

HUMAK UNIVERSITY OF APPLIED SCIENCES

THESIS

“Ameba, Chameleon or Spider in the net ?”

About the role and status of youth work and youth workers
in the different network processes

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ABSTRACT

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Abstract Young people's services, education and youth education are broad concepts. Youth education is part of education and youth services. In the broad field of education youth education is the missing link between early childhood education and adult education. In the education sector and children and young people's services the professionals at schools, youth work, police, parents, unions and other organizations have collaborated for decades. Youth work has traditionally been a small player which has always been looking for partners. The role of youth work and worker has changed clearly from the field of preventive activities with small resources in the last decade. Prevention of youth exclusion has become an everyday “mantra”, which has increased the expectations of youth services and youth work and networking. In my research the perspective is to describe the processes of networking, "up to bottom" from the state level to the provincial, regional, areal and local level. The aim is also to make the networks and their members in different levels become visible and find procedural clarity in their goals and working with other actors and organizations. The second major issue is to find the core of youth work and workers role and status of today and future in the network – will it stay in the preventive, voluntary and non-formal learning work supporting community activities, or whether it will be more and more supporting individuals or can it be both ? In Finland there are lot of Acts, development projects and instructions, which justify youth services and youth work and also require cross-sectoral work. In the networking the method of shared expertise is needed, when different professionals share duties, responsibilities and knowledge. My research survey is commissioned by the City of Naantali, which is my employer and also active network co-ordinating city in the areal, regional and also provincial and also international levels. The research draws pictures of the network processes in the City of Naantali, in the six neighbor municipalities, in the region of Turku and in the South-West province of Finland. There is also summaries of the surveys responses about the role and status of youth work and workers in network. Based on the responses of the surveys and materials of the processes there are proposals for the future networking and developing work.	
Keywords Youth education, youth work, network process, cross- sectoral network, shared expertise	

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1 INTRODUCTION

The role of youth work and youth worker has over the past decades changed clearly from the "perpetual motion machine" working in the field of preventive activities with limited resources. Prevention of youth exclusion has become a "mantra", which is heard as well as the President of the Mayor's orations and the professionals daily work and media. Services are produced increasingly by different professionals and in the same time complex and diversified service structure has revealed the need for networking. In the specialized system, no one can take overall responsibility for the upbringing and guidance of young persons from childhood to adulthood.

In the educational and service sectors the professionals at schools, youth work, social work, police, parents, unions and other organizations have collaborated for decades. Youth work has traditionally been a small player, always looking for partners, but the work role and tasks of the network has mainly been depending on the employee's personality, personal interests of co-operation and networking skills. Youth work activities and resources are also depending on the employer and the organization

The study provided an opportunity to explore the extensive and challenging, but extremely interesting and timely topic. In my research I faced problems of definition. The subject includes an enormous amount of information about the services for young people, education, networks and operating in different positions, roles, and also the content of youth work.

There is lot of research data in particular about cross-sectoral teams working in different health care areas, but not much about the invisible networks of youth services and in particular in youth work. Youth work co-operation and cross-sectoral network has been opened in Finland for example in a recent doctoral thesis of Katariina Soanjärvi as well as in books and researches published by Sosiaalikehitys.

In my research the perspective is to describe the processes of networking, "up to bottom" so that the different levels of the networks and their members become visible and have clear goals working with other actors and organizations. My research work describes the network processes in a small town Naantali, in the six neighbor municipalities, which have a contract of areal youth services with the City of Naantali, in eleven municipalities in Turku region and in twenty-eight municipalities in the South-West province of Finland. At the same time I describe the development of my own work from a youth worker in a small town to a project coordinator of six municipalities and to a regional, provincial and international networker.

During my career over 35 years, I have often been confronted with the youth work core and with the role of workers. With whom must we work together and what is the right course of youth work or the right role. Youth work is based on diversity and flexibility, so will the eternal problem be the lack of a clear role or shall the diversity give opportunities for work and the workers to become flexible to meet the challenges of the time.

The second major issue is whether the core of youth work would stay in the preventive and non-formal learning supporting community activities, or whether the future will be increasingly in supporting the social network, promoting individuals or shall we do everything in between. Professor Alf Rehn described the matter well, "Does youth work have a future" - seminar in Turku 01.08.2011 with the vision for the future: *"We have to offer young people opportunities, but also support. Both are needed !"*

The key question is which kind of role youth work has now and will embrace in the future, and will small youth work area and the workers necessary have resources and expertise for both?

I see my role in the various networks as a chameleon, which changes "colour" according to the needs and during the day I have to change my role from a supervisor to the work of vice president, economic and project designer, communications and international affairs producer, secretary, chairman, lecturer and trainer, developer and implementer of practical affairs.

My thesis guide Merja Kylmäkoski lined out that making thesis is a learning curve, where the actor learns. For me, the research made it possible to find out the unrecognized and invisible networks and to stop reflecting on a continuously expanding networking goals by asking from the network members about the topic using e-survey. The study is just a starting point for the development work.

Due to the amount of materials the scope of work caused me problems along the way. And often all other work with visible and quick results at work (such as interesting project plans and daily routines) and at home (such as cooking, renovation and gardening) distracted me from the research work. However, I see the topic so important that I find the major result to start a general debate and discussions on this theme. I was also interested in collecting the official Acts and degrees and instructions, which justify and obligate youth work networking. In that context I tried to find the work objectives and the role and status of youth work and youth workers.

Writing was very slow because I had to collect the materials and write my research first in Finnish, because of the former and also later use in my areal, regional and provincial network.

In the future, I believe that as the result the debate will bring more structure to the network processes and challenges the old and traditional ways of working. Youth work and the role of workers in network need much more reflection, which can be continue on the basis of the questionnaires.

Thanks for my employer the City of Naantali possibility of the research effort and, in particular electronic queries as part of the regional coordinator job. My work is, I believe, after the processes of several years a part of me, and at the same time I am in close part of the research process, after working as a developer and driving the network processes. I believe that the results will benefit the local, areal, regional and provincial development, providing at least directional signs, how the network should be developed.

1.1 My work as a net machinery

My employment history in youth work began in the 1970`s, when I started to work in the City of Naantali as youth worker. There was a lot of work "creating a new from scratch". Activities and facilities were built, and closest collaborators were the associations and schools in the city.

My work role changed the early 1980's to a youth secretary, and at this stage I also became a supervisor for a few employee's. Co-operation and network was built in youth work based on paid workers in the neighboring communities.

In my diverse work in Naantali I have been involved in various co-operation and partnership projects and some of the activities have already become permanent services. A good example is afternoon clubs, which have been established from co-operation with the city and the association to a statutory activity.

In the 1990's co-operation was spreading also in the region of Turku, when we organized joint training camps and events and operations. These activities were based on the employees' interest in informal collaboration. Additionally, networks were created also with parishes and volunteers (including parents).

Networking as a more developed form of co-operation has emerged more strongly in the 2000s when the Finnish State and also the Association of Finnish Local and Regional Authorities started to encourage the local authorities to produce the child and youth development programs in a multi professional co-operation mode.

A new area started in my own work in the 2000s, when the National Participation project was looking for new areal and regional members and participants. I saw it as a excellent opportunity to start the official networking with the neighboring municipalities. In "Roots and wings"- project during the period 2003-2007 we looked for new network models for participation, hobbies, learning and employment and other services. It was the first real attempt to create networking-based models in youth services with several municipalities.

From 2008, the project results have been processed into contract-based areal youth services, where I have been worked as a co-ordinator. Activities have expanded to youth information and activities promoting employment (e.g. workshops) and in accordance new partners are the labor administration, social services and education services and the central authorities in municipalities.

In 2005 I was active in the region of Turku to launch youth development project "Turbo", which has also over the years grown to a well-established network and common services. Local Government Reform (Paras) brought to the network new formal features and targets, which are recorded in the project plans.

Because of the reform the municipal merger caused 2009 dissolution of my former work and the transition to the areal work concentrating on networking with different municipalities and organizations.

Also changes in the Government, for example dissolution of the provincial government contributed to the disappearance of the provincial network of "Varsikas". In the province a new bottom-up development of grass root level networking services was needed. In the project regional networks and provincial youth information portal and seminars from different topics were created and launched. I worked in 2008-2010 as a part-time coordinator in the project.

After Finland joined to The European Union networking of various international programs expanded to Finland. New possibilities were opened and offered to the local and a regional youth work co-operation with the other countries. In my own work international networking started with opportunities provided by the European Union. Interesting study visits and group meetings with various countries, hosting and sending of volunteers have brought EU bureaucracy to my job description but also new challenges with network partners as well as upgrading my language skills. I excluded international network from the research because of the scope of my work. I have done my bachelor study about the international activities and networks.

Outreach work in Finland was established 2008 and stabilized by the changes in Youth Act 2011. Areal cross-sectoral (multi professional) team was assembled according the Youth Act and also the areal employment team was nomi-

nated to take care of employment issues. My work includes developing work and co-ordination in both networking teams

The announced second round of municipal reform is likely to strengthen networking and co-operation with different municipalities.

The continuous growth has brought totally new ways of working, but also a sense of inadequacy and a need to clarify roles and responsibilities. Scheduling, when involving many partners and organizations requires lot of co-ordination and also the variety of work cultures causes confusion. Similarly, lack of commitment and clarity in management prevent the networks to work properly.

This research is a qualitative research and the material consists of a survey conducted with five different groups as well as interviews and materials of workshops and meetings. The theoretical framework approaches the processes of network amongst workers in education and youth work sectors from shared expertise point of view.

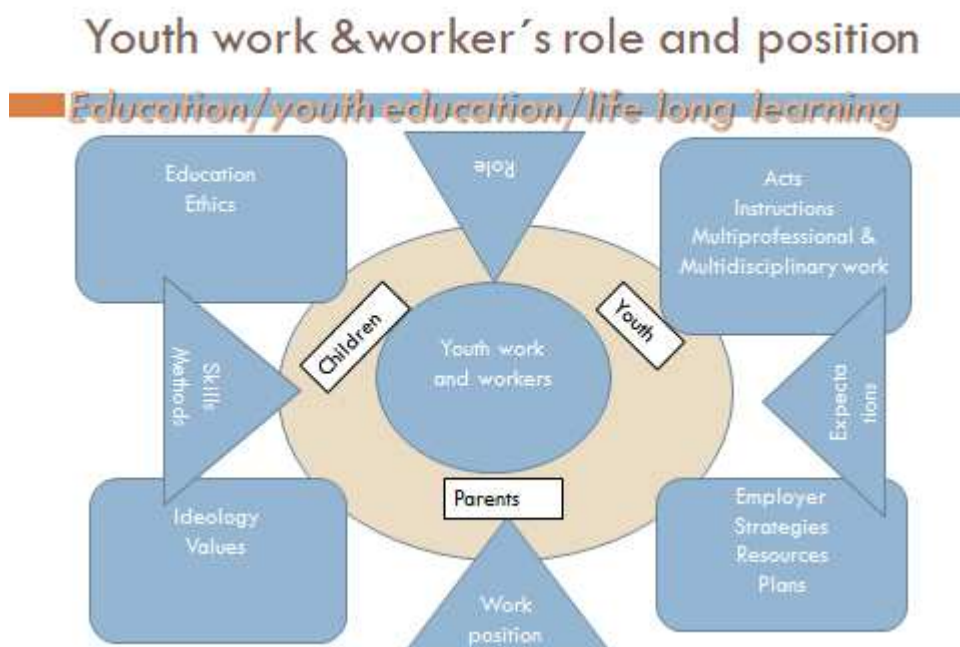


Figure 1 Youth work & youth workers role and position. Ursula Roslöf 2011

This study aims to describe first of all the Acts, development projects and instructions, which justify youth work and also require cross-sectoral work in youth services. There is a strong and official “backbone” where to lean on in youth work.

The research is taking partly ideas and views from my own work experience and networking. I also write about the role and development processes of the professionals networking in education and youth work sectors.

As background data I have used materials from variety development and networking projects. The study was commissioned by my employer the City of Naantali, which is an active local, areal, regional and provincial network coordinator and developer organization. The research results will be used in network planning and implementing as well as constructing the operating and management models. The study also can be used to dissolve the duplicate services and activities or to build new networks.

I have a double role in this study. On the other hand I am the author of the study, but also at the same time I am one of the network members. I have included also my visions and experiences of the processes and the current situation. At the end of the study I write some proposals for the different network levels of the organization and development.

2 OVERVIEW TO YOUTH SERVICES, EDUCATION, YOUTH EDUCATION, YOUTH WORK AND NETWORK

Young people's services, education and youth education are broad concepts. In the broad field of education, youth education is a separate, missing link between early childhood education and adult education. Youth work is part of youth education, which in turn is often seen as part of formal school education. However, the scope of youth education is much broader – different forms of youth work and civic activity as well as upbringing at home and the significance of the surrounding society, are all key elements of youth education. (Nivala & Saastamoinen 2007)

Youth means a variety of ages, when young people move from childhood to adulthood. Youth is a controversial period in human life, the time to grow physically, mentally and socially. Youth is not a uniform group of people or bloc, but young people are individuals. (Nivala & Saastamoinen 2007, 10-13.) There are various definitions of youth, but often young people are defined on the basis of their calendar age. Youth Act (2006 § 2) defines young people to be under the age of twenty-nine. Young people can also be defined on the basis of their biological and psychological stages of development.

