

LI XINGAN

FINLAND  
STATE  
SCAM

*They kidnap children when they cry...*

Finland State Scam



# FINLAND STATE SCAM

Child Protection as a Business Chain

Li Xingan LLB, LLM, LLD, PhD



Trans-Atlantic Publishers Canada

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# Preface

*This part discusses the issues with child protection agencies in Finland and how they engage in various types of illegal actions that harm children and families. The term "child protection" has been intentionally translated as "child welfare" in Finland, which is highly misleading. Child protection agencies should have a responsibility to follow proper procedures and uphold legal and ethical standards that apply to all human beings. To fight against these unlawful actions, it is important to raise awareness about the issue, demand accountability from child protection agencies, take legal action, and invest in family support services. Additionally, the section warns of hidden enemies of civil society who use their positions of authority to enrich themselves at the expense of others, engage in human rights abuses, or undermine the democratic process. It emphasizes the importance of being vigilant against such hidden enemies and working to expose and hold them accountable for their actions to ensure the well-being of civil society.*

The term "lastensuojelu" (child protection) has been intentionally translated as "child welfare" in Finland. However, the original term, which originated in the 1920s and was prevalent in the 1930s, was "child protection" and was somewhat associated with the similar practice in Nazi Germany. As a result, the use of the term "child welfare" is highly misleading. However, the official translation typically favors the use of the latter term.

Today, child protection agencies are highly important in Finland as they are responsible for safeguarding the welfare and safety of children. Their primary duties include identifying and responding to cases of abuse, neglect, and exploitation, and providing support and protection to vulnerable children and families. Despite their critical role, with an authoritarian tradition, there have been instances where child protection agencies in Finland have acted

illegally against children and their families without any legitimate reason. Such actions have caused immense harm and suffering to the affected families and children. Due to these injustices, families with children in Finland face significant risks of losing their family life and parenting rights.

Child protection agencies can engage in various types of illegal actions that harm children and families. For instance, without any proof of abuse or neglect, they may separate a child from their family and place them in foster care, or exaggerate the extent of family problems to justify such intervention. Child protection agencies may also keep on collecting baseless reports of abuse or neglect, leaving children and their families in potentially poisonously harmful situations. Shockingly, they may even falsify evidence of abuse or neglect to validate their actions.

In Finland, social workers in child protection agencies have frequently crossed the line by disregarding normal human life, family life, and parent-child relationships. They have treated children like lifeless objects or captive animals, isolating them in foster families or institutions, limiting their communication and visitation, administering psychiatric medications, and psychologically threatening and controlling them. These illegal actions have significant negative effects on children's physical and emotional well-being.

These actions are not only illegal, but also unethical, as they infringe upon the rights of children and families and can have long-lasting negative effects. When children are removed from their families and placed in foster care without valid reason, they may suffer from trauma, disrupted attachments, and other adverse consequences. Similarly, families who are falsely accused of abuse or neglect may face social ostracism and stigmatization, and may even lose their parental rights. To make matters worse, these actions are authorized under Finnish child protection law, which has been wrongly translated into English as "child welfare law".

It is crucial to acknowledge that Finnish child protection agencies have a responsibility to follow proper procedures and uphold legal and ethical standards that apply to all human beings. They should only take action based on factual evidence and should respect the rights of children and their families. It is important to recognize the normal nature of family life and ensure that family bonds are not severed unnecessarily. If there is insufficient evidence

to support the removal of a child from their family, child protection agencies should explore other options, such as providing family support services, to address any concerns. However, unfortunately, social workers in Finnish child protection agencies have been driven by the pursuit of business achievements and profit-making. They have targeted children once their families have become involved in child protection matters.

To fight against unlawful actions taken by child protection agencies, there are several steps that can be taken. Firstly, it is important to raise awareness about the issue and to demand accountability from child protection agencies. This can be done through advocacy, lobbying, and media campaigns. Secondly, legal action can be taken against child protection agencies that violate the rights of children and their families. Thirdly, there must be greater investment in family support services to prevent child abuse and neglect and to support families in crisis.

In sum, unlawful actions taken by child protection agencies against children and their families without a factual basis are unacceptable. They violate the rights of children and their families and can cause lasting harm. It is essential to demand accountability from child protection agencies and to invest in family support services to prevent abuse and neglect. We must work together to ensure that child protection agencies operate within legal and ethical standards and that the rights of children and families are respected.

The greatest adversaries of civil society are not those who are already known, but rather those who hide under the guise of democracy, official positions, and public authorities, concealing their true intentions behind a facade. These individuals and organizations have access to resources and power, which they can exploit to undermine the rule of law, suppress opposition, and perpetuate corruption. Since they work within the system, they are often more challenging to identify and eliminate than those who openly disregard the law.

Examples of hidden enemies of civil society include corrupt politicians, abusive law enforcement officers, and unscrupulous businesspeople. These individuals may appear to be upstanding members of society, but they use their positions of authority to enrich themselves at the expense of others, engage in human rights abuses, or undermine the democratic process. While



in Finland there has been a rapid development in facilitating companies and families to accept removed children, for example, Attendo, Esperi, Mehiläinen, etc.,<sup>1</sup> the business chain has already taken its shape and corroded the democracy of Finnish society and politics. The hidden corruption in Finland has become deeply rooted and broadly expanded, yet unknown to the outside world. If such corruption is revealed, the fairy tale of the happiest country or the most transparent country in the world will burst into the air.

It is important for civil society to be vigilant against these hidden enemies and to work to expose and hold them accountable for their actions. This can involve supporting investigative journalists, whistleblowers, and other advocates who are working to shine a light on corruption and abuse of power. It may also involve working to strengthen legal and regulatory frameworks that can help prevent and punish these types of abuses.

In the end, the well-being of civil society is contingent on the capacity of its citizens to have faith and depend on their government institutions and public figures. Whenever those who hold authority misuse their positions, it corrodes that faith and weakens the fundamental principles of democracy and the rule of law.

Li Xingan  
May 5th, 2023

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<sup>1</sup> Kaija Kelhu, 2015. Hoivajätit iso riski veronmaksajille... Attendo, Esperi, Mehiläinen ym. Accessed May 1st, 2023 from <https://puheenvuoro.uusisuomi.fi/zzz333/189965-hoivajatit-iso-riski-veronmaksajille-attendo-esperi-mehilainen-ym/>

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# Factsheet: How Finnish Social Workers Destroyed my Child's Life

	Before September 22nd, 2022 Parents' normal family life	After September 22nd, 2022 Social workers' maximum interest of the child
Telephone	Put away at night	Self-managed at night
Sleep	Sleep at 22:00	Unknown
Insomnia	Seldom	Frequent
Sleeping pill	No sleeping pill	Ketipinor 12.5 mg everyday (prescription: 25mg when necessary)
Eyesight	No problem	Eyesight damaged, wearing glasses from April 2023
Library	Very frequent visit, borrowing books up to 41 copies	Seldom, no books borrowed (as of May 7th, 2023)
School	Seldom late and absent	Frequently late and absent
Academic performance	Excellent	Many exams skipped
Family	Normal family life	No family life
Nutrition	Regularly eating, good nutritious foods, vegetables, nuts, snacks during hobby lessons	Unknown
Friends	School friends, family friends, hobby friends	Lost school friends, lost family friends
Depression	No need of medicine	Seronil 30 mg daily
Outdoor and recreation activities	Walking, running, gardening, swinging, cycling, skiing, skating, climbing mountains, swimming, sunbathing, singing, piano playing,	Unknown, mostly in own room playing telephone and using computer
Abuse of Medicines	No	In mid-April, took 4 days' medicines in one day
Communications	Talking with parents, sister, friends, getting together with big Chinese community	Limited to foster family
Social status	"Small princess" in our family	Slave? Or captive?
Parents-daughter relationship	She grew up in our arms, on our shoulders, hands-in-hands	Nothing

# Introduction

*The section discusses the dark side of Finnish politics and society, highlighting the corruption and deceit that permeates daily life. It also sheds light on the issue of false accusations by Finnish child protection social workers, which has caused immense pain and suffering for families, and advocates for better measures to prevent such injustice. The section also chronicles the experiences of a family that has been enduring oppressive harassment by social workers at a Finnish child protection institution since March 2022. The book documents their fight against the institution's illegal decisions to take their child into custody and calls for the immediate revocation of these decisions and the release of the child from the institution.*

*The family described in the text consists of four members: a mother, a father, and two daughters. The mother is a registered nurse with bachelor's degrees in law, nursing, and a master's degree in sociology. The father is an adjunct professor, vocational teacher, and registered nurse with degrees in law, computer science, and nursing, and two doctoral degrees in law and computer science. The elder daughter has two bachelor's degrees in business administration and law and a master's degree in law. The younger daughter has a wide range of hobbies, including playing the piano, singing, composing music scores, performing in dramas, promoting music, conducting music business, creating videos, investing financially, and making friends online and offline. She also enjoys reading books from the Helsinki Library and has borrowed 42 books and reserved 21 more. Despite her busy schedule, she is interested in playing various mobile games, including Duolingo, Roblox, and Brawl Stars, often resulting in inadequate sleep. The parents encourage her to focus on her primary school education and school courses first, but they try to restrict her excessive gaming habits. They also try to help her complete her homework and provide her with snacks to manage her energy levels.*

*Unfortunately, the family has been subjected to harassment and discrimination due to their foreign background.*

*The section discusses the responsibility of teachers and social workers in creating a safe and nurturing environment for children. It emphasizes the importance of showing respect towards the family and home life of the child, and working together with the parents to ensure the child's best interests are always prioritized. By doing so, teachers and social workers can play a crucial role in creating a positive and supportive environment for children to grow and develop. However, the section also notes that when teachers and social workers incite children to hate their parents, they violate the trust of the parents and harm the emotional and mental well-being of the child. Such behavior should be held accountable and face appropriate disciplinary action.*

For many years, Finland has been depicted as one of the world's happiest nations. Nevertheless, this assessment fails to take into account the fact that the actual situation has been concealed officially in Finland. The hypocrisy and the corruption in Finnish politics have been overlooked, with political deceit and corruption spilling over into daily life. The tight-knit political network that operates within small circles, the bureaucracy where officials defend one another, the nepotism masquerading as democracy, and the opacity of decision-making all contribute to an enigmatic and unnerving atmosphere in Finnish politics and society.

One could argue that in a country where organized crime is prevalent, if a person dies under mysterious circumstances, the criminal organization is often being blamed. Similarly, in Finland, when the government interferes with a person's political or family life, it is usually done under the guise of an organized and official decision-making process. However, this does not justify the biased and unjust punishments that are sometimes imposed on individuals.

Many families in Finland suffer from grave injustice each year as social workers act on baseless allegations, wrongfully accusing and separating parents from their children without adhering to legal and factual requirements. This practice is built on the misguided assumption that all family members are guilty until proven innocent, leading to numerous false accusations and

great hardship for families. Families are often separated unnecessarily, causing trauma and anguish for everyone involved. This case study highlights the issue of false accusations by Finnish child protection social workers, assisted by educators, caregivers, psychologists, psychiatrists, as well as medical professionals, and the devastating consequences it has on families throughout the country.

In addition to the direct impact of wrongful accusations, there is also a significant indirect impact. When families are wrongfully accused of abuse, it feeds into the wider culture of mistrust between families and social workers, making it difficult for families to trust societal institutions and make use of available resources. This undermines the ability of families to access justice, as they are less likely to come forward and report issues that may have resulted in their family being separated.

It is clear that Finnish social workers have caused immense pain and suffering by falsely accusing and separating families. This practice must be stopped, and better measures must be put in place to ensure that families are not subjected to such injustice. Social workers must be better trained, and more oversight and accountability must be introduced to ensure that wrongful accusations do not lead to unnecessary disruption and trauma for families.

Given this regrettable context, our family has been enduring an ongoing ordeal of oppressive harassment by social workers at a Finnish child protection institution since March of 2022. This experience has caused immense social, physical, and psychological distress for both the child and her parents. Our fundamental human rights, dignity, freedom, reputation, and conscience have been unjustly stripped away, and our family life has been jeopardized and ruined.

The book recounts the experiences of our family and how the T■■■■ School and Lännen Lastensuojelu L■■■■ 1, both located in Helsinki, Finland, falsely guided, threatened, coerced, manipulated, and isolated our child to turn her against her parents, and ultimately kidnapped her from T■■■■ School, held her captive, and confined her to semi-secure facilities.

It is important for us to acknowledge that in Finland, many facilities for removed children and youth are commonly referred to as "youth prisons." This nickname highlights the fact that these institutions often function in ways



that resemble correctional facilities rather than supportive environments for young people.

While there may be different reasons why these facilities are referred to as such, it is clear that the use of the term "youth prison" points to a concerning issue regarding the treatment of children and youth within these institutions. It suggests that there may be a focus on isolation from social network, alienation from parents, poisoning with psychiatric medicines, punishment and control rather than on the well-being and development of young people.

As we consider the situation of our child and her experiences within these facilities, it is crucial that we remain mindful of the potential negative effects of being in a youth prison-like environment. We must advocate for the child's rights and work towards ensuring that they are in a safe and supportive environment where they can receive the care and resources they need to thrive.

This book chronicles the events leading up to the abduction of our child by the Finnish child protection agency and its social workers, who collaborated with various professionals such as school teachers, hobby teachers, school curators, psychologists, and psychiatrists. They fabricated false stories to persecute our family. This book documents our fight against their illegal decisions to take our child into urgent placement and subsequently into custody. To protect the child's privacy, her name and certain place names have been redacted, but as the persecution against our family escalated, we no longer feel the need to conceal anything. We will protest with our real names, real faces, and full strength.

In summary, there are many decisions made, all lacking proper and valid evidence, relying instead on fabricated claims and discriminatory views held by teachers, social workers, and others. These decisions must be immediately revoked with no strings attached. The child should be released from the child protection institution and returned home as soon as possible. Our family should be able to resume our normal life without any obstacles.

\*\*\*

Our family consists of four members, including the mother, the father, and two daughters. The mother is a registered nurse who holds bachelor's degrees

in law, nursing, and a master's degree in sociology. The father is an adjunct professor, vocational teacher, and registered nurse who was a university professor in their home country and an EU country. He holds degrees in law, computer sciences, and nursing and is qualified to practice law in their home country and is a qualified vocational teacher in Finland. He also holds two doctoral degrees in law and computer sciences. The elder daughter has earned two bachelor's degrees in business administration and law and two master's degree in law.

The younger daughter, who is enrolled in T■■■■ School as a junior middle school student, has a wide range of hobbies including playing the piano, singing popular songs, composing music scores, performing in dramas, promoting music, conducting music business, creating videos, investing financially, and making friends both online and offline, possibly even attracting followers or subscribers for her YouTube accounts or videos.

The younger daughter has a strong interest in reading and often borrows books from the Helsinki Library, even ones beyond her own age level and despite her busy schedule. She has borrowed 42 books and reserved 21 more. It is important to note that her parents did not force her to read these books, but rather encouraged her to focus on her primary school education and school courses first. Despite this advice, she still chose to borrow a large quantity of books.

She engaged in playing various mobile games, including Duolingo, Roblox, Brawl Stars, and several others in the past. Although Duolingo was meant for language learning, she downloaded and played other unrelated games advertised on the platform. Brawl Stars was her preferred game, and she played it frequently, often resulting in inadequate sleep. While her parents did not play these games, they tried to restrict her excessive gaming habits.

She would take the bus to school, which took approximately 40 minutes, with the bus stop being around 150 meters from her home. She preferred to leave home only 1-2 minutes before the scheduled bus arrival, despite it not always being punctual. As a result, she often missed the bus and arrived at school late, sometimes having to run to catch it. Despite our advice to leave earlier, she did not comply. On April 7<sup>th</sup>, 2022, she was late and fell while running to the bus stop, injuring her palms on the ground. These injuries were

repeatedly mentioned in reports from teachers and social workers, who assumed they were a result of family violence.

There were instances when our child did not complete her homework without our reminders. However, we made every effort to support her in fulfilling the requirements of her school program. We found that once she started working on her homework, she was able to do it well.

It is not uncommon for children to require some encouragement and support when it comes to completing their schoolwork. As parents, we understand the importance of ensuring that our child is able to stay on top of her academic responsibilities. We were committed to helping her in any way we could, whether that meant providing reminders or sitting down with her to work through her assignments.

Despite the challenges she may have faced in completing her homework, we believe that our child is a capable and intelligent student. With the right support and resources, we are confident that she can excel in her academic pursuits and achieve her goals.

It is true that the child did not always complete writing homework well. She spent a long time doing such homework. She added ideas outside of the topic in her writing. For example, in her biology homework, “Herneraportti” (The Pea-Gowing Report, May 10th, 2022), she wrote that “the biology teacher compelled students to do it and threatened that if students do not do it, then they will fail the course.” In her own opinion, “coercion and threat” (“pakko ja uhkaus”) were conceptions not in the legal sense. When I checked her report, I noticed these words and explained that she did not need to write such sentences into the writing, even if she was not satisfied with the homework. I wrote two paragraphs as an example for the opening of an introduction for her reference. Of course, I was not helping her to plagiarize, but provided instructions for her homework. However, she disregarded the example and kept her own opening words, including the two terms of “coercion and threat”.

Our child would often feel tired and exhausted when she spent a long time away from home. To help her manage her energy levels, we made sure to prepare snacks for her whenever she had extracurricular hobbies or activities.

We wanted to make sure she had the necessary sustenance to stay alert and focused throughout the day.

In some cases, our child would have to leave for school or activities very early in the morning and may not have had time to eat breakfast. In these instances, we made sure to provide her with snacks that were easy to carry and eat on the go. By doing this, we hoped to ensure that she had the energy she needed to be successful in her academic pursuits and extracurricular activities.

As parents, we take the health and well-being of our child very seriously. We understand that proper nutrition is key to ensuring that she has the energy and focus she needs to thrive. That's why we made sure to provide her with snacks that were both nutritious and easy to eat, whether she was at home or on the go.

Because we have foreign background, our family has continuously been harassed, demonized, and discredited. Our family has been subjected to harassment and discrimination due to our foreign background. Although in theory discrimination based on ethnicity, race, or nationality is never acceptable, it is not surprising that we face such problems. It had a significant impact on our daughter's emotional well-being, sense of belonging, and opportunities in life. The younger daughter talked frequently with teachers, the school curator, and social workers. Unfortunately, these workers were generally not interested in helping her to understand our care of her health and welfare by advising her not to play telephone games too much in the evening. On the contrary, they were interested in collecting those pieces of information that she spoke that could be scrambled as a dark picture of our family.

As a result of this, the child was continuously misguided and her faith and conscience were spiritually controlled, that is to say, her beliefs and sense of right and wrong were being manipulated or coerced by these authority figures in her social life who were supposed to be helping her. On the contrary, her spirituality was being used against her, rather than being a source of guidance and comfort. These authority figures were using their power and influence to shape her beliefs and actions to suit their own agenda. This was a concerning situation, as it led to a loss of autonomy and a sense of betrayal. People in

such a position of authority did not respect our own beliefs and values and used them as a basis against us. She was deprived of her own racial identity.

Those persons repeatedly claimed that the Finnish family was prioritized over our family and implicitly induced her to leave our family to seek complete and absolute freedom in the Finnish family. At different points of time, they continuously provided many different alternatives for leaving home and seeking shelter outside. At the same time, they hid behind a bulk of documents, distorting our family's claims and truth, paving the way for taking her hostage.

German fascists in the 1930s concealed their true traces of autocracy, racism, fascism, and discrimination the same way. In the 1940s, Heinrich Himmler stated that "What the nations can offer in the way of good blood of our type, we will take, if necessary, by kidnapping their children and raising them here with us. Whether nations live in prosperity or starve to death interests me only insofar as we need them as slaves for our Kultur: otherwise, it is of no interest to me."<sup>2</sup> This is a very typical mode that is still used today.

Throughout our interactions with the social workers, we noticed that they never documented anything they said that was inaccurate or misleading. Conversely, they also neglected to record the accurate and truthful statements we made. This lack of record-keeping made it difficult for us to defend ourselves against any false accusations or misrepresentations that were made about us.

In some cases, we even noticed that the social workers fabricated certain statements we had made, attributing false or misleading information to us. It was clear that they were skilled in this type of manipulation and were using it to push their own agenda.

As concerned parents, we believe that it is essential for all parties involved in our child's care to maintain accurate and transparent records. This would not only help to protect our rights but also ensure that our child's needs were being properly addressed. Unfortunately, we did not see this level of accountability from the social workers involved in our case.

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<sup>2</sup> Heinrich Himmler, A speech delivered to a group of SS Generals on October 4th 1943 at Posen.

German fascists in the 1930s were as skilled as them. “The Nazis, while entirely without scruple in the pursuit of their objectives, endeavor whenever possible to give their actions the cloak of legality.” The Nazi regime in Germany under Adolf Hitler attempted to give their actions the appearance of legality and legitimacy, even though they were often entirely without scruple in the pursuit of their objectives. The Nazis used various means to achieve this, such as passing laws that justified their actions or manipulating existing laws to serve their purposes.

One of the ways they did this was by passing laws that provided a legal framework for their policies, such as the Nuremberg Laws of 1935, which deprived Jews of their citizenship and other basic rights. The Nazis also manipulated existing laws, such as using emergency powers granted to the government during the Great Depression to justify the suspension of civil liberties and the establishment of a totalitarian state.

Additionally, the Nazis made use of propaganda to control public opinion and to present their actions as necessary for the good of the German people. They also employed a variety of extra-legal tactics, such as the use of secret police and concentration camps, to intimidate and silence opposition.

Despite these efforts, many of the actions of the Nazi regime were clearly illegal and immoral, and ultimately led to their defeat in World War II and the prosecution of many of their leaders for war crimes and crimes against humanity.

In our cases, the discussion between these adults, including school teachers and a curator, social workers and a psychologist, and the child became a channel for them to indoctrinate hate to the parents, and instigate her to defy any family rules though the problem was simply related to her use of telephone and insurance of her sufficient sleeping time.

The individuals involved in this case blatantly disregarded the importance of normal human and family life, and completely ignored the ordinary rules and standards that apply to such situations. They went to the extent of actively influencing the child to develop a negative sentiment towards their own parents, an act that is not only unprofessional but also has a severe impact on the overall well-being of the child and the family. Such behavior is

unacceptable and must be addressed to ensure that the best interests of the child are protected and upheld.

It is the responsibility of teachers and social workers to ensure a safe and nurturing environment for the children under their care. This also includes showing respect towards the family and home life of the child, and working together with the parents to ensure that the child's best interests are always a top priority. By doing so, teachers and social workers can play a pivotal role in creating a positive and supportive environment for children to grow and develop in a healthy and wholesome manner. This approach is essential to ensuring that children receive the support and care they need to thrive and reach their full potential.

However, when those teachers and social workers ignored normal family life and rules and incited the child to hate the parents, they not only violated the trust of the parents but also harmed the emotional and mental well-being of the child. This led to long-lasting negative effects on the child and the relationship with the parents. Teachers and social workers who engage in such behavior should be held accountable and face appropriate disciplinary action.

The following parts will reveal that their decisions should be revoked without conditions. Administrative, tort, and even criminal liability should be established thereafter.

Following this introduction, the first part is a straightforward description of our family, particularly the child.

The second part is a narrative of what happened according to the timeline. It is a process of persecution step-by-step.

The third part reveals the tactics that the teachers and social workers exploited to frame our family. It is devoted specifically to describe how the child and our family were persecuted, victimized, and destroyed, and how Finnish decision-making and the judicial system ignored our appeal.

The fourth part summarized how Finnish teachers, social workers, psychologists and psychiatrists discriminated against families of foreign origins, how social workers used psychologists and psychiatrists to get our child out of the family, and how social workers systematically made our child alienate and hate the parents.

The fifth part summarized that my rights as a parent were deprived without any reason, even though the fabricated stories only involved her mother.

The final part draws conclusions from the case and concludes that this is a joint crime committed by schoolteachers and social workers.



## Part I. The Family and the Child

# 1. Fostering a Positive Family Environment

*The section discusses the positive family environment of the author's family, highlighting their strong educational and professional background. They engage in enjoyable activities together, such as playing chess and completing Sudoku puzzles, and prioritize maintaining a healthy routine including a healthy diet, exercise, and regular breaks. The family values maintaining a strong support system of friends and relatives, which has helped them navigate life's challenges. The section emphasizes the importance of fostering a positive family environment based on love, energy, resilience, and hope.*

We have a very good family background. My father and uncle, i.e. the child's grandfather and granduncle were teachers during their lifetime. My two elder brothers and sisters-in-law are also teachers. My two younger sisters also work in China.

I obtained the Master of Laws degree from [REDACTED] in 1994. After that, I acted as a university teacher at [REDACTED] Law School. In 1996, I was promoted as a Lecturer of Criminal Law and also acquired Legal Profession Qualification from the Ministry of Justice of the [REDACTED]. As the [REDACTED] law permitted, I also acted as an adjunct licensed lawyer in [REDACTED] during 1997-1999 and during 2019-2021.

In 2000, I went to [REDACTED] as a visiting scholar.

In 2002, I was promoted as Associate Professor of Criminal Law.

I came to study in Finland in 2002, received a doctorate in law in 2008 and a doctorate in computer science in 2014.

In autumn of 2014, I became Associate Professor of International Law at [REDACTED] University in [REDACTED]. In winter of 2015, I became a visiting professor in [REDACTED].

In summer of 2019, I obtained a vocational teacher qualification in Finland. In summer of 2020, I obtained a registered nurse qualification in Finland. The child's mother got her master's degree in Sociology from University of ██████████ in 2008.

In 2014, she obtained a bachelor's degree in Nursing from the ██████████ University of Applied Sciences and became a registered nurse.

The child's elder sister has successively obtained two bachelor's degrees, one law master's degree, and is now studying for the second master's degree in law.

We have a positive family. In addition to studying and working, maintaining a normal family life. When the child was little, the father told her stories in Finnish, English and ██████████ every night.

We engage in enjoyable activities as a family. The child finds great pleasure in completing Sudoku puzzles, which the father often joins in. Chess is another favorite pastime of the child, and we frequently play it together. In addition, the child has received instruction in swimming and ballet. Furthermore, she has been receiving piano lessons since her enrollment in primary school.

During weekends, we frequently visit libraries and museums. In summer, we enjoy visiting islands and beaches. During winter, we engage in skating and skiing activities. We take walks to Malminkartanohippu, and we also cycle to the banks of the Vantaa River. Moreover, we rent a field where various types of berries such as gooseberries, cranberries, and raspberries are grown. Our garden is adorned with beautiful flowers that blossom in different seasons.

Before COVID-19 pandemic, we used to go back to ██████████ every year or two to visit our relatives and friends. In 2022, we went to London, Cambridge, and Oxford in England. We also went to Porvoo and Turku in Finland.

Our family believes in the importance of maintaining a regular and healthy routine. Every day, we wake up at a consistent time and make sure to get enough sleep to feel energized and alert throughout the day. We prioritize a healthy diet, including plenty of fruits and vegetables, and make sure to exercise regularly to maintain physical fitness.

In terms of our daily schedule, we establish a set routine for both study and work. This ensures that we are able to effectively manage our time and accomplish our tasks in a timely and efficient manner. We make sure to take regular breaks and engage in activities that promote relaxation and mental well-being.

By adhering to a structured routine, we are able to avoid unnecessary stress and maintain a positive attitude towards our daily responsibilities. This allows us to approach each day with a sense of purpose and productivity, ensuring that we are able to achieve our goals and maintain a healthy work-life balance.

Our family has a strong support system of relatives and friends. The child's father has a diverse network of friends, which includes university professors, scientists, researchers, lawyers, judges, prosecutors, and police officers. These friends come from a variety of backgrounds and professions, offering a wealth of knowledge and expertise to our family. They are always willing to lend a helping hand or offer advice when needed.

Similarly, the child's mother has a group of friends who are mostly doctors and nurses. These friends provide valuable insight into the healthcare industry and offer guidance on medical issues that may arise. They also provide emotional support to our family during difficult times.

Overall, our network of friends and relatives serves as a foundation of support and guidance for our family, helping us navigate the challenges of life and providing us with the resources we need to thrive.

## 2. Smart and Sensible Child

*The section describes a child who is exceptionally intelligent, emotionally mature, and empathetic towards others. She possesses excellent communication skills and adapts well to new situations. The child's father defended his doctoral dissertation in law at the University of Turku on August 16, 2008, and the child was born on September 5, 2008, in the obstetrics ward of the University of Turku Central Hospital. Her parents have cared for her since childhood, and her mother studied Finnish language and nursing. The child has always been a conscientious student and showed a great interest in studying. She maintained a diary from a young age, which helped her to improve her writing skills and express her thoughts and feelings. Recently, she passed the entrance examination and was admitted to junior high school, where she maintained good grades and participated in extracurricular activities while helping her classmates. Overall, the child is a remarkable individual with a promising future.*

The child is a bright and intelligent individual who displays an exceptional level of maturity and understanding beyond their age. They possess a keen sense of awareness and have a natural ability to comprehend complex situations and respond appropriately. They are also sensitive and empathetic towards others, demonstrating a genuine concern for their well-being. The child has a remarkable ability to learn quickly and adapt to new situations effortlessly. Additionally, they possess excellent communication skills, which enable them to articulate their thoughts and feelings effectively. Overall, the child is a remarkable individual with a promising future.

On August 16th, 2008, her father defended his doctoral dissertation in law at the University of [REDACTED].

On September 5th, 2008, the child was born in the obstetrics ward of the University of ██████ Central Hospital, opposite the University of ██████.

She has been cared for by her parents since childhood. At that time, her mother went to school, studying Finnish language and thereafter a nursing programme. I worked at the university and spent a lot of time at home with the child. I played with the child when she woke up. When she was hungry, I fed her bottle milk. When she was sleepy, the child lay in the cradle, and the feather sang songs to her, and she fell asleep. When her mother came home, the child spent more time with her mother.

The child's intelligence and emotional maturity have been evident from a young age. She possesses an innate ability to empathize with others and can understand their perspectives, emotions, and needs. She consistently demonstrated concern for her family members, including her father, mother, and sister, and actively sought to support them. The child's strong sense of sensibility and understanding has made her an exceptional individual who can navigate various social situations with ease.

After the child started attending school, she showed a great interest in studying and always strived to excel in her academics. She was a conscientious student who never missed a single day of school and always completed her homework on time. The child's dedication to her studies and her hard work paid off as she consistently received good grades. Additionally, the child had a hobby of maintaining a diary, which she started at a very young age. Her teacher at the time encouraged her to continue with this practice, which helped her to improve her writing skills and express her thoughts and feelings. As a result, the child continued writing in her diary regularly, and it became a valuable tool for her to reflect on her experiences and emotions.

