and overdoing the answers to impress the other

The information- and permission papers that were handed out for their guardians to sign were destroyed. The answers from the interviews will be given to the leader of Häkkinen juvenile home and supported living apartment after the analysis is done.

9. CONCLUSION

The practice of the community education relies strongly on few general principles. These principles guide the whole practice but some adaptations can and must be made. Every community creates its rules and regulations – within

the boundary conditions - according to what fits their purpose. In my opinion, this process is still taking its place in Häkkinen and all of its potential is not yet used.

The outcome of the community meeting evaluation was fairly positive. Most of the participants described the session “good” and “nice” and agreed that they are a necessary part of the community. Organizing them weekly was strongly supported. One major conclusion was to discover the different developmental stages from the answers. Some youngsters saw the questions strictly from individual point of view and some from the whole community’s point of view. No matter what was their viewpoint, the youngsters were willing to take part in community meetings voluntarily.

Physical activity group at Häkkinen is a popular group among the youngsters. Fun and togetherness are main points in the youngsters’ evaluation of the group. Physical activity is to be focused on as an important group for the youngsters, where the feeling of being a part of the community shines through. The youngsters also emphasized the importance of physical movement and fitness improvement.

It is possible for the youngsters to use predesigned interview forms for evaluation if they are shorter, clearer and not done after every physical activity group or community meeting. The youngsters were clearly not as pleased with the evaluation form as the staff members. They liked the form as a tool in evaluating activities and meetings, especially community meetings.

9.1 Future development

It is obvious that the evaluation interview method was good in the opinion of the staff, and not good in the youngsters’ opinion. Suggestions for further development are based on student’s experience of the youngsters’ evaluation and the viewpoint of the staff and clients. Interview form structure should be changed, a shorter forms means deleting some questions. This may not be a

problem because in the youngsters' opinion the questions were repeating themselves. The questions could also be made clearer, so the youngster can focus on their answer and not the meaning of the questions. Reducing the question would not make the answering process as long, and the youngsters' interest would most likely last through the whole interview. Specified questions would make the evaluation of the answers easier, for example question that ask specifically what the youngster liked and disliked about the activity.

The evaluation could become a part of the daily routine, the youngsters would then be used to do the interviews and perhaps then it would not need so much effort doing them. In this way the staff would also be able to evaluate the quality of the activities in the clients point of view on a regular basis. Another option is to make the evaluation obligatory for all the youngsters, although this could take the youngsters own enthusiasm to this evaluation away, it only becomes another thing that are forced by the staff. The future use of this form could be discussed between the staff and the youngsters, finding an agreement on how to use it, and it connection with which groups. The latter would probably be the best option, going with the spirit of the community, and deciding together, youngsters having as much say in the case as the staff.

The interview form of the questions has positive and negative sides. Negative because it is more work for the youngsters to find a peer and do the interview then just answering a question form. Positive because the youngsters do not only get to answer the questions, but also has, as mentioned by the client, a prolonging of the activity, and an opportunity to discuss with another client at a similar age.

The evaluation method cannot only be used by youngsters with drug abusing behavior or behavioral problems, it can be used in work with all types of clients that can read and write. It can be adopted into many different fields of social work and be used by all types of personnel that would like to evaluate their practice from purely a client's perspective.

As mentioned above it is not only a tool for evaluation, but also a channel to open conversation between clients, the interview method encourages them to reflect on the quality and function of the activities they are taking part of.

The questions in the interview form can be adjusted by the staff, and be formed so that it focuses on the evaluation of each group activity, not focusing on for example evaluating the community meeting as a method, but evaluating the client's role and development on a more personal plan. In this way it is a tool for the clients to reflect on themselves and their part of the group and a chance for the staff to see how the clients, more personally, are benefitting from the activity, as well as how the groups is developing.

Another option is not keeping the question form anonymous. In this way it would be easier to see each clients personal growth and attitudes to different activities in the evaluation forms. In this case it is unsure if the clients would answer as honestly when they know the whole staff group knows who wrote what. This evaluation method is very flexible; it can be shaped and formed to meet the specific needs of every unit.

10. EVALUATION

The start of this thesis was a long process in itself, and in the beginning it was probably, as most theses, confusing and overwhelming. The outcome of the research was interesting and surprisingly surprising. The process of making the thesis was, however, surprisingly slow, with obstacles that could not have been predicted.

10.1 Evaluating the evaluation

10.1.1 Clients view

The evaluations evaluation were decided to do relaxed over a cup of coffee with the youngsters that had taken part of the research, all was there except one of the clients that had moved away.

“Some of the questions were stupid...”