By biology young people are between 12-22 years of age. In the psychological development phase for example the development of identity takes place, which is difficult to observe. On the other hand young people can be defined as their institutional location (education), legal status (infancy), social function, social interaction and the nature of activities. Youth can also be defined by cultural attributes, for example, by outfit. The definitions of various fields or disciplines are different, which makes networking challenging.

2.1 Youth education in the network

Youth education has not been studied compared with the early childhood education or adult education. Youth education research is mainly limited to school education, even though the area is more extensive than formal education (Nivala & Saastamoinen, 2007:8.) *Youth education includes a number of key aspects of division of work and duties of organizations working with young people and it raises the awareness of roles and perceptions of network partners.*

By professionalization and specialization the competition of children and young people's upbringing and education or ownership of the customer relationship is a strange phenomenon of our time. The need of recording youth as a client of different measures, so that their own activities and in many cases also funding may be justified. On the other hand upbringing of children and young people is also moving away from home and parents to early childhood education, training, education and supervision of authorities and workers.

I have experienced in my work clearly new challenges. In the 2000s have further increased the obligations to develop children and young people's services

in networks. Outreach youth work and youth Act changes 2011 has brought frames for the cross- sectoral. With multidisciplinary or cross-sectoral network the competitive attitude should be eliminated so that the transition from service to another would be easy and running from hatch to hatch and recordings would be reduced.

At the same time the pressure against youth work has continuously increased.. Youth workers should work with the social, health, education authorities, in addition to labor market authorities, the Police Force and the Army and not forgetting parents and guardians and associations and other voluntary activities. Youth Act is targeted to be valid already from the age of zero to thirty and the network should expand from early childhood education to the labor market and through parenthood also to family services. This is a very extensive service. In particular because of the scale of youth work networking should operate as an learning environment producing social capital.

2.2 About youth work and the youth workers

Youth Act (72/2006) defines, that the youth policy should improve the growth and living conditions of young persons. Decree (103/2006) of youth work defines the youth policy development program with the following content areas: education, employment, income, health, active citizenship and the social empowerment, housing, entrepreneurship, military service and civilian service as well as other current issues concerning children and young people.

Youth work is working amongst young people, which is based on the Finnish Youth Act (2006). Youth work is produced by the public sector, ie municipalities, parishes, organizations, communities and volunteers (Kemppinen 1999, 37). The first youth centers were opened after the Second World War, 1950-1960's because young people were wanted out off the streets (Kemppinen 1999, 40-42). Youth work was first practiced by churches and schools and later by the local authorities, associations, sports clubs and youth organizations (Kylmäkoski 2007, 396).

Youth Act (2006 § 1-2) is designed to improve young people's growth and living conditions. Youth Act aim is to improve young people's social and life skills, strengthening young people's social and living skills, growth and independence and support inter-generational interaction and promote young people's active citizenship, which means a goal-oriented activities for young people in civil society. Youth work for young people focuses on their use of time, the starting points are the "sense of community, solidarity, equity and equality, multiculturalism and internationalism, healthy lifestyles and respect for the environment and life". Municipalities are required to ensure a secure environment for young people, educational, inspirational, recreational opportunities, health and satisfaction. (Youth Act 2006)

Finnish youth work is a long-term work, which is based on the needs of young people and voluntary participation. It is designed to help young people to become part of society and to provide learning opportunities for young people. Youth workers and volunteers motivate, inspire and help young people. Youth work is not based on problems of young people, so youth work is not regarding youth as problematic for the population. (Nieminen 2007, 28, 38-39, 43)

According to Nieminen the Finnish youth work has four general tasks, requirements, or functions. These functions are socialization function, personalization function, compensation function and also resource and allocation function. Socialisation means connecting the young people to Finnish culture and society. Young people learn about Finnish culture values, roles, behaviors and approaches. Personalisation means strengthening the personality and development of an individual. Finnish youth work supports the individuality and uniqueness and youth work provides young people human growth, inspiring learning experiences and the development with diversified cultural and recreational activities.

Finnish Government wants to promote young people's activity to vote, co-participation in municipalities and European nationality. Youth workers, instead want to emphasize the protection of adults and strengthening life management. The compensation function means leveling deficiency and repairing problems or compensating. The compensation function is targeting the activities on the most

vulnerable young people who have problems with socialization and personality. Resource and allocation means influencing on young people's growth and living conditions or on youth policy. This function is carried out by political youth organizations. These four functions are not mutually exclusive, so the youth work may require more than one function at the same time, in that case we are talking about multifunctioning

Youth work functions are also implemented in families, schools, sports services, social work and student welfare. Nieminen (2007, 34-37, 43) has listed Finnish values in youth work ie the values that control the youth work. These six values are; voluntarism, value based of relativism and pluralism, strengthening young people's citizenship, the right and responsibility of upbringing and education for adults and respect of young people's needs and autonomy.

According to Nieminen voluntary means, that the Finnish youth work is based on voluntary participation. In addition, voluntary youth work can mean a voluntary youth worker. Young people's needs and respect for autonomy means that a young person can decide for him/herself about their activities and presence in youth work. Strengthening young people's citizenship means that young person is a capable, participating and active member. For adults the right and responsibility of upbringing and education is an important role, because youth work is a responsibility of adults. An adult youth worker has many roles, for example, an authority and a friend. Relativity means the relative basis of values, for which there is no generally applicable set of values. Pluralism means having several values.

Finnish municipalities have the main responsibility for youth work (Youth Act 2006). The local authority must provide services to young people, but local resources are often limited. That is why many of the municipalities implement partnership projects, including the services purchased from the third sector or from the private sector.

Finnish youth work is affected by many ongoing reforms: a nationwide restructure of municipalities and services (2008-2013), the structure of the church reform, reforms of the operating organizations, charitable activities and services

specifications, and regional government structure reform. On the background are the demographic changes such as the baby boomers retire, and regional demographic development in the direction that people will move to growth centers, which creates more remote areas. (Cederlöf 2008, 6)

The municipality and service structure and the structure of the church reform aims to unification of municipalities and parishes as well as to closer cooperation. Local government reform refers to all municipalities. Its objective is "to secure the principle of equal service delivery in Finland to all, no matter where they live."(Cederlöf 2008, 8)

Lasse Siurala (2001), has defined youth work as supporting growth into citizenship and developing skills for active citizenship by:

- 1) promoting participation in the labour market, cultural life, education and public decision making
- 2) creating opportunities for discussing topics such as identity, knowledge and moral issues
- 3) practising and developing participatory pedagogy
- 4) developing participation skills in practice

In small municipalities the office-holder has usually a number of responsibilities, while in larger municipalities, it is less common. In less than 20 000 inhabitant´s municipalities office-holders in youth sector take care also other fields of activity fields. The most common are sports and cultural functions, afternoon clubs, children's culture and museums or tourist activity tasks. More than 100 000 inhabitant´s municipalities the responsibilities of office holders don't have other sectors.

2.3 Youth work studies in Finland

Petri Cederlöf has writing (2010-2011) about the structure of Finnish youth work:

In Finland you can study youth work in apprentices, in secondary vocational education, in polytechnics and in one University , but there are also youth workers who have other education and experience. In the work field the educational background has been varied, but in 2000s is the first decade the entire profession's educational level has improved. Retirement effects in parallel with the educational development , because replace employees with varying edu-

cational backgrounds of employees are hired strongly educated professionals are hired.

According to Petri Cederlöf (2010-2011) the actual core of nation-wide youth work is difficult to define precisely, because the work is often free and open with children of young people in various ages in different contexts and not in accordance with exact age, but specialization has also occurred. Similarly, the exact difference to separate with related fields is not as simple thing: the leisure sectors such as cultural and sporting activities are often close to the youth work. The relationship between schools and youth work has varied over the decades, and today it is again intensifying. In addition, the tasks of modern youth work is connecting it both to school and social work. Professionals with varied educational backgrounds can be seen practising youth work. In addition, a large number of different fields of cooperation projects and networks are also carrying out the goals in youth work.(Cederlöf 2010).

Cederlöf (2010) writes in his article about the structure of the Finnish youth work: There are currently paid youth workers in Finland a few thousand - the exact number of verification is difficult. Full-time and permanent number of working years is more than 3 000, which are divided almost equally between the municipalities (about 1500) and churches (about 1400) and between non-governmental organizations. Organizations employ probably hundreds of people, but the exact number is unknown. In parallel with workers there is a major resource in the parishes and organizations cooperating tens of thousands of voluntary workers.

2.4 Network services for young people

Children and young people are seen in different organizations and in different contexts in different ways. An issue can be a child or young person as a customer. Sometimes children and young people can be seen as group members, sometimes as citizens influencing changes in society. These differences of reviews angles can also be a question whether you are applying solutions primarily on individuals, often corrective actions or preventive and socially strengthening actions towards all children and young people. What is clear is that children

and young people's issues can't be contribute at any level of administration without good cooperation and coordination of different perspectives.

Networking is a complex and often unstructured. Networks are formal and informal. These networks are often a combination of years as a process, or they are assembled around a theme or task around. The networks can be successful only by clarifying the goals, players, and responsibilities. The work method also requires networking and team working skills and leadership. Without these do not work in social capital as productive learning environments.

In order to work in network, workers have to have a clear view of their own roles and others as well as the purpose of actions. Katariina Soanjärvi's research (2011) "What is professional youth work " touches the same problems. Youth workers describe themselves as workers and the experts of young people's issues, but their work does not clearly follow any written document (Young 2006, 78-79).

Soanjärvi writes that the Youth Act defines youth work in society, but does not instruct the educational or upbringing role of youth work professionals. The other professionals have their written documents, which lead their work; teachers have curriculums and early childhood teachers as well. While these documents provide guidance for work, they make the work visible. In youth work those plans don't exist and also the documentation of the work is still in its infancy (Cederlöf 2004; Salasuo 2007).

Soanjärvi continues, that youth work needs different curriculas and these projects have been implemented as so-called Connexions in British Islands (Williamson 200.7-9). Youth work likely also lacks common instructions, which are now gathered.

As organizational behavior theory instructs us, motivated people who "consistently, creatively, and energetically work toward the attainment of organizational goals are the key to organizational success (Mc Quire 2002).

Pitkänen & Tarvainen (2009) have studied the multi-disciplinary and cross-sectoral work in young people's services. The cross-sectoral cooperation is a challenge to management and managers. Management requires an understanding of process work, process management abilities and motivation. Transformational leadership skills are emphasized. When young people's services are promoted in the variety of development projects, management is required to know at least a clear objective-setting, supervisory chain and the commitment of employees, project positioning, connection of the project as a part of the basic work and basic development of municipal services, implementation of the results into practice and the project's influence and impact assessment.

Pitkänen and Tarvainen (2009) have noticed, that multi-disciplinary team working across municipal borders as well as regional work can be contributed with a neutral partner involvement. However, external support for the preparation helps to reduce the various professional bodies and regional conflicts. There are good experiences for example from use of the professional trainers. Also, regional and local coordinators promoting multidisciplinary cooperation have turned out to be successful experiences. Co-ordination work also involves its own challenges.

What is a "network management" and a "network manager"?

- Network management is not something done by 'managers' only (Järvensivu & Möller 2009)
- Network management is something that people do
 - tasks that increase the level of trust and commitment or improve the functioning of a network in some other way
- There can be a "network manager," but the creation of trust and other managerial functions can also be performed by others
- In other words, any or all actors in a network can perform network management tasks



Figure 2 Network management process. Aalto University 2010

Managing in multi-sectoral and cross-sectoral cooperation requires special attention to the process of ownership and transferring responsibility and information during the process. Connection from development measures to programs and strategies is important to build the development work and its results

into the basic work and ensure that they are taking roots. (Pitkänen & Tarvainen 2009)

The network always emphasized professionalism and clear information about the distribution of roles and tasks.

3 YOUTH WORK STATUS IN LEGISLATION AND DEVELOPMENT PROJECTS

The Finnish Constitution requires the Government to safeguard fundamental rights. The different municipal sectors Acts, such as the Youth Act, defines the general objectives of the municipal youth work and tasks. The organization and implementation of services has been left to be decided by the municipality itself. In the Local Government Act, for example is defined the framework of the administration and operation.

3.1 Acts, regulations and instructions on the background of youth work

The Finnish Constitution provides in Article 16 the Cultural Rights. In the second paragraph is following: "The public authorities shall assure, according to the Act further provides, everyone equal access by their abilities and special needs, in addition to basic education and to develop themselves without being prevented by wealth."