At the beginning of 2021, the child successfully passed the entrance examination and was admitted to the current junior high school. She was very excited and proud of herself for this achievement. During her first year in junior high school, the child worked hard and managed to maintain good grades. She was able to balance her academics with her extracurricular activities, which included piano lessons, swimming lessons, and ballet lessons. Her teachers also commended her for her positive attitude, participation in

class, and willingness to help her classmates. Overall, the child showed a strong dedication to her studies and a desire to succeed.

### 3. Pursuing an Ordinary Family Life

*The daily routine of a family with children varies greatly depending on various factors such as the age of the children, family culture, traditions, and socioeconomic status. Despite these differences, most families establish routines for waking up, meals, extracurricular activities, and going to bed, which provide structure and stability. Communication, chores, emotional support, and spending time together are crucial for a healthy family dynamic. Conflicts can arise due to differences in rules, life rhythm, recreational activities, and the relationship between parents and children. However, healthy relationships are built on trust, love, and mutual respect, and addressing problematic aspects through open communication and compromise can strengthen family relationships.*

Normal family life in a family with children can vary greatly depending on a number of factors, such as the age of the children, the family's culture, traditions, and values, the parents' work schedules, and the family's socioeconomic status. Based on our family's circumstances, our daily family routine is quite typical.

We have established routines for waking up, getting ready for school or work, having meals, doing homework, engaging in extracurricular activities, and going to bed. These routines provide structure and stability for both children and parents.

Parents take on different roles and responsibilities when it comes to caring for their children. However, these roles can be flexible and can shift depending on the family's needs.

Spending time together as a family is important in creating a sense of connection and building strong relationships. This could involve activities



like planting a garden, playing puzzle games, going for walks, or having family dinners.

We recognized that open and effective communication is crucial for maintaining a healthy family dynamic. This includes listening to each other's concerns and feelings, expressing gratitude, apologizing when necessary, and finding ways to resolve conflicts.

In our family, the child was given chores and responsibilities to help them develop a sense of responsibility and contribute to the household. This involved tasks like washing dishes, going shopping together to pick up foods, or cleaning up after her.

We provided emotional support and love for each other. This involved giving encouragement, celebrating successes, and providing comfort during difficult times.

In general, regular family life in households with children entails having established schedules, tasks, duties, open communication, encouragement, and affection. While each family is distinctive, we have chosen to maintain a standard way of living in our own family.

Normal family life is a complex and ever-changing dynamic that is heavily influenced by various factors, including the relationships between parents and children, the rules that govern daily life, arguments, annoyments, life rhythm, recreation, and other aspects. While a healthy family relationship is one that is built on trust, love, and mutual respect, conflicts between parents and children can arise due to a myriad of reasons. Nevertheless, all of these aspects are considered typical components of family life.

One of the most problematic aspects of family life is the relationship between parents and children. Children are naturally curious and impulsive, which can lead to them disobeying their parents or questioning their authority. In some cases, parents may have a hard time balancing their authority with their children's needs for independence and autonomy, leading to power struggles and resentment.

Another factor that can contribute to conflicts within a family is the rules that govern daily life. Children may not always agree with the rules that their parents set, and may feel that they are overly restrictive or unfair. At the same

time, parents may feel frustrated by their children's inability to follow rules, leading to tension and arguments.

Arguments and annoyments are also common in family life, as family members may have different priorities or ways of approaching things. This can include differences in political or religious beliefs, lifestyle choices, and hobbies. Additionally, the daily grind of household chores and responsibilities can become a source of frustration and tension for all members of the family.

Life rhythm is another important factor in family life, as families may have different schedules and routines that can impact their relationships. Parents may work long hours or have busy schedules that limit their time with their children, while children may have extracurricular activities that take up a significant amount of their time. Balancing these competing demands can be difficult and may require compromise and communication.

Finally, recreation and leisure activities can also impact family life, as families may have different preferences for how they spend their free time. Parents may want to spend time relaxing at home or engaging in low-key activities, while children may want to participate in more active or social pursuits. Finding a balance between these different needs and preferences can be challenging.

Overall, family life is a complex and ever-changing dynamic that requires constant attention and communication. While conflicts and tensions are inevitable, healthy relationships are built on a foundation of trust, love, and mutual respect. We are continuously recognizing the problematic aspects of family life and working to address them through open communication and compromise, and trying to build strong and lasting relationships.

## 4. Importance of Sleeping

*The section discusses the challenges parents face in helping their child understand the importance of sleep. It explains that children often have a different perception of time, are busy with activities and play, and may not be aware of the consequences of not getting enough sleep. The section suggests creating a consistent bedtime routine, turning off electronic devices before bed, and explaining the biological reasons for sleep to children. However, in some cases, children may resist going to bed at a reasonable time, leading to negative impacts on their academic performance and well-being.*

The family leads a disciplined and structured lifestyle, with the father maintaining a consistent sleep schedule since childhood. Even before turning 40, he would typically go to bed before 10 p.m. each night.

The child had a regular sleep schedule and the parents made sure the whole family went to bed at 10 pm every night. Sufficient sleep was considered important for ensuring their academic and professional success.

The child attended school daily and followed a specific routine. To make it to school on time, she had to wake up before 7:30 a.m. and start class at 8:10 a.m. This meant going to bed at 10 p.m. each night was suitable for her schedule.

The child has been requesting a later bedtime since her junior high school days. Even when it was already 10 p.m., she would still desire to play the piano. On certain occasions, she would even want to take a bath at that time. Additionally, even after 10 p.m., she would still wish to use her mobile phone for entertainment purposes.

The frequency of the child's outbursts was increasing and the parents attempted different strategies to soothe her and help her sleep.

The child appears to lack an understanding of how crucial sleep is to her overall well-being. It is commonly acknowledged that getting sufficient sleep is essential to maintain a healthy and productive lifestyle. This is especially true for children, as sleep plays a critical role in their growth and development. However, despite the importance of sleep, children often fail to recognize its value and may resist going to bed at a reasonable time. This can create a significant challenge for parents who must find ways to encourage their children to get adequate sleep.

There are several reasons why children do not understand the importance of sleep. Firstly, children have a different perception of time, and they do not have the same sense of urgency that adults do. They may not fully grasp the concept that not getting enough sleep can affect their mood, energy, and overall health. Additionally, children are often busy with activities, schoolwork, and play, which can make it challenging for them to slow down and get to bed on time.

Another reason why children do not understand the importance of sleep is that they are not aware of the consequences of not getting enough rest. When children stay up late or do not get enough sleep, they may feel tired, grumpy, and irritable the next day. However, they may not associate these feelings with their lack of sleep. Instead, they may attribute their mood to external factors such as school or activities, not realizing that their lack of sleep is the root cause.

Furthermore, children may not understand the biological reasons for sleep. For instance, they may not know that sleep plays a crucial role in the growth and repair of their bodies, or that it helps their brains consolidate memories and learn new information. As a result, they may not see the point of sleep beyond resting their bodies.

In order to help our child understand the importance of sleep, we create a consistent bedtime routine that helps her wind down and relax before bed, including activities such as reading a book, taking a warm bath, or listening to soothing music. Additionally, we encourage her to turn off electronic devices at least an hour before bedtime.

We also explained to her the reason why sleep is essential and the consequences of not getting enough rest. We used age-appropriate language

to help her understand the biological reasons for sleep, such as the fact that sleep helps human bodies grow and repair. We also help her recognize the signs of sleep deprivation, such as feeling tired or struggling to concentrate, and explain that getting enough sleep can help her feel better.

However, our child has difficulties in understanding the importance of sleep due to a variety of reasons, including their different perception of time, busy schedules, and lack of knowledge about the biological reasons for sleep. The child has had a lot of discussions with us on this issue. Parents insist that getting enough sleep is important for a growing child. When a child doesn't get enough sleep, it can affect her energy levels, mood, and ability to focus in school. This can also lead to problems like headaches, lack of motivation, and a weakened immune system.

We understand that playing games can be a lot of fun and can be a great way to relax after a long day at school. However, it's important to find a balance between playing and getting enough sleep. We suggested that the child set a specific bedtime for herself and stick to it as much as possible. This way, she will be well-rested and ready for school in the morning.

In addition, it's also important to understand that going to school late can have a negative impact on her education. When she arrives late, she may miss important information that is being taught in class, and this can affect her grades and ability to keep up with the rest of the class.

We care about the child's health and well-being, and we want to help her make the right choices for herself. I hope that she will consider the advice we have given her and make the necessary changes to ensure that she is getting enough sleep and going to school on time.

However, she has always insisted on her own opinion and turned a deaf ear to the advice of her parents. On the contrary, the child repeatedly discussed with her teachers as well as social workers, and publicly expressed her dissatisfaction with parents. This led to a series of reports to social workers and the police.

The lack of adequate sleep has negatively impacted the child's energy levels and her ability to perform well at school. Due to insufficient sleep, the child feels tired and sluggish in the morning, which affects her productivity and focus during the day. The parents are concerned about their child's

academic performance, as they believe that adequate sleep is crucial for success in school. They have tried to talk to their child about the importance of sleep, but she does not seem to understand how it affects her overall well-being. The parents are now exploring different strategies to help their child get enough sleep at night, such as establishing a bedtime routine and limiting screen time before bed.

## 5. The Child's Interests and Dislikes

*A child attending junior middle school in Finland has expressed a strong dislike towards learning Swedish, one of the two official languages of the country. Despite efforts by parents and teachers to encourage her, the child remains uninterested in learning Swedish, viewing it as an unnecessary task. Her dislike of Swedish caused her to skip school and not attend courses in sports, fine arts, and handcrafts. On September 22, 2022, the child expressed her reluctance to attend school due to her dislike of her scheduled courses for the day. The incident led to teachers and social workers making decisions without understanding the situation or seeking explanations from the family. This led to frustration and anger within the family, who advocated for justice to prevent similar situations from occurring.*

Since the child started attending junior middle school, she has shown a strong dislike towards learning Swedish. She has expressed her grievances about this subject to several individuals, including her Swedish teacher, class supervisor, and even the school rector. Despite her efforts to voice her concerns and seek solutions, she continued to struggle with the subject and found it difficult to engage in the learning process. This has caused her to feel frustrated and discouraged in her academic pursuits.

Swedish is one of the two official languages in Finland. Learning one more language can be a challenging yet rewarding experience. For many children, it's an opportunity to expand their cultural knowledge, open doors for future career opportunities, and foster meaningful relationships with people from different backgrounds. However, not all children are excited about the prospect of learning a new language, and some may even view it as pointless.

Our child has expressed her strong disinterest in learning Swedish. "Why do I have to learn Swedish? I'm never going to use it anyway," she grumbled

to us when we encouraged her to take Swedish classes. Despite our efforts, she remains uninterested in learning Swedish, viewing it as a tedious and unnecessary task.

Her attitude towards Swedish learning is not uncommon. Many children, especially those who have not had much exposure to other cultures or travel, may not see the practicality of learning a new language. For our child, who lives in a predominantly Finnish-speaking community, the idea of learning Swedish seems irrelevant to her daily life.

Learning Swedish can provide many benefits, such as improving cognitive abilities, enhancing communication skills, and increasing job opportunities. Additionally, studying a new language can also broaden one's cultural awareness and provide a better understanding of different cultures. Furthermore, knowing Swedish can be beneficial for traveling or studying abroad, as well as for communicating with Swedish speakers in professional or personal settings. Therefore, encouraging her to continue learning Swedish can have long-term benefits for her personal and professional growth.

The parents made great efforts to help the child understand the importance of learning Swedish. They explained how learning a new language would broaden her horizons and open up new opportunities for her in the future. They encouraged her to set goals and work towards them. The parents also provided additional resources such as language learning apps and books to make learning Swedish more engaging and fun. They praised her efforts and progress and showed her how much they appreciated her hard work. All of these efforts were aimed at motivating the child to persist in her Swedish learning journey.

Despite the efforts of her parents and teachers, the child remained steadfast in her belief that Swedish was not worth learning and that it should be abolished from the school curriculum. Her passion for the cause was commendable, but her parents and teachers were concerned about the potential negative impact on her future education and opportunities. They continued to engage her in discussions about the value of learning Swedish and the benefits of being bilingual, hoping to change her mind and encourage her to embrace the language. However, it remained a source of tension and disagreement between the child and her parents and teachers.



As she grew older, the child began to question the value of certain classes such as physical education, art, and handicrafts. She expressed her opinion to her parents that these classes were a waste of time. However, her parents believed that these classes were not only interesting but also important for the development of both body and mind. They explained to her that these classes were compulsory for basic education and played a significant role in helping children adjust and maintain a healthy balance between their physical and mental well-being.

And she borrowed books well beyond her age, time and energy available. During some period, she borrowed 42 books from the Helsinki library and reserved 21 books. This is not forced by the parents at all as someone might have blamed. Instead, the child doesn't follow parents' advice to reduce the number of books she borrowed. She has played phone games like Duolingo, Roblox, Brawl Stars, and many others. Duolingo is a game for learning languages. But she got ads linked from Duolingo, downloaded, and played other games that have nothing to do with learning a language. Brawl Stars is her favorite game and she plays it all the time. Usually, she doesn't get enough sleep at night.

Despite her parents' encouragement and attempts to teach her the importance of attending all of her classes, the child continued to refuse to attend the sports, fine arts, and handcraft courses. These courses were scheduled in the morning during the autumn of 2022, and the child's dislike for them caused her to skip school altogether. Her parents tried to explain the value of these subjects and the benefits they can bring, but the child remained stubborn and didn't understand. This caused frustration and concern for her parents, as they wanted her to have a well-rounded education and develop a variety of skills.

On the morning of September 22nd, 2022, the child expressed her reluctance to go to school due to her scheduled courses for the day. Her parents, however, still encouraged her to attend class. Despite this, the child was not in a good mood and went to her class supervisor to express her desire to find a place to sleep and not go home. The exact reason behind her sudden request is unclear, but it may have been related to her dislike of the classes scheduled for that day or other personal issues. The parents and teachers

involved were likely concerned about her well-being and tried to address the situation accordingly.

The incident led to the teachers and social workers making a decision without fully understanding the situation or asking for any explanation from the family. This caused a great deal of frustration and anger within the family, who felt that their rights and opinions were not being respected. As a result, they began to advocate for justice, hoping to raise awareness of the issues they faced and prevent similar situations from occurring in the future. The family worked tirelessly to gather evidence and speak out about the incident, hoping to bring about a positive change in the system.

## 6. Hobbies First Scam

*The section discusses how a child's hobbies can negatively affect their academic performance if not balanced properly. The child had many hobbies that she enjoyed pursuing, but it became a severe burden for her as she had to go to three different places to take part in the hobby courses. This led to unfinished assignments, missed deadlines, poor grades, difficulty concentrating in class, and fatigue. The continuous advertisements by hobby teachers and promotion of hobbies by social workers also contributed to the child's excessive involvement in hobbies. The parents told her to prioritize school work and make sure she had enough time for rest and relaxation. They also advised her to choose meaningful and enjoyable activities that didn't take up too much time.*

As a primary school student, she might have a lot of hobbies and interests that she enjoyed pursuing in her free time. While hobbies could be a great way to express herself and develop new skills, it is important to balance her hobbies with her school work. Spending too much time on too many hobbies had negative effects on her school performance.

However, because of hobby teachers' continuous advertisements and attraction by other means, our child is spending too much time on hobbies and we could not effectively prevent it. In addition to hobby instructors' advertisements, social workers also played a negative role in promoting her hobbies: they told her that she could do whatever she likes and she should pursue more joy from hobbies.

She had so many hobby courses that after school she had to go to three different places to take part in hobby courses. One of these places was near school, but was around ten kilometers from home. Another place was near home but was around 10 kilometers from school. The third place is around

ten kilometers from school and two kilometers from home. She had hobbies nearly everyday. On certain school days, she had two different courses in two different places. All in all, these hobbies became a severe burden for a school girl at this young age.

Firstly, when she spent a lot of time on her hobbies, she might not have enough time to complete her school work. This led to unfinished assignments, missed deadlines, and poor grades. We told her that it is important to prioritize her school work and make sure she has enough time to complete it before dedicating time to her hobbies.

Secondly, too many hobbies led to distractions and difficulties with focus. When she was juggling too many activities, it was hard to give her full attention to any one task. This led to difficulty concentrating in class, trouble understanding new concepts, and poor performance on tests.

Lastly, spending too much time on hobbies also led to fatigue and burnout. In fact, she was constantly busy with activities, she was not getting enough rest and relaxation. This made it difficult to stay motivated and focused in school, which ultimately affected her grades.

Therefore, we repeatedly told her to balance her hobbies with her school work. This meant setting aside specific times for homework and studying, and making sure she had enough time for rest and relaxation. It also meant being selective about the hobbies she pursued, and choosing activities that were meaningful and enjoyable, but didn't take up too much of her time.

## 7. Navigating Tough Times

*The parents of a 13-year-old child faced challenges dealing with their adolescent behavior, including resistance to authority, poor academic performance, lack of motivation, emotional turmoil, difficulties in communication, fear for the child's safety, and concerns for the future. Despite their efforts, their child fell ill in August, and they later discovered that individuals outside their family, including teachers, a curator, hobby teachers, social workers, and a psychologist, had been secretly interfering with their child's life, resulting in the disintegration of their family unit.*

When our child reached the age of approximately 13, she began exhibiting a great deal of rebellious behavior that made it quite difficult for us to handle the situation in a constructive manner. Some examples include:

**Resistance to authority:** As a rebellious child, she refused to follow parents' instructions or rules. This created tension and conflict between the child and her parents, which could be difficult to resolve.

**Poor academic performance:** She doesn't like going to school or sleeps late, and this has affected her academic performance. This was also frustrating for us, who want her to succeed in school and have a good future.

**Lack of motivation:** As a rebellious child, she lacked motivation to do homework, only concentrated on hobbies. This was concerning for us who want the child to be successful and happy.

**Emotional turmoil:** We often felt hurt, frustrated, and worried about her behavior, which can be emotionally draining.

**Difficulties in communication:** She did not want to talk to her parents or share their thoughts and feelings, which made it hard for parents to understand what is going on with the child. While she did not talk to us, she talked to

outsiders. This created a blind spot for both us and the outsiders. We were struggling to instruct her, but she gave the outsiders only the dark side of us.

Fear for the child's safety: She often stayed up late and not following our rules, it can put herself at risk for dangerous or risky behaviors.

Concerns for the future: We worry about the child's future and what will happen if she does not change her behavior. This became a source of stress and anxiety for parents.

Overall, dealing with the rebellious child was a challenging and stressful experience for us, requiring patience, understanding, and effective communication to manage the situation.

Despite our sustained efforts and support, we were faced with a setback when our child fell ill in August after having seemingly overcome her issues and returned to regular sleeping patterns at the start of grade 8. To our shock, we later discovered that a number of individuals outside of our family, including school teachers, a curator, hobby teachers, social workers, and a psychologist, had been secretly interfering with our child's life without our knowledge. These individuals created a clandestine coalition against us, which ultimately resulted in the disintegration of our family unit.

## 8. Basic Rules and False Claim of Abuse

*The section discusses the basic rules that every society has for the normal growth and well-being of a school-age child. These rules include getting enough sleep, eating a healthy diet, staying physically active, maintaining good hygiene, setting limits on screen time, developing positive relationships, and practicing good study habits. The section also talks about the challenges that parents face in making their children follow these rules and the appropriate actions that parents can take to ensure that their children understand the importance of these rules. The section then goes on to discuss the issue of false claims of abuse by children against their parents and the reasons why a child might make such false claims. The section emphasizes that reasonable discipline cannot be explained as abuse and that false claims of abuse by a child might be a sign of a larger emotional or behavioral issue that needs to be addressed. The section also mentions the role of professionals in helping parents deal with such issues and the need to seek appropriate help in such cases.*

Every society has a set of basic rules that are essential for the normal growth, physical and psychological development, socialization, and education of a school-age child. It is crucial that children follow these rules to ensure their overall well-being. Some examples of these rules include:

1. Getting enough sleep: A school-age child needs between 9 and 11 hours of sleep per night in order to function at her best. Encouraging a regular sleep routine and creating a calm and comfortable sleep environment can help a child get the rest she needs.
2. Eating a healthy diet: A well-balanced diet that includes plenty of fruits, vegetables, whole grains, lean proteins, and low-fat dairy products can help a child get the nutrients she needs for growth and development.

3. Staying physically active: Regular physical activity can help a child maintain a healthy weight, build strong bones and muscles, and develop good habits that can last a lifetime. Aim for at least 60 minutes of physical activity per day, which can include activities like playing sports, riding bikes, or going for walks.

4. Maintaining good hygiene: Practicing good hygiene habits, such as washing hands regularly, brushing teeth twice a day, and showering or bathing regularly, can help prevent the spread of germs and keep a child healthy.

5. Setting limits on screen time: Too much screen time can be detrimental to a child's physical and mental health, as well as her social development. Limiting screen time and encouraging other activities, such as reading, playing outside, or engaging in creative play, can help a child develop important skills and habits.

6. Developing positive relationships: A school-age child should be encouraged to build positive relationships with her peers, family members, and other adults in their lives. Developing healthy social skills, such as communication, empathy, and conflict resolution, can help a child navigate social situations and build strong relationships.

7. Practicing good study habits: Encouraging good study habits, such as setting aside a regular study time, creating a quiet and distraction-free study space, and breaking down large assignments into smaller tasks, can help a child succeed academically and develop important organizational and time-management skills.

Like any typical family, we provided our child with normal instructions and guidelines. Nonetheless, we recognize that during adolescence, it can be challenging for a child to adhere to basic rules. This is especially true in today's society where many people are addicted to games, making it a significant challenge for families with children.

When recognizing the challenges that the child did not abide by basic rules, we took appropriate actions to help her understand the importance of rules and to correct her behavior.

We discussed the rules and the consequences of not following the basic rules. For example, we explained the importance of the rules and the possible



effects of breaching the rules, for example, in healthy growth, academic performance, social relationship and future career.

We maintained consistency in enforcing the rules and consequences every time they were broken, in order for the child to understand that rules were not negotiable and that there were consequences for their actions.

We also used positive reinforcement to encourage the child to follow the rules, for example, praise and rewards for good behavior.

The child also witnessed natural consequences, which were the logical outcome of her behavior. For example, when she left for school late and ran on the way, she fell down and caused severe bruises in her palms on April 7th, 2022. That was a real lesson for her to not follow our instruction to catch the bus to school a little earlier.

To limit her screen time, we tried many methods until a social worker intervened and destroyed our principle. The social worker told her that it was a small thing to play games and not to sleep, and she enjoyed full freedom for such a small thing. The social worker's name is Karita Rasinkangas and she started contact with the child in March 2022.

The above mentioned social worker was not one of the professionals we planned to seek help from. But the person was designated by the child protection institution Lännen Lastensuojelu Lassila 1, Helsinki Sote.

In addition, we also sought help continuously from different professionals, including school teachers and school curators. However, we got no substantive help from them, neither for parents nor for the child. Instead, later we recognized that these people were keen to collect possible bad news from our family or possible conflicts among family members. To describe this clearly, we can say that these people were more like spies, agents and accomplices, but not educators and problem-solvers. They acted as spies for child protection agencies and reported every tiny thing from our family to the social workers.

All in all, it is not uncommon for a child to misbehave or break rules, and it is also not uncommon for parents to discipline a child when she does so. However, reasonable discipline cannot be explained as abuse. For a variety of reasons, a child might make false claims of abuse against her parents. Sometimes, a child might make false claims out of fear of punishment, a

desire for attention, a need to control their parents, or a method to please outsiders.

A child might make false claims of abuse in an effort to gain attention or sympathy from others. This might be a sign of a larger emotional or behavioral issue that needs to be addressed.

A child might falsely accuse her parents of abuse as a way to avoid getting into trouble for their own misbehavior or mistakes. She might feel that making false claims would protect her from punishment.

A child with certain mental health conditions, such as anxiety or depression, might be more likely to make false claims of abuse. She might also be more prone to other types of behavior problems or emotional outbursts.

A child might falsely accuse one parent of abuse as a way to gain favor with the other parent or to try to create conflict between the parents.

In some cases, a child might make false claims of abuse simply because she has misunderstood or misinterpreted an event or situation. This might be due to her limited understanding of the world or her inability to accurately interpret social cues and behaviors, particularly when there was a social worker whom she trusted but who misguided her against her parents.

Therefore, it is always important to take any claims of abuse seriously and investigate them thoroughly to determine their validity. At the same time, it is also important to consider that potentially a child may be making false claims and to address any underlying issues that may be contributing to her behavior. However, all those people involved in the case were not even interested in revealing the truths, but only rushed to blame the parents and fabricated together that parents were abusive.

If a child is making claims of abuse, it is important to address the underlying issue and work to rebuild trust and communication within the family.

These outsiders were inclined to trust a child's false claim of abuse for a variety of reasons, such as a desire to protect the child, a lack of understanding of the situation, or a bias against the parents based on race, language and origin. Additionally, a child who makes false claims of abuse might be very convincing and might seem genuinely fearful or distressed.

This is an instance where school teachers and social workers have believed a child's version of abuse claims without thoroughly investigating the situation or considering the parents' perspective. This led to unbalanced blame and harmful effects for both the parents and the child.

In this case, a child made a false claim of abuse against their parent and the teachers or social workers immediately believed the child without considering the parents' perspective or conducting a thorough investigation. The parents have suffered irreparable harm to their reputation, career, or relationship with the child.

This unbalanced blame also had a negative impact on the child's mental health and well-being. If the child's claims were dismissed, she might feel unheard and unsupported, which led to feelings of isolation, anxiety, and depression. Additionally, because the child was removed from their home or placed in foster care based on a false claim, she experienced trauma and instability that could have long-lasting effects on her mental health and development.

Family is a legal entity that does not need unnecessary interference from outsiders. Outsiders, particularly, those who were authorized by the government, should be careful not to jump to conclusions or make assumptions based on incomplete or biased information, and should always seek to gather as much information as possible before making any judgments or taking any action.

In our case, the people who were involved in the intervention committed grand mistakes in misguiding the child against parents, while ignoring truths. They transformed a minor issue into a major problem.

## 9. Heroes or Persecuted: Experiences during Pandemics

*The section highlights the different treatment of healthcare workers during pandemics, focusing on the experiences of healthcare workers during the SARS pandemic in China in 2003 and the COVID-19 pandemic in Finland from 2020 to 2023. While healthcare workers in China were hailed as heroes, those in Finland faced persecution and baseless accusations. The section emphasizes the need to appreciate the selfless work of healthcare workers and treat them with the respect and dignity they deserve. Healthcare workers are the backbone of any healthcare system, and their dedication and selflessness should be recognized and appreciated, especially during pandemics.*

The outbreak of pandemics has always been a challenging situation, and the recent COVID-19 pandemic is no exception. During these pandemics, healthcare workers are at the forefront, fighting against the disease to keep the society safe. They are hailed as heroes and applauded for their selflessness and courage. However, the treatment of healthcare workers can vary depending on the country in which they work. This section focuses on the experiences of healthcare workers during the SARS pandemic in 2003 and the COVID-19 pandemic in Finland from 2020 to 2023.

During the SARS pandemic in 2003, healthcare workers in China were highly regarded and praised for their selflessness and dedication to their work. The mother of a child, who worked in an infectious ward of a hospital caring for SARS patients, was one such hero. Despite the high risk of infection, she worked for ten days and then quarantined herself for 30 days to ensure she did not spread the virus. In recognition of her selflessness and dedication, she

received not only her salary but also a prize of 40,000 RMB (5,200 euros). Her commitment to her work was widely celebrated, and she was regarded as a hero in her society. This example highlights the importance of recognizing and appreciating the hard work and sacrifice of healthcare workers during pandemics.

During the COVID-19 pandemic, healthcare workers in Finland faced a difficult situation. They were not only exposed to a high risk of infection but also had to deal with the fear of persecution. This was the case for a couple who both worked at a Helsinki hospital taking care of COVID-19 patients. Despite the challenges, they continued to work selflessly, caring for patients while also juggling their family life. The couple's dedication to their work during the pandemic was a testament to their professionalism and commitment to serving their community.

However, their dedication and selflessness were not appreciated by the Finnish social workers, who persecuted them by removing their child from their family and placing her in foster care. This treatment of healthcare workers during a pandemic is unacceptable, and it only adds to the burden of the already overworked and stressed healthcare workers.

The Finnish social workers' decision to remove the child from the family of healthcare workers who were caring for COVID-19 patients was met with widespread criticism. This decision not only caused emotional distress for the family, but it also made it difficult for the parents to balance their work responsibilities with their family responsibilities. The decision was seen as a violation of the family's human rights and as a failure of the Finnish government to support their healthcare workers during a pandemic. The situation highlighted the need for more comprehensive support systems for healthcare workers, especially during a pandemic.

During the COVID-19 pandemic in Finland, even healthcare workers with legal work permits and status faced baseless persecution. The Mongolian nurse who worked in a Finnish hospital's ICU ward, caring for COVID-19 patients, was falsely accused of illegal immigration by the Finnish immigration services. This accusation caused her a lot of stress and wasted months of her time fighting against it. Finally, the immigration agency apologized to her, but the damage had already been done. The nurse's

experience shows how even healthcare workers with legal status can be subjected to discrimination and persecution during a pandemic in Finland.

In conclusion, the treatment of healthcare workers during pandemics can vary significantly depending on the country in which they work. While healthcare workers in some countries are hailed as heroes, others face persecution and baseless accusations. It is essential to appreciate the selfless work of healthcare workers, especially during pandemics, and treat them with the respect and dignity they deserve. After all, healthcare workers are the backbone of any healthcare system, and they deserve to be treated as such.

## Part II. Timeline: How Social Workers Poisoned Our Souls

## 10. Public Humiliation on December 22nd 2021 and After

*In December 2021, a school planned to host an end-of-year celebration for teachers and students in grades seven and eight. A child was asked to perform Sibelius' works at the party and successfully performed Sibelius' work. However, the child played a piece of music that she made up by herself, which was not in the schedule, and the class teacher and music teachers were very surprised and angry. They stopped her and yelled at her in front of hundreds of teachers and students, criticizing and humiliating her publicly, making her suffer from unscrupulous and unrestrained insults. After the incident, the child started to avoid public places and did not want to be in the spotlight, which had an impact on her school life. Her teacher did not approve her application to be a tutor for new students in the summer of 2022, telling her directly that it was because she was not a trustworthy person. This event had a profound effect on her mental well-being, causing her to become highly agitated and experience feelings of depression. The incident significantly impacted her mental health, causing her to develop social phobia. The child's family provided her with support and encouragement, hoping that she would eventually regain her confidence.*

In December 2021, the school planned to host an end-of-year celebration for teachers and students in grades seven and eight.

The teacher arranged for the child to perform Sibelius' works at the party. The child successfully performed Sibelius' work. Just when the teacher and classmates thought the child played the piano very well, the child played a piece of music that she made up by herself. Because she played her own piece, which was not in the schedule, the class teacher and music teachers were very surprised and very angry, stopping her and yelling at her in front of hundreds



of teachers and students, criticizing and humiliating her publicly, making her suffer from unscrupulous and unrestrained insults.