When asking the young clients on how they felt doing this type of evaluation after groups, one of the girls answered that the questions were stupid, when further asking her why she thought so, she answered that the questions were repeating themselves. When asking further if they could this type of evaluation in some form in the future she answered no.

What all three of the clients agreed about was that the form was too long and that there were too many questions. When asking if this could in some form be used later one of the clients answered that it could be used if it was shorter with less questions. One of the clients also said that it could work if the evaluation was done only one time per week, and not two times or more as now had been done.

When the youngsters were finally asked if they benefitted anything from this group there was silence and a girl commented that she could not see her benefitting from this type of evaluation. The rest of the group did not comment on this question.

“...got to think about the group a little bit longer...” (Girl 15 years old)

What this comment meant still is a bit unclear as the client was not able to explain what she meant further than this one sentence. Does this mean that it was for her an extension of the group activity?

In the end the youngsters were asked if they had any comments to, and the answer was a clear and short no.

10.1.2 Staffs view

The staffs' feedback of the research was given by one staff member representing the whole staff group. The staff member used the interview form as the base for her feedback as none of the staff had been involved in the actual interview process, no more than handing out the interview forms. Kullman states that the form is good and that it is good to use in work the clients and staff, especially after community meetings. She commented that question number three and four was especially good. Kullman also said that the form makes the youngsters think about their own behavior and answers. She stated that the interview form is a channel for the clients to evaluate each other. In Kullmans opinion the way of doing the evaluation in interview form is negative and positive, positive because the interview method opens for discussion between the clients, and negative because the clients may influence each other's questions.

10.1.3 Students view

The evaluation took more time than expected, and there were not as many interview forms handed in as expected in the end. The evaluation period was ended before time, and this was the choice of the student. This meant that one of the community meetings and one of the physical activity groups were not evaluated. The reason for this was many factors added together, the absence of clients, prolonged time schedule and the lack of enthusiasm from the clients. The last reason was the last straw in deciding whether or not to go on with the research at Häkkinen juvenile home.

10.1.4 Complications

Because of critical client situation at Häkkinen juvenile home at times, some of the activity and community meetings were postponed or cancelled. These

situations were not possible to foresee. After a critical situation at the juvenile home there were often an urgent community meeting, but the research interviews could not be used to evaluate these urgent meetings because these meetings often focused on explaining one client's personal and critical situation.

During these urgent meetings it was usually the staff who spoke the most and explained for the youngster what was happening or what was about to happen. The youngsters were usually quite silent or upset during these meetings. So because of these very personal matters in these type of meetings the interview forms were chosen not to be used. At other times the groups were cancelled because of lack of staff to plan and lead the groups. The staff was unavailable because of other more prioritized work tasks. At one time the whole unit were away on a longer trip and the trip was seen as a prolonged activity group, the evaluation were then done after this trip counting as an activity group.

Some of the evaluations were done several days after a groups session, the reason for this were on occasions (especially after doing the interviews several times) the youngster under effort to do the interviews, and needed several reminders from staff or research student do it.

There was not much involvement from the staff members during the research process, but something that was mentioned by the staff members were the language use in the interview form, and reminded that the youngsters were not used to professional language and the staff members then suggested a change in the title of the interview form, the title then changed from "nuorten evaluointi" to "nuorten arviointi".

There deliberately a focus on not involving the staff members or other adult people in the research main process, because it was the youngster's opinion and initiative that was in focus. This was challenging because the youngsters did often need a push to initiate the interviews. As the research students were not able to be present at all groups activities or meetings the other staff members were asked to hand out the forms after the group meetings. The point was for the youngsters to themselves initiate the interview. When the staff

members handed out the forms it made it easy for the clients to leave the responsibility of them doing the interviews on the staff member and not on them as was the purpose.

At many occasions one of the four clients in the research were absent, these situations could not have been predicted or planned. The rest of the research groups did then do the interviews in groups of three.

Realness means in this report the client's real and own personal view, not influenced by others opinion. From the beginning it was very important not to influence the youngster's answers in any way during the interview sessions, this meant staff members and research students. The question forms were believed to be so easy and clear that there would not be need for much explanation to the clients. Other issues of realness were:

- the clients influencing each others answers
- would the youngsters dear to tell each other the truth about what they thought of the community meeting or activity
- bragging and overdoing the answers to impress the other

The papers that were handed out for their guardians to sign were destroyed. The answers from the interviews will be given to the leader of Häkkinen juvenile home and supported living apartment after the analysis is done

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INTERVIEW

Interview with social worker Maija Mänttari-Van Der Kuip at Häkkisen kyläyhteisö, 1.5.09

12. APPENDIXES

APPENDIX 1

Interview with social worker (sosiaalityöntekijä) Maija Mänttari-Van der Kuip

Häkkisen nuorisokoti, 1.5.2009

Questions:

1. To which part of Finland does Häkkinen juvenile home sell their services?
2. How do Häkkinen juvenile home commercialize their services?
3. Does Häkkinen have any co-working units?
4. What education does the staff at Häkkinen juvenile home have, how many, and what is their education?
5. What is the ideology of activity group, and how did you create this kind of group? What is the group's purpose?
6. What is the ideology of community meeting, and how did you create this kind of group? What is the group's purpose?
7. How do you evaluate your activity here at Häkkinen juvenile home?
8. Do you have any courses for the staff?