General section in the explanatory memorandum, inter alia: "Self-development opportunity, referring along teaching also on adequate cultural facilities, such as a library facility." The detailed explanation states:

"Public authorities activities, which foster the individual's opportunities for development of not only teaching, but also for example, information delivery, scientific and artistic activity, art enjoyment and physical exercise and other physical culture exercise. Although the overall explanatory section is provided without youth work "called by name" so it is clear that the conditions for youth work are therefore part of the Constitution provided basic cultural rights.

The Local Government Act, first article:

"The municipality aims to promote the welfare of their residents and sustainable development in their territory." Welfare is a multi-dimensional concept, which the importance to the local residents, particularly young people is unique. Training and employment, safety, housing, social inclusion and health are certainly things that are closely related to young people's quality of life and well-being of the concept.

Youth work is in many ways related to adolescents' hobbies, participation and health, and thus also and well-being of municipality and society. Youth work is an instrument of welfare policy and plays an important role in young people's and residents employment and ability and health maintenance.

In the Local Government Act, a secure growing environment for young people, educational, inspirational, recreational opportunities, health and satisfaction in the municipality are some of society's most critical success factors. Young people's social empowerment and support as well as the quality of life and improving the life management is always cheaper and better for society than the consequences of treatment.

The Child Welfare Act (417/2007) purpose is to safeguard the child's right to a safe growing environment, a balanced and diverse development and to special protection. Acts key principle is prevention of child welfare and early prevention of problems at an earlier stage.

The legislation and Finnish Parliament has also considered the importance of youth work adopting the legislation. The new Youth Act gives a very good base for the development of actions. Youth Act emphasizes improving the living conditions of young people and to takes a stand, inter alia to the municipal basic services. Youth Act is "to support young people's growth and independence, to promote young people's active citizenship and young people's social empowerment, and to improve young people's growth and living conditions. The implementation of the goals will rely on the sense of community, solidarity, equity and equality, multiculturalism and internationalism, healthy lifestyles, and environmental and life respect. "

Local Government Act § 7 states youth work and policy of states belonging to the municipality tasks.

"The implementation of youth work is undertaken by municipalities, youth associations and other organizations involved in youth work. Youth services can also be produced by local authorities in cooperation. In the municipal youth work and policy are belonging youth educational guidance, facilities and recreational opportunities, information and counseling services, support of youth associations and other youth groups, sport and athletic, cultural, international and multicultural youth work, youth environmental education and, where appropriate, young people's workshop services or other suitable forms of activity.

Finnish Youth act Chapter 3. Local youth work and youth policy

Section 7. Development and implementation of youth work and youth policy

1. Youth work and youth policy are part of the local authority's responsibilities. The implementation of youth work shall be the responsibility of local authorities, youth associations and other organisations doing youth work. Youth services may also be produced regionally by local authorities in cooperation.
2. The local youth work and youth policy shall comprise educational guidance of young people; facilities and hobby opportunities; information and advisory services; support to youth associations and other youth groups; sportive, cultural, international and multicultural youth activities; young people's environmental education; and, where needed, youth workshop services and outreach youth work or other forms of activity suited to the local circumstances and needs. (Amendment 693/2010)
3. Youth work and youth policy shall be implemented as cross-sectoral cooperation and as cooperation with young people, youth associations and other organisations doing youth work. (Amendment 693/2010)

According to the Association of Finnish Local youth work and policies are implemented in cross-sectoral cooperation with local authorities and in cooperation of young people, youth associations and other organizations doing youth work. "Prevention of social exclusion of young people requires extensive networking with various authorities and civic activities. *Already one disadvantaged adolescent life cycle costs to society rise easily to one million euros.* Therefore, attention should be paid to the basic youth work resources at the local level. Preventative youth work and health-promoting physical activity will always be cheaper than corrective measures.

According to the Association of Finnish Local in the municipality taking good care on youth work the following items realize:

- The municipality will support children and young people's growth, including diverse hobby and leisure-time activities and prevents the exclusion of young people by various ways of basic youth work
- The municipality will support organizations, which promote youth activities and create good conditions for local youth associations
- Young people's involvement in projects is reinforced at the local level and youth councils are given the actual decision-making power and resources. A well-functioning participation project is giving young people a positive image of the home municipality and is upbringing at the same time to democracy and civic participation.
- Attention is paid to young people's well-being and health promotion. Health as a value is directing youth work also in substance abuse and drug-related issues.
- Influencing young people's living conditions requires extensive networking and cooperation between the authorities and civil activities. Active co-operation is made, including teachers, social and health services, police, church, labour office as well as cultural and sports services in the municipality.
- Regional cooperation is made for a long time. The workshops are often organized and arranged by region. The development funding has been applied centralized and training activities, for example are often on a regional or nationally organized.

The municipality and service reform will increase cross-functional co-operation as municipal youth work model.

- Young people have access to the well-functioning youth houses.
- The municipality has a youth information and - counseling system. In libraries, youth centers and coffee places and schools young people have access to the Internet and to study and use various online media.
- The municipality allows young people access to local, regional or otherwise organized youth workshops.

Youth Act Reform 01/01/2011 sharpened cross-sectoral and multi-disciplinary work and ordered to start building a network. Outreach youth work and changing information between authorities helped out of the confidentiality problems.

Youth Act, § 7 a (20.8.2010/693) determines cross-sectoral cooperation:

Cross-sectoral cooperation of local and the implementation of overall planning for the development of the municipality shall have the control of young people and service network, which includes education, social welfare and health and youth services, labor and management representatives of the Police. In addition, the network may include defense and other government authorities. The network interacts with young people's services-producing communities. Municipalities can also put

together a common network. The network does not deal with individual young people on issues.

1. For the planning of cross-sectoral cooperation between local authorities and for the development of implementation, the local authority shall have a youth guidance and service network with representation from the local educational, social and health care, and youth administrations and from the labour and police administrations. In addition, the network may include representatives of the defence administration and other authorities. The network shall work in interaction with organisations providing youth services. Local authorities may also set up a joint network. The network shall not address matters concerning individual young persons.
2. With the purpose of improving the inter-operability and impact of services geared to young people, the guidance and service network shall:
 - (1) compile information about young people's growth and living conditions and, based on this, assess young people's situation in support of local decision-making and planning;
 - (2) promote the coordination and impact of services geared to young people with the aim of providing sufficient accessible services of high quality;
 - (3) plan and enhance joint procedures in guiding young people to services and, where necessary, for transferring young people from one service to another;
 - (4) promote the flow of information relating to the provision of youth services by planning common procedures for different authorities.

Section 7 b. Outreach youth work (Amendment 693/2010)

1. The purpose of outreach youth services is to reach a young person in need of support and help him or her to find services that will promote his or her growth and independence and his or her access to education and to the labour market. Outreach youth work is primarily based on information provided by the young person and on his or her own estimate of the need for support.
2. In arranging outreach youth work, the local authority shall designate a local post-holder or a person employed by the local authority as the official responsible for implementing outreach youth work. The outreach youth worker must have necessary education and experience of working with young people. Outreach youth work may be provided by one local authority or by several local authorities in collaboration. The local authority may also arrange outreach youth work by commissioning services from an organisation providing youth services, in which case the local authority shall be responsible for the compliance of these services with this Act.

Section 7 c. Supply of information for outreach youth work (Amendment 693/2010)

1. The supply of information for outreach youth work shall be conditional on the consent of the young person concerned, unless otherwise provided in this Act or elsewhere.
2. Notwithstanding statutes on the confidentiality of data, identification and contact information on a young person shall be delivered to the local authority of his or her home municipality as follows:
 - (1) an education provider must deliver information about a school-leaver who has not sought or gained entry to post-compulsory education;
 - (2) an education provider must deliver information about a person under 25 years of age who discontinues studies in vocational or general upper secondary education;
 - (3) the Defence Forces and the Non-military Service Training Centre must deliver information about a person under 25 years of age who has exemption from military or non-military service owing to non-fitness for service or who discontinues the service.
3. An education or training provider, the Defence Forces and the Non-military Service Training Centre may decline to disclose information on a person referred to in subsection (2) if they judge, based on the information available and in consideration of the young person's situation and need for support as a whole, that the young person is not in need of services referred to in Section 7 b and other support.
4. Other authorities besides those referred to in this Section may disclose identification and contact information, notwithstanding the confidentiality provisions, to the home municipality of a young person for the purpose of outreach youth work, if a local authority judges, based on the information they have received as an authority and in consideration of the young person's situation and need for support as a whole, that the young person urgently needs assistance in order to have the benefit of services and other support.
5. The authority disclosing information referred to in this Section shall inform the young person and the parent or carer of a minor in an appropriate way in advance that information concerning the young person may be delivered for the purposes of outreach youth work in situations referred to in subsections (2) and (4).
6. Information referred to in this Section shall not be disclosed concerning a young person in regard of whom a notification must be made to the organ responsible for the local social welfare system under Section 25 of the Child Welfare Act (Amendment 417/2007).

Section 7 d. Processing of information delivered for outreach youth work (Amendment 693/2010)

1. Identification and contact information to be disclosed for outreach youth work may be delivered electronically. In addition to what is provided concerning the processing of personal data in the Personal Data Act (523/1999), information obtained for outreach youth work may be combined or otherwise processed with the purpose of indentifying young people in need of support and for the performance of duties relating to outreach youth work. In the processing of a matter relating to an individual young person, a record shall be made of the authority delivering the identification and contact information on the young person, the further measures determined and what data have been provided to whom. The handling of the data shall be the responsibility of the local authority as the record keeper.

3.2 The Finnish State development programs and social guarantee

Finland Prime Minister Jyrki Katainen government program for 2011 includes calls to cooperation of disciplines:

Well-being of children and young people's well-being is an issue, which requires cross-sectoral analysis, and often multi-sectoral working, particularly at the local level. It is essential to cooperate in the preparation, planning and controlling and evaluation of actions. Action processes should be more surveyed as wholeness and ensure that the various components work together seamlessly. The cross-sectoral co-operation ensures the availability, adequacy, quality, and compatibility of services. The rights and responsibilities of re-organisation of the actions is belonging usually to the managers of different sectors..www.minedu.fi

According to the Ministry of Education and Culture the skills of adults working with children and young people are facing new challenges. Children and young people's living environment is constantly changing. It requires from workers sensitivity to recognize everyday phenomena and the ability to meet the needs of the renewables. In the child- and youth development program is mentioned many of the strategic objectives, or packages of measures will require new skills. *A key skill is to work in a multidisciplinary and multi-professional cooperation.*

Horizontality on the previous programming period cooperation between administrative sectors has increased. Non-governmental organizations have been involved in the formulation, implementation and evaluation. The Council of State

will continue to pay attention to the cross-sectoral work, because it is not yet fully function properly. All relevant sectors will be closely involved in the implementation of and commitment to the program. Future development should be built in different government sectors on the basis of dialogue and cooperation with stakeholders.

In the following period issues are ia: Youth Employment services requires special measures and, above all, speed if economic development is unfavorable. In the educational policy particularly critical are the further stages phases from school to work.

Youth Act, § 8 concerning young people's opportunities to participate is not yet been realized in the current legal minimum standard. Youth Act should be clarifying in this respect, in order to raise young people's consultation and participation by a whole new level. Cross-Sectoral work has received boost in the municipalities by reforming the Youth Act.

According to Sotkasiira (2011) the administrative boundaries and the division of work will always exist. What is essential is to understand each role in the joint and how to work in different sectors towards the common goal. Only by cooperation the public authorities can cope with the tasks which are assigned to it.

The Government Programme in Finland includes implementation of a social guarantee for young people, requiring that each person younger than 25 years and each recent graduate under 30 years of age be offered work, a traineeship, or a study, workshop or labor market rehabilitation place within three months of becoming unemployed.

According to the coordinating Ministry of Employment and Economy: *the social guarantee for young people requires wide-ranging collaboration between different actors in the society.* The broad-based working group is seeking solutions to how all young people can be provided with the competencies needed in working life, how to recognise the need for support, and how to ensure that employment services meet the challenges posed by the social guarantee for young people. The working group's aim is to find ways of enabling graduates to find employment which corresponds to their skills, and to make employers eager to help

young people enter work. In addition, measures are being sought to promote entrepreneurship among young people. The working group is also preparing proposals for enhancing working life in a way which places a greater emphasis on the meaning of work to young people. Services will require the young person's own activity. It is implemented in such a way that everyone under 25 years of age and young children under the age of 30 newly graduates are offered employment, training, study, workshop or rehabilitation place no later than three months after becoming unemployed. Young people's social guarantee for the estimated 80 000 - 90 000 young people.

Administrative boundaries and the division of labor will always be. What is essential is to understand what are the roles of different professionals in the cross-sectoral work and which is the common goal.

4 THEORETICAL FRAME WORK

Youth work and the role of workers is approached in this study from the framework of shared expertise in network.