After the incident at the year-end party, the child started to avoid public places and did not want to be in the spotlight. This had an impact on her school life as her teachers no longer provided her with opportunities to perform or participate in public activities.

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Lähetäjä Kurunmäki Anne (KurA)  
Vastaanottajat [REDACTED] + 2 muuta  
Kurunmäki Anne (KurA)  
22.12.2021 12:00  
Käytös

Hei!

[REDACTED] musisoi todella hienosti joulujuhlassa, kunnes lopuksi hän sooloili 7.- ja 8.lk juhlassa. Tästä musiikin opettajat pahoittivat mielensä - ja se herätti huomiota koko kuulijakunnassa.

Ikävä ilmoittaa näin juuri ennen lomaa, tämän lisäksi varoitteiluista ja rehtorin puhuttelusta huolimatta [REDACTED] on jatkanut uppiniskaista jankkaamista siitä, ettei halua opiskella ruotsia.

Tämän vuoksi pidetään kasvatuskeskustelu heti kevätlukukauden alussa, palaan asiaan heti tammikuussa. Oikein mukavaa joululomaa kaikesta huolimatta.  
Yt Anne

\*\*\*

Lähetäjä [REDACTED]  
Vastaanottajat Kurunmäki Anne (KurA)  
[REDACTED]  
22.12.2021 12:52  
Re: Käytös

Hei Anne,

Kiitos viestistä!

I am very sorry that [REDACTED] repeatedly expressed her idea about the study of Swedish. I personally like to learn languages and have studied more than seven languages. My big daughter studies in Sweden and sometimes also says that if she is good at Swedish then she can look for opportunities there. We all encourage [REDACTED] to keep on studying Swedish as a normal lesson. But I don't understand [REDACTED]'s refusal of studying Swedish.

She studied Swedish without any problem in K [REDACTED] School and never talked about not studying it. After some time starting from T [REDACTED] School, she began to complain about the study. Her basic idea is that the study of Swedish is from slavery of Sweden imposed on Finland. Is it so that she learned something from history lessons there? I wonder. I am astonished by her idea and personally am not interested in changing anything in education, which is a large system decided by the state. In addition, I told her that we are from another place and are not in a position to trace back to world historical issues.

Everytime when I advised her to peacefully study a little Swedish, she turned angry. She is not at all motivated.

Though I have not found any good solutions, I am wondering whether [REDACTED] is absolutely refusing Swedish language? Or is there anything between [REDACTED] and the Swedish teacher or the teacher's methods that might decrease her interest in learning? Is it possible that in another teacher's class she can be motivated? But I think that this might not be an issue of her own (or YES?). Is it possible that something from her classmates or teachers, or books, affects her?

I have no idea about it.

Wish you a peaceful Christmas and happy New Year!

Best regards,

\*\*\*

Kurunmäki Anne (KurA)

22.12.2021 13:46

Hi! Thank you for your message.

Swedish is one part but today she was honored to play a Sibelius song at a Christmas party.. She played very well but she added own part to the song and she doesn't understand why the music Teacher and I are Angry about that.

But we will continue this conversation after the holidays.

So sorry this happened just before the holiday.

All the best to you.

Br Anne

\*\*\*

Also, when the child applied to be a tutor for new students in summer of 2022, the teacher did not approve. Her friends are all approved. When she asked the teacher why she didn't approve her to be the tutor for the freshman, the teacher told her directly that it was because after she performed Sibelius's work last time, she performed a piece composed by herself. Therefore, the teacher said that she is not a trustworthy person and cannot be a tutor for new students.

There was, without a doubt, a single exceptional teacher who attempted to pacify the enraged teachers while our child was performing. This teacher expressed that it was not a significant issue that she played her own piece, and even went so far as to say that it was quite impressive.

While her parents were slightly taken aback by her decision to perform her own piece without permission, they ultimately believed it was not a major issue. They only hoped that their child did not experience any psychological stress or pressure as a result.

Nonetheless, this event had a profound effect on her mental well-being, causing her to become highly agitated and experience feelings of depression. It was only through her own courage that she sought the help of a psychologist to alleviate her stress and facilitate her own healing process. Regrettably, because we were unprepared for such a humiliating situation, we were not able to provide immediate support and assistance to her.

Prior to the incident, our child was highly involved in performing at her music schools, and she frequently participated in public performances at concerts held in churches and festival parties. She was passionate about music and enjoyed showcasing her talents to others. Despite her young age, she had already gained significant experience in music performance and had established a reputation for herself within her local music community. Her love for music had always been a source of pride for our family, and we had always been supportive of her endeavors. However, the incident that occurred during one of her performances had a lasting impact on her mental health, causing her to experience extreme stress and depression.

Following the incident, our child's once confident demeanor had changed drastically. In her discussion with the psychiatric doctor on November 2nd, 2022, she recalled that from end of December of 2021, she did not like to go to school. Throughout the entirety of 2022, she exhibited signs of extreme nervousness whenever she attended her music classes. Despite having previously enjoyed performing in public, she adamantly refused to play the piano in front of others on any occasion. We could see that the humiliation she had experienced during her previous performance had significantly impacted her mental health, causing her to develop social phobia. It was a difficult time for our family, as we watched our child struggle to overcome the emotional scars of the incident. We did our best to provide her with support and encouragement, hoping that she would eventually regain her confidence.

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Lähetäjä [REDACTED]  
Vastaanottajat Kurunmäki Anne (KurA)

[REDACTED]  
25.11.2022 10:32

Re: Käytös

Hello,

I will write to you about [REDACTED]'s situation.

There was a performance by [REDACTED] at 7. and 8. classes' party on 22.12.2021. It was said that [REDACTED] played Sibelius' work and then added her own.

I would like to have a detailed description about how the performance was processed and how teachers dealt with [REDACTED] at the moment.

Emphasis is how teachers talked with her, and how she reacted. Was it in the party hall, or in the teachers' office? Who else were also present?

I am looking forward to your reply as soon as possible!

Please do not tell [REDACTED] about my communication because she is stressed with every extra thing.

Best regards,  
[REDACTED]

\*\*\*

Kurunmäki Anne (KurA)

25.11.2022 11:27

Hello!

I somehow remember the situation but not the details; the situation happened almost a year ago :-)

I can ask if others remember better, but not today. I just arrived from Geneva with 9th grade students, we are not at School today.

Br Anne

2.2022 puhelinkeskustelu Psykologin kanssa

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Lähetäjä [REDACTED]

Vastaanottajat Anthoni Elle (E.A)

[REDACTED]  
03.02.2022 11:54

Re: Psykologi jatkossa ma-pe koululla

Hei, olemme 7D [REDACTED]n isä ja äiti. Haluamme keskustelua teidän kanssa [REDACTED]n tilanteesta. Esim. lisääntynyt kirosanoja, ruotsin opiskelun kieltoja, ja myöskin kaikki opiskelut. Ja arvosana laskee ilmeisesti. Hän sanoo että nyt ei tarvitse oppia, vaan oppii luokka 9 ja saa hyvät arvosanat.

Sopii meille ensi viikolla joka päivä paitsi keskiviikon aamulla. Milloin on teille sopiva aika?

T. [REDACTED]

\*\*\*

Anthoni Elle (E.A)

03.02.2022 12:24

Hei,

en ole vielä saanut puhelinta, mutta nyt näyttää siltä, että saisin sen ensi viikolla. Voin ilmoittaa teille, kun olen saanut puhelimen ja voimme sitten yhdessä sopia ajankohdan puhelulle.

Sopiiko tämä teille?

Ystävällisin terveisin

Elle

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[REDACTED]  
03.02.2022 12:30

Hei, kiitos! Sopii. T. [REDACTED]

\*\*\*

Anthoni Elle (E.A)

09.02.2022 10:23

Hei, olen nyt saanut työpuhelimeni käyttööni. Sopiiko jos soitan teille huomenna klo 9.30?

Elle

\*\*\*

[REDACTED]  
09.02.2022 11:29

Hei, sopii. Puhelinnumero [REDACTED] tai [REDACTED].  
t. [REDACTED]

\*\*\*

Anthoni Elle (E.A)

09.02.2022 11:31

Kiitos numerosta! soitan huomenna noin 9.30 aikaan.

Elle

\*\*\*

[REDACTED]  
10.02.2022 14:13

Hei Elle, paljon kiitoksia keskustelusta! t. [REDACTED]

\*\*\*

Anthoni Elle (E.A)

10.02.2022 14:46

Hei!

Oli ilo keskustella :)

Terveisin

Elle

\*\*\*

When a student makes a mistake at school, it is important for the teacher to respond in a positive and constructive manner. Shouting and humiliating the

student was not an appropriate response and had negative impacts on the student's self-esteem and motivation to learn.

Instead, the teacher should approach the situation as an opportunity for growth and learning. They can start by explaining to the student what they did wrong and why it was incorrect. This helps the student understand the mistake and avoid making the same error in the future. Additionally, the teacher could provide guidance and support to help the student correct their mistakes and improve their skills.

Furthermore, it is important for the teacher to maintain a positive and encouraging demeanor, even when dealing with mistakes. This can help the student feel valued and respected, and foster a positive learning environment. If the student feels that their efforts are appreciated, they are more likely to be motivated to continue learning and trying their best.

In some cases, the student may need extra support or accommodations to help them succeed. For example, they may need additional tutoring or help with organization skills. The teacher can work with the student and their parents to determine the best course of action and provide the necessary resources.

In summary, when a student makes a mistake in the classroom, it is important for the teacher to respond in a positive and constructive manner. Shouting and humiliating the student is not an appropriate response and can have negative impacts on their self-esteem and motivation to learn. Instead, the teacher should approach the situation as an opportunity for growth and learning and provide the student with support and guidance to help them succeed.

It is unfortunate and deeply concerning that a child has been humiliated by their teacher and as a result has become mentally challenged. Humiliation and negative reinforcement can have serious and lasting impacts on a child's mental health and well-being, and it is unacceptable for a teacher to use such methods.

The effects of public humiliation can extend beyond the classroom and into the student's family life. When students are publicly shamed, they may feel compelled to hide the experience from their parents and friends, leading to



feelings of isolation and a lack of support. This can further exacerbate their negative self-perceptions and contribute to a cycle of mental health problems.

The parents took some actions and addressed the issue with the teacher and the school administration. We expressed our concerns and sought support for the child, including counseling and other forms of mental health assistance. However, we have not got any useful and sufficient response.

The school administration should also take this matter seriously and investigate the situation to determine the best course of action. If the teacher is found to have acted inappropriately, appropriate measures should be taken to address the behavior and prevent it from happening again in the future. This may include disciplinary action, additional training, or termination of employment.

Moreover, it is important for the school to provide a safe and supportive learning environment for all students. This includes creating a culture of respect and positivity, where students feel valued and supported in their learning journey. Teachers should be trained on effective and appropriate methods of discipline, and encouraged to use positive reinforcement and constructive feedback to help students succeed.

## 11. Sleeplessness and Reporting to the Police

### March 28th, 2022

*The section describes a child who did not get adequate sleep due to her busy schedule and excessive use of her phone for games and social media. The child often neglected her parents' instructions to prioritize sleep and believed that listening to yoga or meditation music could replace sleep. One night, the child's mother asked her to stop using her phone and go to sleep, but the child refused and pushed her mother away. Later that night, the mother found the child missing and discovered that she had locked herself in the restroom. The child called the emergency center, and the police were called to investigate. However, there was no evidence of violence, and the incident was blown out of proportion by various individuals.*

During this time, both parents worked three shifts at Helsinki Hospitals, making it necessary for them to carefully arrange their work schedules. They made sure that at least one parent was always present at home while the child was there. This ensured that the child always had someone to accompany and care for her. The child attended junior middle school from 8:00 am to 3:00 pm and had several hobby courses in the afternoons. Given the family's busy schedule, it was crucial to maintain a regular routine that prioritized adequate sleep. For the child, getting enough sleep was especially important for her physical and mental well-being.

“Sleep is an essential part of everyone’s routine and an indispensable part of a healthy lifestyle. Studies have shown that kids who regularly get an adequate amount of sleep have improved attention, behavior, learning, memory, and overall mental and physical health. Not getting enough sleep

can lead to high blood pressure, obesity and even depression.”<sup>3</sup> According to the guidelines set forth by the American Academy of Pediatrics, children between the ages of 13 and 18 are recommended to get between 8 to 10 hours of sleep each night. However, the child in question did not meet this requirement, as she typically only slept for 6 to 7 hours per night.

The child attended T■■■■ School, which was approximately a 40-minute bus ride from home. In order to arrive at school for the first lesson at 8:10am, the child needed to leave the house at 7:30 a.m. This meant that she needed to wake up at around 7 a.m. or earlier to get dressed, wash, and have breakfast. Therefore, the latest time for her to fall asleep should have been at 11 p.m., and the latest time for her to go to bed should have been around 10:30 p.m. However, due to the child's numerous after-school hobby courses and exhaustion, it would have been better for her to go to bed even earlier, such as at 10 p.m. or 9:30 p.m. Despite this, the child did not prioritize going to sleep early in order to ensure she got enough sleep, which became a problem as early as the summer holidays of 2021.

The child's excessive use of telephone games and social media had a significant impact on her sleep patterns, as she often neglected her parents' instructions to prioritize adequate sleep. At times, the child believed that listening to yoga or meditation music for short periods of time could substitute for several hours of sleep. Despite the parents' attempts to discuss the matter with her, the child insisted that these methods were effective. However, based on their own knowledge, experience, and observations, the parents believed that such practices were not a suitable replacement for restful sleep.

On the evening of March 27th, 2022, the child's father was on the night shift while the child and her mother were at home. The child was using her mobile phone to play games or use social media until very late. At around midnight on March 28th, the mother asked the child to stop using her phone and go to sleep. However, the child refused and asked her mother to leave the room. The mother only verbally advised the child to stop using the phone and the child pushed her mother away. The mother felt tired and uncomfortable

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<sup>3</sup> Rachel Dawkins. 2018. The Importance of Sleep for Kids. Accessed May 1st, 2023 from <https://www.hopkinsallchildrens.org/ACH-News/General-News/The-importance-of-sleep-for-kids>

but stayed in the child's room for five minutes and told the child not to push or kick her.

The child went to the restroom nearby while her mother went to her own bedroom to sleep, feeling tired. After a couple of hours, the mother woke up and went to check on the child, only to find that the light in the child's room was on but the child was not there. She discovered that the restroom door was locked and the light was off. She knocked on the door and called out to the child, but there was no response. The mother became worried that the child was sleeping in the dark, so she searched for the key to the restroom door on the first floor. After finding the key, she tried to open the door, but the child pushed back the door and locked it again. However, the mother remained calm and assured that the child was safe and unharmed.

However, inside the toilet, the child called the emergency center (Palvelutarpeen arviointin yhteenveto, 23.5.2022. Author: Sipola Merja). As there was no urgent or critical situation, the center contacted the police to investigate the matter. In addition, the child contacted her nearby sister for help. When the police arrived, the child unlocked the door for them. Her mother, who was exhausted, was sleeping in the bedroom on the second floor. The child didn't say much to the police, but she went to her mother's bedroom to inform her that the police had arrived.

The child and her mother met with the police on the first floor, but as there was no major incident, the police only asked a few questions, took some pictures, and departed. The child's sister also arrived and took her younger sibling to her own house to sleep.

Throughout the entire incident, the child's mother did not use any violence or raise her voice. The mother asserts that there was no altercation or conflict between them. Despite the police reporting the incident to the child protection center, there was no evidence or indication of any violence.

The incident that happened on March 28th, 2022, was straightforward, but various individuals created misleading and untrue narratives about the incident. To make matters worse, the situation was exaggerated and portrayed in an increasingly severe, dramatic, and fictionalized manner.

According to a report to the child protection institution, “riittaa tulee nukkumaanmenosta ja puhelimen käytöstä” (arguments arise from going to

bed and using the phone). According to the child, “riidat menevät usein molemminpuoliseksi lyömiseksi” (disputes often turn into a mutual beating). (28.3.2022 Rekisteröinti: Lapsiperheiden palvelut, Länsi Lassila, Helsinki sote.) I can demonstrate that it is inaccurate to claim that there were frequent physical altercations between the child and her mother. In this family, there was no hitting involved. The mother would usually enter the child's room to request that she put down her phone, but the child would often refuse and push her away. The claim of "hitting with each other" was a fabrication by the writer of the report, who had a history of discrediting this family through exaggerations and false statements.

The claims regarding the March 28th, 2022, incident were constantly evolving and becoming increasingly severe. Each new version presented was different and more extreme than the previous one. It appeared that the original story had been embellished or distorted over time, possibly due to the spreading of false information or the deliberate manipulation of the facts. The constant changes in the narrative made it difficult to determine the truth of what had happened, and it was frustrating for the family to constantly refute these baseless accusations. Despite their efforts to clarify the situation, the false claims continued to circulate, causing distress and harm to their reputation. In their recent documents, a sentence was added, saying that “Her mother hit the child with a telephone”. Based on available documents from police and social workers during that period, there is no evidence to support the claim that the child was hit by her mother. The mother is willing to take an oath before God to attest that the fact was distorted or fabricated by someone with malicious intentions. It is unclear why these words were not included in the original report or subsequent clarifications, and why they were only fabricated recently.

It logically denoted that her mother did not hit her with anything.

In transcript for March 29th, 2022, meeting of the child, social worker Lotta Furu wrote that the “██████ kertonut kuraattorille olleensa puhelimella etsimässä kesätöitä ja äiti oli sanonut ██████lle, että et kuitenkaan mihinkään pääse” (“██████ told the curator that she was on the phone looking for summer jobs and the mother had told ██████ that you won't get anywhere”) (29.3.2022 Asiakastapaaminen, Länsi Lassila, Helsingin sote). Her mother denies ever

saying the words that were attributed to her. She clarifies that she was supportive of her child's endeavors and was pleased to see her searching for a summer job. Her mother never hindered her child's search for employment. In fact, her father also played a role in helping the child prepare her CV and provided her with the necessary materials such as envelopes and plastic folders.

If the child was searching for a summer job during midnight, it would not be an appropriate time as she needs to have sufficient sleep. It is the parents' responsibility to prevent her from using the phone late at night. Taking the phone away is not a form of punishment or deprivation but only a temporary measure. The child can have her phone back the next morning or if she promises to keep it away from her hands, she can still keep it even when both parents are at home.

The reality was concealed that the incident involving the mobile phone use occurred late at night, and the following day was a school day. The child was advised by her mother to stop using the phone and go to sleep. However, the child did not go to sleep until 3 a.m. in the early morning. It should be noted that her mother had no fault that she encouraged the child to sleep for the remaining 3-4 hours of the night before going to school in the morning.

We made every effort to ensure that the child could grow up normally. We sought help from social workers who intervened in the incident. On May 4th, 2022, social counselor Lotta Furu helped to form a rule that the child could use the telephone until 22:30 o'clock on weekends. However, the child still insisted to "valvoa myöhään" (to stay up late) and "pitää kännykän itselleni" (keep the cell phone to myself) (4.5.2022 Soitto, Länsi Lessila, Helsingin sote).

After the police decided not to pursue further investigation into the matter, social workers seized the opportunity to perpetuate their racism, discrimination, and assimilation agenda. They began offering the child advice on how to leave her family and provided information on how to engage in family conflicts. They provided her with a set of discursive systems regarding how [REDACTED] race is inferior to Finnish race, how [REDACTED] families are worse than Finnish families, and how her parents are lower-class workers. The child's confusion with her own identity and her family's status grew as she

was constantly pressured to conform to Finnish culture and customs. Social workers seemed to view their own culture and way of life as superior, and believed that the child's family needed to adopt Finnish ways in order to be considered "civilized". This included expectations for the child to dress in Finnish clothing, eat Finnish cuisine, speak the Finnish language, and comply with the arbitrary decisions made by Finnish social workers. The child may have felt that her own cultural background and traditions were being disregarded and devalued.

It must be emphasized that in this "summary of the assessment of the need for services" (23.5.3022, Evaluators: M■■■■ S■■■■, L■■■■ F■■■■. Author: S■■■■ M■■■■), it was mentioned that "At the meeting, ■■■■■ says that she would like to live on her own." (Tapaamisella ■■■■■ kertoo, että haluaisi asua omillaan).

In fact, there were several meetings and communication:

1. Meeting on March 29th, 2022 between social workers and ■■■■■ at T■■■■ school. ■■■■■ was provided with contact information for a shelter for young people by the school curator. It is unclear why the curator provided this information or if ■■■■■ has reached out to the shelter.

2. Meeting on April 12th, 2022, between social workers, ■■■■■, and parents at office. An agreement was reached between the child, parents, and social workers regarding the child's evening telephone use. Social workers F■■■■ L■■■■ and M■■■■ S■■■■ were present during the agreement. Additionally, the child, parents, and social workers exchanged text messages regarding the agreement.

3. Meeting on May 19th, 2022, between social workers and parents at office.

4. In addition, telephone calls and text messages between social workers and her mother.

To the best of my recollection, ■■■■■ did not express a desire to live independently during the meetings we had with social workers and her.

But in F■■■■ L■■■■'s Clinic Markings (Kliiniset merkinnät, 29.3.2022. Author: F■■■■ L■■■■), it was written that "■■■■■ brought up to the curator that she would not like to live at home, and asked the curator if she could go live with

a friend.” (█████ tuonut kuraattorille esiin, että ei haluaisi asua kotona, ja kysynyt kuraattorilla, voisiko päästä ystävän luo asumaan.)

Living on her own is not a viable option for an underage child, regardless of her desires. Furthermore, in our family, there has been no mistreatment or violence towards her, making it an even less appropriate suggestion.

However, the social worker F████ L████ continued that “█████ was granted contact information of shelter for young people” (Annettu █████ille Nuorten Turvatalon yhteystiedot) (Kliiniset merkinnät. 29.3.2022. Author: F████ L████).

The school curator and social workers collaborated to plan every step of █████'s departure from our family, based on information provided by the social workers and █████'s own online research. While █████ cannot be blamed for having such ideas as an underage child, it is possible that she was influenced and led astray during this process. The school curator and social workers played a significant role in this.

The repeated and continuous communication between the child and social workers caused great concern for several reasons. Firstly, it disrupted the normal family dynamics and created tension and stress for all family members. Secondly, it seemed to have a negative impact on the child's mental health and well-being, as she became increasingly anxious and distressed. Thirdly, the constant communication with social workers made it difficult for the parents to build trust and maintain a positive relationship with their child, as they felt like they were constantly being monitored and judged. Finally, the parents were concerned that the social workers' intervention was motivated by prejudice and discrimination, rather than a genuine concern for the child's welfare.

The social workers who appeared before us multiple times seemed to lack the necessary qualifications and skills to ensure that our child fully understood the purpose of the interviews and that she had the right to decline or stop them at any time. Our child was not informed of her right to participate or refuse the interviews and was continuously pressured to participate and answer questions, regardless of their appropriateness for an underage child. This caused great concern for us.

The use of appropriate language and techniques when interviewing children by social workers is crucial. This entails using language that is



understandable to the child, avoiding complex terms, and asking open-ended questions that encourage the child to provide thorough information about their experiences.

Social workers did not use appropriate language or techniques when interviewing the child in our case, and they also failed to consider any cultural or linguistic differences that may have affected the child's understanding of their questions. Instead, they used adult language and technical jargon, which can be intimidating and confusing for a child. As a result, the child frequently checked the terms with Google search engine and used them in her case. Social workers even encouraged her to use Google search engine frequently. This approach is not suitable for interviewing children and may hinder effective communication between the child and social workers.

The social workers frequently contacted the child without the consent of her parents before September 22nd, 2022.

Between March 28th, 2022 and September 22nd, 2022, something unexplainable occurred, leaving us as parents completely in the dark about our children's affairs. It was as if our child's life had become a theatrical performance, with a mysterious director controlling everything from behind the scenes. It was a perplexing situation, leaving us feeling powerless and unsure of what was happening.

Our child's behavior during this time was troubling, and we were unable to understand why she was behaving in such a manner. For example, she spent long hours playing on her cell phone, well into the night, and disobeyed our instructions to get to bed on time. Additionally, she started to skip school, which was something she had never done before.

In addition, since March 28th, 2022, the child has become increasingly independent in seeking out information about how to live her life. She has found resources for obtaining a place to live, obtaining weekly allowances, obtaining free food and clothing, and connecting with peers who share her experiences. This newfound independence has led her to become disinterested in family life, viewing social workers as her parents and friends.

The child has also reached out to school curators and social workers to express her dissatisfaction with her family. Despite the family being ordinary and normal, the child has found reasons to be dissatisfied and has turned to

outside sources for support. Unfortunately, the personnel she has reached out to have not helped her to find a normal life. Instead, they have encouraged her to seek absolute freedom from family rules and to engage in irresponsible social behaviors.

The child's behavior and the response of the personnel she has connected with raise concerns about the role of the family in educating and raising children. The personnel have ignored the family's role in this process and have instead pointed the child down a path of isolation, alienation, and potentially harmful behaviors. Furthermore, they have potentially suggested that the child should turn against her parents and incriminate them. This is a worrying trend that could lead to the breakdown of the family unit and possibly harmful outcomes for the child and the family as a whole.

As parents, we were concerned and frustrated by her behavior, and we tried everything we could think of to get her to comply with our rules. However, our efforts seemed futile, and we began to feel like we were losing control of the situation.

Furthermore, our child began to argue and provoke us, which was a stark contrast to her usual behavior. It was almost as if she was being influenced by someone else, and we couldn't figure out who that might be.

In the end, it seemed like these mysterious individuals were able to find our child a place to settle, and we were left wondering who they were and what their motives might have been. The whole experience was incredibly disconcerting, and we were left with more questions than answers.

After that date, they outright rejected the parents' involvement and didn't invite the child's father to attend meetings, despite the child stating that the main conflicts were with her mother. It is generally recommended for social workers to involve the child's parents or guardians in the interview process, unless it poses a risk of harm to the child. In most cases, social workers need legal authorization to conduct interviews without parental consent or presence, which these social workers never sought while carrying out their actions.

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The child appeared to have a close and coordinated relationship with the school curator and social workers, working together towards her removal from the family. Whenever it seemed like the last meeting with the social workers was about to happen, a new report to child protection would suddenly emerge. It is unlikely that an underage child could plan and execute these actions so seamlessly and flawlessly without the guidance and influence of others.

To begin with, we had hoped that the meeting on May 19th, 2022, would mark the end of our ordeal and that we could finally move on. We saw no reason to continue with these meetings that only caused harm and wasted time. However, it appears that something was planned and carried out in secret, without our knowledge.

## 12. Child Burnout and Hobby Instructor Racism

### May 10th, 2022

*A child's mobile phone usage and refusal to follow guidelines set by social workers resulted in an argument with her mother, leading to the child pushing her mother out of the room and injuring her own hand. The incident was unfortunate but did not involve physical violence between the child and mother. The child tended to exaggerate family issues to outsiders, but each time she did, she did not receive the help she hoped for. One hobby instructor, Ella Airas-Salminen, blamed the parents for the situation and reported to the child protection institution, providing ambiguous and unfounded claims about the parents' physical abuse. The instructor's motivation behind the report was speculated to be based on the child's mother's Chinese background.*

The social workers assisted us in creating a guideline for the child's telephone usage, which was limited to reasonable time frames on workdays and weekends. Despite this, the child was resistant to following these rules. Nonetheless, we believed that these issues were solely confined to our family and did not require further intervention from social workers, which would only consume more time and energy.

A peculiar incident occurred more time.

The child and her mother were at home one evening while her father was working the night shift. The child continued to use her mobile phone very late into the night, and when her mother asked her to put it down and go to sleep, she refused. During the ensuing argument, the child pushed her mother out of the room and slammed the door shut, resulting in the child injuring her own hand.

Her mother said that she did not know where and how the wound came from. There were several versions from the child's side.

She said that she bit herself and caused the wounds.

She said that her mother's long fingernails caused the sounds.

It was also possible that the lock tip caused the wound.

At that moment, her mother tried to deal with her wound. But the child refused and returned to her own room.

As a registered nurse for over 30 years, her mother could well deal with the wounds. But between a mother and a child, when the child refused her help, she was able to do nothing.

The incident was regrettable, but it did not involve a physical altercation between the child and her mother. It was a typical emotional response from a child of her age who felt unhappy and frustrated. However, the child had a tendency to share private family matters with outsiders and exaggerate minor issues in hopes of receiving sympathy. Unfortunately, each time she confided in someone outside the family, they only belittled her or criticized her family without providing any actual help.

On May 10th, 2022, morning, she completed her "Herneraportti" (The pea report) at school, printed a copy and handed it in to the biology teacher.

During the spring of 2022, the child participated in a hobby activity and informed the instructor, Ella Airas-Salminen, about the incident in question on the same day. However, the child may have been feeling very low or exhausted as she attended the hobby course late after a full day at her own school. She might have appeared pale and tired to the instructor. Despite this, the instructor immediately blamed the parents for the situation.

A human being could look very different when she was healthy and energetic from when she was hungry, thirsty, sleepy, sick, and weak. You could say that a child in her difficult situation on a certain day was abused by her parents. You could not establish a logical link between weakness and abuse.

Apparently, the instructor talked more than the reasons and results of the incident itself. In fact, the instructor did not give her any help and relief, but made her extremely stressed and annoyed. She made a secret report to the child protection institution.

In the instructor's report to the child protection institution, the instructor provided very ambiguous claims without any slice of the facts. She based her claim on her own idea and imagination (see 10.5.2022 Hakemus/ilmoitus, Länsi Lassila, Helsingin sote). Our child did not even have the chance to express her consent to the report or not.

Hobby instructor Ella Airas-Salminen claimed that "sekä äiti että isä pahoinpitelevät fyysisesti" (both mother and father are physically abusive) (10.5.2022 Hakemus/ilmoitus, Länsi Lassila, Helsingin sote). This was another case of illegal and malicious fabrication. She did not even understand what the term "abuse" meant. She did not know what relationship was between the child and her father as well as the relationship between the child and her mother. If it is a human being, or even an animal, the creature should know this well if it has ever had a father and a mother, if she has had a husband, or if she has had a son or a daughter. If you claimed that I am abusive without basis, could I claim the same way that you are a murderer? How can a hobby instructor abuse your duty to make fake, fictional and fabricated reports and impose an offense of abuse on us?

The report, by concealing what the child told her and concealing the real purpose of the child, wrote only the writer's own idea in the report. Any fact or fiction were never checked. This behavior of distorting the child's original words, meanings and statements gravely breached her professional ethics as an instructor. It is both unethical and illegal. It constitutes another case of defamation and libel.

The motivation behind the report, as in the last sentence of the report, was based on the instructor's speculation that the child's mother was from China. The instructor fabricated that "nuorellakin vähän haasteita kielen kanssa vielä" (even at a young age, there are still some challenges with the language) (10.5.2022 Hakemus/ilmoitus, Länsi Lassila, Helsingin sote). This claim was directly based on the child's racial background, but not on her linguistic skill and ability.