APPENDIX 2 1(3)

Nuorten arviointi

Kysymyksiin tulee vastata nimettömästi. Ole hyvä ja perustele vastauksesi.

1. Kuvaile tätä toimintaa yhdellä sanalla

2. Kuvaile eri osallistujien roolia ryhmässä/toiminnassa

Nuoret:

Ohjaajat:

3. Mitä hyötyä tästä ryhmästä/toiminnasta oli sinulle ?

4. Mikä tässä ryhmässä/toiminnassa oli hyödyttöä sinulle ?

5. Ottaisitko osaa tähän ryhmään/toimintaa vapaaehtoisesti ?

APPENDIX 2 2(3)

Miksi osallistuisit? Miksi et osallistuisi ?

6. Kuinka muiden osallistujien asenne/käyttäytyminen ryhmän/toiminnan aikana vaikutti sinun osallistumiseen?

7. Miten luulet oman asenteesi/käytöksesi vaikuttaneen muiden osallistumiseen ?

8. Kuinka usein tämmöistä toimintaa/ryhmiä tulisi olla ?

9. Kuinka tämä ryhmä/toiminta sopi muille osallistujille?

10. Mitä positiiviset puolia näet tämän päivän ryhmässä/toiminnassa ?

APPENDIX 2 3(3)

11. Mitä negatiivisia puolia näet tämän päivän ryhmässä/toiminnassa ?

12. Kuinka tämmöistä ryhmää/toimintaa voidaan mielestäsi kehittää ?

Jäikö mieleesi jotain muuta, joka tulisi huomioida jatkossa?

Kiitos osallistumisestasi ja vastauksistasi, Jari & Kristin 😊

APPENDIX 3 1(3)

EVALUATION
GROUP / ACTIVITY :

Instruction: Answer the questions, but do not use names in the text.

13. Describe this activity with one word

14. Describe the participants role in the group/activity:

Youngsters:

Workers:

15. How did this group benefit you?

16. How did this group not benefit you?

APPENDIX 3 2(3)

17. Would you take part of this activity if it was not obligatory?

Why would you? / Why would you not?

18. How was this activity beneficial for the community?

19. Did the attitude/ behavior of other participants affect your participation in the group/ activity? explain:

20. Should this type of theme be more often or more seldom? Please explain:

21. Did this theme of the group/activity fit everyone? Please explain:

APPENDIX 3 3(3)

22. Positive sides about the activity/group:

23. Negative sides about the activity/group:

24. How can this group/activity be developed in your opinion?

Other comments:

APPENDIX 4

LUPAPYYNTÖ TUTKIMUSTYÖN SUORITTAMISEEN

Hei, olen Kristin Johnsen ja opiskelen Pirkanmaan ammattikorkeakoulussa sosionomiksi. Opiskeluihini liittyen olen tällä hetkellä työharjoittelussa Häkkisen nuorisokodilla, jossa tulen suorittamaan myös lopputyöni. Lopputyönäni laadin asiakastutkimuksen, jonka suorittamiseen liittyen tarvitsen Teidän

suostumuksen, koska tutkimustyön kohteena olevat asiakkaat ovat alaikäisiä.

Tutkimustyön aineisto tullaan keräämään kyselylomakkeilla, joidenka kysymyksiin asiakkaat vastaavat eri aktiviteettien jälkeen. Esitettyjen kysymyksien teemana tulee olemaan

- miten Häkkisen nuorisokodin toimintaa voidaan kehittää?
- miten eri ryhmät vaikuttavat asiakkaisiin ?
- miten suoritettut aktiviteetit vaikuttavat asiakkaisiin ?

Kysymykset tulevat olemaan lyhyitä ja yksinkertaisia. Kysymyksien vastaukset käsitellään luottamuksella ja vastaaminen niihin tapahtuu anonyymina.

Ystävällisin terveisin,

Kristin Johnsen

_____ Suostun tutkimustyön suorittamiseen

_____ En suostu tutkimustyön suorittamiseen

Asiakkaan nimi: _____

Paikka/pvm: _____

Huoltajan allekirjoitus ja
nimenselvennys: _____