According to the research methods web resource: In a qualitative research the theory can be used as a tool, which enables the interpretations of the collected research material. The theory can also be a goal on the other hand, if the goal is the creation of a new theory or make the old theory better. When starting the research process the researcher must decide on the status of a theory has in the study. The alternatives are theory-based, theory-bound or data based research (Eskola, 2001a, 135-140).

The basic idea is that new scientific discoveries are possible only when the findings are based on some leading idea. Data analysis is often guided by the researcher's own preconceptions or familiarity with the subject of the relevant literature. The new theory does not arise, therefore, not just on the basis of observations, such as inductive reasoning. A central idea may have a indefinite idea or a highly intuitive design hypothesis, which enables the findings can be applied to certain important facts alleged. (Grönfors 1982, 33-37.)

Pohjola (1999, 126) refers to shared expertise, when professionals produce in interaction the functional expertise, which is based on the co-operation teams and networks. In shared expertise none has the keys of solutions alone. Understanding forms between the partners. Shared expertise is comprehensive, it is born in a dialogue and group (Sellergren 2007, 101).

In Minna Rauas (2010) ethical guidelines for youth work have been recorded by such criteria; a professional who understands the business of social expediency and is able to justify their actions to themselves will find work in an ethical sensibility. A good professional code of ethics includes the middle-level principles, which on the one hand are sufficiently specific to direct practical action, but loose enough so that they can be applied to many situations.

4.1 Networking as an operating and learning environment

Networking is a general term for all such activities, in which the workers and customers meet. Meetings can take place face to face or in virtual networks. Networking connects together the various partners, regardless of distance. At best, it prevents mm. exclusion and promote community inclusion. Networking in itself is not a goal, it is rather a tool or a way to achieve this objective. (Tapio Vesa)

According the Aalto University networking guide book the organization study shows that activities between people and organizations it is possible to organize in three different ways: forming hierarchies, markets and / or networks (Podolny & Page 1999, Powell 1990).The experts, companies and other organizations are increasingly connected in network. It has been said that the networking time has followed the ending time of (bureaucratic) organizations. There are still different views about networking. Networking is a multilateral cooperation, where can be utilized diverse know-how but also the computer networks. (Niemelä 2002, 13)

According the networking management guide book and websites www.verkostojohtaminen.fi the Internet and social media will create a framework for unparalleled networking with people and organizations. The trend is

towards the next level, networks of networks. Collaboration is about people's relationships. Through networking relationships are generated. It is a normal life, and this is causing a small optical illusion. The power of work is not always understood. When talking about networks and networking the concepts are a bit obscure. It is important to separate the social networks, economic networks (clusters) and multi-level marketing (pyramid companies). Social media means mainly social networks, but the Internet develops new business models will also be business-related networking.

I agree, that networking helps to work, because the issues of common concern can be developed and promoted better than acting alone. Another person's perspective gives the coverage to the development work. In the network can be observed more details and realized diverse entirities. By networking we can update our professional skills.

Shared information is often available to everyone in network, and often it is also possible to ask more specific questions from the experts. Peer learning is natural in network. Networking is always exchanging, where we must be willing to share. In the networking we can find new ideas, implement services effectively, spread and get information and solve problems.

Petri Paju writes in the publication "Do we have to maintain youth policies "; with depression in general, especially the functioning of the society was getting strong requirements of cross-sectoral network. Another popular argument was to "save" by preventing problems. This basic model was widespread precisely after the recession.

According Arnkil and Eriksson (2007) teamwork and networking can be an interesting and successful if and only if:

- If I can be both an advisory and a fellowship partner
- If I get additional resources and supplement of skills
- If it brings versatility in energizing and safe form and tempo

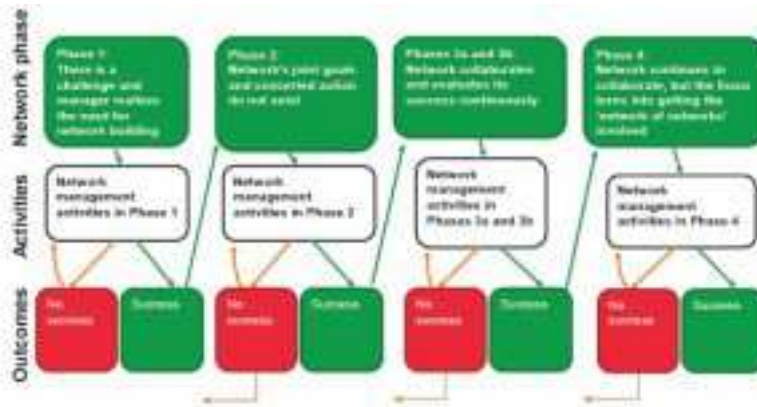


Figure 3 Networking process. Aalto University 2010

In accordance with the network management book of Aalto University;

Networking is aiming for the development of the action environment. Networking takes place on two levels, a more individual level as at the level of services. With the network the effectiveness and continuity are searched. On the individual level, when talking about networks, the main stakeholders are: student welfare, parents, social welfare and health services, employment services, housing services, work centers, police, service providers, employers and organizations. Network cooperation is goal-setting, implementation and monitoring.

The network construction criteria:

- The decision: the purpose, objectives and core
- Agreement: the network rules
- Responsible workers: the network of leaders
- Agreed activities: the contents, scope and technical factors
- Invest in trust: to strengthen the commitment
- Improving network capabilities: opportunities for contacts, network dates
- To ensure reciprocity: issues that benefit all
- Planning for the problems in the network, talk about things with their real names

Socratic thinking, "there is no truth, nor in one's head: it arises simply seeking the truth together between people, their dialogue". This idea is consistent with post-modern concept of information relating to the social construction of reality theory (Haarakangas 2008, 45)

According to Määttä's (2007) survey about the conditions of work in the cross-sectoral groups, which are preventing exclusion of children and young people. In the interviewed groups took part social welfare, education, youth and health care professionals and parish workers. According to the research results the "ideal network", where the members would form a joint exclusion prevention network is possible to achieve only at times and in limited action areas. The study shows that the network is carried out only in certain problems of children and families and when the professionals, in agreement formulated by necessary consequence. Instead, a general, all directed prevention work or fundamental discussion of values are not sufficient to cross-sectoral team work "lighter" or starter.

Määttä notes, that such cooperation is often facing frustration, because the objectives have not found the specific content. Cross-sectoral groups key task is to deal with when the professional network can legitimately intervene in children, adolescents and their families privacy and how it should happen.

The informal network is characterized by informality, more genuine cooperation and easy information sharing. Access and egress are easy. In the network the creation of new relationships and people are polite to others. (Silvennoinen 1999, 10-12.)

Mäkisalo (2003, 136) indicates that there are three types of networks: natural networks, development networks and network organizations. Natural networks are such as study groups, which thrive and work well together. Development networks have been set up for proper development. Network organization is an alternative to hierarchy and bureaucracy.

Katariina Soanjärvi (2007, 167) sums up the concept of the youth work network. "Youth work know-how network consists of youth workers, youth trainers, students and researchers in the field. The key task of the youth network is the development and know-how of youth work. All the members are working around the same issue and their common interest in youth work development (Soanjärvi 2007, 162).

The network benefits are easy knowledge and skill sharing and the network is considered to affect humans. Work is often more efficient and commitment is improved. In the networks information data is diverse due to a number of participants, which can be reducing risks (Silvennoinen 1999, 26-29.) In the network a problem may be a common strategy and ideology (Mäkisalo 2003,138).

Everyone has their own personal network that is constantly changing. They include family, friends, workplace, recreation community, neighbors, school community, representatives of the services (for example, a doctor) and possible associations. (Silvennoinen 1999, 31, 33) In addition, there is a formal, semi-formal and informal networks. Official network is, for example a company, which is a permanent and regular.

Järvensivu, Nykänen and Rajala (2010) have written in the guide book about networking. A well-functioning network is able to develop, more flexible than hierarchies and markets, new standards of quality and effectiveness solutions (Powell 1990). A network development process begins with assembling a network of mutual and on trust building.

Actions are not starting from the development of a solution, because the networkers should understand the limitations of their own competence. The actors understand that the solution can be found only by working together, and there can be problems, which cannot be adequately understood only from a single perspective. The whole network has to be connected not only to the development of solutions but including the definition of the problem.

The work is carried out in a dialogical network. The dialogical network seeks to work together on an equal basis, and approve and take advantage of different perspectives (Selligren 2007, 53). Dialogue means a mutual development of understanding that values dialogue. Seikkula and Arnkil (2005) find, that when many professionals are meeting they have their own views. The same concerns clients and their close ones. Each participant in the network can diverse the views; they can learn from the ways of others.

Reijonen (2005, 102-193), the dialogical approach in multi-professional work means that employees must actively listen to others, to think out loud a few things to consider, and a variety of alternative solutions, to receive from other actors new and diverse ideas to the positive frame of mind, and encourage others. Networking allows to develop and promote the issues of common concern better than acting alone. The Internet helps the joint work. Another person's perspective gives the coverage of the development work. In the network observation is more detailed and the interface is realized in diverse entities.

By networking the professional skills can be updated. Networks of shared information is often available to everyone, and often it is also possible to ask more specific questions to the experts. Functional relationship does not arise if the players are thinking only of their own benefit. Networking is always exchanging, and his own must be willing to share. In the network can, for example

- to find new business ideas
- carry out a variety of things cost-effectively
- easy to acquire useful information and
- avoid duplication of work
- impact on social issues
- to explain the problems

In Finland according the new Youth Act networking has recently been studied, but the need guidance and training activities as well as the need for clarification has become clear.

4.2 Roles and shared expertise in network

The concept of professional identity is presented either a self-evident or it is used creatively in the user's needs and interpretation. Synonyms could be the role, status, professional ethics, ethos, the work of identification and an interesting looking "a professional self-esteem." (What is the professional identity 2002;)

Pohjola (1999, 126) is speaking about shared expertise, when the professionals are producing collaboration in interaction, which is based on the multi profes-

sional work, teams and networking. Shared expertise is comprehensive, it is born in dialogue and group (Sellergren 2007, 101) Networking is also based on expertise. Shared expertness is designated a process, where several people are sharing their knowledge, plans and objectives relating to intellectual resources in order to achieve something more than what an individual.

The research orientation of shared expertise is focusing on learning and teaching as a social situation (Remes 1995, 33).

Efficient and effective action also requires transparency and registration issues as well as the clarity of tasks and management. In networking the leadership can be divided and in addition on to the tasks it can be determined dynamically. Even in the situation, where a manager or co-ordinator is defined it is possible that many members are involved in network management.

Laura Hyvönen (2008) has studied professional identity formation. This will depend on factors coming from the work role, organization and personality. To become a professional the worker has socialize to the profession by adopting the knowledge, skills, values, traditions and ideals.

According to Barr (1994) comparing expertise based culture the cross-sectoral team work are interactive learning environments.

By sharing the expertness is a process in which several people are sharing the knowledge, their plans and objectives relating to their intellectual resources to achieve something more than what individuals would be able to carry out (Oatley 1990, 103).

Järvensivu, Nykänen & Rajala (2010) have posted in the guide book for network management; Trust and commitment are also premises for the success. Multi professional co-operation and cross-sectoral development are offered as an answer to develop the quality of services and cost-effectiveness of the services. The importance of networking is understood, but the utilization of co-operation in practice has been found challenging.

The network concept is "tired" partly because the promotion of networking is often remaining on the rate of speech.

According to the guide book of networking can be built consciously or freely evolving (Hibbert et al., 2008). Consciously built networks and their boundaries are often more clearly characterized. Freely developed networks are formed or exist without a conscious building. Network should, however have clear objectives and management systems. A well-functioning network is able to develop new standards of quality and effectiveness of solutions than hierarchies and markets (Powell 1990).

Savioja (2003) research findings showed that professional identity is a life-long process, where workers adopt the knowledge and skills, professional values and standards of the profession as well as external attributes. Workers achieve the professional self-esteem and aim to the professional growth. The most common professional identity is intended to gradually assimilating individual and / or build social identity, in which workers distinguish from other professions – as employed worker. (Mankkinen 2002.) Professional identity is attached to the individual's personality and how the person experience their work.

Mark S. Ackerman has written about shared expertise:

Knowledge management – regardless of its title or position in history – has always been an important, though not necessarily frequent, aspect of organizational life. The structural, shared cognitive, and relational dimensions of an organization allow knowledge and expertise to be shared. Expertise sharing, then, requires a deep consideration of how social capital must unfold throughout knowledge management. Sharing expertise and managing knowledge suffer from various collaborative and social issues.

In the network management guide book of Aalto University shared leadership is possible and desirable, because network management is primarily making the successful networking possible. Network members can join the managing work. One coordinates, the other takes care of communication movement, the third has knowledge of the spirit creation, the fourth has the ability to use creative methods in cooperation.

The network with different roles and responsibilities may also be altered during continuously during the network. In the network-management is important that the network is done determined and together. It is important that the members or partners can influence how the network is derived.