This is different from the Chinese background. When Chinese people meet a foreigner, even if the foreigner can only speak a sentence or two of Chinese, the Chinese will always say "You speak Chinese well" instead of "You speak Chinese not well".

Linguistic ability differs from one to another. Not even native Finns can express themselves one hundred percent correctly in Finnish. Finns who speak Finnish as their mother tongue often have incomprehension and misunderstanding in daily life and work. This is not the child's problem. While I don't know what expression the instructor based her claim on, she certainly wasn't making a scientific judgment based on her understanding of human language and expression.

Maybe this instructor was a true Finn. But her prejudices and discrimination are on paper. Although the father has been in Finland for 20 years, the mother has been for 18 years, and the child was born in Finland, grew up in Finland, went to Finnish kindergarten, elementary school and junior high school, and her academic performance has always been very good, this instructor still wore colored glasses treat our family and children as heterogeneous persons. This instructor failed the trust of the child and her parents. Not only discriminated against her parents, but also directly discriminated against the child.

According to her logic, the first sentence is that her parents are Chinese, and the other sentence is that she does not speak Finnish. Such a safe inference can be applied to anyone. Then, the third sentence is that you have domestic violence, and the fourth sentence is that children should go to Finnish families to be assimilated. This was how racists treat all people with foreign background.

If the family was a Finn family, if the child was from the president or prime ministers' families, will things be different? Would the hobby instructor torture the child when she was in extreme low mental status when she was tired and annoyed and report the situation to child protection institution? Of course not. It was the difference between a family with a foreign background and a Finn family, and the difference between families with different social status. Families of foreign backgrounds were regarded as having lower social status. The families at lower social status were surely victimized by accomplices of tyrants of child protection agencies.

\*\*\*

Lähetäjä [REDACTED]  
Vastaanottajat Kurunmäki Anne (KurA)

[REDACTED]  
20.05.2022 08:16

[REDACTED]n tilanteesta

Hei Anne, haluamme tiedä [REDACTED]n tilanteesta koulussa tänä vuonna. Voisittekö kertoa puhelinnumerosi? Onko teillä tänään aika?

T. [REDACTED]

\*\*\*

Kurunmäki Anne (KurA)

20.05.2022 09:27

Hei!

[REDACTED]n tilanne on paranytnut monessa suhteessa. Onko teillä jotain erityistä huolta?

Tänään minulla ei ole aikaa. Voidaan soitella ensi viikolla.

Yt anne

\*\*\*

[REDACTED]  
20.05.2022 12:24

Hei! Kiitos viestistä! Katsotaan ensi viikolla. T.

[REDACTED]  
\*\*\*

[REDACTED]  
20.05.2022 12:55

Sopiiko esimerkiksi ensi MA 23.5, TI 24.5 aamu, tai PE 27.5 soitella? Minun nro 0449888860 tai [REDACTED]n äiti

[REDACTED]  
\*\*\*



Kurunmäki Anne (KurA)

23.05.2022 12:14

Hei! Sopiiko soittaa kohta tai pe-aamulla?

Nyt minulle voi soittaa klo 14 asti.

0443217371

Anne

ps. [REDACTED]n matikan koe meni upeasti!

pps. [REDACTED] tänään pois koulusta, kaikki ok?!

\*\*\*

[REDACTED]  
24.05.2022 10:59

Hei!

Kiitos tiedosta! Kuuluu hyvältä kun hän on parantunut koulussa.

[REDACTED] nukkui huonosti sunnuntai-yönä ja ei pystynyt menemään kouluun maanantaina.

Tällä hetkellä hän käyttää puhelimen pitkään aikaan. Joskus ei suostu laittaa puhelimen säilyyn illalla vaikka on sovittu aika. Ei tietoa kuinka pitkää hän käyttää. Ymmärrämme nuorten tilanteesta tällaisessa iässä.

Kiitos avusta! Varmaan ei tarvitse soittoa. Ota yhteyttä jos on jotain.

Hyvän kesän odotusta!

Ystävällisin terveisin,  
[REDACTED]

\*\*\*

Kurunmäki Anne (KurA)

24.05.2022 12:28

ok! Uniongelmat ovat toki ikäviä, niihin pitää puuttua jos kestää kauan. Puhelinsäännöistä pitäisi pitää kiinni kyllä.

Ihan hyvältä täällä näyttää ja hienoja suorituksia, koulu on mennyt minusta todella hyvin!

Ainut että äidinkielen opettaja ihmettelin [REDACTED]n hitautta kirjoittaa ainetta/kirjaesittelyjä.. oli sanonut että kirjoittaminen on hidasta koska kirjoittaa puhelimella. Ei kirjoitelmia ole suotavaa/järkevää kirjoittaa puhelimella- koneella ne tulisi kirjoittaa! Jos kotona ei ole konetta käytössä pitää/saa käyttää koulussa enim. kirjaston koneita kotitehtäviinkin.

Haluatteko että juttelen koulussa [REDACTED]n kanssa?

Tekin olette tervetulleita juttelemaan halutessanne, tai soitellaan tarvittaessa

Ihana tyttö hän on :-)

Yt Anne

\*\*\*

Kurunmäki Anne (KurA)

24.05.2022 14:30

Biologian- ja maantiedon opettaja pyysi vielä mainitsemaan, että esim. ensi vuonna tehdään valtio tutkielmaa, jossa tarvitaan tietokonetta. on siis oletus että oppilaalla on käytössä kotona kone. erilaisia koulujuttuja (tutkielmat, esitelmät, aineet) jos ei ole niin koululta voi pyytää lainaksi konetta.

Yt anne

\*\*\*

[REDACTED]  
24.05.2022 14:55

On kotona riittävästi muutamaa pöytä- ja kannettavaa tietokonetta. [REDACTED] haluaa oma Apple kannettava, joka voi ottaa mukaan ainakin kouluun ja musiikkiopistoon. Tästä olemme keskustelemassa. Kuitenkin hän saa käyttää kaikki tietokoneet paitsi minun oma. Mutta hän haluaa minun... yt. [REDACTED]

\*\*\*

Kurunmäki Anne (KurA)

24.05.2022 15:09

Ok, kouluun ei tarvitse kannettavaa, pöytäkone käy hyvin.  
Ei tarvitse olla apple! Yrittäkää päästä  
yhteisymmärrykseen!

Yt anne

\*\*\*

[REDACTED]  
27.05.2022 13:01

Hei Anne, onko vielä mahdollista jutella koulussa ensi  
viikolla? Lomalla puhelin käytöstä tarvitse ohjausta. MA  
koko päivä, TI ja KE aamu, tai PE aamu sopii meille. Yt,

[REDACTED]  
\*\*\*

Kurunmäki Anne (KurA)

27.05.2022 13:28

Minä en ole valitettavasti oikea ihminen tähän  
tilanteeseen antamaan neuvoja :-( saanko antaa  
yhteystiedot kuraattorille?

Yt Anne

\*\*\*

[REDACTED]  
30.05.2022 09:24

Hei, kiitos viestistäsi. Hyvää kesän odotusta! Yt,

[REDACTED]  
\*\*\*

In the following events, the child coordinated seamlessly with these school  
curator and social workers towards her removal from our family. Whenever

we expected that it would be the last meeting with social workers, there would be a new report to child protection. An underage child alone could not plan the tricks so well, so smoothly, and so perfectly.

First of all, we expected that the May 19th, 2022, meeting would be the last meeting and all the nightmare would end at this point of time. There was no reason for us to continue such time-consuming destructive meetings. However, something was plotted secretly and happened without our knowledge at all.

Due to the May 10th, 2022, report to child protection, the process was secretly being changed without our knowledge.

## 13. Innovative Writing Leading to Persecution June 2nd, 2022

*A child is assigned creative writing homework in her mother tongue class, which she procrastinates on until just before the deadline. The writing describes a fictional family situation with violent tendencies. The teacher and curator, who are not able to communicate properly with the father, report this to social workers, who investigate the family for abuse. However, the child denies any factual basis for the writing, and it is revealed that the teacher and curator were unable to communicate effectively with the father. The child's writing assignment remains critical in the child protection report, and the teacher declines to confirm whether the assignment was meant to be fictional or factual.*

During the spring term at school, the teacher of the mother tongue subject assigned homework that involved creative writing. The child initially wanted to write a detective, thriller, or crime story for her innovative/creative writing homework. Her father suggested that while it might be easy to imagine and write a story with puzzles, thrills, obstacles, and even dangers, the challenge was to create a satisfying resolution. He advised her to read youth novels for inspiration and she borrowed a novel from her classmate. However, her father suspected she didn't read it as she had a tendency to lose things. In the fall of 2022, her father had to buy a copy of the novel from Huuto.net and return it to her classmate's mother.

The child recommended that they watch Agatha Christie's Poirot series of detective stories in the evening as it would help her with her writing task. Initially, her father was hesitant, believing that the stories were inappropriate for a child her age. However, the child insisted that her classmates were watching them as well. Eventually, they watched a few episodes together, but

the child was not really paying attention as she was busy using her phone. Despite their attempts to get her to watch, she did not listen to them.

She procrastinated on the essay and didn't talk to her father about it anymore. She waited until there were only a few days left before the deadline, and then she had to take two days off from school to work on it at home. We didn't know what she wrote about, but she submitted it to her teacher who then reported it to the social worker. It was later revealed that her essay focused entirely on a family, specifically portraying it as violent, without mentioning any normal aspects of family life.

However, the figure in the writing was “she” and the topic was “her family”, not really about our child and our family. If it was really about the child's own matter, it must be about “me” or “my family”.

Fiction is a form of creative writing that presents imagined or invented characters, events, and settings. While these elements may be based on real-life experiences, they are ultimately the product of the author's imagination.

Fictional works are not intended to be factual or accurate representations of reality. Instead, they are designed to entertain, inspire, or provoke the reader's imagination. While some works of fiction may contain elements of truth or historical accuracy, they are not meant to be relied upon as factual sources of information.

Although she described a fictional context of domestic abuse in the writing, when asked by social workers about that, the child answered that “koska he ovat viimeksi vanhempien kanssa “hakanneet toisiaan” niin kuin hän ainessaan kirjoittaa, [REDACTED] ei osaa oikein vastata kysymykseen, hän pohtii, että eivät ainakin vakavasti hätäkeskukseen soittamisen jälkeen.” (when have they recently "beat each other" with their parents, as she writes in the subject, [REDACTED] can't really answer the question, she thinks that at least not seriously after calling the emergency center). ((2.6.2022 Sosiaalihuollon ensiarvio, Länsi Lassila, Helsingin sote). From such a question to the child, social workers wanted to establish a clue that our family was violent and parents frequently fought against each other. However, unfortunately, her parents never fought against each other, or fought against anyone including the child. In the child's mind, there was no such a thing like fighting among family members.

It was unclear why the mother tongue teacher and the curator were asking the child about the content of her writing and our family life. However, her father discovered that the teacher and curator were unable to communicate properly with him in English and refused to provide details. This was surprising because her parents had previously communicated with these teachers without any issues in English or Finnish. Now they were only communicating through social workers and refusing to communicate in any language with her father. It seemed like they were avoiding taking responsibility and passing the blame to someone else after making a false report.

The child never confirmed the truth of the writing, which was fictional. Despite the teachers' attempts to discredit the parents and claim that they abused the child, the child did not confirm any factual basis for this, and only presented her own and the teachers' imaginations.

Based on this line of reasoning, any and all authors who have written detective, thriller, or horror novels could potentially face investigation and prosecution, as their writing often involves the creation of crime scenes by either the author themselves, their friends, or relatives. Furthermore, the characters depicted in the fiction could also be subject to investigation for any suspected crimes.

The school teachers have not reached out to us or shared any information related to the child's well-being with regards to the writing. Additionally, they have not provided us with a complete copy of the writing.

The writing serves as a critical document for the child protection report. However, when asked about the nature of the writing assignment, whether it was factual or fictional, the mother tongue teacher declined to provide an answer.

In addition, social workers said that “Koululla on aine luettavissa kokonaisuudessaan. Luokanohjaaja hoitaa yhteydenpitoa vanhempien suuntaan.” (The school has the subject available for reading in its entirety. The class teacher handles communication with the parents). (2.6.2022 Hakemus/ilmoitus. Länsi Lassila, Helsingin sote).

The school curator stated that she returned the writing to the mother tongue teacher, but the teacher claimed that she returned it to the child. However, the

child never brought the writing home or had their parents sign it, which was typical practice. This raises the question of how the teacher confirmed that the assignment had been reviewed by the child's parents if she never received a signed copy.

Despite its significance, all the individuals involved in the matter claimed that the document was not important. They referenced and altered the original text, but kept the original hidden, preventing anyone from verifying whether the text had been distorted. By withholding evidence, they prevented the police, prosecutor, and judge from making informed decisions based on the true facts. Their actions of concealing evidence directly undermined the reliability of their report.

Currently, nobody is claiming ownership of a copy of the writing. If someone were to provide a copy without a valid reason in the future, it would indicate that they were lying about not having a copy at this time. If these individuals planned in advance to withhold an original copy from us or from the court, their collusion would be considered an act of destroying evidence, which is an offense.

The teacher and the school curator violated their professional ethics by creating a report based solely on their own ideas and concealing the child's actual writing. This distorted the child's original words, meanings, and statements, which is both unethical and unlawful. Their behavior constitutes a form of defamation and libel.

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## Communication about August absence

Lähetttäjä [REDACTED]  
Vastaanottajat Joenpelto Tiina (JoeT)

[REDACTED]  
22.08.2022 07:47

[REDACTED] on kipeä

Hei,

[REDACTED] on kipeä ja jää kotiin.

Terveisin,  
[REDACTED]







29.08.2022 09:37

ok, pikaista paranemista! Voisiko hänellä olla allergiaa (heiunä, pujo)? kokeilkaa allergialääkkeitä (zyrtec) , niitä saa apteekista ilman reseptiä.

Yt Anne

\*\*\*

29.08.2022 10:20

Hei Anne,

Kiitos vinkistä!

Ystävällisin terveisin,

\*\*\*

## Communication about Spring writing

Lähetäjä

Vastaanottajat Ristimäki Riikka ( .R)

04.12.2022 23:33

2022 spring writing

Hello,

I'm sure that you must remember that you made reports to lastensuojelu based on 's writing for Äidinkieli homework. In official records, the writing should still be in school. Because you dealt with the issue in May-June, I suppose that you should have a copy of it.

As 's legal guardian, I would like to have a copy of 's writing about our family. The writing was the basis for a report to the "lastensuojelu" and we need a copy of it.

At the same time, I would like to know for what purpose the writing was done. That is to say, for what kind of homework.



As [REDACTED]'s legal guardian, I would like to have a copy of [REDACTED]'s writing about our family. The writing was the basis for a report to the "lastensuojelu" and we need a copy of it.

At the same time, I would like to know for what purpose the writing was done. That is to say, for what kind of homework.

[REDACTED] talked with me about the writing before she completed. She liked to write detective or thriller fiction. Was that the homework theme?

I am looking forward to hearing from you.

This information is very important for us. We have legal rights to have the information.

Best regards,  
[REDACTED]

\*\*\*

Joenpelto Tiina (JoeT)

05.12.2022 09:55

Hello,

minulla ei ole enää tekstiä, koska olen ne palauttanut oppilaille.

Tiina Joenpelto

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In the following events, the child coordinated seamlessly with these school curator and social workers towards her removal from our family. Whenever we expected that it would be the last meeting with social workers, there would be a new report to child protection. An underage child alone could not plan the tricks so well, so smoothly, and so perfectly.

First of all, we expected that the September 2nd, 2022, meeting would be the last meeting and all the nightmares would end at this point of time. There

was no reason for us to continue such time-consuming destructive meetings. However, once again, something was plotted secretly and happened without our knowledge at all. The school curator created a new report on August 28th, 2022, changed the process completely.

## 14. Report Neglecting Evidence August 29th, 2022

*The section describes a series of events related to a child's education and health. At the beginning of the school term, the teachers struggled to obtain balanced information from both parents and the child, causing difficulty in understanding and support. Later, the child was scratched by a cat, and all three family members visited a healthcare facility to receive vaccinations. There was a meeting with the school curator to discuss the child's phone usage, sleeping habits, and attendance, but the child did not attend. The child then fell ill with a fever and cough, missing school for a few days but continuing to attend music school. The school curator reported death threats made by the child's mother to the police and social workers, but it is not clear if the mother made such threats or if curse words were misinterpreted as a threat. The section also discusses the use of curse words in different languages and cultures.*

At the start of the autumn school term, we frequently reached out to teachers about the child's education and sleeping habits, but the parents received minimal information and support. There was a lack of adequate information, understanding, and support. However, the teachers did frequently contact the child. Given this situation, it was difficult for the teachers to obtain balanced information from both the parents and the child. It's possible that the teachers believed the child could provide a complete picture of the family, and therefore formed their own perception of the family based on the child's descriptions and perceptions.

Around August 8th, 2022, our child spent the night at her elder sister's house and was scratched on her right cheek by her sister's cat, leaving a shallow 10-centimeter scratch along her hairline. Both parents had also been scratched by the cat prior to this incident. As a result, we decided to visit a

healthcare facility together to determine whether tetanus or rabies vaccines were necessary for the wounds.

On August 9th, 2022, the child and her parents went to the healthcare facility together, and both parents received tetanus vaccines. The child had previously received a vaccine for tetanus from a school healthcare nurse on April 7th, 2022, after falling and bruising her palms while running to school.

We arranged to meet with the school curator on August 15th, 2022, to discuss our child's situation and seek guidance and assistance. The curator suggested a time that we agreed upon. During the meeting, held on August 17th, 2022, we discussed three topics: the child's phone usage, sleeping habits, and attendance at school. The meeting was intended to include the child, but the curator did not make proper arrangements and the child did not attend. The curator promised to speak with the child at a later time.

The child was absent from school on August 22nd and 23rd 2022 due to illness, having a fever and cough. Her mother took good care of her, providing her with water, food, medicine, and monitoring her temperature. The mother believed it was important for the child to rest and recover quickly, as lack of rest could prolong the illness and potentially lead to more severe consequences. The mother was concerned about her child's health and hoped for a speedy recovery.

The child spent those few days resting at home, but occasionally went to music school in the afternoon. Despite being on sick leave, she insisted on attending music school and claimed it was not a waste of time. However, she expressed disinterest in attending regular school classes, which caused concern and discussions among the family. Despite this, the parents encouraged her to attend school as it is their obligation to ensure she receives a basic education. The situation caused significant worry for the family.

Throughout that time frame, there were no conflicts or arguments at home. It was noted that the child was improving in terms of maintaining a regular sleep schedule and attending school. The child's conduct and academic performance suggested that she was adapting well to the new routine. Regrettably, the child fell ill with the flu and had to stay home to recuperate. Nevertheless, the family remained positive about the child's general progress.



In the school curator's report to the police and social workers on August 29th, 2022, she mentioned death threats by her mother. It was not clear how the child told the school curator, how the curator understood the child's words, and how the school curator communicated to the social workers.

A death threat is a statement or action that indicates an intent to kill or harm another person. It can take many forms, including verbal threats, written messages, or physical gestures. Clearly, the school curator made an effort to frame the child's mother with verbal threats.

However, in Chinese, people might use curse words that, by themselves, cannot be regarded as death threats as they do not contain a specific intent to kill or harm someone. Curse words are a form of profanity that express strong emotions such as anger, frustration, or disgust, and they are not with an intent.

Curse words can contribute to a threatening or hostile environment and may be seen as inappropriate or unprofessional in certain contexts, such as the workplace or in public settings. But in private contexts and among close circles, they are broadly used even in Finland.

This is one point to be clarified. It involves the use of some Chinese words as in every-day conversation, for example, “死”.

In every language, there are a lot of swear words. In Finnish, we often hear a lot of swear words: turpa kiinni, paska, vittu, saatana, helvettiin, menee helvettiin, etc.

In the break room, when I heard people in Finland saying “paska”, naturally, I felt nauseous and wanted to vomit. In Chinese culture, the like of “paska” is strictly a taboo when someone is eating. Even the most vulgar illiterate people do not dare to say it when someone else is eating food.

On the contrary, “death” has a very slight meaning when it is used in a curse. Even if someone says such a word, it is not a death threat.

What does Helvettiin mean? How can one go to hell if one does not die. Is that also a death threat? Helvettiin is the Chinese equivalent of “该死的，去死吧，你死了吧，死了也没人管”etc. But those are not threatening. Those are just expressions in spoken Chinese and cannot be directly translated into Finnish as “kill someone” (death threats).

The use of the word "dead" in cursing in Chinese has a history of at least three thousand years. for example, in an ancient poem in 《诗经·邶风》：

“相鼠有皮，人而无仪。人而无仪，不死何为！相鼠有齿，人而无止。人而无止，不死何俟！相鼠有体，人而无礼。人而无礼，胡不遄死。”

Translated into modern Chinese, it means the following:

“看那老鼠还有皮毛，为人却无庄严仪表。为人没有庄严仪表，不死还要做些什么！看那老鼠还有牙齿，为人却无行为规范。为人没有行为规范，不死还要等到何时！看那老鼠还有肢体，为人却无道德礼法。为人没有道德礼法，为何还不速速去死！”

The following is the English translation:

“Look at that mouse still has fur, how can a human being have no dignified appearance? If you don't have a dignified appearance, what will you do if you don't die! Look at that mouse still has teeth, how can a human being have no rules of conduct? There is no code of conduct for a human being, when will he wait if you don't die! Look at that mouse still has limbs, how can a human being have no morals and etiquette? If you don't have morals and etiquette, why don't you die quickly!”

No matter from which angle you look at it, these words involving "death" are not threats or intimidation. Regardless of classic literary works or everyday spoken language, the word "death" is used very often in Chinese. This word has both derogatory and commendatory meanings in Chinese.

In fact, in Chinese language, “死” is a word with very slight meaning. People can also say “想死你了”(miss you to die)“爱死你了”(love you to die)“恨死你了”(hate you to die)“饿死了 (hungry to die) ”“累死了” (tired to die) “困死了” (sleepy to die) and so on. They are not really related to “die”, but some emotional expressions.

Her mother was worried that she would not recover well if the child played telephone for a long time during her sick leave, and it was impossible for her to threaten the child with death. The child told the teacher that her mother threatened her. Actually, these words are just equivalent to “helvetiin”. In fact, this is not a death threat. It is necessary to get more information about Chinese language and Chinese culture, particularly the use of such spoken words.

According to legal obligations as guardians, it is our responsibility to ensure that the child receives a basic education. This means that we need to

prioritize her education above other activities, including hobbies. As parents or legal guardians, we are responsible for ensuring that the child attends school and completes the required coursework. This is a crucial aspect of our duty of care to the child and is a legal obligation that we must fulfill. By providing her with access to education, we are giving her the tools she needs to succeed in life and achieve her goals.

As parents or legal guardians, we have a legal obligation to prioritize the child's welfare. This means ensuring that she gets enough sleep, attends school regularly, and does not spend excessive amounts of time playing mobile phone games, especially late into the night. These actions are essential for the child's health, well-being, and educational development.

In addition to prioritizing the child's welfare, we are also responsible for providing guidance to help her lead a normal life. This includes helping her develop healthy habits, encouraging her to participate in social activities, and providing her with emotional support. By doing so, we can help her become a well-adjusted, responsible, and happy adult.

Her mother worried about her health due to not sleeping sufficiently, how can she try to kill her with various methods as mentioned in “29.8.2022 Asiakirjamerkinä ilman asiakaskontaktia, Länsi Lassila, Helsingin sote”? Without contacting the child, a social worker talked with the school curator and fabricated new fiction about our family. This kind of story from indirect third-party confession has no proving power according to any law. Social workers heard from the school curator, the school curator heard from the child, while the child was just 13-year-old, she had just recovered from illness, and she still felt weak and unhappy with parents' advice to sleep sufficiently at night. This is a very unreliable evidence string. However, social workers based many of their claims on such lawless confessions.

In the same transcript, social workers wrote that “Kuraattorin mukaan [REDACTED] illa ei ole kavereita” (According to the curator, [REDACTED] has no friends). This is also a lie through the third party. The child had friends before she was taken away from the family. The child paid visits to her friends, playing with them, going to libraries, or coming to our house. Sometimes, we offered food to her friends. She also had contacts in online games and WhatsApp

messenger. The family also arranged “yö-kylä” (stay overnight) for her. Only when her maternal grandmother died, her “yö-kylä” plan was canceled.

In the same report, it was said that “Kuraattorilla on huolta vanhempien kasvatuskäytännöistä ja siitä, että [REDACTED]lla ei ole kavereita.” (The curator is concerned about the parents' educational practices and the fact that [REDACTED] has no friends. This is obviously a fabricated and imagined claim by the school curator or social workers. Without factual basis, without communication with parents, or their neighbors, colleagues, they made baseless claims.

Social workers fabricated in their writing that her father said that in China it was ordinary that parents hit their children. Her father never said such words in any situation at any time. Her father wrote to the social worker to correct the record, but he has never received a direct response, nor has the record been corrected.

It raises questions about the ethical practices of the social workers involved. Fabricating information in official documents, such as reports and case files, is a serious breach of professional standards and can have significant consequences for the individuals involved.

In this particular case, the social worker in question have made a false claim that the father had stated that hitting children was common in China. It is unclear why the social worker would have made such a claim in the meeting transcript, but it is possible that it was intended to support a particular case narrative or justify intervention in the family's situation.

The fact that the father has stated that he never made such a statement raises concerns about the accuracy and validity of the social worker's report. Because false information has been included in the report, it potentially impacts the outcomes of the case and leads to unjust interventions or decisions.

The father has attempted to correct the record by writing to the social worker, but it is concerning that he has not received a direct response or seen any corrections to the record. This lack of response could be a sign of poor communication or a lack of accountability on the part of the social worker or their agency.

Overall, this situation highlights the importance of ethical practice and accurate reporting in social work. Social workers have a responsibility to uphold professional standards and ensure that their actions and

documentation are truthful, accurate, and respectful of the individuals involved. When mistakes or inaccuracies are discovered, they should be promptly corrected and communicated to all parties involved.

The school, or any of its teachers have never contacted us regarding what we claimed, but only made repeated reports based on their own claims. They concealed the wholeness of what the child told them, picked only a few words from other languages and cultures that they did not understand well and formed the report.

It is important for schools and teachers to maintain clear communication with parents and guardians about any concerns or reports related to a child's well-being.

It is troubling that the school or teachers have not contacted us directly to discuss the claims that have been made. This lack of communication led to confusion and frustration, and made it more difficult to address any issues or concerns that have been raised.

Additionally, the fact that the school and teachers have formed their report based on only a few words from other languages and cultures that they did not understand well is concerning. It is essential for individuals working in education to be sensitive to cultural differences and to seek out accurate information and context before making assumptions or forming conclusions about a child or family's situation.

School curator was not educated and appointed as a gestapo established by the German Nazis in 1933. The Nazis did not force the school curator to make a false report to the police. But why does she perform her duty without following the basic rules of the law?

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Lähetäjä [REDACTED]  
Vastaanottajat Ristimäki Riikka ( .R)

[REDACTED]  
02.12.2022 15:00

29.8.2022 report to poliisi and lastensuojelu

Hello,

Now I have to write to you regarding your reports to poliisi and lastensuojelu on 29.8.2022.

In the beginning of autumn school term, I have contacted teachers frequently regarding ██████'s study and sleeping. I have also received a little information and support.

████████ influenza at the end of August. She was absent from school 22.8, 23.8, 26.8 and so on. I informed teachers about her absence. When she was absent from school, she stayed home. But one afternoon, she went to music school to take hobby courses. That was of her own will and we did not force her to go or not to go.

Then, on 24th and 25th August, She insisted on going to school. What we did not know was that she went to talk with you and you made a report to poliisi and lastensuojelu on 29.8.

████████ made some claims from her own point of view. According to the official record, if it is supposed to be accurate, she was not sure about what she really said. After the sickness, ██████ felt weak, did not want to take liikunta and kuvataide courses. We only encouraged her to go to these courses, so long as she is able to go to music courses. But she went to music courses, and missed liikunta and music courses. She insisted that liikunta and kuvataide are only a waste of time. That's why we have discussed with her the importance of school going when she is only a basic education pupil. She was only 13 years old at that moment. And the responsibility falls on adults: parents, teachers, and so on.

What's wrong with our mind that we insisted that she should complete basic education and not put hobbies more prioritized than it?

The school, or any of its teachers have never contacted us regarding what we claimed, but only made repeated reports based on her own claims. Finally, on 22.9.2022, she was frightened by many people and taken away from family without providing any factual basis. Social workers quote law, but without facts. That was

like fascists who said Jews should die and they were killed.

I must seek the reality of the reason why our family was repeatedly reported by teachers, without any facts, without contacting parents, without informing parents about the child's whereabouts.

I ask you to give an explanation of the happenings on 25.8.2022 when [REDACTED] went to talk with you.

Teachers must help [REDACTED] to go home.

Best regards,

[REDACTED]'s father

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Ristimäki Riikka ( .R)

12.12.2022 17:16

Hi!

I went through my messages and realized I never answered this one. I apologize that.

But as I answered earlier, I cannot answer in English. I don't want any misunderstandings.

But shortly: I did those reports what comes to my concerns based on what [REDACTED] told me. As I told you earlier, you have a right to get my asiakaskirjaukset. You can read those and get answers to your questions.

I hope all the best to your family!

T. Riikka

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[REDACTED]  
14.12.2022 16:08

Hei,

[REDACTED] oli sairaslomalla 22. ja 23. elokuuta, eikä hän voinut osallistua tunneille. Hänellä on kuumetta ja yskää. Hänen äitinsä haluaa sinun lepäävän ja toipuvan mahdollisimman pian. Hänen äitinsä mittaa lämpösi, antaa hänelle vettä, ruokaa, lääkkeitä ja huolehtii hänestä kovasti. Jos hän ei saa tarpeeksi lepoa, hän toipuu

hitaasti ja hän voi sairastua vakavasti. Hänen äitinsä on huolissaan hänestä, hän saattaa puhua enemmän, hän on kaikkensa, jotta lapsi toipuu mahdollisimman pian.

Hän lepäsi kotona näiden muutaman päivän aikana. Joskus hän kuitenkin kävi musiikin parissa iltapäivällä. Kuinka hän voisi mennä musiikin pariin, jos hän ei voinut ottaa oppitunteja oulussa? [REDACTED] on ollut itsepäinen. Hän sanoi, että se oli turhaa työtä, kun hän oli koulussa. Hän sanoi, että musiikkikoulussa käyminen ei ole turha työtä. Joten hän ei halunnut käydä tunneilla, hän halusi vain käydä musiikkiopistossa. Tämän vuoksi kannustimme häntä käymään koulua. Hänen on loppujen lopuksi ensin suoritettava peruskoulutus, mikä on myös vanhempien velvollisuus. Tämän vuoksi kotona käytiin paljon keskustelua. Olemme hyvin huolissamme.

Kun suomalaiset ovat onnettomia, he kiroilevat paljon, ja kiinalaisillakin on joitain sanoja. Usein kuulemme suomalaisten käyttävän töissä paljon kirosanoja: "Turpa kiinni, paskaa, mene helvettiin" jne. Mitä tarkoittaa "Mene Helvettiin"? Kuinka joku voi joutua helvettiin, jos ei kuole. Onko se myös tappouhkaus? Helvettiin on kiinalainen vastine sanalle "mene kuolemaan" yms. Mutta ne eivät ole uhkaavia tai pelottavia. Ne ovat vain kiinan kielen ilmaisuja, eikä niitä voida kääntää suoraan suomeksi tappouhkauksiksi. Hänen äitinsä oli huolissaan siitä, ettei hän toivu hyvin, ja hänen oli mahdotonta uhkailla lasta kuolemalla.

[REDACTED] kertoi, että hänen äitinsä uhkasi häntä. Oikeastaan nämä sanat vastaavat kuin "helvettiin". Mutta itse asiassa tämä ei ole tappouhkaus. Toivon, että ymmärräsit hieman kiinalaista ja kiinalaista kulttuuria. Sinun ei ole sopivaa ilmoittaa poliisille ennen kuin ymmärrät, mitä nämä sanat tarkoittavat. Jos suomalainen äiti sanoo lapselleen: Helvettiin! Soitatko myös poliisille? Jos vastaus on kyllä, anna esimerkki. Toivon, että löydät kiinalaisen kulttuurin asiantuntijan ymmärtämään näiden sanojen merkityksen. Jos ymmärrät nämä asiat selvästi, peruuta tämä rikosilmoitus. Ei ole hyvää



kuuntelet tarinan toista puolta tietämättä totuutta, vaan soitat poliisin oikeasta ja väärästä riippumatta, mihin liittyy monia juridisia kysymyksiä.

Voin nyt kertoa tarkalleen mitä ne kiinalaiset sanat tarkoittavat, jotka vastaavat vain suomeksi "Mene Helvettiin" ja niin edelleen. Ne ovat kirouksen sanoja. On myös moraalitonta ja laitonta, että joku antaa tahallaan vääriä tosiasioita ja asettaa perheemme "kuolema uhkauksilla".

t. ██████'s father

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Ristimäki Riikka ( .R)

15.12.2022 09:12

Kiitos viestistänne ja että toitte esiin uusia näkökulmia!

Minun tulee työssäni toimia Suomen lakien sekä viranomaisten ohjeistusten mukaisesti. Ymmärrän, että työssäni kohtaan ajoittain kulttuurieroja ja joskus näissä yhteyksissä voi tapahtua myös väärinymmärryksiä.

Tässä tapauksessa lastensuojelua konsultoituani he toivat esiin, että minun tulee tehdä ilmoitukset huolesta, jonka olen työssäni saanut tietooni ██████n kertomana. Minun ei tässä vaiheessa lastensuojelun mukaan tarvitse tietää asian todellista tilaa, sillä selvityksen ja arvion ilmoituksessa esiin nostetusta huolesta tekee lastensuojelun viranomaiset. He voivat työssään todeta, että ilmoitus ei pitänyt paikkaansa tai oli aiheeton. Tässä teidän tapauksessanne he ovat mitä ilmeisimmin tehneet jostain syystä toisenlaisen arvion. Näihin päätöksiin ja arviointiin saatte perustelut heiltä. Minä en osaa ottaa heidän työhönsä tai päätöksiinsä kantaa.

Minulla on työssäni ilmoitusvelvollisuus, kun tietooni tulee jotain huolestuttavaa. Usein näissä tilanteissa vielä konsultoin viranomaisia ja toimin vasta heidän ohjeistuksensa pohjalta. Olen tässä tapauksessa toiminut juuri näin. Kaikki jatkopäätökset sekä tilanteen

arviointiin on tehty lastensuojelu ja siksi neuvon teitä kysymään perustelut heiltä.

Teidän olisi tärkeää kertoa nämä asiat, joita tässä kerroitte minulle, myös lastensuojelun työntekijöille ja poliisille. He tekevät arviointia [REDACTED]n tilanteesta. Koululla ei ole roolia tässä työssä tai arvioinnissa.

T. Riikka

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Due to the August 29th, 2022, report to the police and child protection, at the September 2nd, 2022 meeting, we got nothing good, but only a notice that a decision was made about “asiakkuus”. Three days left before she became 14 years old.

## 15. Crying Child Abducted September 22nd, 2022

*In Finland, some institutional family homes have been established to generate profits, and social workers actively seek potential residents to use state subsidies and save municipalities money. However, the truth and reason behind this are unclear. A report was made by the curator to the police, and a meeting with social workers led the child to challenge her parents. The child's maternal grandmother died, and the family supported each other through this difficult time. The child did not want to go to school, and the school was contacted regarding her attendance. The child arrived late in tears and expressed a desire to sleep somewhere but not at home. The teacher, rector, and special education teacher did not reach out to the child's parents but instead contacted social workers regarding their concern. The social workers asked the child a series of questions, and the nature of these questions is unclear. The text briefly mentions the brutal and inhumane practice of separating families during the transatlantic slave trade.*

In Finland, a number of institutional family homes have been established with the aim of generating profits. Social workers tasked with filling vacancies at these homes actively seek out potential residents in order to utilize state subsidies and save municipalities money.

After a long summer vacation, children stayed for a long time with parents who got bored and impatient. When they went to school again at the beginning of the new school year, they found a way to relieve themselves from such boredom. However, this was also a good chance for shark-like social workers in child protection agencies to covet new substitutes. In fact, many new family homes were established during summer time, which were still vacant in early autumn.

Here we must seek the answer to the question: WHAT WAS THE TRUTH AND THE REASON?

At the start of the new school term in August 2022, the child showed signs of improvement by gradually reducing her late-night phone usage and sleeping better. The family did not experience any conflicts during this time and their daily routine was relatively normal, as long as there were no external disruptions.

However, the report made by the curator to the police on August 29th, 2022, and the meeting with social workers on September 2nd, 2022, posed a significant risk. The false report to the police made the child feel that she had more support to challenge her parents, and during the meeting with social workers, she received misleading information that encouraged her to continue challenging her parents.

In mid-September, the child's maternal grandmother, who resided in China, passed away. The news of her grandmother's death caused the entire family to feel deep sadness and sorrow. It was a difficult time for the family, especially for the child's mother who was particularly affected by the loss of her mother.

Over the past three years, the family had experienced multiple losses, including the deaths of the child's maternal grandparents and paternal grandfather. However, the loss of the child's maternal grandmother hit the family particularly hard. Her mother was grieving deeply and it was evident that the loss had a significant impact on her emotional well-being. The entire family came together to support each other during this difficult time, and they tried their best to provide comfort to the child's mother in her time of need.

During the first and second weeks of September, we had multiple discussions with the school curator regarding our concerns about the child's sleep schedule and attendance. Despite promising to provide assistance, the school did not offer any significant help. We are unsure of what discussions took place between the school and the child in private.

On September 20th morning, the child did not want to go to school, her father encouraged her to go to school. Her father also wrote to the school curator asking for help.

On September 21st morning, the child did not want to go to school, her mother encouraged her to go to school. Her mother accompanied her to the bus station and the child went to school.

On September 21st evening, the child asked her mother to wake her up at 6:30 in the morning.

On September 22nd, 2022, morning, once again, the child did not want to go to school. Her mother lift her up. But she said that sports and fine arts courses are useless. She didn't say that she was tired and needed a rest. So parents encouraged her to go to school.

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The child did not want to go to school in the morning because her father had left for work and her mother was at home preparing breakfast. Her mother tried to persuade her to go but was unsuccessful, so she called her father for help. He advised the child to go to school and instructed the mother to take a walk outside to avoid further discussion. The child eventually left for school when her mother returned home.

Because the time was delayed, it was possible that she didn't have time to have breakfast, in addition to insufficient sleep.

The underlying reason for the child's behavior was not clear, particularly regarding what occurred during her sports and fine arts classes at T [REDACTED] School. Although she excelled in these subjects during primary school, her enthusiasm for them decreased since she began attending T [REDACTED] School. In the past, she used to bring her drawings home frequently, but this changed after she entered junior middle school.

On that day, the child arrived late to school and went to the office of their class supervisor, A [REDACTED] K [REDACTED], in tears. She expressed her desire to go somewhere to sleep but not to go home. It is uncertain whether she mentioned her dislike for sports and fine arts courses or whether she informed the teacher about her maternal grandmother's passing and her mother's grief.

The teacher, rector, and special education teacher did not reach out to the child's parents to verify the situation or arrange for the child to go home and

rest or see a doctor. Instead, their initial assumption was that the family might be involved in domestic violence and abuse.

During the transatlantic slave trade that took place between the 16th and 18th centuries, white slave masters would often abduct black slaves from their homes and communities. Once they had captured these individuals, the slave masters' primary goal was to sell them to other white slave masters who were willing to pay for their labor. In the process, the families of these enslaved individuals were often ignored and left behind, with no knowledge of what had happened to their loved ones. This practice of separating families was one of the many brutal and inhumane aspects of the transatlantic slave trade, which resulted in the forced labor and exploitation of millions of people.

The teachers contacted social workers regarding a concern they had about their child. Subsequently, two social workers visited the child's school and proceeded to ask the child a series of questions. The nature of these questions was perceived by the family as tantamount to spiritual torture, as they may have been invasive, inappropriate, or uncomfortable for the child to answer. These questions were designed to incriminate the parents and were driven by personal biases or assumptions. Regardless, the family's perception of the social workers' actions suggests that they were deeply troubled by the way the situation was handled.

“[REDACTED] kertoo, että kotona mikään ei ole varsinaisesti mennyt parempaan tai huonompaan suuntaan. [REDACTED]n mukaan kaikki vaan kasaantuu. Äidin äiti kuollut hiljattain. [REDACTED] kertoo, että äitillä on sen myös kriisi ja äiti on ollut surullinen. Kotona ei ole ollut mitään vakavaa riitaa, mutta [REDACTED] ei halua mennä kotiin.” ([REDACTED] says that nothing at home has actually gotten better or worse. According to [REDACTED], everything just piles up. Mother's mother died recently. ([REDACTED] says that the mother is also having a crisis and the mother has been sad. There hasn't been any serious quarrel at home, but [REDACTED] doesn't want to go home.) (22.9.2022 Asiakastapaaminen, Länsi Lassila, Helsingin sote)

During a discussion regarding the family situation, the child was asked to provide their perspective. In response, the child stated that there had been no noticeable changes in the family dynamics, neither for the better nor for the worse. It is unclear what prompted this specific question or what information

the social worker was hoping to gather through this inquiry. However, it can be assumed that the child's response did not align with the social worker's expectations or assumptions, as their decision to remove the child from the family was ultimately based on other factors.

When specifically asked about the presence of violence in the home, the child stated that there was none. Despite this, social workers drew the conclusion that there was "spiritual violence" present within the family. It is unclear what specific criteria were used to arrive at this conclusion, as there was no evidence of such violence reported by the child or any other party involved. This decision may have been based on personal biases or a misinterpretation of the situation.

After the initial visit to the child's school, two or three more social workers made a decision to place the child into "urgent placement" (kiireellinen sijoitus). This decision resulted in the child being transferred to another family and the parents being prohibited from meeting with their child. It is unclear how the decision was made and what factors were taken into consideration. The term "urgent placement" suggests that the social workers deemed the child to be in immediate danger or at risk, although it is not clear what evidence was used to support this decision. The sudden removal of the child from their family, coupled with the prohibition on contact, may have caused significant distress and confusion for both the child and their parents. During a time when the family was going through a difficult period, social workers betrayed their trust and took their child away without any valid reason, even when the child's mother was experiencing profound grief after her grandmother's death.

The following information is necessary to be provided by relevant institutions or personnel:

On that morning, the child attended school and it was reported that she had cried in the teachers' room. Despite multiple requests, no further information was provided to the parents, including answers to simple questions regarding the incident.

1. What happened to her when she cried?
2. What was her claim?
3. Who, in what responsibility, answered her?

4. Why did no one inform her parents or discuss it with her parents?
5. Who, in what responsibility, decided to report to social workers?
6. What was the basis and purposes to make a decision to report to social workers?
7. What was the evidence to support the child's claim?
8. What did the child say about our family's situation?
9. Did she talk about the death of her grandmother (her mother's mother) and the whole family was in sorrow?
10. Was there anyone who proposed to inform her parents or discuss with her parents?
11. Did anyone ask the child why she liked to go home or not liked to go home?
12. Did any one question that it was a problem not informing or discussing with parents?
13. Who told her to prevent her from contacting all family members and relatives?
14. Who said that our family posed factual threats to her life and health?
15. Did any one question that she was tired or sick and needed a doctor?
16. Who decided that she should not go to see a doctor?
17. What care did she receive during the whole day?
18. Did she have a sleep at school the same day?
19. How did everyone evaluate our family situation?
20. What was the evidence that everyone evaluated our family situation?
21. Did any one of the social workers threaten the child that the home is not safe?
22. Did any social worker give the child much information about where she was placed?
23. Did any social worker contact M [REDACTED] M [REDACTED] when the child was aware that was to be placed out of own family?
24. Did anyone talk about physical violence against the child at home? What was the evidence?
25. Did anyone talk about spiritual violence against the child at home? What was the evidence?



26. Who confirmed that the child's words were all real and true?
27. Who made all the judgments that the child was right, and parents were wrong?
28. Did any one question that the child might be misled and incited by a previous social worker who continuously contacted the child privately?
29. Did any one question that the decision was wrong and should not go ahead?
30. In what circumstances did social workers repeatedly tell the child that parents would kill her if she goes home?

The answer to these questions, or these facts will prove that there was no emergent situation. However, both teachers or social workers refused to provide any correct and real information, though we have repeatedly made requests for them to do so.

When faced with a complex or unclear situation, it is often important to seek out the truth and underlying reason behind it. Doing so can provide valuable insights and help to identify potential solutions or ways forward. In this case, the truth may be difficult to discern, particularly if there are conflicting accounts or limited information available. It may be necessary to conduct additional research or investigations in order to uncover the truth. Understanding the underlying reason behind a situation can be crucial for determining the best course of action. Seeking out the truth and underlying reason behind a situation requires careful analysis and critical thinking. It may be necessary to gather and evaluate information from multiple sources, consider alternative perspectives, and question assumptions in order to arrive at a clear understanding of the situation. Seeking out the truth and underlying reason behind the situation can be a challenging and complex process, but it is often necessary in order to make informed decisions and take effective action.

Nonetheless, our child was assigned to a family home with four available spots, which had recently been established, and unfortunately became the second individual to be affected in this particular instance.

When placed in the foster family, our child communicated with us in a way that suggested she believed she was going on a temporary camping trip,

despite having received information about the situation beforehand. She even asked us in a normal manner to bring her clothes. It did not occur to her that she was being controlled and was not permitted to return home or see her parents.

The foster family prevented us from going to see our child, because they said that social workers did not allow them to permit us to visit. They said that their job or business was from social workers, if we went to visit and see our child, social workers would withdraw their establishment and they would be dismissed and become unemployed.

After numerous attempts to inquire about the location of the child, we were finally provided with an address. However, when we attempted to visit, we were informed that we must make an appointment beforehand and were not permitted to see the child without one. In fact, it is difficult to make an appointment because they said that the child must agree to meet and the child would never agree to meet under their control.

In this case, a seemingly valid emergency involving the child is exploited to justify separating the child from their family. The law is intentionally misused to employ excessive force against the victim, despite the issue not being a genuine emergency. The actual issue at hand involves a violation of norms, which is being used to justify punishment through rhetorical manipulation and by disregarding the client's own explanations.

\*\*\*

Lähetäjä [REDACTED]  
Vastaanottajat Ristimäki Riikka ( .R)

[REDACTED]

14.09.2022 08:36

About [REDACTED]

Hello,

At the beginning of the semester, we talked with you about [REDACTED]. We emphasized to help her in her abiding by rules. At this moment, she does not sleep well and is not

interested in going to school. She is late and absent frequently. The situation becomes worse and worse.

We still think that it is very important for her to sleep sufficiently and go to school on time. I wonder whether you can talk with her about these topics, if you meet her.

Best regards,

\*\*\*

Ristimäki Riikka ( .R)

14.09.2022 08:47

Thank you for your message! I will book a meeting with [REDACTED] and talk about these topics.

I wish you energy and patience with this situation.

- Riikka

\*\*\*

[REDACTED]  
14.09.2022 09:22

Thank you! BR, [REDACTED]

\*\*\*

[REDACTED]  
20.09.2022 07:30

Hello,

We have to bother you again, because [REDACTED] does not like to go to liikunta and kuvataide courses.

We only consented one time when she was ill. But all other times, she was/is absent without reason.

She already had an infamous struggle with Swedish.

We worry that she will drop out of school.

Unfortunately, we are not able to do anything and need help from school.

Thank you so much!  
Best regards,

\*\*\*

████████████████████  
22.09.2022 15:26

Hello,

"Lastensuojalu" called us and said that ██████ will stay somewhere with "lastensuojalu" institution.

These days she doesn't like to go to liikunta and kuvataide courses. And for this, we as parents only encouraged her to go. No such thing like violence or threat. Why do you or other teachers always make complaints? What are the basis for these? This makes our family confused and chaotic.

I want to know why there was a new complaint today? What happened to her?

Best regards,

\*\*\*

Ristimäki Riikka ( .R)

26.09.2022 12:14

Hi!

I was in a holiday last week, so I don't actually know what has happened. Im sorry for the worry and chaos. I'll talk with teachers and try to figure out what is going on here at school.

- Riikka

\*\*\*

████████████████████  
26.09.2022 14:20

Hi, we contacted "huoltaja" and she said [REDACTED] went to school. But [REDACTED] was absent from 10:30. This is also unclear. Did anything happen today? BR, [REDACTED]

\*\*\*

Ristimäki Riikka ( .R)

26.09.2022 14:28

I think Anne Kurunmäki knows better than me - maybe you can ask her opinion?

\*\*\*

Lähetäjä Kurunmäki Anne (KurA)

Vastaanottajat [REDACTED] + 4 muuta

Kurunmäki Anne (KurA)

02.12.2022 15:07

Meeting proposal

Hi!

Thank you for all your messages!

I just talked with Principal Paula and we would like to ask you to come and discuss [REDACTED]'s situation next week - we suggest Thursday 8.12. at 13.30-14.15. If this is Ok, we'll meet at the Principals office, 3rd floor, then.

After all - Have a nice weekend.

Br Anne

ps. All the recipients will see the answers

\*\*\*

[REDACTED]  
05.12.2022 12:21

Hi,

Thank you for your message.

In fact, we need only information related to those happenings and reports to "lastensuojelu" based on information that you got. Meeting is not necessary.

Best regards,

\*\*\*

Lähetäjä [REDACTED]  
Vastaanottajat Prinssi Paula (PriP)

[REDACTED]  
09.12.2022 17:41

Re: Pyyntöstänne selvitys tapahtumasta 22.9.2022

Minun täytyy tietää, miksi otit yhteyttä lastensuojeluun, mutta et ottanut yhteyttä hänen huoltajiensa, kun lapsi kertoi, ettei kotona tapahtunut mitään, vaan vain hänen isoäitinsä kuoli. Mitkä olivat syyt? Onko kenelläkään etujen vaihtoa lastensuojelulaitosten kanssa? Kerro totuus, mutta älä tekosyitä.

\*\*\*

Prinssi Paula (PriP)  
15.12.2022 17:15  
Tervehdys,

minä en ole ottanut yhteyttä lastensuojeluun nuorene asiassa, vaan se on ollut luokanohjaaja Anne Kurunmäki. (Kuraattorin ollessa vuosilomalla, asiaa hoiti luokanohjaaja. Jos kuraattori olisi ollut talossa, hän todennäköisesti olisi hoitanut asiaa) Tuona kyseisenä päivänä (22.9.2022) opettajalle oli noussut huoli [REDACTED]n voinnista sen pohjalta, mitä [REDACTED] hänelle itse ja vapaaehtoisesti oli kertonut. Koululta on tämän huolen pohjalta konsultoitu Lassilan lastensuojelun päivystystä. Siellä sosiaalityöntekijät ovat tehneet oman päätöksensä

ja tulleet tapaamaan [REDACTED] a koululle. Perustelut tähän päätökseen saatte sosiaaliviranomaisilta.

Koululla sosiaaliviranomaiset ovat myös itsenäisesti ja omaan arvioonsa perustuen tehneet päätöksen kiireellisestä huostaanotosta. Myös tästä päätöksestä saatte perustelut heiltä. Koululta olemme toimineet ohjeiden mukaan - meille on tullut huoli oppilaasta, jonka pohjalta olemme konsultoineet lastensuojelua ja toimineet heiltä saamiemme ohjeiden mukaisesti. Sosiaaliviranomaiset mm. kielsivät meitä ottamasta yhteyttä nuoren vanhempiin ja sanoivat että he hoitavat yhteydenpitoa tästä eteenpäin. Yleinen periaate on että kun asian hoito siirtyy viranomaiselta toiselle, niin molemmat eivät enää hoida asiaa, vaan se viranomainen joka on ottanut asian hoitaakseen, hoitaa sen sitten loppuun saakka.

Mikäli näette tarpeellisena, voitte olla yhteydessä koulumme kuraattori Riikka Ristimäkeen ja pyytää hänen asiakaskirjauksiaan. Myös lastensuojelun asiakaskirjaukset teillä on oikeus saada itsellenne - olkaa tässä tapauksessa suoraan yhteydessä Lassilan lastensuojelun yksikköön.

Terveisin:

Paula Prinssi  
va.rehtori  
Töölön yhteiskoulu  
puh. 040-481 4043  
paula.prinssi@tyk.fi  
Urheilukatu 10 - 12  
00250 HELSINKI  
www.tyk.fi

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Sender [REDACTED] ([REDACTED], 8D)  
Recipients Kurunmäki Anne (KurA) + 2 others

██████████ (██████████, 8D)

06.02.2023 10:14

Poissaolosta

早晨好！2022年9月22日，我们的孩子去学校哭泣。那个时候，她的外婆死了，她妈妈很悲伤，我们家里一团乱糟糟。你们没有帮助我们的孩子。她却被你们和社工合谋劫持到了寄养家庭。从此以后，她基本上失去了自由。她连上学都没有自由。社工们随便占用她的上学时间，他们在精神上摧残她，他们对她刑讯逼供，他们逼迫她服从社工们的一系列非法的决定。我们孩子学习曾经非常好。她在你们学校上学，她最后成为种族主义和法西斯主义教育方式的受害者。在你们的迫害下，她能不能完成基础教育？我请求你们帮助她回家，你们帮助他从社工的魔掌里逃脱出来。学校三次错误地处理了与我们孩子有关的事情。我们孩子被社工们控制，这跟学校工作方式的失败有很大的关系。你们必须承担责任跟社工们交涉，你们让我们的孩子回家。

Hyvää huomenta! 22.9.2022 lapsemme menivät kouluun itkien. Tuolloin hänen isoäitinsä kuoli, hänen äitinsä oli hyvin surullinen ja perheemme oli sotkussa. Et auta lapsiamme. Mutta sinä ja sosiaalityöntekijä kaappasit hänet sijaiskotiin. Sittemmin hän on periaatteessa menettänyt vapautensa. Hänellä ei ole edes vapautta käydä koulua. Sosiaalityöntekijät käyttivät satunnaisesti hänen kouluaijansa, he kiduttivat häntä henkisesti, he kiduttivat häntä saadakseen tunnustuksen ja pakottivat hänet tottelemaan useita sosiaalityöntekijöiden tekemiä laittomia päätöksiä. Lapsemme opiskelivat erittäin hyvin. Hän kävi kouluasi ja joutui rasististen ja fasististen koulutusmenetelmien uhriksi. Voiko hän sinun vainosi aikana suorittaa peruskoulutuksen? Pyydän sinua auttamaan häntä pääsemään kotiin ja sinä autat häntä pakenemaan sosiaalityöntekijöiden kynsistä. Kolme kertaa koulu käsitteli väärin lapsiemme suhteen. Lapsiamme ohjaavat sosiaalityöntekijät, mikä liittyy paljon koulun epäonnistumiseen. Sinun on otettava vastuu sosiaalityöntekijöiden kanssa käymisestä, päästät lapsemme kotiin.



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Ristimäki Riikka ( .R)

06.02.2023 11:12

Hei,

Ymmärrän suuren huolenne. Koululla ei kuitenkaan ole mahdollisuutta vaikuttaa lastensuojelun toimiin tai päätöksiin.

Teidän tulee keskustella näistä asioista suoraan sosiaalityöntekijöiden kanssa. He voivat myös neuvoa, miten voitte valittaa heidän tekemistään päätöksistä.

Koulussa [REDACTED] vaikuttaa hyvinvoivalta ja tuemme häntä opinnoissaan monin eri tavoin.

Yt. Riikka

\*\*\*

[REDACTED] ([REDACTED], 8D)

07.02.2023 15:29

The social workers repeatedly wasted child's school time. they did not report to anyone in advance. such acts breached child's welfare. the school should warn and prevent social workers from making secret appointments during school time. Social workers do not have legal rights to keep a normal child out of school, when they can have other time to deal with necessary matters. the child is not theirs, so they persecute her without humanity and worry.

Sosiaalityöntekijät tuhlasivat toistuvasti lapsen kouluaikaa. he eivät ilmoittaneet kenellekään etukäteen. Tällaiset teot loukkasivat lapsen hyvinvointia. koulun tulee varoittaa ja estää sosiaalityöntekijöitä tekemästä salaisia tapaamisia kouluaikana. Sosiaalityöntekijöillä ei ole laillista oikeutta pitää normaalia lasta poissa koulusta, kun heillä on muuta aikaa tarvittavien asioiden hoitamiseen. lapsi ei ole heidän, joten he vainoavat häntä ilman inhimillisyyttä ja huolta.

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Ristimäki Riikka ( .R)  
08.02.2023 09:27  
Ikävä kuulla kokemuksestanne.

Koululla ei ole tietoa, mihin salaisiin tapaamisiin viittaatte. Lähtökohtaisesti Suomessa viranomaisten kaikessa toiminnassa tulee lapsen ja nuoren etu ja hyvinvointi olla aina etusijalla. Huoltajina teillä on myös oikeus saada lastanne koskevat tiedot - jos näin ei jostain ole, niin voitte pyytää tiedot terveydenhuollosta ja sosiaaliviranomaisilta. Minä voin koululta toimittaa omat kirjaukseni, kuten olen jo aiemmin teille kertonutkin. Kaikki toimintamme lasten ja nuorten suhteen on täysin avointa.

Yleisellä tasolla voin vielä kommentoida, että joskus oppilaamme käyvät kouluajalla erilaisissa tutkimuksissa tai vaikkapa lääkärillä, koska näiden tapaamisten kellonaikoja ei voi itse määrittää. Tällaisesta syystä poissaolo oppitunnilta on sallittua ja ymmärrettävää. Tällöin koululta toivomme, että näistä tapaamisista annettaisiin koululle etukäteen tieto, jotta opettaja tietää poissaolosta.

T. Riikka

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Sender [REDACTED] ([REDACTED], 8D)  
Recipients ([REDACTED], 8D) + 10 others  
[REDACTED] ([REDACTED], 8D)

13.02.2023 16:20

Subject: Complaint Regarding Fabricated Facts and Unjust Removal of Child from Family

Dear Teachers,

I hope this letter finds you all in good health and high spirits. I am writing to express my deep concern regarding the unjust removal of my child from the family by social workers on September 22, 2022. It has come to my attention that false facts were fabricated to justify this removal, and I believe that this is a gross violation of our family's and our child's rights and well-being.

The situation was as follows: My wife's mother had passed away on September 22nd, 2022, and my child was understandably tired and upset. My child went to the teacher's room to cry with unclear reasons. However, instead of providing support and comfort, her teachers and subsequently social workers took it upon themselves to remove my child from the family and place them in an isolated setting, which is nicknamed by Finnish people as "children's prison".

This unjust and hasty action by the social workers has had a devastating impact on my child. The isolation has only compounded her grief and trauma, leading to serious emotional and psychological harm. Furthermore, my child has missed crucial time with our family at a time when they needed love and support the most.

I believe that this situation could have been handled much better, and I request that you take necessary steps to rectify the situation. I would also like to request that you make a complaint to the relevant authorities, highlighting the unjust removal of my child from the family and the negative effects of this isolation on their emotional and psychological well-being.

I strongly believe that this issue must be addressed as a matter of urgency, and I look forward to your prompt action in this regard. I would also be happy to discuss this matter further with you and provide any additional information you may require.

Now, I also want to express my deep concern regarding the interference by social workers in my child's school time. Social workers repeatedly and continuously occupied her school time. It has come to my attention that my

child's precious school hours are being wasted on discussions with social workers, and this is having a negative impact on their education and overall well-being.

I understand that social workers have a crucial role to play in ensuring the welfare and safety of children, but I strongly believe that their interference should not be based on false accusations and come at the cost of my child's education. My child's school time should be used for academic activities, not for discussions on issues that can be addressed outside of school hours.

I request that you take necessary steps to address this issue and ensure that my child's school time is not wasted by social workers in the future. I also kindly request that you make a complaint to the relevant authorities, explaining the detrimental effect this interference is having on my child's education and the importance of respecting school hours for academic purposes.

Thank you for your time and consideration. I am confident that together we can find a solution to this problem and ensure that my child's rights and well-being are respected and protected.

Sincerely,



## 16. Abducting, Isolation, Alienation, Poisoning, and Control

*The section discusses the situation of a child and her family who have been negatively affected by the child protection institution. The section mentions how the child protection institution has failed to support the family and instead has been interested in taking the child away from the family. The child's mental and emotional state has been shattered by the institution's methods, and she has been placed in a foster home where she struggles to adjust. The child is deprived of a normal family life and is becoming increasingly hostile to her own parents due to the demonization by teachers, social workers, and psychologists. The child's sleep and study patterns are disturbed, and she is prevented from contacting her parents by the social workers. The section highlights how the child protection institution has failed to fulfill its duty to protect the child's rights and instead has caused harm to the child and her family.*

"Child protection is meant to secure the child's right to a safe growing environment, balanced and versatile development, and special protection."<sup>4</sup>

According to the UN Convention on the Rights of the Child: "Parents or guardians have primary responsibility for a child's education and development. The best interests of the child must determine their actions (Article 18(1); in order to guarantee and promote the rights of the child according to the convention, the contracting states shall provide parents and

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<sup>4</sup> Social and health Ministry. Child protection. Accessed May 1st, 2023 from <https://stm.fi/lastensuojelu>

other legal guardians with appropriate assistance in carrying out their educational duties (Article 18 (2))."

Family is the first and foremost place for you to grow up. Social power should support and help the family. However, in this case, teachers and social workers systematically discredited our family and negated our family's rights to raise you.