Agreeing on a common form of work and responsibilities increases trust and commitment in the work. From this perspective, network management can be seen as a process in which a network of cooperation solves the existing confidence and commitment challenges and ultimately the productivity challenges. From this perspective, the question "Who leads?" becomes irrelevant, since leadership is required from all members in front of challenges

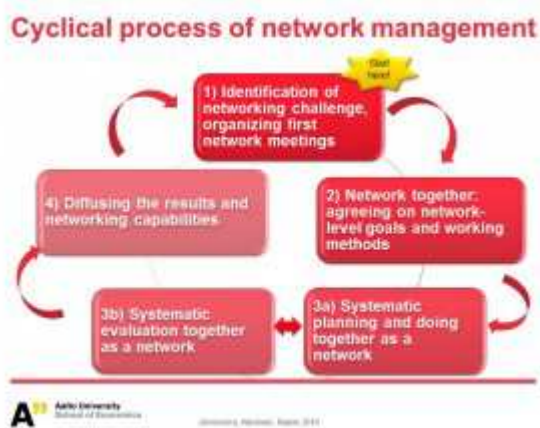
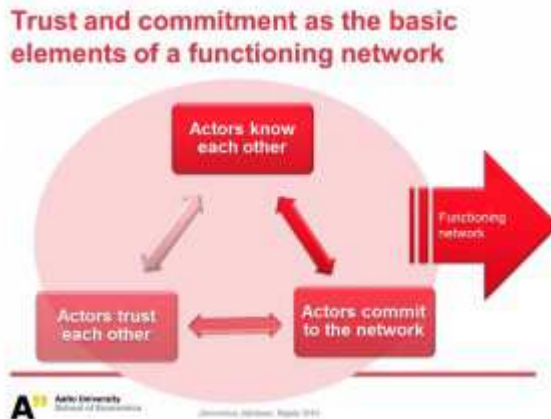


Figure 4 and 5 Functioning network and network management. Aalto University 2010

Expert knowledge is also linked with the self-regulatory skills, ie reflexive and metacognitive knowledge and skills. In addition to expertise is connected with so-called intuitive knowledge (tacit knowledge) that is, information that is difficult to express verbally and conceptually. In addition to knowledge elements of high level of expertise is also connected with the values, ethics and personal goals and the importance of orientation. (Hakkarainen, Lonka & Lipponen, 2001, 164)

To act as an expert is requiring mastering of certain knowledge and skill areas, the expertise is generated as a result after a long training and career.

Project-like activity determinates nowadays the youth work field. The education field has changed because of the number of projects and the scale increases, which places demands on the projects of the actors involved. It is not enough that the staff is handling their own work field, but they shall have necessary skills in special projects and networking development.

In the networks the different perspectives and expertise complement the individual's know-how and on the one hand at the same time the members are helping others to perceive the whole picture. Shared expertise theory paves the way for interdisciplinary science and networking between the various experts to co-operate and to achieve a goal. (Hakkarainen et al 2001, 145-146.)

5 THE RESEARCH PROBLEM, DATA AND METHODS

My research title "Ameba, Chameleon or Spider in the net " describes the content of the study summarized. Youth work and the authors will have to "change color" like Chameleons in the various networks because their work is containing many operating areas. One employee can have many roles in the different the sectors (youth work, sports and cultural sectors), which makes the job requiring. Employees are looking for their role in a variety of networks, often without a clear position or entries.

I have found, that the expectations and the requirements of youth work and the workers can be easily set from various directions, because the clear professional role or expertise is not defined especially in small communities and municipalities.

On the contrary the professional expertise and qualification is defined in Estonia youth workers profession curricula, which include, among others, education and the qualification steps:

- Youth worker III:
 - a) secondary education

- b) professional working experience for at least 3 years
- c) professional training for 120 hours.

Youth worker IV:

- a) professional or other higher education
- b) professional working experience for at least 3 years
- c) professional in-service training for 120 hours during the last 3 years.

Youth worker V:

- a) MA degree or equal higher education
- b) professional working experience for at least 5 years
- c) professional in-service training for 160 hours during the last 5 years
- d) public performances at conferences, seminars or trainings
- e) articles published in the field of youth work or youth policy.

I have noticed, that youth work requires Ameba's flexibility and mobility in teams and networks, ranging from the development projects and welfare programs to substance abuse, from outreach work to hobby activities, from education to employment, from sexuality to social media.

The definition of the title Spider in the net describes the issue of youth work in parallel and different roles, describes the dilemma if youth work is seen "catching" individuals or providing opportunities for young people..

The objective of the study is to describe the justification of youth work and especially its role and status in the cross-sectoral network. After the official facts I clarify the development of networking processes in the selected networks to make visible the different views on education and youth professionals and youth workers and the factors of professional roles and status in these networks.

I have collected during several years information about network processes, which I use as background materials. Using a variety of queries and some interviews I searched answers to the present network situation and the roles and status of municipal youth work and the workers from their point of view and also from their partners point of view.

I delimit my study to examine networking processes, the roles and status of youth work and youth workers in the City of Naantali, in the six neighbor municipalities, in the region of Turku and in the South-West Province of Finland.

5.1 The research problem and questions

The research problem is: “ What is the role and status of youth work and workers in the network processes in different levels of networking processes”.

I approach the problem for example with the following questions;

- 1) What types of cross-sectoral and/ or multi-professional networks or social media the interviewed target groups belong and who belong to them and should belong to them
- 2) What is the importance of the network to youth work and the workers and how much time they spend in networking
- 3) What issues and topics they are dealing with and how well organized and effective networking is in youth work and youth services
- 4) How the network should be developed and what type of education or training the effective networking is requiring

I wrote in the e-queries to different target groups slightly different question options, with which I have tried to obtain a broad understanding of the subject. At the end of the e-queries was space for free word, the opportunity to brainstorm and share opinions freely about networks and workers roles in the networking processes.

The interview questions I sent by e-mail and the answers I received also in electronic form.

5.2 The data and methods

The study is qualitative in the field of education research and it is also linked to the labor market research using a methodical framework of action research. Action research is understood in this study with a uniform, on the one hand loose strategic approach on the one hand, and scientific research to guide the scholarship (Heikkinen 2001, 137). One of the action research perspectives is reflection, with which we aim to a new kind of understanding of activities and development (eg Heikkinen, 2001).

This research examines the different levels of networks, and the opinions of the network members in grass-level. I have collected lot of official materials in general about youth services and youth work. Then in the theory section I have collected materials about networking and shared expertise.

The research complex will comprise my own years-long experience and observation as well as description of different documents-based youth work and services development processes in different levels.

The local level target was the youth network process and team in the City of Naantali.

The areal level represents the Areal Youth Services process in six municipalities, and the cross-sectoral network team and employment team. In addition, the describe regional project networks, on which the regional youth services.

In the regional network of eleven municipalities of Turku region I describe the network process and network teams.

In the recent years there has been growing a number on network in the South-West Province of Finland. Outreach youth work and youth workshops have a lot of common activities and also expanded network of youth information and youth workers are informally co-operating without official organization. The target in South-West Finland is also the youth governance network team and provincial multi-sectoral co-ordination network, which is coordinated by the Regional Government Agency.

The aim of this study is to describe the elements of youth work and the professional roles in various networks and the processes of the last ten years. I chose the target networks of different levels or steps, in which I also have been worked and to which I belong in variety of roles.

Attached to the table I have summarized information of the networks. In the end I wrote development proposals for local, areal, regional and provincial levels. Appendixes include the summaries of the e-survey and interviews.

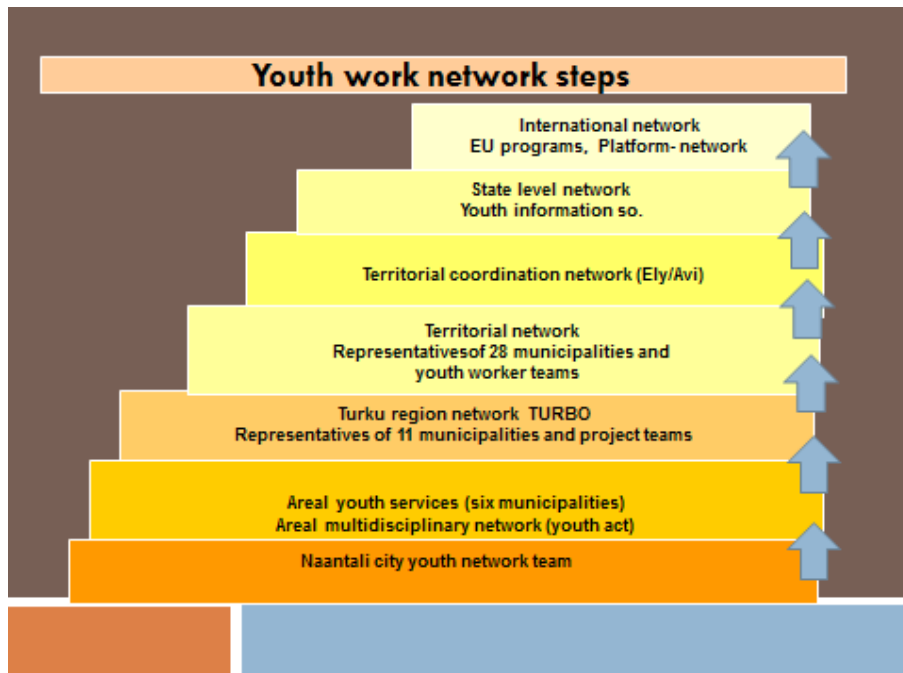


Figure 6 The steps of network . Ursula Roslöf 2011

In the research my particular interest has been the cross-sector networking, where the expectations and perceptions of youth work and the role of diverse workers are emphasized. In addition the targeted youth workers representatives in different sectors, which also participated in the queries, so that the picture would be as objective as possible. The queries sent by email allowed me to ask about the role and status issues and in addition to ask about the goal-oriented networks and the involvement of a network of young people.

Surveys were targeted to the Naantali youth network team members, areal youth services team members and cross-sectoral youth team members in six municipalities, Turku area youth network members, members of different networks in South-West Province of Finland. Answers to the research questions I searched by posting electronic queries. The target groups were; 1) Naantali youth network team, areal cross-sectoral network team and employment team 2) Turku region eleven municipalities network 3) The Province of South-West Finland twenty-eight municipalities youth governance network team and 4) municipal youth workers in the Province.

To the youth network team in Naantali I posted 13 queries and I got 11 answers.

To the cross-sectoral network teams of six municipalities of areal youth services I posted 20 queries and I got 12 answers.

To the Turku region network teams I posted 25 queries and I got 12 answers.

To the provincial network of youth work managers I posted 32 queries and I got 14 answers.

To the provincial youth workers is posted 85 queries and I got 33 answers (some workers got queries targeted to both managers and workers)

I interviewed also five professionals, who belong to different networks.

In addition, I used the feedback materials of the regional youth services and queries of the network meetings and workshops and also the broad mapping, which was made in the beginning of cross-sectoral network

I used the compiled materials from the areal workshop sessions in 2011 and 2012 and Turku region workshop sessions in 2011 and 2012, and also 2010 ended Varsikas- provincial project final report.

6 PRESENTATION OF THE RESEARCH TARGETS

6.1 Youth Network Team in the City of Naantali

Local target is in 2009 assembled Naantali youth network team.

The actor was working as a initiator of the network and later the leadership was transferred to the manager of leisure activities in the City of Naantali. The network team members: manager of leisure activities, youth worker, outreach youth worker, parish youth worker, social worker, school health and mental health nurses so. The workers are practical employees, so the meetings will focus on the division of labor of various events and activities, informing about labor issues and raising awareness of current issues.

After the start-up there have been two or three meetings in a year. Network has been dealing the following matters: Children and young people's welfare program. school problems, small group activities, outreach and mobile youth work, workshops, events in the city, health education, parenting week, etc.

6.2 The Areal Youth Services and networks

The Areal Youth Services have formed during the period 2003-2007, based on the results of "Roots and wings" areal youth participation project. The service have started functioning from 2008, by the annual contract with six municipalities and coordinated by the City of Naantali. The activities have included special services, which the small municipalities have not been able to provide themselves.

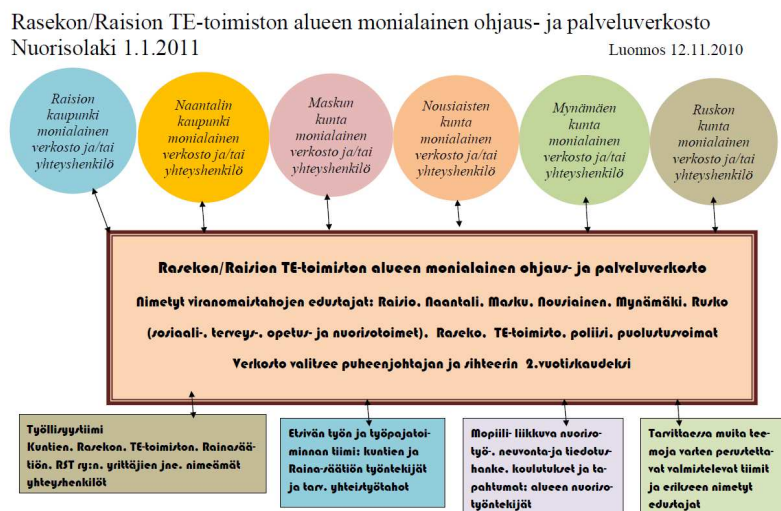


Figure 7 Organization of the Areal Youth Service Network. Ursula Roslöf 2011 .

Areal Youth Services are based on agreement with the municipalities and vocational institution Raseko. The working method is networking with the different sectors, educational institutions, labor office and other organizations working with young people. Outreach work and youth workshop activities can be carried out only in cross-sectoral network.

Areal Youth Services unit produces of the following services:

- Co-ordination and development services, project applications, project management, youth information and network information
- Outreach work in networks and customers' guidance and counselling
- Workshop services for unemployed and school-droppers, , individual and group coaching, start-workshops and youth groups

- Trainings, theme courses, seminars and educational opportunities for workers, young people and their parents
- International services, group meetings, placements and voluntary exchange, school tours, teams and camps
- “Mopiili” moving youth work and advice and information project with mobile bus, in collaboration with the areal organizations and workers
- Areal cross-sectoral network team and employment team, coordination and development of service

Youth information applies to all areas of life and it is a typical network model. Good examples of activities was the week of parenthood, which challenged the municipalities, organizations and inhabitants from children and young people as well as parents and grandparents to participate.

Areal Youth Services plan and implement all the services in network with the other actors in the area.

6.2.1 The Areal cross-sectoral team and the employment team

Areal cross-sectoral network team was assembled in early 2011 based on a decision of the mayors of six municipalities and is also based on the Youth Act. Representatives of education, vocational training, free time services, social welfare and healthcare sector, youth services, Employment and Economic Office, Police and Army were invited to the new network.

Activities started by defining the tasks, which follow the new Youth Act.

Young people's service and guidance network is responsible for:

- 1) to gather information about young people's growth and living conditions as well as assess the situation of young people on the basis of local decision-making and planning
- 2) promote the coordination and effectiveness of services for young people as objective of the adequacy of services, quality and accessibility;
- 3) design and enhance the common practices for young people in shaping services and if necessary, switch to another service;

- 4) promote exchange of information by designing of common practices between authorities.

For planning the network a questionnaire was posted to partners and workers in the area in autumn 2011. In the summary was a huge number of challenges, which were agreed to the following measures and also responsible organizers;

An extensive network has met three times and topics have included ; working online in the Internet (police and youth workers), counseling services and outreach work for young people, operations in the holidays, parenting support, etc.

Regional Employment Team is a new network, which has embarked planning the areal employment project. The members are from the areal Employment and Economic Office , vocational education and from municipalities and organizations.

- Prevents exclusion and to promotes employment in the area
- Increases employment, secures the changing labor market needs
- Creates job and training opportunities for various job-seekers
- Reduce structural unemployment
- To promote cooperation between different actors
- Increase the local businesses operating in public awareness and recruitment conditions.

6.3 Turbo- Turku region youth service and youth work networks

Networking in youth services and youth work has started in Turku region covering all eleven municipalities from 2005 with a survey of Turku Region Development Centre. Resource study was also done by project workers. The activity was initially been informal meetings and few regional project fundings has been applied by the City of Turku and the City of Naantali. The management has been unofficial and the network has based on voluntary participation of the representatives of the municipalities. The City of Turku has been coordinating the youth information portal and peer information project and the City of Naantali international education project and Mopiili-moving youth work and information project.

The nature of the network has been changing more official by the different projects and services from 2010 and also the reform project of municipalities, which is led by the City of Turku. Turbo-network vision for 2012

"In the Turku region certain youth services are implemented by agreement of the municipalities in the region to prevent exclusion and ensure the region's young people a information, advice and guidance, and opportunities for action and activity places."

The project management system has been developed on the basis of the network and the activity plan has been agreed.

It contains the following services and activities;

- Turku Region Youth Card
- Youth Information Portal www.pointti.info
- Peer information and support of young people's participation possibilities
- International cooperation and global education
- Outreach work and workshops
- Arts and cultural activities of youth

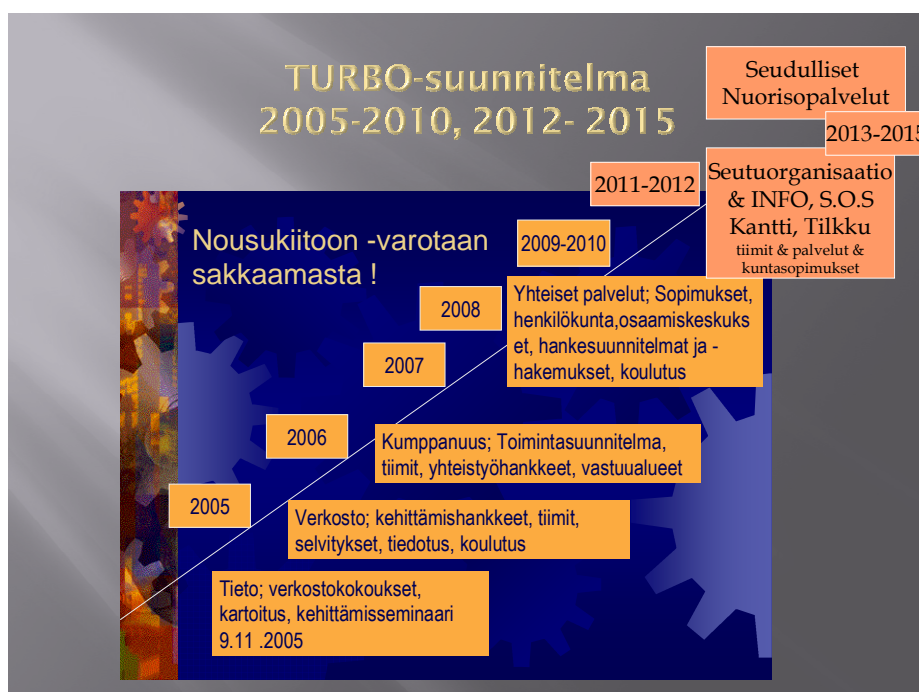


Figure 8 TURBO-Turku area network work plan for 2005-2015.

Ursula Roslöf 2012

6.4 South-West Finland Province networks

The Regional Administration changes in 2008 gave birth to a need for a network of youth work in the province, which was leading to a project application from Regional Council of South- West Finland for 2008-2009.

In the Varsikas- project common needs were identified with the representatives of the five counties and the provincial youth information portal. was designed. At the same time started a provincial MAST –project, where the guidance and networking model was developed. The project was concentrating especially for young people counseling, vocational training and workshop activities and on the network structures. Both projects brought the regional organizations and municipalities closer each other.

On the basis of the Varsikas-projects inventory the administrative organization of the youth network of 128 municipalities was born in 2011.

Outreach and workshop activity networks have been formed after 2009 and the network of youth workers has been growing for five years.

6.4.1 Youth workers network in the Province of South-West Finland

Youth workshop network, outreach network and youth information network have been organized during last five years and they have agreed about the approaches and the convenors. A coordinator has been employed for the networking of youth workshops and outreach work activities with the support on the Ministry of Education and Culture. Outreach youth workers and youth workshop workers have organized monthly meetings in different places and the representatives are named to the provincial co-ordination network.

The youth workers in the province are organized informally and all employees are not involved in the activities, which is based on circulating the responsibility and around some activity or topic. They organize also recreational and educational activities of the employees.

6.4.2 Youth work administration network in the Province of South-West Finland

Youth work administration network has been formed in 2012 from the twenty-eight municipality representatives of the Province. The leaders and convenors

in the early stages were workers from the regions of Loimaa and Turku. The author has served as a secretary and the expert has been the inspector of ELY Centre.

The network's objectives and needs have been identified and obtained and got also the development funding for the project for the period 2012-2014.

6.4.3 Coordination Network in the Province of South-West Finland

The Centre for Economic Development, Transport and the Environment of South-West Finland (ELY) has launched in 2012 cooperation with other regional actors the provincial child and youth policy co-ordination structure. The structure consists of the following sections;

1. The Child and Youth Policy Co-ordination Group
2. Data Production and Publishing
3. The Provincial Child and Youth Policy Forum

The Child and Youth Policy Co-ordination Group

1. The Centre for Economic Development, Transport and the Environment of South-West Finland (ELY) shall appoint a group and set resources for it
2. The group will be assembled by invitations
3. All organizations working with children and young people will be invited
4. The group may use in the network, ad hoc groups for different tasks
5. The group will meet at least three times a year from the invitation of the Chairman
6. ELY acts as the secretariat of the coordination group

Provincial Child and Youth Policy coordination group tasks are:

- 1) Gather information on provincial children's and young people's living conditions for local, provincial, municipal and national decision-making, and to clarify the conditions of knowledge production in South-West Finland
- 2) Publish annually information on children and young people's living conditions in the province
- 3) Gather information on current research about children and young people's living conditions and promote provincial research
- 4) Promote the coordination of services for young people and the effectiveness of the service's by the goal of adequacy, quality and accessibility
- 5) Develop the youth service system so that services are based on the needs of young people and minimize duplication

- 6) Conduct an annual provincial Child and Youth Policy Forum, which presents children and young people's living conditions, trends and provincial priorities in child and youth policy
- 7) To promote the participation of children and young people

Provincial Child and Youth Policy Forum

- 1) An open forum for all the children and young people working with young people as well as representatives of the youth councils and student bodies
- 2) Once a year (May or October)
- 3) Presenting children and young people's living conditions in the province
- 4) Identifies and recognizes trends and phenomena occurring children and youth
- 5) Discuss child and youth policy priorities in the province
- 6) If necessary, expert presentations

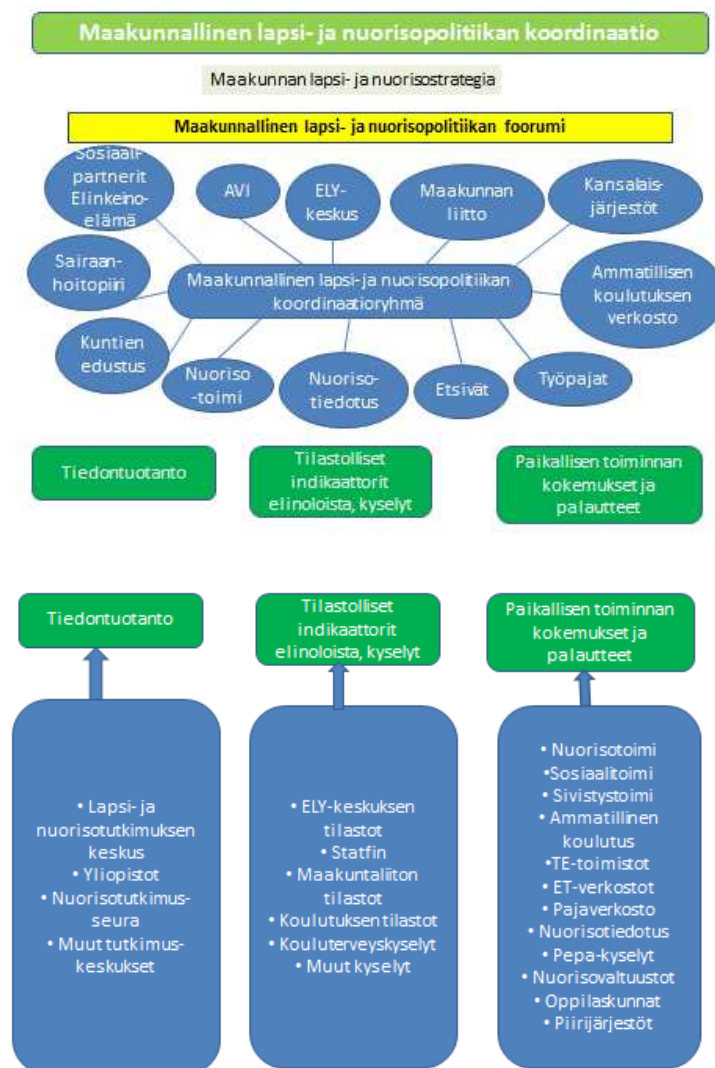


Figure 9 and 10 The Provincial Child and Youth Policy Co-ordination network .
Erik Häggman 2011

7 THE RESEARCH RESULTS OF THE INTERVIEWS AND QUERIES

Interview questions were in rather general level, because I felt it difficult to make very specific and personal questions. I picked some interesting parts of the answers. The whole interviews are in Finnish in the appendix.

1) Youth work is an expert on issues ranging from the following: the living conditions of young people, young people's hobbies and activities, geographic mobility, substance abuse behavior, youth cultures and youth welfare. I think it is essential to distinguish, however, studied data and minnow data, which leads easily to the "firebrigade-actions". Which is a finding a small municipality not the case anymore in the suburbs of Turku. Youth worker is by no means the whole of Finnish youth and youth specialist.