According to the Constitution, the public authority must support the family and others responsible for the child's care to secure the child's well-being and individual growth. Public authority can intervene in family autonomy only in exceptional cases, when the child's rights cannot be protected otherwise (Article 19 of the Constitution).

In this case, the child protection institution is continuously interested in taking the child away from the family, not telling the child to abide by family rules and normal social rules, but telling her repeatedly that she has absolute freedom and providing information for her regarding alternatives to leave home.

All of these actions affected heavily the child and her parents:

1) The child was exhausted and desperate for rest, but the process that followed dragged on for hours, depriving her of the rest she needed. Instead of letting her sleep, the teachers and social workers had her read books in a room. They were discussing plans to remove her from her family, but failed to address the immediate issue of the child's need for sleep. When she was finally placed in a foster home, she initially struggled with adjusting, but eventually settled into a dull and lonely routine. The child protection agencies' methods broke her down completely - her body, soul, and spirit were shattered. Her natural sense of spirituality was overwhelmed, her mental state showed signs of disturbance, her reading became disorganized, and the light of joy in her eyes faded away as she was left to spend nights alone in isolation.

2) The child was faced with numerous individuals who were eager to obtain her "verbal confession" of her family's abuse, rather than questioning why she had not told her parents about her fatigue. Despite the fact that she did not report any abuse or violence, her desires were disregarded, and she was taken into custody, depriving her of her freedom to live with her family. As she grew older, each new piece of knowledge, particularly about family dynamics

and societal structures, added a weight of thought that was almost unbearable - causing her to become reclusive. Although she was not abandoned by her parents, child protection agencies unjustly quarantined her, leaving her feeling isolated with no end in sight. This was a dreadful reality that deeply pained the child's young soul, and she could never fully express the extent of her distress.

3) The child was extremely frightened by those people. She was nearly abducted to the foster family, without her own will respected. Although the foster care provided food, a place to sleep, and staff to manage it, it deprived the child of a normal family life. As a result, the child becomes less and less willing to connect with the parents. As teachers, social workers, and psychologists demonize parents, the child becomes increasingly hostile to her own parents, using publications to describe her own parents as cruel, useless enemies.

4) The family was stabbed in the back, when our child was tired, the mother was in sorrow and the father was in an effort to calm both.

5) The child could not go to school due to the foster family being a new place and being far from her school. At the same time, she got a lot of unnecessary appointments not beneficial to my child.

6) Social workers and the foster family had a set of rhetoric. At the very beginning, they claimed that the child could contact the parents and they communicated with the parents frequently. We had to provide the child with all her belongings. After the foster family got all the belongings, the foster family said that the child did not want them to tell the child's situation. Therefore, after a week, we could not get information from the foster family. Even though the child wanted to come home to calm her mother, social workers prevented her from contacting us and coming home.

7) The child still sleeps very late and insufficiently. We called the Herttoniemi reception many times. When the workers there went to check her situation after 23:00 o'clock, the child sometimes read books, but some other times she used her telephone. She had the same problem as when she was at home. However, no one else cared about her sleeping time and studies as her parents. They could say that they have their rules there, however, they were unable to supervise a child as her parents at home. If she did not sleep well,

no worries, just stay absent from school. If she stopped going to school, no worries, just grow up illiterate. If she has grown unemployed, no worries, just apply for money from the social security agency. Her parents were different, they hoped that she could grow up healthy, well-educated and well-employed.

8) In the family, her needs and situations are observed and met by her parents at any time, and she herself can express her thoughts and needs in real time and bargain with her parents. In foster care institutions, although there are staff members in management, they are not managing from the standpoint of parents and families. The child is less and less able to express her own needs and situations as well as she does in front of her parents and at home. In this way, she not only fails to understand the role of parents and the value of family well, but becomes more and more lonely and weird. These make the child's socialization process encounter artificial obstacles. Instead, social workers and psychologists increasingly imposed additional so-called diagnoses that did not exist on her, putting her under increasing pressure. This vicious circle caused her to lose her self-awareness and hope for life and future.

9) The child lost all of her friends at school. She suffered from extreme discrimination as a fostered child in an institution. Not even a Finnish family would like their child to keep friendship with her. Her previous friends suddenly distanced from her. They do not even talk with her anywhere. They don't even look at her directly with their eyes. She could only spend her spare time alone in the half-locked institution. This is the just result that the social workers pursued.

10) The child in the child protection institution lives a lonely life. Child protection agencies were established with the noble goal of providing shelter and care to children who were neglected, abused, or abandoned by their families. However, in many cases, these institutions have failed to fulfill their intended purpose and have become a source of loneliness, loss of freedom, and insecurity for the children they were supposed to protect.

Living in a child protection institution means that children are stripped of their autonomy and freedom, and are often isolated from their families, friends, and communities. This lack of connection and support can lead to serious emotional and psychological harm, especially in the long term.



Studies have shown that growing up in institutions can have a negative impact on a child's development, including decreased cognitive and social skills, lower academic achievement, and increased risk of behavioral problems. Moreover, institutionalization can lead to a loss of identity and a sense of belonging, which can have a profound effect on a child's self-esteem and future prospects.

It is time for child protection agencies to return to their original purpose and to work towards reuniting children with their families wherever possible. Family provides a sense of belonging, stability, and security, which are essential for a child's healthy development. It is also important to acknowledge that families can be supported and strengthened so that they can provide safe and nurturing environments for their children.

Reuniting children with their families not only benefits the children themselves, but also has a positive impact on families and communities. By working with families to support them in providing safe and stable homes for their children, child protection agencies can help to break the cycle of neglect and abuse, and create a brighter future for children and families. This is also an opportunity for these evil social workers to do good deeds and accumulate virtue, and to repay their merits.

In conclusion, it is essential that child protection agencies prioritize the well-being and development of the children in their care. This means working towards reuniting children with their families wherever possible, and providing support to families to create safe and stable environments for their children. By doing so, we can give children the chance to grow up in a loving and nurturing environment, where they can thrive and reach their full potential.

Although they didn't put handcuffs on her, they put mental shackles on him. Their control of the child lasts till today.

After she was put into Herttoniemi reception, the child was diagnosed with depression and started taking medicines for it.

October 12th, 2022, Melatonin 1.5-3 mg when necessary

November 2nd, 2022, Ketipinor 25 mg when necessary

She started taking Melatonin from October 14th, 2022.

According to Pharmaca Fennica, “Ketipinor-valmistetta ei saa käyttää lapsille ja alle 18-vuotiaille nuorille.”<sup>5</sup>

As of March 3rd, 2023, our child took the following medicines:

1. Raimo Palmu prescribed the following:

November 14th, 2022, Seronil 10 mg and later 20 mg regularly

2. Janne Siponen prescribed the following:

Melatonin 3 mg and Ketipinor 25 mg when necessary.

We continuously follow the situation of our child and her well being. On March 8th, 2023, she had a schedule for psychiatric appointment. However, it was canceled without giving any reason. Instead, she got another appointment with the police.

During all these days, the worker there told us that our child was well, eating and sleeping well. However, they called the doctor on March 8th, 2023, telling the doctor that our child was in worse condition, with mental status unstable. They claimed that the doctor changed the doses of the medicines.

March 9th, 2023, [REDACTED] worker said that from today, our child took Seronil 30 mg in the morning, and Ketipinor 25 mg became regular medicine every evening.

We checked that there was no prescription made as such. The most recent prescription was made yesterday March 8th, 2023, and the medicines and doses are as mentioned above.

The worker at the institution claimed that the doctor had given an oral prescription for mental medication. Despite our objection that such a practice was inappropriate, the institution and other child protection agencies have been known to use this method to control children. As a result, our child was also subjected to reckless medication. It seems that whenever a child becomes a hindrance to their operations, they resort to medicating them with psychiatric drugs. This has been a common complaint among victims of child protection agencies, including foster families.

Until March 12th, 2023, the prescription was not changed but the doses were increased arbitrarily by workers there (for details, please refer to chapter 18). We reserve the right to start a process to investigate who is involved in

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<sup>5</sup> Accessed May 1st, 2023 from <https://pharmacafennica.fi/6f0ac5aa-6752-4f92-a711-96c22dfb64a8/pil/075542/fi>

the arbitrary increase of the doses, and whether an obligation breach by health care professionals or a criminal offense was committed.

\*\*\*

Only on March 22nd, the dose of Seronil was changed to 30 mg in prescription.

To be honest, before this incident, she had never exhibited any such symptoms. The diagnosis could have been due to her previous conflicts with her parents, the traumatic experience of being taken into custody by social workers, or even the fabrication of those involved in the child welfare system. In reality, many children who are taken into child protection agencies are wrongly labeled with psychiatric disorders. In many cases, these diagnoses are completely made up.

After being taken into custody by child protection agencies, the child's situation only deteriorated further. Her mental state became more unstable and her behavior more erratic. Despite this, the agencies continued to medicate her with psychiatric drugs and subject her to various forms of therapy. However, none of these interventions seemed to have any positive effect on the child's well-being.

In fact, the new place Perhekoti [REDACTED] made mistakes repeatedly. On April 12th, 2023, I sent a message asking the situation of our child. But I have not received any reply. From my intuition, I felt that she was not in good condition. On April 14th, 2023, I got the information that, on last Sunday morning, my child took four days' medicines at one time. The reasons were: firstly, the 14-year-old child manages her own medicines, with one-week medicines in medicine box in her own room; secondly, she forgot to take medicines for four days and took them one time; and thirdly, the child feared of reprimand and punishment by workers there. The following messages reflect the basic facts:

\*\*\*

[12/04, 18:07] [REDACTED]: Hei, Ottaako hän nyt Seronil 30 mg ja Ketipinor 12,5 mg päivittäin? Ketipinor ei saa käyttää lapselle Pharmaca Fennican mukaan. Työskentelen psykiatrisella osastolla. Hyvin yleisesti on osoitettu, että Ketipinorilla on lapsille sivuvaikutuksia, jotka aiheuttavat uneliaisuutta, väsymystä ja taipumusta itsemurhaan. Emme suostu käyttämään Ketipinoria hänelle. Sen sijaan hänellä on reseptissään melatoniinia. On parempi käyttää tätä, jos hän ei nuku hyvin. Toivon, että löydämme parhaan tavan auttaa [REDACTED]a. Tervehdi [REDACTED]a ja [REDACTED]a ja pyydä heidän apuaan. Kiitos! Yt, [REDACTED]n isä

[15/04, 14:54] [REDACTED]: Hello, I heard that my child had taken extra doses of medicines. Please tell me the details.

I am looking forward to hearing from you.  
[REDACTED]'s father

\*\*\*

I have not received any written reply until April 15th, 2023. Instead, I received a phone call from there and they explained to me what happened.

As always, they used a telephone that showed “private number” to call me so that no trace of calling was left.

However, around April 14th or 15th, 2023, our child’s telephone was set to the mode to block incoming calls. It is not clear whether workers of the Perhekoti [REDACTED] set the blocking, or she did it by herself.

On April 30th, 2023, when I and my wife called the Perhekoti [REDACTED], we could talk with our child for a short time with the boss [REDACTED] at her side. Our child asked him to cancel the blocking and wanted to talk with us with her own telephone. Apparently, my child was not able to solve the problem by herself. However, neither the boss nor his wife [REDACTED] was able to cancel the blocking. We appreciated their efforts, but the problem was not solved. My child’s phone cannot receive incoming calls.

It became clear to us that the only way to help our child was to have her returned to our family. We believed that being with her family, in a familiar

and loving environment, would provide her with the best chance of recovery. We fought tirelessly to have her released from the custody of the child protection agencies and returned to our care.

Finally, after months of struggle, we were still unable to get our child back. She was traumatized, both physically and mentally, but we were determined to provide her with all the support and care she needed to recover. We would seek out the best medical and therapeutic interventions for her and made sure she was surrounded by love and support.

Even if she has a real illness of depression, it should never be a legal reason for a child to be taken away from her family. It was illegal for the social workers to initiate the process of the urgent placement and custody. They freed her from the rules of normal family life, and after isolating her from the family, they put her in the spiritual shackles of a non-normal institution. Both of these decisions should be immediately canceled.

However, to abduct them, to drug them and to control them, are just the three subsequent methods used by Finnish social workers to get children into foster families.

On March 9th, 2023, I made a report of crime against the following persons:

\*\*\*

Suspected offences:

Defamation (Rikoslaki 24 luku §9 Defamation, §10 Aggravated defamation)

Victims: [REDACTED]

Suspects: [REDACTED]

as indicated in the document of the child protection information

Contact information: Töölön yhteiskoulu

Child Abduction (Rikoslaki 25 luku §1 Criminal deprivation of liberty. §2 Aggravated criminal deprivation of liberty)

Victim: [REDACTED]

Suspects: [REDACTED]

[REDACTED]

Additional suspect: [REDACTED] (who falsified transcripts in subsequent meetings)

Contact information: Lännen Lastensuojelu Lasila 1, Helsinki sote

Abuse of office (Rikoslaki 40 luku §7 Abuse of public office, §8 Aggravated abuse of public office, §9 Violation of official duty)

Victims: [REDACTED]

Suspects: [REDACTED]

Additional suspect: [REDACTED] (who falsified transcripts in subsequent meetings)

Contact information: Lännen Lastensuojelu Lasila 1, Helsinki sote

\*\*\*

Lähetäjä [REDACTED]  
Vastaanottajat Kurunmäki Anne (KurA)

[REDACTED]  
03.11.2022 15:25

[REDACTED]n koe

Hei Anne, voisiko [REDACTED] tehdä koe uudestaan ja milloin sopisi? yt. [REDACTED]

\*\*\*

Kurunmäki Anne (KurA)

03.11.2022 15:29

Hei!

Sovimme yhteisen uusinta-ajan ensi tunnilla, on muitakin uusijoita (poissaolojoita).

Yt Anne

\*\*\*

03.11.2022 15:55

Kiitos! t. [REDACTED]

\*\*\*

Lähtettäjä Sillanpää Kirsi (SilK)

Vastaanottajat [REDACTED]

Sillanpää Kirsi (SilK)

15.11.2022 12:52

Valtiotyö

Hei [REDACTED]!

Miten olet edennyt valtiotyön kanssa?

Sinulla on todella täysi lukujärjestys. Olen yrittänyt löytää aikaa, jolloin voisimme yhdessä katsoa työtäsi, mutta ainoat vapaat ajat toistaiseksi ovat olleet iltapäivällä klo 14.45 jälkeen. Jos haluat, voit tulla torstaina opintopajaan tekemään valtiotyötäsi. Tai voimme tavata muinakin päivinä ensi viikolla klo 14.45.

Yt. Kirsi Sillanpää maantiedonopettaja

\*\*\*

Lähtettäjä [REDACTED] ([REDACTED], 8D)

Vastaanottajat Siitonen Marianne (SiiM)

[REDACTED] ([REDACTED], 8D)

19.11.2022 10:33

[REDACTED]n koe

Hei Marianne,

[REDACTED]n tilanne ei ole viime aikoina ollut näin hyvä. Hän teki kokeen, mutta hän ei ollut tyytyväinen. Nyt hän voi yhä paremmin ja käy koulua niin paljon kuin mahdollista. Hän haluaa tehdä kokeen uudelleen. Nyt on tärkeää rohkaista häntä. Toivottavasti hän saa mahdollisuuden suorittaa kokeen uudelleen. Voisitteko

jutella hänen kanssa kokeesta? Ystävällisin terveisin,  
[REDACTED]n isä ja äiti

\*\*\*

Siitonen Marianne (Siim)

19.11.2022 17:00

Hei!

Hienoa kuulla, että [REDACTED]n koulunkäyntii sujuu edeltänyttä aikaa paremmin. Tämän erityisen positiivisen asian olen itsekin havainnut uskonnon tunneilla! Mielialansa on todellakin kohonnut.

Olen jutellut kokeesta [REDACTED]n kanssa tänään. Olen luvannut tarkistaa kokeen vielä kerran yhden tehtävän osalta, jota hän ei ollut muistiinpanoistaan ehtinyt koetilaisuudessa kirjoittaa kokonaan vastaukseen.

Selitin [REDACTED]lle, ettei uusintaa voi tehdä, sillä se pitäisi sallia kaikille, myös muille minkä tahansa arovsanan saaneelle. Uusinta on koulussamme mahdollinen vain tilanteissa, joissa koearvosana jää hylätyksi (arvosana 5- tai sen alle). Avoimen koeuusinnan salliminen kaikille oppilaille johtaisi erittäin pian siihen, että yksi jos toinen oppilas olisi uusimassa kokeitaan, eikä opettajilla ole mahdollisuutta vastata sellaiseen haasteeseen.

Minua nyt kyllä hieman ihmetyttää tuo kokeen uusimisen vaade. Rima tuntuu olevan hyvin korkealla. Ajatellaanko [REDACTED]n tukemisen olevan nyt vain sitä, että hän saa esimekiksi kiitettäviä arvosanoja -vai mistä tässä oikein onkaan kyse? Käsittäakseni [REDACTED] tarvitsee myös mitä suurimmassa määrin itsemyötätuntoa ja harjoittelua vastaanottaa muitakin tuloksia kuin vain erinomaisia. Vaatimustason virittäminen hyvin korkeaksi, ei kyllä pitkässä juoksussa taida tukea nuoren itsetuntoa, päinvastoin. Nyt [REDACTED] on saanut arvosanakseen 8-, joten sehän vastaa sanoin ilmaistuna arvosaaa hyvä.



Joka tapauksessa tarkistan [REDACTED]n kokeen vielä kerran ja otan huomioon vielä suunnittelulappunsa muistiinpanot kokeen pisteytyksessä, joten kokeen arvosana voi vielä nousta. Palautan uudelleen arvioidun kokeen ensi viikolla viimeisellä oppitunnillamme tänä lukuvuonna.

Ystävällisesti, Marianne Siitonen  
ev.lut uskonnon ja psykologian lehtori  
Töölön yhteiskoulu

\*\*\*

[REDACTED]  
19.11.2022 17:57

Hei, Kiitos vastauksista. Asia selvä. Hänellä oli sitä idea ja se on hyvä että hän keskusteli teidän kanssa. yt, [REDACTED]n isä ja äiti

\*\*\*

[REDACTED]  
20.11.2022 11:39

Hello,

I must explain a little more about my first message. It was not our family's idea that we requested a new exam. It was so that we visited the institution where [REDACTED] is now and workers there told us that [REDACTED] wanted to discuss with you about the exam. However, she is now very helpless since she was spiritually controlled and abducted by social workers. Our family became a victim of so-called "child protection". They made a series of decisions based on the child's immature lies, distorted records by themselves, and wrong interpretation as well.

I myself was a Criminal Law professor in [REDACTED] and International professor in [REDACTED]. I am a well-established internationalized scholar. Now I turned to a career as a nurse, but still an adjunct professor in several universities in the world. My wife, is a 35-year experienced nurse. There was no such a thing as violence

against [REDACTED]. Of course, there were ordinary disputes due to we stopped her playing telephone games till late night. After she contacted with social workers, the latter continuously instructed her to fight against parents, playing games so late and slept less, even tried to skip school courses. Social workers committed great mistakes, abused their duty in dealing with a child in her youth age.

If you like to have a fuller picture of what happened to our family, please read this webpage:

<https://pruna.eu/>

If you like to know more about how child protection is operated, please read also

[https://www.facebook.com/groups/\[REDACTED\]](https://www.facebook.com/groups/[REDACTED])

Best regards,

[REDACTED]

\*\*\*

Siitonen Marianne (SiiM)

20.11.2022 14:22

Hi!

I thank you for the explanation which is enough for me now.

Best Regards,

Marianne Siitonen

\*\*\*

Lähetäjä [REDACTED]

Vastaanottajat Riikonen Mia (RiiM)

[REDACTED]

02.12.2022 09:49

[REDACTED]'s exams

Hei Mia,

Since [REDACTED] was taken away from family without any legal reason, she has been helpless and weak. She missed some lessons and exams.

On 22.9.2022, when her maternal grandmother died and the whole family was in deep sorrow, our child was also pulled away from school to a temporary family /institution.

Please kindly help her to complete her exams.

[REDACTED]'s father

Website devoted to save our child: <https://pruna.eu>

\*\*\*

Riikonen Mia (RiiM)

05.12.2022 09:57

Hei,

Olemme sopineet luokanohjaaja Anne Kurunmäen kanssa kokeiden suorittamisen aikatauluista.

Eli kyllä niiden pitäisi järjestyä.

Ystävällisin terveisin,

Mia Riikonen

\*\*\*

Lähetäjä Sillanpää Kirsi (SilK)

Vastaanottajat [REDACTED]

Sillanpää Kirsi (SilK)

12.12.2022 18:28

Valtiotyö

Hei!

Toivottavasti olette saaneet ahkeroitua valtiotyöt valmiiksi ilman suurta stressiä tai ahdistusta. Työn viimeinen palautuspäivä on tämän viikon torstai, ellei asiasta ole muuta sovittu.

Työt voi palauttaa joko luokkaan 51, jossa on oma laatikko ikkunalaudalla teidän ryhmälle, tai

opehuoneeseen, jossa työn voi pyytää laittamaan minun lokeroon tai erilliseen valtiotyölaatikkoon.

Odotan innolla töidenne lukemista.

Ystävällisin terveisin,

Kirsi

\*\*\*

Lähettiläjä Sillanpää Kirsi (SilK)

Vastaanottajat [REDACTED]

Sillanpää Kirsi (SilK)

17.12.2022 18:17

Valtiotyöt ja kulmalukkokansiot

Hei!

Olen ilahtuneena jo selannut palautettuja valtiotöitä. Osalle olen antanut sairaustumisen takia palautusaikaa ensi tiistaihin asti, mikä on valtiotyön palautuksen ehdoton takaraja. Palauta työ joko luokan 51 ikkunalaudalla olevaan palautuslaatikkoon tai opettajanhuoneeseen. Keskiyöaikana en palaa koulusta suoraan kotiin enkä siksi voi kuljettaa mukana valtiotöitä. Joululoman aikana en pääse koululle noutamaan töitä, joten haluan, että kaikki työt ovat minulla tiistaina. Aion lukea ne ja aloittaa niiden arvioinnin joululomalla.

Unohdin pyytää teitä maantiedon kurssin lopussa palauttamaan jaetut kulmalukkokansiot. Olisin tosi kiitollinen, jos voisit palauttaa kansion jo ensi viikolla koululle. Laita kansion sisään lappu, jossa on nimesi ja luokka selvästi merkittynä, ja paluta kansio joko minulle, luokan 51 valtiotyö laatikkoon tai luokkaan 50 opettajanpäydälle.

Mukavaa viikonloppua kaikille!

Ystävällisin terveisin, Kirsi maantiedon opettaja

Jakelu DC:n oppilaat ja huoltajat

\*\*\*

Lähettäjä Sillanpää Kirsi (SilK)

Vastaanottajat [REDACTED]

Sillanpää Kirsi (SilK)

19.12.2022 09:02

Palauta kirjastoon valtiotyötä varten lainattu monistenippu

Hei vielä!

Kirjastonhoitaja, muut valtiontyöntekijät ja toiset maantiedon opettajat ovat kiitollisia, kun palautat omaa valtiotasi käsittelevän monistenipun kirjastoon. Rinnakkaisluokat tekevät parhaillaan omia valtiotöitään ja tarvitsevat monisteita.

Ystävällisin terveisin,

Kirsi maantiedon ope

\*\*\*

Lähettäjä [REDACTED]

Vastaanottajat Korhonen Elina (KorE,opo)

[REDACTED]  
18.01.2023 18:03

Opetus muualla

Hei,

Huomasin että [REDACTED] lla oli "opetus muualla" eilen ja tänään. Oliko hänellä erikoista tilanteessa? Yt, [REDACTED]

\*\*\*

Korhonen Elina (KorE,opo)

19.01.2023 08:37

Hei,

Eilen keskiviikkona [REDACTED] kävi luonani opo-keskustelussa. Jututan 8.-luokkalaisia yleisesti koulunkäyntiin ja hiukan jo jatko-opintoajatuksiinkin

liittyen eli "opiskelu muualla" merkintä liittyi tähän. Tiistaina meillä oli opo-tunti, josta [REDACTED] myöhästyi. Olin jo ehtinyt merkitä poissaolon ja se unohtui mutta korjasin sen nyt myöhästymismerkkinäksi.

Yst. Elina

\*\*\*

Sender [REDACTED] ([REDACTED], 8D)  
Recipients Laihanen-Risto Outi (LaiO) + 3 others  
[REDACTED] ([REDACTED], 8D)  
08.03.2023 12:03  
[REDACTED]n Poissaolosta

Hei,

Ole hyvä ja lue seuraavat viestit:

[08/03, 11:27] [REDACTED]: Hei, huomasin että tänään [REDACTED] oli poissa koulun liikunta kurssista ja liikunta opettaja suoraan laittoi "luvaton poissaolo". Onko tietoa missä Nancy on? t. Nancy'n isä

[08/03, 11:31] [REDACTED]: Hei, [REDACTED] oli jättänyt menemättä liikuntatunnille ja päättänyt sen sijaan opiskella muita aineita itsenäisesti koululla. Minä merkitsin poissaolot luvattomiksi, koska hän ei voi itse valita mille tunneille osallistuu, vaan hänen pitäisi mennä lukujärjestyksen mukaan. T. Sini  
Kun [REDACTED] oli kotona, hän ei halunnut mennä liikunta kurssiin ja itki koulussa, sitten sanottiin että kotona on väkivalta. Nyt hän ei vielä halua mennä liikunta kurssiin, mitä seuraavaksi? Ilmoittaatteko sosiaalityöntekijälle että Elämä Helmissä on väkivalta? Voisitteko tutkia miksi [REDACTED] ei halua mennä liikunta kurssiin? Onko koulussa kiusaaminen?  
T. [REDACTED]n isä

\*\*\*

Messages to the doctors of "Pasilan Nuorten Psykiatrian poliklinikka" (Pasila Youth Psychiatric Polyclinic)

Message from [REDACTED], sent 15.32

15.32

Tämän viestin lähettää [REDACTED] henkilön [REDACTED] puolesta.

Hello, our child had Seronil 20mg, and when necessary Ketipinor 25 mg. Is this still her effective prescription?

Best regards,

[REDACTED]s parents

\*\*\*

Message from [REDACTED], sent 15.59

15.59

Tämän viestin lähettää [REDACTED] henkilön [REDACTED] puolesta.

Hello again, it caused our concern that someone might try to change my child's doses now.

My child was in very good condition before 22.9.2022. On that day, she was removed from her school. She cried there not because of family violence as fabricated by some people. That was totally a lie. Her grandmother died before that and her mother was in deep sorrow. Our family was in a difficult time. She did not want to go to sports and drawing lessons at school. She went to school late and cried. Then teachers and social workers thought that she was abused at home and removed from the family without discussing it with us. It is an illegal case. But maybe some pressure on her existed thereafter.

We are asking for police investigation into the case, and also the court is still dealing with our appeals.

We ask you to be very careful in diagnosis and using medicines for her. This will cause great harm to her. We





I have to write to you about my child's medicines. According to information from workers of [REDACTED], from March 9, 2023, they give my child 30mg Seronil daily, and Ketipinor 25mg regularly every evening. Both are not according to prescriptions visible in Maisa or Kanta. Their practice of this kind is illegal. It is possible to cause criminal liability.

I request your confirmation on information about whether the prescriptions in Maisa the basis of my child's medication are.

I have concern about their abuse of duty in giving my child psychiatric medicines to control her mind. This has been a trick used by many foster families and institutions to control innocent children, who were in unstable situation because they were taken from family.

On 22 September 2022, there was no emergent situation for emergent placement. But her grandmother died and her mother was in deep sorrow. Our child cried in the teachers' office and the teachers reported to social workers. Social workers abducted her from school.

I have reported these teachers, and social workers to the police. They abused their duty in fabricating facts about our family. And I also appealed to the court against their decision.

Please be very careful to treat our child, who was a very healthy and normal child. Any of her problems were due to her leaving family and abuse by social workers. The final aim is for her to come back home from social workers' psychological control. Any abuse of psychiatric medicines is a crime against humanity.

Ammattihenkilö tarkasteli tätä 18. maaliskuu klo 18.42

\*\*\*

Message from [REDACTED], sent 21.45

21.45

Tämän viestin lähettää [REDACTED] henkilön [REDACTED]  
[REDACTED] puolesta.

According to [REDACTED], a doctor made an oral change of the doses of my child's medicine, based on the worker's oral claim that my child's status was not stable. In fact, based on our information from them, they said that she had been in very good condition.

Only she did not want to go to school yesterday and the worker there made new claims to increase the doses. The doctor did not see the child. It is not the correct way to make such a prescription without seeing the child.

There have already a series of criminal offenses and mistakes made around my child's situation. Please help to stop these wrong activities.

As her father, I was a university law professor and a lawyer, and now a registered nurse in Helsinki hospital.

Her mother is also a registered nurse in Helsinki hospital. We swear that this is an illegal case of child protection. Legal liability for those people will come sooner or later.

As doctors, you must listen to the opinion from the child's parents, not only those who are controlling her.

A provider will reply to your message as soon as possible. At the latest you will get a reply in 3 business days.

## 17. Persecution to the Point of Insanity

*On November 23rd, 2022, a singing teacher at a music school in Helsinki, S██████ K██████, reported to Lännen Lastensuojelu Lassila 1 that the writer had abused their child. The teacher made this report without providing any evidence and was uncertain about the truth of her claims. The writer's child had started taking singing lessons at the music school, and the teacher changed the schedule without discussing it with anyone, including the parents. When the writer went to pick up their child, the teacher claimed the child was frightened and accused the writer of abuse. However, the writer believes that the child's fear was caused by social workers who had taken her away. The teacher's false allegations caused irreparable harm to the writer's reputation and relationships with their family and community, and the writer believes that discrimination based on their foreign origin played a role in the teacher's actions. The writer emphasizes the importance of approaching cases involving children with sensitivity, compassion, and a commitment to seeking the truth and protecting the welfare of the child.*

On November 23rd, 2022, S██████ K██████, singing teacher (laulunopettaja), Luoteis -Helsingin Musiikkiopisto reported to Lastensuojelu Lassila 1, Helsinki, that I had abused my child.

It is important to note that the teacher made a report without providing any evidence and was not even certain about the truth of her claims. Despite this, she still went ahead and reported the incident. The lack of evidence and uncertainty about the truth of her accusations may have had an impact on the credibility of her report.

Our child started taking piano lessons at a music school as a leisure activity. At first, her interest was only in playing the piano, but later on, she developed a fascination for singing too. As a result, she began taking singing lessons at the same music school where she was already attending piano lessons.

To encourage our child's interest, we collaborated with both the piano and singing instructors to schedule lessons that were practical. While doing so, we addressed our child's adolescent behavior, which included disobedience regarding phone usage and sleeping habits. Specifically, our child preferred to stay up late, and so we encouraged her to take singing lessons as a means of diverting her attention from excessive phone and social media usage.

As a result, our child had a singing course there.

On November 7th, 2022, my daughter began her course, which was also her first day. The original schedule was set for 3:30 p.m., and as her father, I brought her some lemon drinks and snacks. The timing of the singing lessons had been arranged in advance.

However, the teacher S■■■■ K■■■ privately changed the time (postponed four hours) without discussing with anyone, including parents and workers of Herttoniemi reception, to a later hour, starting at 19:30 and ending at 20:15. In winter, the time was not suitable for an underaged child living far away without an adult accompanying. I told my wife about the change of the schedule.

When her mother called the Herttoniemi reception where the child was at that time, personnel told her mother that the child was still in Herttoniemi and did not go to music school. The workers there didn't have information of the re-scheduling either.

We worried about the child's welfare and safety. Again, I bought strawberries and went to the music school again at the time when the singing course was over. I didn't know the classroom. I asked the doorkeeper to help me find the classroom. The teacher S■■■■ K■■■ came out, with our child following. I brought strawberries and told the teacher that I gave the strawberries to our child. But the teacher asked me: is it for me? She understood that the strawberries were for her. But I said that it was for our child.

Because our child was abducted by social workers from school and was controlled by them, now she has become alienated to parents. Even if we were never prohibited to meet, to approach and to talk with our child, I was very careful. I did not try to approach her. I passed the box of strawberries in the teacher's hands and left. Then, I considered the actual situation and did not go towards her, who was several meters away. In between, there was the doorkeeper. Most importantly, I gave our child care and fruits, with no intention of "abusing her" as the teacher fabricated.

The teacher felt that the child was frightened and attributed the reason to parents, blaming me for abuse of a child. In fact, she was never so frightened before she was taken away from home. It was surely the traumatic syndrome that was caused by social workers' threatening and controlling.

However, on November 23rd, 2022, the teacher made a report to the child protection agency that I "left fast", and fabricated that I abused our child. As a hobby teacher, S [REDACTED] K [REDACTED] in her own position, made serious defamation when our family was in difficult times.

When a child is involved, it is important for all parties involved to approach these cases with sensitivity, compassion, and a commitment to seeking the truth and protecting the welfare of the child. This includes taking allegations seriously, conducting thorough investigations, and ensuring that all parties are treated fairly and respectfully throughout the process.

However, I never got such information about the fake report to the child protection agency, not until on an occasion when I asked social workers to print our child's information in February 2023. Only then we realized that we became victims of defamation.

This act was used as a method of discrimination and persecution, as it unfairly targeted us based on our foreign origin. Firstly, it was used as a tool of discrimination by making the false accusation that I was abusive. This defamation caused irreparable harm to my reputation and relationships with my family and community. Particularly, she reported such false allegations to the social workers who were responsible for my child's case, this empowered their malicious incrimination against our family.

Moreover, such defamation was used as a method of persecution. Particularly, it was a hard time and sensitive case when our child was removed

from our family for me to suffer from such defamation. The teacher knowingly made such a false allegation against me without any evidence and any discussion.

When we got to know of such a defamatory report, we made a decision to report it as a criminal offense of defamation. On March 3rd, 2023, I made a crime report to the police about this defamation case:

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Suspected Offense: Defamation (Rikoslaki 24 luku §9  
Defamation, §10 Aggravated defamation)

Victim: [REDACTED]

Suspect: [REDACTED]

Contact Information: Luoteis -Helsingin  
Musiikkiopisto

## 18. Retrospective Decision November 28th, 2022

*In November 2022, a decision was made by a child protection agency in Finland that allowed for the detention and isolation of an adolescent, citing child protection as the reason. The decision was delivered to the post office on November 29th, and the recipient was notified to pick it up on December 2, but the decision itself declared that it had come into effect on November 16. The decision can be challenged in court, but the original decision remains valid until a final ruling is made. The decision has been criticized for violating human rights, disregarding the law, and promoting cult-like practices.*

*Retrospective decision-making, especially when flawed and contradictory, can have detrimental effects on society by creating political turmoil, undermining trust in government institutions, violating principles of fairness and justice, and perpetuating systemic inequalities and injustices. It can also conflict with the rule of law and violate the principle of legal certainty. Retrospective decisions can be seen as unethical and have negative impacts on social cohesion and stability.*

*The decision made by the child protection agency in Finland has been criticized for being autocratic and extralegal, and it is considered a departure from a democratic society towards a fascist one. The decision may be one of the biggest scandals in contemporary Finland, and it raises questions about how a society ruled by law and a welfare state can allow for such decisions to occur.*

A decision was made on November 28th, 2022, it was delivered to the post office on November 29th, 2022, and the recipient was notified to pick it up on December 2nd, 2022. But the decision itself declared that it had already come into effect on November 16th, 2022.

What's more, these decisions allow the recipient to sue, but the announcement of appeal and trial does not affect its validity. The statement implies that the decisions being discussed can be challenged in court by the recipient. However, even if the decision is appealed and goes to trial, the original decision remains valid until a final ruling is made. This means that the recipient must still comply with the decision, even if they have filed a lawsuit against it. The validity of the decision is not affected by the announcement of an appeal or trial.

This decision is unprecedented among the 193 member countries of the United Nations. Even in some extremely authoritarian countries, a valid excuse is required for such a decision to be made. Surprisingly, the child protection agency did not provide any valid excuse and simply declared that it has the power to override the constitution and laws, citing human affairs and ethics. Is there any historical precedent more shameless and unlawful than the Nazi concentration camps or the Soviet Gulag? If this decision is not deemed to undermine Finland's declared principle of the rule of law, then can it be said that the rule of law still exists in Finland?

You have used the pretext of child protection to unlawfully detain and isolate an adolescent, forcing her to live alone in a partially-locked institution. Your actions reflect a paranoid understanding of Finnish culture as you attempt to assimilate children from diverse cultural backgrounds. By citing child protection, you are disrupting a functional family and excluding those from foreign cultural backgrounds, depriving them of the ability to lead normal lives and work. Your actions under the guise of child protection serve as a means of supporting wrongdoers and abusers while expanding the child protection industry. In the name of child protection, you have violated human rights, disregarded the law, and engaged in cult-like practices.

This action not only violates the law and the constitution, but it also signifies a significant departure from a democratic society towards a fascist one. Although this may be a small step for the institution charged with protecting children, it represents a significant leap for the entire nation of Finland.

Retrospective decision-making is often considered flawed and contradictory because it allows decisions to be made based on events that



have already occurred, rather than on existing or future circumstances. This can lead to errors or inconsistencies in decision-making that can unfairly impact individuals or groups. In order to ensure fairness and transparency, it is crucial to identify and correct any inaccuracies or discrepancies in retrospectively made decisions. By doing so, the decision-making process can be improved and individuals can feel more confident that their rights and interests are being protected.

A decision that is made with retrospective power, especially if it is flawed and contradictory, can have far-reaching and detrimental effects on various aspects of society. It can create political turmoil and undermine the legitimacy of the decision-making process, leading to a loss of trust in government institutions. In the legal realm, retrospective decisions can violate principles of fairness and justice, as well as established legal precedents. Ethically, such decisions can be seen as an abuse of power and a violation of basic human rights. Socially, they can cause harm and damage to individuals and communities and can perpetuate systemic inequalities and injustices. Therefore, it is crucial for decision-makers to carefully consider the potential consequences of retrospective decisions and ensure that they are fair, just, and consistent with established norms and values.

A retrospective decision may be perceived as an abuse of power by the ruling authority. This can undermine public trust in the government and damage its legitimacy. It can also create a perception of unfairness or bias, especially if the retrospective decision is made to favor a particular group or individual. Retrospective decisions can create confusion and uncertainty in the political sphere, making it difficult for lawmakers and other stakeholders to plan for the future.

Retrospective decisions conflict with the rule of law, which requires that laws be clear and predictable. A decision that has retrospective effect may change the legal status of individuals or entities, and this can create uncertainty and unpredictability in the legal system. It also violates the principle of legal certainty, which is a fundamental tenet of the law. Legal certainty requires that laws be clear and stable so that people can rely on them to make decisions.

Retrospective decisions are seen as unethical, especially if they impose penalties or sanctions on individuals or entities for actions that were lawful at the time they were taken. Such decisions can also create a perception of arbitrariness or unfairness, as they may be made without due consideration for the rights and interests of those affected.

Retrospective decisions have a negative impact on social cohesion and stability, especially if they are seen as unjust or biased. They may also create social unrest or conflicts, as affected individuals or groups may feel aggrieved and seek to challenge the decision through protests or legal action. Furthermore, retrospective decisions may have a chilling effect on social and economic activities, as people may be discouraged from taking certain actions for fear of retroactive punishment or legal consequences.

In summary, retrospective decisions can have far-reaching and negative consequences across different spheres, and it is important for decision-makers to carefully consider the implications of such decisions before making them.

This will also be one of the biggest unrevealed scandals in contemporary Finland.

How can a society ruled by law and a welfare state be permitted to evolve into a country comparable to Nazi rule through various autocratic and extralegal decisions by non-judicial institutions?

## 19. Regarding January 23rd, 2023, Notice

*On January 23rd, 2023, Katriina Takkinen called the father of a child to inform him that they had found a place for the child in Pakila. However, when the father asked for the detailed address, Katriina refused to provide it. The father tried to investigate transportation options but was unable to find any useful information without the address. He estimated that the commute would take about one and a half hours, which is too long for a 14-year-old student to endure. On January 30th, the father wrote to Anitta Jokinen, rejecting any decision for placement and explaining that █████ might be a victim of the T████ School. He claimed that █████ had been humiliated by her class teacher and several music teachers during a school party, causing her to become increasingly depressed and ashamed. He also stated that several reports from different sources were all ambiguous and distorted claims, and that one social counselor misled her a lot. Finally, he requested that they reconsider the decision of custody.*

On January 23rd, 2023, an arrogant telephone call from the number +358 9 310 25531 was made to the father. The caller was Katriina Takkinen. She informed us that they have found a place for the child in Pakila. I asked her to provide me with the detailed address, so that I can know whether the place is suitable for the child to go to her school in Töölö. But she refused to tell me the address. She was making only a notice, but not listening to my opinion, as they have committed similar offenses before.

I attempted to investigate Pakila's transportation options, but without a detailed address, I was unable to find any useful information. My impression was that the transportation connection was very weak. I searched for public transportation options between "Pakila" and "T████ School" on Google Maps, and found that the child would need to spend 45 minutes in transit, not

including connection time. With connection time factored in, it was estimated that the commute would take about one and a half hours, which is a significant burden for a 14-year-old student to endure in order to arrive in time for 8 a.m. classes.

After I searched the transportation, I sent social workers a message:

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As for what you stated, I disagree with the new place you found for her. Even though you didn't tell me the exact address, it's quite difficult to get to the school from there, because it often takes more than an hour to change the bus. What child in the world lives in such an uncomfortable place? From 22 September 2022, you kidnapped our child from school, she was in a very difficult situation. She has problems that she never had before and is now regularly absent and late. She now has difficulty even completing basic education. Under duress and deception, the child has severe mental health problems, and the parents are also under great mental pressure, you have not considered the situation of the child and the parents at all. All these decisions of yours have no facts and no basis and must be reversed immediately.

\*\*\*

January 30th, 2023 to Anitta Jokinen

Hello Anitta,

While we have to go to see the new place, we absolutely reject any decision for placement. The reason is very obvious: any decision was based on wrong bases, including those claims made by her school.

In fact, [REDACTED] might be a victim of the T [REDACTED] School. On 22 December 2021, [REDACTED] played piano at school's party.

She made a mistake there: she played her own extra piano piece.

Her class teacher and several music teachers shouted, reprimanded, humiliated her publicly before hundreds of teachers and students. She suffered spiritual affliction for that. After that, she became increasingly depressed and ashamed, shutting herself from family and the outside world. She avoided talking about what happened ever since. She only liked to say that only one teacher said that it was a small mistake and did not need to be punished like that. It became increasingly difficult for us to take care of her. However, we helped her a lot and she could regularly go to school.

Several reports from different sources were all ambiguous and distorted claims. One social counselor also misled her a lot, saying that my child did not need to go to high school or university, she could play games without a time limit, and she was completely free to do anything, etc.

We care about her a lot, but she shut her off to the closest person and tried to seek help from strangers. In summer of 2022, she was once again punished for her mistake. She applied to be a tutor for new students.

All of her friends were admitted but her. When she went to ask the teacher why she was not admitted, the teacher directly told her that she made a mistake when performing piano and she was not trustworthy any more.

Unfortunately, we also did not pay much attention to the situation at her school, because we trusted teachers too much.

On 22 September 2022, she went to the teacher's room to cry. Please read what she said. She said that there was no such thing like quarrel and fight at home for a long time. She did not want to take sports and fine arts courses. And she slept late and might be very tired and exhausted, and she wanted to sleep. However, teachers and social workers took her hostage, saying that there was violence at home.

In every family, there are normal discussions and quarrels. In our family, there could be the same kinds of discussions and quarrels. We discussed a lot about her school going. But those claims about violence did not exist.

You could see what happens now. She has been continuously absent from school. Her situation is becoming increasingly worse and worse. That's why our family worries a lot more than anyone else. We do not want her to be outside. She must come home as soon as possible.

It is not an ordinary case in any way. She claims that she does not want to come home. However, it was most likely caused by a trauma on 22 September 2022. On that day, she did not imagine she was taken away from family by so many people, no one of whom advised her to come home.

No one admitted that they committed a mistake, including school teachers. They did not even want to talk about what they did on 22 December 2021. Sports and fine arts teachers did not like to say what more happened during their courses, and why our child did not want to take their courses.

By writing this, I want to report the happenings on 22 December 2021. And we also want to request you to reconsider the decision of custody ("huostaanbotto"), which could not be justified.

Best regards,

**Vastaukseni :**

Hei,

Kiitos viestistä, olemme yhteydessä kouluun.  
Nähdään huomenna kello 10.30.

Anitta Jokinen

\*\*\*

Sender [REDACTED] ([REDACTED], 8D)  
Recipients Kurunmäki Anne (KurA) + 2 others  
[REDACTED] ([REDACTED], 8D)  
06.02.2023 10:14  
Poissaolosta

Hyvää huomenta! 22.9.2022 lapsemme menivät kouluun itkien. Tuolloin hänen isoäitinsä kuoli, hänen äitinsä oli hyvin surullinen ja perheemme oli sotkussa. Et auta lapsiamme. Mutta sinä ja sosiaalityöntekijä kaappasit hänet sijaiskotiin. Sittemmin hän on periaatteessa menettänyt vapautensa. Hänellä ei ole edes vapautta käydä koulua. Sosiaalityöntekijät käyttivät satunnaisesti hänen kouluaikinsa, he kiduttivat häntä henkisesti, he kiduttivat häntä saadakseen tunnustuksen ja pakottivat hänet tottelemaan useita sosiaalityöntekijöiden tekemiä laittomia päätöksiä. Lapsemme opiskelivat erittäin hyvin. Hän kävi kouluasi ja joutui rasististen ja fasisististen koulutusmenetelmien uhriksi. Voiko hän sinun vainosi aikana suorittaa peruskoulutuksen? Pyydän sinua auttamaan häntä pääsemään kotiin ja sinä autat häntä pakenemaan sosiaalityöntekijöiden kynsistä. Kolme kertaa koulu käsitteli väärin lapsiemme suhteen. Lapsiamme ohjaavat sosiaalityöntekijät, mikä liittyy paljon koulun epäonnistumiseen. Sinun on otettava vastuu sosiaalityöntekijöiden kanssa käymisestä, päästät lapsemme kotiin.

\*\*\*

Ristimäki Riikka ( .R)  
06.02.2023 11:12  
Hei,

Ymmärrän suuren huolenne. Koululla ei kuitenkaan ole mahdollisuutta vaikuttaa lastensuojelun toimiin tai päätöksiin.

Teidän tulee keskustella näistä asioista suoraan sosiaalityöntekijöiden kanssa. He voivat myös neuvoa, miten voitte valittaa heidän tekemistään päätöksistä.

Koulussa Nancy vaikuttaa hyvinvoivalta ja tuemme häntä opinnoissaan monin eri tavoin.

Yt. Riikka

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██████████ (██████████, 8D)

07.02.2023 15:29

The social workers repeatedly wasted the child's school time. they did not report to anyone in advance. such acts breached child's welfare. the school should warn and prevent social workers from making secret appointments during school time. Social workers do not have legal rights to keep a normal child out of school, when they can have other time to deal with necessary matters. the child is not theirs, so they persecute her without humanity and worry.

\*\*\*

Ristimäki Riikka ( .R)

08.02.2023 09:27

Ikävä kuulla kokemuksestanne.

Koululla ei ole tietoa, mihin salaisiin tapaamisiin viittaatte. Lähtökohtaisesti Suomessa viranomaisten kaikessa toiminnassa tulee lapsen ja nuoren etu ja hyvinvointi olla aina etusijalla. Huoltajina teillä on myös oikeus saada lastanne koskevat tiedot - jos näin ei jostain ole, niin voitte pyytää tiedot terveydenhuollosta ja sosiaaliviranomaisilta. Minä voin koululta toimittaa omat kirjaukseni, kuten olen jo aiemmin teille kertonutkin. Kaikki toimintamme lasten ja nuorten suhteen on täysin avointa.

Yleisellä tasolla voin vielä kommentoida, että joskus oppilaamme käyvät kouluajalla erilaisissa tutkimuksissa



tai vaikkapa lääkäriellä, koska näiden tapaamisten kellonaikoja ei voi itse määrittää. Tällaisesta syystä poissaolo oppitunnilta on sallittua ja ymmärrettävää. Tällöin koululta toivomme, että näistä tapaamisista annettaisiin koululle etukäteen tieto, jotta opettaja tietää poissaolosta.

T. Riikka

## 20. Retrospective Decision February 28th, 2023

*There are both procedural and substantive problems with the decision. Firstly, the decision's retrospective power is flawed and contradictory, claiming to have been in effect before it was actually made. This contradicts the principle of causality and raises questions about the validity of the decision. It is important to clarify and correct any inaccuracies or inconsistencies in order to ensure fairness and transparency in the decision-making process.*

*Secondly, there are substantive problems with the decision, including the fact that actions taken on September 22nd, 2022, were deemed inappropriate and subsequent decisions made based on those actions should be declared illegal and nullified. The claim of family violence has been a fabrication by social workers and psychologists, who have gradually constructed this narrative without any concrete evidence. The social workers also repeatedly altered transcripts of meetings, and evidence shows that the child expressed a desire to return home, but her wishes were disregarded and suppressed. Additionally, staff at Herttoniemi reception noted the child's struggles with daily activities, indicating that her well-being, academic performance, social relationships, and family relationships have all been negatively impacted. Finally, the social workers lied and falsified information regarding the travel time from the placement location to the school, creating a false comparison with the travel time from the child's home to the school.*

*It is essential to hold those responsible accountable for their actions and ensure that such violations do not occur again in the future. The credibility of the institutions tasked with protecting citizens' rights and freedoms is at stake, and it is important to maintain the rule of law and protect the basic rights of all individuals, regardless of their background or circumstances.*

On March 3rd, 2023, we received a notice from OmaPosti about a receipt letter. Its reference number is RS891810435FI.

On March 4th, 2023, we went to pick up the letter from the designated place, Kannelmäki K-Market.

Upon opening the letter, it contained the “Päätös sijaishuoltopaikan muuttamisesta huostassapidon aikana”. (Päätösnumero 202312031922)

### Procedural problem

The decision was made on February 28th, 2023.

The decision was claimed to be in effect during February 17th, 2023 and September 5th, 2026.

However, the decision itself claimed that the decision date was February 15th, 2023.

The problem with the decision's retrospective power is that it is not possible for a decision to have effect before it was actually made. In this case, the decision claims to have been in effect from February 17th, 2023, which is before the decision was made on February 28<sup>th</sup>, 2023. This contradicts the basic principle of causality, which states that an effect cannot occur before its cause.

Additionally, the decision itself claims that the decision date was February 15th, 2023, which is also before the decision was actually made on February 28th, 2023. This creates further confusion and raises questions about the accuracy and validity of the decision.

Once again, the retrospective power of the decision is flawed and contradictory, and it is important to clarify and correct any inaccuracies or inconsistencies in order to ensure fairness and transparency in the decision-making process.

### Substantive problem

1. On September 22nd, 2022, actions were taken that were deemed inappropriate as there was no emergency situation that warranted urgent placement. As a result, all subsequent actions and decisions made based on

those actions should be declared illegal and nullified. It is important to hold those responsible accountable for their actions and ensure that such violations do not occur again in the future. Such actions not only harm individuals but also undermine the credibility of the institutions tasked with protecting citizens' rights and freedoms. It is essential to maintain the rule of law and protect the basic rights of all individuals, regardless of their background or circumstances.

2. The claim of family violence has been a fabrication by social workers and psychologists, who have gradually constructed this narrative without any concrete evidence. Despite a lack of evidence indicating that the child was subjected to abuse or violence, social workers have used violence as a "formality" to justify their decisions. They hold this belief without having conducted any investigations or providing any evidence to support their claims. In their logic, they do not feel the need to prove anything, which raises concerns about the credibility of the social workers' decision-making process.

3. The social workers repeatedly altered the transcripts of meetings, even when we were present, which suggests that they may have done so in our absence as well. The child confided in her family instructor, Karita Rasinkangas, the most, but family violence was never mentioned. The concept of "spiritual violence" was introduced first, but later it was expanded to include "physical violence," indicating that the social workers were gradually constructing a false narrative of violence in our family. This fabrication intensified after September 22nd, 2022. All transcripts and statements are unreliable because of the continuous lies, falsifications, and fabrications by the social workers.

4. The child expressed a desire to return home, but the social workers and psychologists exerted control over her by using threats, deception, and bribery. They promised her 12 euros per week and complete freedom to ignore bedtime and school attendance. However, evidence shows that the child wanted to return home, but her wishes were disregarded and suppressed by the social workers and psychologists.

5. The staff at Herttoniemi reception wrote about the child's struggles with daily activities, indicating that she did not improve or may have even worsened while in foster care and at the reception center. Since being

removed from her family, she has spent a significant amount of time attending meetings with social workers, psychologists, and others, causing her to frequently miss school. As a result, her overall well-being, academic performance, social relationships, and family relationships have all been negatively impacted.

6. The social workers persistently lied and falsified information, including but not limited to the following.

They told us orally clearly and with confidence that the foster family was operated by a male doctor and a female health nurse. They said that they were both healthcare professionals. However, the male manager of the foster home clearly and emphatically told me in a telephone call that he was a doctor elsewhere but did not have doctor's status at this foster family. Therefore, the social workers' claim was as exaggerating and misleading as any other of their previous claims before. I do not intend to blame the doctor, the health nurse, and their foster care business. But the social workers apparently created an illusion for our family that our child would better off in the foster family as compared with in our own family.

They claimed a travel time by public transportation from the placement location to the school. They stated that the child could reach the school in 40 minutes. However, while there are a couple of buses that go directly to the school, they are not frequent. Using other buses would require the child to change buses. Even if the child takes the direct bus, she would need to walk almost 1km from the placement location to the bus stop, which takes around 12-15 minutes. If the bus is already waiting for her at the stop, the trip would take around 30 minutes. The child would then need to walk another 700 meters from the bus stop to the school, which takes around 7-10 minutes. This already takes a total of 50 minutes. However, there is not always a bus waiting at the stop, so the child may need to wait for extra time.

I believe the social workers intentionally stated that the child could reach the school within 40 minutes to create a comparison with the travel time from the child's home to the school. It is absurd to draw such a comparison because the love and care provided by biological parents are incomparable to that of a foster family.

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Conversation with [REDACTED] (Author's note: foster family's name)

[18/02, 15:44] [REDACTED]: Hei, olen [REDACTED]n isä. Onko [REDACTED] muuttanut eilen? Miten on hänen tilanteensa? yt, [REDACTED]

[18/02, 15:54] [REDACTED]: Hei [REDACTED] ja kiitos viestistä!

Kyllä, [REDACTED] muutti perhekodille eilen ja kaikki on mennyt hyvin. Hiljalleen hän on harjoitellut uudenlaista arkea täällä perhekodilla. [REDACTED] on mm. viettänyt aikaa perhekodin nuorten ja aikuisten kanssa ja tänään teimme yhdessä ruokaa. [REDACTED] itse kertoi, että hänet on otettu hyvin vastaan. Tänään lähdemme tutustumaan lähialueeseen, jotta paikat tulisivat tutuiksi. Tähän mennessä siis asiat ovat sujuneet mukavasti, harjoittelut & tutustumiset jatkuvat tulevina päivinä ja viikkoina

Mukavin terveisin, [REDACTED]-ohjaaja

[18/02, 16:05] [REDACTED]: Kiitos tiedosta! yt, [REDACTED]

[19/02, 18:40] [REDACTED]: Hei, toivottavasti [REDACTED] meni hyvin. Alussa uudessa paikassa hän saattaa saada uusia tunteita. Toivon, että hän tulee hyvin toimeen muiden tyttöjen kanssa. Huomenna on ensimmäinen päivä kun hän menee kouluun tai muualle sieltä, reittien löytäminen voi olla haasteellista. Mahdollista hän tarvitsee ohjeita ja apua. Muutaman päivän kuluttua se tulee helpompaa. Kiitos, että autat häntä. yt, [REDACTED]

Hello, hopefully everything is OK for [REDACTED]. At the beginning in a new place, she might get new feelings. I hope that she can get well along with other girls. Tomorrow is the first day when she goes to school or some other places from there, it can be a challenge to find the routes. She needs instructions and help. After some days, it will be easier. Thank you for helping her. yt, [REDACTED]

[19/02, 21:21] [REDACTED]: Hei, täällä kaikki hyvin. Käyty reitit läpi ja tutustuttu alueeseen. Nyt tuleva viikko on hiihtoloma joten meillä täällä muuta ohjelmaa. Mukavaa sunnuntaita T. [REDACTED]

[21/02, 19:59] [REDACTED]: Hei, Mikä on [REDACTED]n tilanne poliisin ja TAK:n käynnin jälkeen? Onko hänellä suuria mielialanvaihteluita? Eri lähteistä saatujen tietojen mukaan hän lukee nyt liikaa aikuisten tietokirjoja. Hän sovelsi kirjassa oppimaansa psykologista tietoa itselleen, mikä oli haitallista itselleen. Toivon, että hän voi vähentää koulun ulkopuolisia kirjoja ja keskittyä perusopetukseensa. Hänen ei myöskään tarvitse tehdä diagnoosia itselleen. Jos hän vain opiskelee koulun opetussuunnitelmaa, hänen ei tarvitse olla lainkaan hermostunut tai ahdistunut. Nyt hän kohtaa tarpeetonta vuorovaikutusta aikuisten (sosiaalityöntekijät, poliisi jne.) kanssa, kuvittelee yhä enemmän asioita, jotka ovat täysin hänen alaikäisenä ulottumattomissa. Toivottavasti voitte auttaa häntä palaamaan alaikäiseksi ja elämään yksinkertaisesti yläkoululaisen elämää.

Yt, [REDACTED]n isä

[22/02, 09:17] [REDACTED]: Hei! [REDACTED]n mielialaan varmasti vaikuttaa tällä hetkellä moni asia, myös se että hän on vasta muuttanut meille ja kaikki täällä meillä on hänelle uutta. Hän onkin kertonut, että uuteen totuttelemisen on hieman väsyttävää. Hän on kuitenkin ollut todella mukavasti mukana yhteisissä tekemisissä täällä perhekodilla, mm. Viime perjantaina ystävänpäiväjuhlissa ja eilen luontoretkellä. Tänään meidän on tarkoitus käydä harjoittelemassa reitti koululle valmiiksi ensi viikkoa varten. Olemme myös keskustelleet paljon ja pikkuhiljaa tässä tutustumme toisiimme. Olemme jutelleet hänen kanssaan hiihtoloman tärkeydestä ja siitä, miten vapaa-ajalla on tärkeää löytää aikaa myös palautumiseen ja mukavaan tekemiseen, eikä pelkästään lukemiseen ja opiskeluun. Yst terveisin [REDACTED] perhekodilta

[28/02, 07:38] ██████████: Hei!

[28/02, 07:39] ██████████: Nyt on arki alkanut ja ensimmäinen kouluviikko käynnissä täällä meillä.

[28/02, 07:39] ██████████: Mietin, että milloinkohan teille olisi hyvä päivä tulla kylään meille perhekodille?

[28/02, 07:39] ██████████

[28/02, 07:40] ██████████: Huomenta!

[28/02, 08:29] ██████████: Olen töissä nyt ja juttelimme myöhemmin. T. ██████████n isä

[28/02, 08:37] ██████████: Hei, sopii, palataan asiaan

[28/02, 16:45] ██████████: Hello, at this moment her mother is in bad condition because the child left home. I hope you can understand her. Let's look at a later time. However, her mother wants to meet her at some suitable time. What is her sleeping condition? Can she sleep enough? I also hope that she does not look at telephone or computer in the dark. That harms her eye sight and affects her sleeping. t. ██████████'s father

Hei, tällä hetkellä hänen äitinsä on huonossa kunnossa, koska lapsi lähti kotoa. Toivon, että ymmärrät häntä. Katsotaanpa myöhemmin. Hänen äitinsä haluaa kuitenkin tavata hänet sopivana ajankohtana. Mikä on hänen unitilansa? Voiko hän nukkua tarpeeksi? Toivon myös, että hän ei katso puhelinta tai tietokonetta pimeässä. Se vahingoittaa hänen näköään ja vaikuttaa hänen nukkumiseensa. t. ██████████n isä

[28/02, 17:05] ██████████: Asia selvä, palataan myöhemmin kyläilyyn liittyen.

Harjoittelemme perhekodilla arjen rutiineja. Tavoittemme on aina se, että nuoret saavat riittävästi unta ja arki on sujuvaa. Muutokset vaikuttavat monin tavoin, ja voivat myös väsyttää.

Ystävällisin terveisin,

██████████, ohjaaja perhekodilta



[28/02, 19:04] ██████████: Kiitos ymmärryksestä. T. ██████████n isä

[01/03, 19:58] ██████████: Hello, I want to clarify one thing that ██████████ cannot drink tea in the afternoon because it leads to sleeplessness. She is also not the age to drink coffee, either in daytime or evening. After she was taken from family, she sleeps badly. If she can sleep, she does not need to take sleeping pills. Frequently taking sleeping pills is not good for her. Please help to normalise her sleeping. Thanks you! Yt. ██████████'s parents

Haluan selventää yhden asian, että ██████████ ei voi juoda teetä iltapäivällä, koska se johtaa unettomuuteen. Hän ei myöskään ole siinä iässä, että juo kahvia päivällä tai illalla. Kun hänet otettiin perheestä, hän nukkuu huonosti. Jos hän voi nukkua, hänen ei tarvitse ottaa unilääkkeitä. Unilääkkeiden säännöllinen ottaminen ei ole hyväksi hänelle. Auta normalisoimaan hänen nukkumistaan. Kiitos! Yt. ██████████n vanhemmat

[03/03, 09:44] ██████████: Hei. Tarvitsemme ██████████n passin. Toivoimme, että olisitte tuoneet sen samalla, kun tulette perhekodille. Nyt kun vierailua ei ole sovittu, voisimme sopia erikseen passin tuomisesta tai hakemisesta. Kuinka teille sopisi?