The regional network should invest in large-scale social issues, such as a social guarantee and the tasks prescribed by law.

2) For young people's influencing and participating should be developed simple, trendy and quick results-adding projects and products.

Fast players are needed, especially in municipal system, which is bureaucratic, to bring the contrast, to learn and to meet the needs of young people within a reasonable time.

3) Turbo network should operate as the steering group, so that the projects and the costs will be agreed in network.

4) Questions lacked one essential point: each team member should take the network information forward, issues should be dealt in their own organizations. The information from and to the network should be specified.

From the electronic responses to the survey may be drawn following general conclusions:

- Youth workers see themselves as experts in youth issues, which is a pretty broad term, but raises further questions on the expertise of the exact content.
- Youth workers experience the task of their work as well as preventive work that the individual preventive work. Especially when working in diversified work (youth, sports and cultural activities), working field is wide. Often the quality of work suffers and there is no time to network.
- The role of youth work as an expert in youth affairs is unclear, and the expectations are very large in relation to resources.

- The extent of youth work and the networking in diversified work take a lot of time and employees expect the clarity of leadership and network .
- It is generally agreed, that the networks need a named leader and activities should be systematic.
- In advance prepared meetings and workshops are considered the best models
- Work and communication in the social media is surprisingly not presented as a form of action.
- Youth work network partners the clear number one is primary school and at least the central government in municipalities
- Youth participation in networking is low. Young people are heard by youth councils. The representatives of young have been asked as members only in the provincial coordinating network.
- The role of youth work is seen quite often quick and flexible and taking new challenges

7.1 Youth Network Team in the City of Naantali

Based on the survey responses the network deals with general topics of youth issues. The network should meet yearly four times and the manager should be the leisure services representative.

The role and status of youth work and youth workers in network is seen as follows:

	Answer	Number	Percentage	20%	40%	60%	80%
1.	Developer and influential worker	5	45,45%				
2.	Organizer of the leisure activities	8	72,73%				
3.	Organizer of non formal activities promoting communal learning	0	0,00%				
4.	Organizer of individual activities preventing exclusion	6	54,55%				
5.	Health educator	2	18,18%				
6.	International educator	0	0,00%				
7.	Environment educa-	2	18,18%				

	tor			
8.	Expert in youth issues and fieldwork	9	81,82%	
9.	Voice and representative of youth	3	27,27%	
10.	Organizer of common services and activities (of different organizations)	2	18,18%	
11.	Assembler of research data, statistics and information	0	0,00%	
12.	Quick and flexible actor, who takes new challenges and responsibilities	6	54,55%	
13.	Expert of social media	1	9,09%	
14.	<u>Something else</u>	0	0,00%	

Figure 11 Ursula Roslöf 2012

Points to observe:

Both sides of the role can be recognized: Leisure activities and preventing exclusion. Expert in youth issues and field work is somehow natural but not in social media, which raises questions !

Based on the open responses:

The practical co-operation is wanted. The school nurses should participate. The management level is usually quite far from the field work, but could participate once or twice a year.

The leader/manager should be someone who has time to concentrate on the network.

Must be connected in cross-sectoral network, so that young people's issues are on display, it is easy to intervene and you can learn and develop.

We are able to work for young people's best interest.

A local network is a good thing if only because of the different participants have access to the same table and get to know each other's work

7.2 The areal cross-sectoral network team and employment team

Based on the survey responses the cross-sectoral network is dealing with general youth issues.

The network should meet yearly four times and the leader should be the representative of education.

The role and status of youth work and youth workers in the network is seen as follows:

	Answer	Number	Percentage	20%	40%	60%	80%	100%
1.	Convenor	0	0,00%					
2.	Coordinator	4	28,57%					
3.	Expert in youth issues and fieldwork	14	100,00%					
4.	Voice and representative of youth	7	50,00%					
5.	Organizer of common services and activities (of different organizations)	8	57,14%					
6.	Assembler of research data, statistics and information	1	7,14%					
7.	Quick and flexible actor, who takes new challenges and responsibilities	8	57,14%					
8.	Expert of social media	5	35,71%					
9.	Something else	0	0,00%					

Figure 12 Ursula Roslöf 2012

Points to observe:

Expert in youth issues and field work is mentioned in 14 responses. Assembler of research data is not seen belonging to the role of youth work, which raises questions- who will do the data collecting in the area ?

Based on the open responses:

In the team should participate workers responsible for economic issues.

The representatives of the Local Government Boards should participate and also the leading social service workers

A member of the group should be chosen to lead the work

Support of the activities and resources should be ensured by the network

The leader /manager chosen from the social or education sector

Experience at the moment is that the representatives of social sector do not participate in the meetings (even though there is legal obligation)

Cross-sectoral network should cooperate with the "military-droppers" time out- project in the future.

Currently there are too many networking groups and they overlap. Partly same workers belong in the same time in many different administrative networks and those networks are dealing with same issues at the same time in different configurations.

Based on the feedback questionnaires and practical workers meetings has been considered that the activities within several municipalities requires clear information.

Mopiili-network-based moving form of work is perceived good.

7.3 Turbo -Turku region youth service´s and youth work network

Since 2005 the network begins to pay dividends. Several projects have been implemented, but the information and management practices are not functioning properly.

The municipalities are not committed sufficiently. On account of Paras-reform project the goal-orientation has improved, but confidence to the operation is not yet optimal.

Based on the survey responses of the network should operate as a steering group of the services and projects.

Only two respondents see, that the network should gather young people's opinions and feedback. On the other hand the representatives of young people should be invited to the extensive network.

The network meetings are proposed to be organized four times in a year. Meetings should be prepared in advance in addition to workshops and also spreading of good practices. As the optional leader are proposed a representative of the City of Turku, circulating leaders and a named employee.

The role and status of youth work and workers in network is seen as follows:

Answer	Number	Percentage	20%	40%	60%	80%	100%
1.	Developer and influential worker	8	66,67%				
2.	Organizer of leisure activities for youht	5	41,67%				
3.	Organizer of non formal activities promoting communal learning	1	8,33%				

4.	Organizer of individual activities preventing exclusion	5	41,67%	
5.	Health educator	1	8,33%	
6.	International educator	1	8,33%	
7.	Environment educator	0	0,00%	
8.	Expert of youth issues and field-work	9	75,00%	
9.	Voice and representative of youth	3	25,00%	
10.	Organizer of common services and activities (of different organizations)	5	41,67%	
11.	Assembler of research data, statistics and information	2	16,67%	
12.	Quick and flexible actor, who takes new challenges and responsibilities	5	41,67%	
13.	Expert of social media	0	0,00%	
14.	Something else (cultural activities)	1	8,33%	

Figure 13 Ursula Roslöf 2012

Points to observe: Expertise in social media is not seen belonging to the role of youth work.

7.4 Youth workers network in the Province of South-West Finland

In the open responses: Daily network is taking most of the resources. Examples of the network groups are the “market of possibilities”, youth guidance group, the police co-operation, education department groups, expanded management team, health center working group.

The role and status of youth work and workers in network is seen as follows:

	Answer	Number	Percentage	20%	40%	60%	80%	100%
1.	Developer and in-	26	78,79%					

	fluential worker			
2.	Organizer of leisure activities for youht	24	72,73%	
3.	Organizer of non formal activities promoting communal learning	10	30,30%	
4.	Organizer of individual activities preventing exclusion	26	78,79%	
5.	Health educator	10	30,30%	
6.	International educator	11	33,33%	
7.	Environment educator	8	24,24%	
8.	Expert of youth issues and fieldwork	31	93,94%	
9.	Voice and representative of youht	21	63,64%	
10.	Organizer of common services and activities (of different organizations)	8	24,24%	
11.	Assembler of reseach data, statistics and information	7	21,21%	
12.	Quick and flexible actor, who takes new challenges and responsibilities	22	66,67%	
13.	Expert of social media	14	42,42%	
14.	Something else	1	3,03%	

Figure 14 Ursula Rosl f 2012

Points to observe:

Both leisure activities and individual activities preventing exclusion are estimated belonging to the role of youth work.

The cross-sectoral network team is estimated as the most important network.

7.5 Provincial youth work administration networks

Network of the provincial youth work administration is a new and meetings have been held for only two times and they have been dealing the tasks of the work and social guarantee. The first preparatory meeting in Turku in December 2011 the regional representatives presented the following policies:

The representative of the region of Vakka-Suomi thinks, that local network and the strategy is important. It is also considered important that there should not separate between what is cultural, sports, or youth-related activities, but the starting point is the functioning of the young person.

The Turku region is well networked and propose the production of knowledge and common ground rules on what data is produced.

The representative of the region of Turunmaa sees, that www.pointti.info is good service, because the local government resources are limited.

The representative of the region and the City of Salo is taken positively to the project and want to be involved, but the overlap reluctance, because they are also involved in the big cities Kanuuna project. Adequacy of the resources of concern. The advantage of networking is also making the joint training is easier to organize.

The hope is also the most extensive network , which meet under various themes and the information to the municipalities will flow.

Based on the responses

ELY should manage the network and there should be a named leader. There should be no more than one administrative network, with clear objectives and tasks and meetings two or three times in a year. Meetings should be assembled in advance with the agenda. Seminars are also required.

The network should take care of implementing Youth Act.in the province.

It sounds very difficult and complex. There are so many groups that the basic work is lacking. There must be clear and decided objectives and indicators.

There is a need for a development project, which is defining networks as well as the objectives, roles and functions. It would be good if the project could hire a full time person to prepare the meetings and topics.

7.6 Coordination Network in the Province of South-West Finland

Co-ordination network has met once on the topic of social guarantee, which was introduced by the representatives of the Ministry of Education and Culture and Employment and the Economy. The network aims to collect data and organize top-level meetings around different themes. Wide variety of different youth organizations, representatives of the forum is collected once a year in order to obtain young people's point of view and the wishes of use.

The network co-ordination in the future requires more information and the preparation of the scale. Co-ordination of the network objectives have not been understood in all organizations. The network does not produce its own services, but acts as a forum for discussing and disseminating research, collaborating with research institutions. In order for networking is considered important and the need for a commitment to high quality preparation and themes.

The role and status of youth work and youth workers in the provincial network is seen as follows:

	Answer	Number	Percentage	20%	40%	60%	80%	100%
1.	Deal the youth issues in general lever	6	42,86%					
2.	Desings researches dealing the living conditions and services of young people	5	35,71%					
3.	Designs and implements common services and launches and coordinates projects	6	42,86%					
4.	Ensures equal services and social quarantine in the province	6	42,86%					
5.	Designs and organizes trainings concerning children and youth	3	21,43%					
6.	Operates as a steering and coordinating group in issues dealing children and youth	8	57,14%					
7.	Gives statements concerning children and youth (to the cross-sectoral coordinating network /Ely)	7	50,00%					
8.	Acts as a learning environment to the administrative workers	3	21,43%					
9.	Listens to the opinions of young people and collects feedback(annual questionnaires)	2	14,29%					
10.	Something else	0	0,00%					

Figure 15 Ursula Roslöf 2012

Points to observe: Giving statements is estimated to belong to the role of youth work

8 REFLECTION AND PROPOSALS

8.1 Proposals for the subjects of the study

Premises for all network levels:

- Youth work and workers role is not clearly seen as a network manager of cross-sectoral networking, even the Youth Act and other official instructions permit the leading role. Definition of the management has to be done when starting networking to commit the partners
- The objectives and tasks should be clear from the beginning
- All groups must have a leader or manager and also agreed ways of information
- Network operating time has to be determined whether permanent or fixed-term
- Quorate and motivated nominated members to avoid frustration
- Municipalities should recognize such as a statutory network in the administrative rules and job descriptions
- Cooperation with the outreach work and education and social work should be based on shared expertise- contacts in proper time before the problems grow too big
- Job descriptions should include networking - participation is not an extra work
- Nomination of group members by post - not by persons, and visible network
- Practical agreement of transferring the data and exchange of information
- Each member of the network is obliged to provide information to their own fields of work
- Group members should get to know the practical activities and facilities of the other participants (study visits in different places, job-shadowing)
- Workers and team members should learn more of the use of social media

Standpoint of the professionals working in the education sector is to notice and understand the phenomena of the Internet. It is no longer depending on an interest and will , but also a requirement to face young people (Merikivi, Timonen, Tuuttila 2011).

8.1.1. Youth Network Team in the City of Naantali

- Official registration of the of representatives in the team
- Team members should be practical workers, who are dealing the grass-level work
- Workshops at least once a year
- Invitation of experts in different themes according to the meetings or workshops
- Annual network plan and annual schedule
- Visits to the various actors and facilities
- Partners should take responsibility in turn to organize meetings and study visits
- Young people's participation and the registration of the design
- Service map completion (which services are missing)

8.1.2 The areal cross-sectoral network team and employment team

- The members should engage to the statutory cross-sectoral network
- The members should be responsible managers of the services, not practical workers.
- The annual activity plan and schedule and some main targets also for three-year period, for example, targets and responsible actors
- The team should process the applications for the areal project fundings
- At the annual meetings, and study visits to partner organizations and areal and regional services
- The rotating responsibility for drawing up the agenda or topic of the meetings
- Employment team needs a leader, responsible for writing the areal employment plan and contract drafting
- The current role of the steering team and eliminating duplication of networks and meetings (currently too many separate guidance groups)
- Clarifying the sub-groups duties and leaders
- Sub-group´s proposals should be presented to the statutory network
- Recording the municipality working groups and contact persons
- Workshops once a year
- Fast online meetings or working example of some phenomenon or an event

- A regional survey made by the statutory network once a year
- Mapping the needs of young people every year by an areal survey at schools and youth centers
- Study visits to the different organizations and services in the area

8.1.3 Turbo- Turku region youth service and youth work network

- Activity and development plan for three-year period, which will record the annual goals and responsible actors (municipalities and workers)
- Information project in the region: What is the role of youth work and what kind of services and activities are produced in the region.*
- Designing involvement systems with young people's to the regional development plan
- At the annual schedule of meetings and workshops, study visits and trainings and project application times
- The team should process the applications for the areal project fundings.
- Bold division of responsibilities; own special development areas of responsibility and the division of labor between the different partners
- Inquiry opinions of young people and service needs for example in www.pointti.info youth information portal once a year
- Joint workshops for youth, sport and cultural services, results mapped to a common plan. We need completely new ways of meetings and workshops – time for reflection.
- Job shadowing / employee replacement plan (3-year period) in the region

8.1.4 South-West Finland Province networks

- The outreach youth work and youth workshop networks should plan an annual development and action plan and register promoters or leaders
- Decisions and proposals should enter to the provincial youth administration network
- An action plan for the youth worker network action plan and targets and responsibilities for partners. Trainings and needs of workers should be organized

by the administration network. The role of network should be defined officially- all workers can join the network

-The administration network needs an annual action plan and a coordinator because of the scale of the network and topics. The employee can take care of the co-ordination network in the province

-The provincial co-ordination network need also the annual, plan including seminars and topics (and experts) and meetings (rotating responsibilities)

-The network co-ordination in the future requires more information and the preparation of the scale of the. Co-ordination of the network objectives have not been understood in all organizations. The network does not produce its own services, but acts as a forum for discussing and disseminating researches, collaborating with research institutions. In order that networking is considered important and the partners are committed to the work the preparations and implementing of topics should be qualified.

The network co-ordination requires in the future more publicity and preparation. The objectives of the network have not been understood in all organizations. The network does not produce services, but operates as a forum for discussing and timeline information and disseminating research, collaborating with research institutions. In order for networking meetings and seminars is considered high quality preparation and actual themes. On the other hand all the different educational and youth-service based organizations, who work with children and young people have been invited to the network and there is a huge amount of expertise in the members.

- Studia Varsikas –the provincial seminars and the topics and experts on various themes should be designed in the long term. The clear plan of the dissemination of information is needed, who will inform and to whom

8.2 Reflection

I followed with interest the reports of the brand group of Finland in 2010. According to the group, Finland is by a number of international studies and com-

parisons the world's most functioning society. Finnish actions are based on two different issues which are closely related. The Finns trust each other and they quickly find unconventional solutions to difficult problems without hierarchy. In Finland has managed to show that the problems can be solved and things can be done together without commanding.

In the voluntary work encapsulated much of what the Finnish creative and practical functionality means.

"Just a hobby, won't be big and professional" 25 Aug 9.1 20:57.:08

Newsgroups: comp.os.minix. Nonetheless, from this existence began a revolution. Amateur computer Linus Torvalds was invented later prove to be a successful way in which an unlimited number of people able to participate in the development of the same program code. Torvalds realized that the global information networks such as a complex system can only work if it is making a large number of motivated people.

I agree with the group and Linus Torvalds . I think that Finnish should turn back using the traditional working together. These networks require a genuine commitment and pulling together.

Petri Cederlöf (2012) has been working on the follow-up study of youth work, what the youth work "valuation" means? Is it youth workers;

- a) belief in the future,
- b) professional self-esteem or self-esteem,
- c) some of the other for example, "decision makers", expressed appreciation
- d) the real noticing and the strengthening of the position?

According to Cederlöf the permanent identity crisis is always partial to the views of the work of other office holders, the decision-makers and citizens. The growth of public profile can be seen in the media, in particular, about concerns and involvement of young people's issues in the context of the law or child and youth policy in the local promotion, here and there in assessment practices, quality systems and services commercialization through the transfiguration, and increased high-quality communication.

The Alliance has also put together a municipal youth work expectations of the future in 2011:

- In the future, the importance of youth work continued to grow, and growth is expected in the future
- Board of Education is the most common as well as the municipalities of the respondents felt that the best company to youth affairs.
- The municipal elected officials to youth work shown by the valuation has been confirmed
- Youth services funding has increased and growth is expected to continue. On the other hand the youth set all the time on more tasks, which management will also require additional resources.
- Youth staff has increased
- The guidance and service network is in 83 % of municipalities
- Online youth work is about every other municipality
- Youth-influential group or project exist in 76% of the municipalities. In all more than 20 000 inhabitants is on the youth council or any other influential group of young people
- One in five has been participating the municipal merger in the last five
- Youth is one of the most significant forms of work-municipal Youth worker is a multi-talent

Atso Juote and Markus Anttila (2007) have also written about visions of youth work future for the years 2015-2020:

The network will increase the need for cooperation in the future. However, twenty years from now may be very different ways of organizing, when the current sectors are mixed with each other. In the future, youth administration will be organized in areas with a population of 20 000-30 000 inhabitants.

Limits for example between social work, school and youth work dispels, workers don't cooperate no longer but they are doing the same work. The integration of various educational professionals creates the best conditions for the success of the work: no one needs to control everything.

"The cooperation agreements will increase. Youth work in this area traditionally has been a donor, we always had to support the activities of others." Working together will lead to agreements of the contents of cooperation. Quality will be given more attention, and the aims and meanings are clear.

From the perspective of youth work and leisure profession major drivers of change are a variety of sources (eg, Mäkelä, 2006, Mannermaa 2004),

- Changes in the structure of society - migration
- Demographic change - the aging population
- The internationalization of
- Technological development
- Customer orientation, emphasis on

- Networking
- The media emphasis on the role of culture and transformation
- The strengthening of social exclusion
- Work-life balance
- The values and culture change
- Development of innovation

In the future visions of youth work one can argue that the future of youth workers is expected to be a kind of self-image coaches. In the future, emphasis on multidisciplinary work, operating in networks, communications technology, know-how as well as mental health, substance abuse work, multicultural work, family work, and media education-related skills. The meaning of the English language is increasing.

Youth work as a flexible actor needs the third sector, social work, education, labor administration, the Police forces and Army, parish work etc. as partners. The development requires co-operation skills and visions and also the right attitude. The municipal development towards closer regional co-operation increases the need for mutual cooperation between the municipalities.

I agree with those visions. Youth work will be a strong player in the future, but we still need a lot of work to find the core of the work. *I believe that the most important know-how of youth work will be voluntary based participation in group activities, youth information and coaching.*

My own experience of networks of different levels is that of the construction is laborious and time-consuming. If the operation is not well planned right from the beginning and responsibilities are not shared, the results are not very massive.

According to my experience, even in a little town or municipality the boundaries between different authorities are clear and genuine commitment and trust is difficult to achieve. We should start to build the network not up to bottom, but from bottom up.

Some kind of battle about the customers is going on, and the contact to the other organization is counted as a failure. In particular, in the cross-sectoral network at work, especially if customer cases are handled, the roles and open in-

terfaces should be opened to save the under evaluation or blame of the work of others.

I think, because the cross-sectoral network is very new, the operational models are mixed. Executive responsibility falls too much to one sector. Objectives and the roles of different actors should be clear. Youth work is experienced as a non-formal actor an informal organization and it is not taken “seriously”. Schools and labor office are informing outreach workers about droppers too late, when the problems are already big.

We need rational divisions of work in the municipalities to provide a good opportunity to get more resources to the challenging work.

The traditional official meeting based model approach does not work. Planning workshops and access to the grass-root level practice of partners.

According to Veistilä, Leimiö - Reijonen and Rantalainen (2011) the anticipation dialogues are aiming to prevent the collaborating institutions overlapping work and any uncertainty in the cross-sectoral work in the field. The dialogues clarify the cooperation and views of the members. Anticipation dialogue often leads a network consultant of outside trainer.

Anticipation dialogue as a method suitable for the design work, psycho-social services, planning the projects or support of well-being.

Anticipation dialogue examples:

- the future of remembrance - a customer meeting
- cross-sectoral or multi-professional dialogue - clarification of jobs of different employees in the network
- regional and theme consultations – the review of the situation and need for development
- the future thinking - the administrative planning meeting

The role of youth worker could be the energiser and a broker, using the youth work methods would inspire also the bureaucratic organizations. We need the courage of young people affairs expert, and also to develop expertise.

Youth work needs the identification of skills and education like in Estonia ! The same kind of steps could be designed also in Finland.

The network should be built on genuine shared expertise, but also on leadership, which know how to learn about the migratory birds who are changing on the fly leader, in order to survive their long journey.

We need courage to work as experts in young people's issues and also to develop our expertise. The majority of employees in the municipalities are working in the children and young people's service. With the shared expertise and reforming practices and work the resources are sufficient. In the method of shared expertise youth workers are equally carrying their share from the services and youth education.

Concerned with social exclusion we should network, ignoring the boundaries and positions of different sectors. Young people must not be left to exclude, but also we must remember to leave a lot of space for young people to find themselves and their future steps.

Traditions are clearly in transition, where the role of youth work is being amended from preventing and communal activities to individual and rehabilitating guidance. Youth work is needed in both methods, but the resources shall be reallocated.

Especially in small communities the diversified posts prevent the efficient operation and networking is considered extra work and there is not enough time to commit because of the workload. Tasks and jobs should be radically reformed in the municipalities.

Sector-specific activity in municipalities is not an economic or efficient. Service system must be reformed to such as life-cycle thinking. Paras-project (reform project) has not produced sufficient results. New and bold initiatives are needed.

Networks should be combined so that the different sectors will discuss with each other and transform information about their plans. Youth-, sports and culture-sectors have a lot of common. Third-sector activities, and informal groups

of young people should be involved in the networks .We need new forms of participation and network training for young people too.

8.2 The dual role of the actor

As the actor in this study I am part of the process and also an active participant, because I have worked in all the networks as an initiator and /or coordinator.

In the action research the researcher is part of the social community in which the development activities are implemented and what she or he examines. Researcher's background, experience and training affect the study process. She or he is the main tool of action research. He or her need to get acquainted with the study target and to master the key features of the substance. (Beinum et al.1996, Heikkinen, 2001, 23-24.)

Some of the proposals or measures will remain partly to the individual actor to manage or to present to the different networks.

The reliability of this study is based on the large number of respondents. On the other hand a number of new questions and ideas to deepen the study were born during the writing.

Accurate information about youth workers roles and status in the various networks could be explored by making maps of individual network, which could describe the content of the weekly, monthly and yearly work , when the different levels, effects and subject matters of networks could be seen clearly. Similarly, an additional question was raised how networking, participants, leaders, goals and duties are described in different organizations or are not described at all ?

The network skills stay also as an open question. At the same time I wonder about my skills. During the study I stopped to think whether the habit of sending a lot of e-mails and having lot of short meetings is the right way of networking and how we should promote the commitment and trust between the different partners.

This study made me to think about the approach and the use of time in the various networks and the need to find new and effective ways of working.

The main problems were the gaps in participation of young people and quite conservative attitude to reforms. I would have expected more daring presentations about the opportunities to reform the workers' status and the role through networking and to clarify and limit the tasks of the work. I personally could change the present organizations quite radically and also renew the job descriptions. The same result is observed on the other hand during the processes. Very little has been done during the Paras –reform project, which was pursuing reformation of the services. Are the youth workers timid or passive to innovate?

Accurate information about youth workers and their roles and status in the various networks should be described more deeply by making individual maps of network and the content of the work week, month and year. It would be interesting to highlight the reality of the network situation in different levels.

An additional question was raised of how networking, participants, leaders, goals and functions are described in different organizations or is it at all?

I think there is enough “backbone “ given from the state and other official directions to reform the local, areal, regional and provincial levels youth work and network. We have to bravely take our own a slice of the services and not to remain uncertain of own role. At the national level youth work has already been recognized by Acts and development programs and also the provincial level is now starting to work by coordinating network. In the regions more bold innovations and definitions and new network services are needed in areal and local levels.

My personal motto in the different networking processes during several years has been: Youth workers are like gardeners or stone masons. Trees grow slowly and the results appear years after. Stone splits after hundreds of attacks, and it is not the last hit thanks, but all the previous ones.

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