T. ██████████ perhekodilta

[03/03, 10:57] ██████████: Tuokaa passi ensi viikon palaveriin (7.3. kello 14.30, siirtoneuvottelu Kumpulantiellä) mukaan.

[06/03, 16:49] ██████████: Hei, saanko kysyä sinulta, mistä syystä tarvitset hänen passinsa? t. ██████████n isä

[06/03, 16:52] ██████████: Hei, aina kun nuori muuttaa meille niin pyydämme heidän kela-korttinsa ja passinsa, jotta voimme hoitaa heidän asioitaan, esim käydä apteekissa ja tarvittaessa todistaa nuoren henkilöllisyyden. Tämä on ihan yleinen käytäntö.

Tuottehan passin huomenna mukanaan palaveriin. Yst  
terveisin [REDACTED] perhekodilta

[08/03, 11:27] [REDACTED]: Hei, huomasin että tänään [REDACTED]  
oli poissa koulun liikunta kurssista ja liikunta opettaja  
suoraan laittoi "luvaton poissaolo". Onko tietoa missä  
[REDACTED] on? t. [REDACTED]n isä

[08/03, 11:31] [REDACTED]: Hei, [REDACTED] oli jättänyt  
menemättä liikuntatunnille ja päättänyt sen sijaan  
opiskella muita aineita itsenäisesti koululla. Minä  
merkitsin poissaolot luvattomiksi, koska hän ei voi itse  
valita mille tunneille osallistuu, vaan hänen pitäisi  
mennä lukujärjestyksen mukaan. T. [REDACTED]

[08/03, 16:31] [REDACTED]: Onko hän kipeä? Onko hän  
valvonut koko yö ja väsynyt?

[09/03, 07:51] [REDACTED]: Hei, [REDACTED] ei ole ollut  
sairaana ja on kertonut nukkuvansa täällä perhekodilla  
ihan hyvin. Hän on kertonut kokevansa väsymystä, mutta  
se on hyvin ymmärrettävää kun hän on vasta muuttanut  
tänne meille ja muutoksia on ollut paljon. T. [REDACTED]  
perhekodilta

[09/03, 15:04] [REDACTED]: Hei, [REDACTED] ottaa Seronil 30 mg  
joka aamu ja Ketipinor 25mg joka ilta. Onko hänellä  
sivuvaikutuksia? t. [REDACTED]n isä

[09/03, 15:27] [REDACTED]: Hän ei tuonut esille  
sivuvaikutuksia.

T. [REDACTED] perhekodilta

[09/03, 15:36] [REDACTED]: Mutta eilen lääkärin reseptissa  
on Seronil 20mg. Ja Ketipinor 25mg tarvittaessa.

[09/03, 15:39] Elämä Helmi: Lääkäri on eilen kertonut,  
että annos nostetaan 30 mg tästä päivästä alkaen. Hän syö  
30 mg ohjeen mukaan.

[09/03, 16:45] [REDACTED]: Hi, She is now in a new place  
and she will gradually adapt to it. Medical change should  
be very careful. Maybe she do not need very big doses.  
And her sleeping condition should be adjusted, not mainly  
by medicine. If she asks for big dose for herself, it is  
not be good. She reads books and search online to get

information about syndrome. It is not reliable. Let's help her live a normal life.

[09/03, 16:48] [REDACTED]: Current prescription still puts Seronil 20mg. And Ketipinor 25mg is "tarvitaessa".

[09/03, 16:52] [REDACTED]: This is not in our hands, these changes are made by a doctor. They evaluate her well being really well. Please understand this.

[09/03, 17:18] [REDACTED]: We got a phonecall from Adolescent Psychiatry Outpatient Clinic, and they told us to give Nancy Seronil 30 mg x 1 from this day on. Please call there, if you have any more questions. We do not make these decisions.

<https://www.hus.fi/en/hospitals-and-other-units/adolescent-psychiatry-outpatient-clinic-pasila>

[09/03, 17:20] [REDACTED]: There must be written prescription but not phone call.

If the doctor did not see the child and the child's situation is stable, medicines cannot be changed.

## Reseptin uusiminen 😊

Reseptiä ei voi uusia.

<b>Lääke</b>	fluoksetiini 10 mg tabletti, kalvopäällysteinen
<b>Annostus ja käyttötarkoitus</b>	Jatkohoitoon 2 tabl (=20mg)x1 /vrk. SIC! Ahdistuksen ja masennuksen hoitoon. Mielialalääke.
<b>Määrätty määrä</b>	2X100 kpl iter ter 10 pv
<b>Hoidon laatu</b>	Sairauden hoito Pysyvä lääkehoito
<b>Määrääjä</b>	Palmu, Raimo erikoislääkäri
<b>Määräyspäivä</b>	8.3.2023
<b>Määräyspaikka</b>	Pasilan nuorisopsykiatrian poliklinikka

[09/03, 17:30] [REDACTED]: This is not something we decide. As I said, please call to the clinic tomorrow.

[09/03, 17:33] [REDACTED]: I mean if you have not received a written prescription/e-recepti, medicines cannot be changed.

[09/03, 17:38] [REDACTED]: "Reseptiin ei saanut tehtyä muutosta uusinnan yhteydessä, informoin eilen että resepti uusittu ja suullisesti ohjaus. Olen asiasta konsultoinut erikoislääkäri Raimo Palmua eilen ja hänen konsultaation perusteella lääkitys nostettu 30mg aamuisin, sillä nuorella vahvasti kuluneen viikonkin aikana mieliala-, ahdistus- ja traumaoireita. Näin me toimimme asioissa. Jos haluatte reseptiin uuden merkinnän ajankohtaisesta annoksesta, soittakaa huomenna poliklinikalle asiasta, en ole itse töissä. Sihteerin kautta voi kysyä lääkäriltä kirjausmuutosta reseptiin. Annosnostosta on mun kirjaus siellä, jonka näkevät."

A message from the adolescent psychiatry outpatient clinic.

[09/03, 17:40] ██████████: But why does she need a bigger dose of the medicine because she eats well and sleeps well?

[10/03, 14:34] ██████████: Hello, I noticed that ██████████ didn't go to the planned place in Pasila. Was the appointment canceled? And she was also absent from school from 12:00 o'clock. Do you have any information?

[10/03, 14:37] ██████████: Yes, the appointment of Pasila was rescheduled. At noon she was in an appointment with the police. Greetings ██████████

[10/03, 14:37] ██████████: OK, thanks!

[10/03, 14:38] ██████████: Have a nice weekend!

[12/03, 18:22] ██████████: How was ██████████ at the weekend? Did she go for a walk outside? Nancy's father

[12/03, 18:28] ██████████: ██████████ has been fine. Today we went to walk together with dogs and then she went to walk herself

[12/03, 18:45] ██████████: Thanks!

[13/03, 15:18] ██████████: Hei, tässä ██████████n hoitajan yhteystiedot: Pauliina Parikkala +358 50 374 7060.

[13/03, 17:35] ██████████: ██████████lla on voimassa seuraavat lääkkeet:

fluoksetiini 10 mg tabletti

Commonly known as: SERONIL

Learn more

Jatkohoitoon 2 tabl (=20mg)x1 /vrk.

ketiapiini 25 mg tabletti

Commonly known as: KETIPINOR

Learn more

Aluksi 1 tabl iltaisin tarvittaessa ahdistusta lievittämään.

MELATONIINI YLIOPISTON APTEEKKI 3 mg tabletti

Learn more

0,5-1 tablettia (1,5-3 mg) suun kautta yöksi tarvittaessa (otetaan 1-2h ennen toivottua nukahtamista.).

[13/03, 17:36] ██████████: Ei saa antaa muita annoksia.  
Ja Ketipinor ja Melatonin ovat tarvittaessa.

[16/03, 17:49] ██████████: Hello, has ██████████ been back from school? How was her situation these days? Was she tired?  
██████████'s father

[16/03, 18:20] ██████████: Mitä on hänen lääkkeen annosta?

[17/03, 13:01] ██████████: Hei, missä oli ██████████ aamulla? t.  
██████████n isä

[17/03, 13:12] ██████████: Voisitko vastata?

[17/03, 15:17] ██████████: Hei, ██████████ on jättänyt ranskan ja matikan tunnit väliin tehdäkseen äidinkielen kirja-arvostelua, jonka palautus oli tänään. Näin ei meidän näkemyksemme mukaan voi toimia, vaan koulussa mennään kaikille oppitunneille lukujärjestyksen mukaan. Tästä olemme jo ██████████n kanssa keskustelleet ja jatkamme keskustelua edelleen, että hän ei voi itse määrittää minne tunneille menee ja minne ei.

[17/03, 15:17] ██████████: Ja jos ihmettelit, niin perhekotivanhempamme Jussi yritti sinulle soittaa tänään tuntemattomasta numerosta. T. ██████████

[18/03, 13:14] ██████████: Hi, wish you have a nice weekend!  
██████████ has been there for a month. In a new place, there must be new challenges for her. We want to know ██████████'s recent situation. Could you please tell me the medicines she takes now? Best regards, ██████████'s parents.

## Part III. Fabrication and Falsification: Ways to Persecution

## 21. Child Protection, A Tainted Name in Finland

*The section discusses the role of Finnish social workers in child protection, highlighting the potential for abuse of power and violation of human rights in cases where social workers overstep their authority or fail to follow established legal procedures. While acknowledging the importance of protecting the safety and well-being of children, the section stresses the need for social workers to work collaboratively with families, respect their rights and dignity, and adhere to high ethical and professional standards. The section calls for investment in high-quality social work education and training, ongoing supervision and support, and a supportive organizational culture that prioritizes ethical and effective practice.*

According to Finnish law, parents have the primary responsibility for a child's upbringing and care. However, authorities should provide necessary support to parents and direct children and families to child protection services if needed. The child's best interest is always considered on a case-by-case basis, based on factors such as the child's age, circumstances, and the quality of care provided by the parents. In Finland, the child's right to participate and special protection is emphasized in the child protection law, and all social welfare actions related to a child must primarily consider the child's best interests. Open care and support services are provided to children and families to support the positive development of the child. "Kiireellinen sijoitus", or an urgent placement, is a temporary placement of a child in foster care or a receiving home, which is not yet a custody arrangement.

Finnish social workers should have been specially trained professionals with a deep understanding of the complex social, economic, and cultural factors that can impact individual and community well-being. They should



have received rigorous education and training in social work theory, research, and practice, and are held to high ethical standards in their work.

Overall, Finnish social workers play a vital role in promoting the well-being of individuals, families, and communities in Finland. Their focus on preventative measures, collaboration, and individualized care has been highly effective in reducing the need for more intensive interventions and promoting long-term health and well-being.

However, Finnish social workers might play a destructive role in splitting families, removal of children from parents, breaching children welfare and parents' human rights.

It is important to acknowledge that in some cases, Finnish social workers were involved in decisions to remove children from their parents' care or to intervene in family dynamics. These decisions are not taken lightly and are made with the aim of protecting the safety and well-being of the child.

There have been cases where social workers have overstepped their authority or breached the rights of parents or children. In such cases, it is important that these issues are addressed through appropriate channels, including the legal system and professional ethics boards.

Finnish social workers are trained to work in a way that is respectful of the rights and dignity of all individuals, including parents and children. They are expected to work collaboratively with families and to seek to support them in finding solutions to the challenges they may face. However, in situations where a child is at risk of harm or neglect, social workers may need to take action to ensure the safety and well-being of the child.

It is true that social workers are not trained lawyers and may not have a comprehensive understanding of the legal system or specific laws related to child welfare. However, they are trained to work within the legal framework and procedures that govern their profession, and to collaborate with legal professionals when necessary to ensure that the rights of all individuals involved are respected.

Social workers are also trained to work from a holistic perspective, taking into account the social, emotional, and physical well-being of the child, as well as the broader context of the family and community. While they may prioritize the safety and well-being of the child, they are also required to work

within established legal procedures and respect the rights of all individuals involved.

In cases where social workers are involved in decisions related to child welfare, they are required to follow established legal procedures and ensure that due process is followed. This includes providing parents with opportunities to be heard and to participate in decision-making processes, as well as adhering to established timelines and procedures.

The quality of social work practice can have a significant impact on the well-being of individuals and families. Good social workers can provide essential support and resources to help individuals and families overcome challenges and achieve positive outcomes, while bad social workers may cause harm and exacerbate existing problems.

Good social workers are trained professionals who are knowledgeable about the needs and challenges faced by individuals and families, and are skilled at developing and implementing effective interventions and support strategies. They work collaboratively with individuals and families to identify strengths and challenges, and to develop individualized plans that address the unique needs and goals of each person.

In contrast, bad social workers may lack the necessary skills, knowledge, or empathy to provide effective support. They may not listen to or understand the concerns of individuals and families, or may fail to provide appropriate resources and interventions. In some cases, they may even cause harm by using abusive or coercive tactics, violating ethical standards, or breaching the rights of individuals and families.

Bad social workers in child protection can severely breach the human rights of children, parents, and families. The United Nations Convention on the Rights of the Child recognizes that children have the right to be protected from all forms of harm and abuse, and that parents have the right to support and resources to provide for the well-being of their children.

Bad social workers may violate these rights by using abusive or coercive tactics, failing to provide appropriate support and resources, or making decisions that are not in the best interests of the child. In extreme cases, they may remove children from their families without sufficient evidence of harm

or neglect, or may use their authority to intimidate or harass parents and families.

These actions can have serious and long-lasting consequences for the well-being of children and families, including trauma, emotional distress, and loss of trust in social institutions. They can also erode trust in the child protection system and contribute to a culture of fear and suspicion among parents and families.

It is important to note that the quality of social work practice is influenced by a range of factors, including training, supervision, resources, and organizational culture. To ensure the best possible outcomes for individuals and families, it is essential to invest in high-quality social work education and training, provide ongoing supervision and support for social workers, and create supportive organizational cultures that prioritize ethical and effective practice.

Ultimately, the effectiveness of social work practice depends on the skills, knowledge, and dedication of individual social workers, as well as the broader social and organizational context in which they work. By supporting good social work practice and holding bad social workers accountable, we can help to ensure that individuals and families receive the support and resources they need to thrive.

Social workers in the field of child protection in Finland regard the normal activities of family life as abuse, so their separation of children from their families and parents, and isolation in institutions with only staff but no relatives should be a form of kidnapping and abuse. Yet they have no sense of shame or guilt. Thousands of years of experience and rules of family raising children in the history of human beings are baselessly regarded as crimes by these inhumane social workers. They subverted human society into a more barbaric society than slave society, and should be sanctioned and punished by law.

## 22. Denial of Parents' Ability to Educate

*The author, who is a Chinese immigrant living in Finland, shares their experience of how social workers' biases and prejudices affected their family. Despite the family's embrace of Finnish culture, the social workers assumed that they were mistreating their child because they prioritized her sleeping habits and overall health. The social workers made several false claims and fabricated stories about their child's background and preferences, further using them as justification for their actions. The author believes that the social workers' behavior was driven by racial discrimination and cultural cleansing. They attempted to discredit the family and deprive their child of freedom of thought by depreciating their Chinese background and discrediting their parenting. The author firmly believes that their cultural identity is a crucial part of their family, and they cannot allow social workers to disregard it and make decisions that do not align with their beliefs and values.*

At the age of 13-14, she was a student in junior middle school who had a strong desire to gain knowledge beyond her years. To achieve this, she borrowed over 40 books, with most of them being at a university or professional level. This was a decision she made on her own, as her parents did not believe it was appropriate for her to be exposed to such advanced material at such a young age.

Of course, it has been well accepted that, “Chinese parents are willing to invest a great deal of money and energy in their children’s education from an early age. In Chinese culture, success is not the result of intelligence, but the result of diligence, self-discipline, and self-regulation over the long haul.”<sup>6</sup>

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<sup>6</sup> Cambridge Network. Recognizing Chinese Education Culture to Improve Host Family Experiences. Accessed May 1st, 2023 from

The social workers were lacking in understanding of our family's background and evaluated everything based on their own perspective, forcing their own decisions onto us. Despite the fact that we did not place a strong emphasis on our Chinese heritage and fully embraced Finnish culture in both our personal and professional lives, the social workers automatically assumed that we were mistreating our child simply because we prioritized her sleeping habits and overall health.

During meetings with us, the social workers made several false claims about our child's background and preferences. They fabricated a story that our child was actually born in Finland, and had attended Finnish daycares and primary schools. They further claimed that our child was fully embracing Finnish culture, despite the fact that we had not placed a strong emphasis on our Chinese heritage. This false narrative was used as justification for their actions, as they believed that a Chinese family was not suitable for our child.

To make matters worse, the social workers even went as far as to suggest that our child expressed a desire to be placed with a Finnish family. This was an incredibly hurtful and damaging accusation, as we had always tried our best to provide a loving and supportive environment for our child. We felt that the social workers were imposing their own biases and prejudices onto our family, without taking the time to understand our unique situation and cultural background.

Overall, the social workers' behavior was unprofessional and unethical. Their false claims and baseless accusations caused significant harm to our family and undermined our ability to provide a safe and nurturing environment for our child. The social workers have never approached us with an open mind and a willingness to understand the unique circumstances of each family, on the contrary, they imposed their own biases and assumptions onto the situation.

The social workers continually expressed their belief in the superiority of Finnish culture and disapproval of our Chinese background. In addition, they fabricated a statement claiming that our child's father had said that it was

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<https://homestay.cambridgenetwork.com/blog/understanding-chinese-cultural-and-educational-perspectives-for-better-host-family-experiences/>

acceptable for parents to physically discipline their children in China. However, this fabrication was later denied by the father.

It is clear that the social workers were attempting to discredit our family and deprive our child of her freedom of thought by depreciating our Chinese background and discrediting our parenting. This behavior was driven by racial discrimination, as the social workers were quick to try and remove our child from our care based on unfounded biases and prejudices.

In the given situation, the social workers are engaging in cultural cleansing. In theory, they are attempting to create a public opinion that denies the value of foreign cultures, while simultaneously causing mental distress to families with foreign cultural backgrounds. Additionally, they are seeking to exert physical control over children with foreign cultural backgrounds, detaining them in Finnish institutions or with Finnish families, and forcing them to accept Finnish culture. Finnish culture is guaranteed by law, state power, and police force, making it impossible for other cultures to compete. As a result, families with foreign cultural backgrounds are placed in the lowest social class and often struggle to find employment opportunities.

Their children are educated as “you do not need to go to a high school nor a university” (In 2.9.2022 meeting in Lassila office, a social worker said that the child does not need to go to high school, and does not need to go to university). According to them, the perfect child is one who becomes as ignorant as alcohol addicts and drug users from a young age. These children are essentially enslaved, and the extralegal child protection law is used to protect their status. The Finnish state machine is too powerful to be challenged by anyone, and this law ensures that their actions cannot be questioned. They even believe that if such cases were appealed to the European Court of Human Rights, the court would likely uphold the judgments made by Finnish courts.

By following this route map, they can easily violate the rights of foreign families and suppress their cultural practices in order to preserve their own culture. They may even fabricate excuses to discredit and eliminate foreign families, both mentally and physically.

As a family, we strongly opposed the idea of social workers taking our child into custody and placing her with a family that did not share our cultural

identity. We firmly believed that our child had a Chinese identity and it was essential for her upbringing and development. This is similar to how Muslim families would oppose their children being placed with Finnish families that would feed them pork, or Indian families opposing their children being placed with Finnish families that would feed them beef. Our cultural identity is a crucial part of our family, and we cannot allow social workers to disregard it and make decisions that do not align with our beliefs and values.

Our family strongly opposes the idea of social workers taking our child into custody and placing her with a family that does not prioritize education or intellectual growth. During a meeting on September 2nd, 2022, a family instructor publicly stated that our child would not attend high school or university, would only eat pancakes, and would spend all her time playing telephone games. This kind of environment is not conducive to our child's overall development and would severely limit her potential. We cannot allow social workers to make decisions that do not align with our family's values and aspirations for our child's future.

Our beliefs are not just mere beliefs, they encompass our entire family's integration, our approach to children's education, and the relationships between parents and children. We strongly believe that our race and culture pose no harm to anyone, and they deserve to be respected. We cannot allow social workers to make decisions that disregard our beliefs and cultural practices, as they are an integral part of our family's identity and values. It is crucial for us to preserve our cultural heritage and pass it on to our children, so they can carry it forward and maintain a connection to their roots.

Having a strong foundation in family education is essential for a child's development. It allows parents to shape their children's values, beliefs, and behaviors, which can have a lasting impact on their lives. In our family, we strongly believe in establishing ordinary rules for our children, as these rules help to provide structure, consistency, and stability in their lives.

Ordinary rules refer to the basic rules and expectations that parents establish for their children, such as setting a regular bedtime, completing homework on time, and participating in family activities. These rules may seem simple, but they are essential in creating a sense of predictability and security for children. When children know what to expect, they feel more

confident and secure in their environment, which can help them to thrive academically, socially, and emotionally.

In addition to providing structure and stability, ordinary rules can also help to instill important values and behaviors in children. For example, by setting rules around respectful communication and kindness, parents can help to foster positive relationships and empathy in their children.

By establishing rules around responsible behavior, such as cleaning up after oneself or being accountable for one's actions, parents can help to promote independence and self-discipline in their children.

Overall, family education and ordinary rules are crucial components of a child's development. By providing a strong foundation in values, beliefs, and behaviors, parents can help to guide their children towards a successful and fulfilling life. It is important for social workers and other professionals to respect and support the role of family education in promoting the well-being of children.

The first reason why families should make ordinary rules for their children is to provide structure and stability. Children thrive in environments where there are clear expectations and boundaries, and having ordinary rules helps to create this sense of structure. This can be especially important for children who are still developing their sense of self and their place in the world, as it gives them a foundation to build upon. Additionally, when children know what the rules are, they are less likely to feel confused or overwhelmed, which can have a positive impact on their mental health and wellbeing.

Another important reason why families should make ordinary rules is to promote responsibility and accountability. Children need to learn how to take responsibility for their actions, and ordinary rules help to encourage this. When children know what is expected of them, they are more likely to take ownership of their behaviors, which can lead to improved decision-making skills and increased self-esteem. Additionally, when children understand the consequences of breaking rules, they are more likely to think carefully before making choices that could have negative impacts on their lives.

Ordinary rules also help to foster a sense of unity and togetherness within families. When everyone in the family is on the same page and follows the same set of rules, it creates a sense of cooperation and teamwork. This can



help to strengthen bonds between family members, and can also reduce conflict and stress. Additionally, when families work together to establish and follow rules, children learn the importance of compromise, cooperation, and teamwork, which can be valuable skills for them to carry into their future relationships and careers.

In conclusion, having ordinary rules in a family environment is crucial for the overall well-being of children. These rules provide structure, stability, promote responsibility and accountability, and foster unity and togetherness within families. It is important for parents to take the time to establish clear and consistent rules for their children, and to be consistent in enforcing these rules in a fair and respectful manner. With the right set of ordinary rules, families can create a positive, supportive, and nurturing environment that promotes healthy development and wellbeing for all members.

## 23. Systematically Misguided

*The section describes a case of a child who received unclear instructions from a school curator and social workers on how to live alone, and was then given inappropriate advice on various issues by a social worker named Karita Rasinkangas, which included bedtime, mobile phone usage, and education. Meetings with the social workers were not properly documented, and there appeared to be a systematic pattern of concealing unfavorable information. The section highlights the importance of the fragile connection between parents and their children and cautions against misguided advice from social workers, which can lead to unintended consequences.*

Italian fascist Benito Mussolini once said, “My father was a blacksmith and I have worked with him; he bent iron, but I have the harder task of bedding souls.”<sup>7</sup>

Present day, there have been more people practicing such tasks of bending children's souls.

Before March 29th, 2022, the child discussed with the curator how she could live alone (29.3.2022 Asiakastapaaminen, Länsi Lassila, Helsinging sote). The instructions given to the child by the curator were unclear, but the child received printed materials from various sources such as school and other places, which provided information on how and where to leave her parents and live independently.

On March 29th, 2022, the same day when the child discussed with the school curator, social workers provided contact information of youth safety building (Nuorten Turvatalo) to the child (29.3.2022 Asiakastapaaminen, Länsi Lassila, Helsinging sote). While it was positive that the child had access

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<sup>7</sup> Benito Mussolini, Speech delivered at Milan, December 6th 1922, before the workmen of the iron foundries, in answer to Engineer Vanzetti, the manager.

to help in case of an emergency, the lack of specific guidance on when and how to seek help led the child to contemplate ways to manufacture situations that would allow her to access that help.

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A social counselor Karita Rasinkangas continuously gave her own instructions to the child. In several meetings, the social worker publicly claimed the following:

On May 19th, 2022, meeting in Lassila office:

The social worker suggested that the child could go to bed at 11 p.m. on weekdays.

The social worker also stated that there is no need to limit the amount of time the child spends playing mobile phone games.

The social worker expressed disbelief at the family's rule of having the child put aside their mobile phone and go to sleep between 22:00-22:30, considering it to be ridiculous.

To establish the child's sleeping time, we consulted with other social workers. However, when we presented the form to the same social worker, she expressed disbelief and asked who created it. She then folded the paper and appeared to put it in her own handbag, indicating her disagreement with the rule. Although we did not agree with her opinion, she returned the form to the child's mother. As a result, the sleeping time rule could no longer be enforced.

On June 7th, 2022, meeting in our house:

According to the same social worker, the child has complete freedom and can do whatever she wants to do.

The social worker stated that using a mobile phone is not a big issue and does not require any restrictions or limits. The social worker believed there was no need to be concerned about it.

On June 21st, 2022, meeting in Lassila office:

The child asked Karita Rasinkangas in front of her parents and social counselor, "Can I say that my mother is stupid?" Despite the inappropriateness of the question, she did not immediately stop the child and instead criticized her seriously. As a result, the child's mother became emotionally upset after being humiliated in this way. However, the social workers later wrote in their report that the mother did not communicate with them properly.

On September 2nd, 2022, meeting in Lassila office:

The same social worker suggested that the child did not need to attend high school or university.

On November 13th, 2022, meeting in Herttoniemi:

A social worker instructed the child to research psychiatric terminology on the internet and in books that the child did not comprehend. The child complied by conducting searches on Google.com.

After the meeting, the child took the social worker's advice and borrowed several books on psychiatry, which were intended for specialists and not for an underage child. It is possible that the child encountered terms in the books and began to believe that she had various syndromes. When discussing these issues with psychologists, the child could have mentioned these terms and claimed to have such syndromes.

It appears that there is a lack of documentation of the discussions held with Karita Rasinkangas and other social workers. Despite having several meetings with them, it seems that none of the conversations were recorded or documented in any way.

If the court requires this information, I recommend that the social workers provide it under oath to God if they believe in God. For those who don't believe in God, a lie detector test may be necessary. However, it should be noted that habitual liars may not be accurately detected by a lie detector.

The social worker's statements were deemed inappropriate, illegal, or immoral during the meeting, which was witnessed by other social workers who took notes. However, the concerning remarks were not recorded, only

the seemingly appropriate, legal, and moral ones. This indicates a systematic pattern of concealing and destroying unfavorable information.

Following almost every meeting with the social workers or every time the child interacted with them, she exhibited behaviors such as staying up late on her mobile phone, not getting enough sleep for her age, and not attending school on time the next day. Additionally, the child would attempt to confront her parents in various aspects of family life.

The connection between parents and their offspring is a crucial and fragile connection in society. Parents have the obligation to nurture and lead their children, while children should develop, acquire knowledge, and eventually become self-sufficient. Nonetheless, there are instances where social workers, whose job is to assist struggling families, can unintentionally create problems instead. One of the ways they can do this is by giving misguided advice to rebellious children, encouraging them to act out against their parents. This is a significant issue that can result in lasting and detrimental effects on both the parents and the children involved.

The role of social workers is to protect and empower vulnerable individuals, especially children, to lead healthy and fulfilling lives. However, in some cases, social workers may contribute to the problem they are trying to solve by misleading children who are struggling with rebellious behavior. This type of guidance can have a profound and lasting impact on children, and it is important to understand the many ways in which it can be harmful.

**Damaged Parent-Child Relationships:** By encouraging children to rebel against their parents, social workers damaged the bond between parent and child. This led to strained relationships and a loss of trust, making it difficult for families to work together towards solutions.

**Encourages disrespectful behavior:** By encouraging children to rebel against their parents, social workers also encouraged disrespectful and non-compliant behavior. This led to a lifelong pattern of disrespectful behavior and made it harder for the child to form healthy relationships later in life.

**Damages the child's self-esteem:** Children who rebel against their parents feel a sense of power and control in the short-term. However, in the long-term, this type of behavior can damage a child's self-esteem and sense of self-worth.

**Increased Conflict:** Encouraging children to rebel also increased conflict within families. Children may feel empowered to act out against their parents, leading to heated arguments and heightened tensions.

**Emotional Trauma:** The rebellion that social workers induced can have a profound impact on a child's emotional well-being. Children experienced feelings of anger, confusion, and hurt, which can have long-lasting effects on their mental health.

**Loss of Support:** By encouraging rebellion, social workers removed children from the support and guidance of their parents. This leaves children feeling isolated and without a sense of belonging.

**Delayed Resolution:** When children rebel against their parents, they are less likely to work towards resolving the issues that led to their rebellion in the first place. This led to a prolonged state of conflict, delaying a resolution to the underlying problems.

**Escalation of Problems:** Encouraging rebellion also escalates the problems that led to the child's rebellious behavior. Children feel empowered to act out in increasingly dangerous ways, putting themselves and others at risk.

**Creates a hostile environment:** When children are encouraged to rebel against their parents, it creates a hostile and negative environment at home. This caused anxiety and stress for both the parents and the children involved.

**Loss of Trust:** Children who rebel against their parents may also lose trust in other authority figures, including teachers, police, and even social workers. This makes it difficult for them to access the help and support they need as they grow older.

**Hindered Development:** Encouraging rebellion also hinders a child's social, emotional, and cognitive development. Children who rebel against their parents may struggle to form healthy relationships and may have difficulty learning and growing as individuals.

**Decreases the child's ability to make healthy choices:** Children who are encouraged to rebel against their parents may become more impulsive and less able to make healthy choices. This led to long-term consequences that affect their well-being.

**Damages the child's future relationships:** Children who rebel against their parents may have a harder time forming healthy relationships in the future.

They may struggle to trust others and may have a difficult time building and maintaining close relationships.

**Damages the parent's mental health:** Parents who are dealing with a rebellious child may experience increased stress, anxiety, and depression. This can have a negative impact on their mental health and overall well-being.

**Decreases the child's ability to cope with stress:** Children who rebel against their parents may have a harder time coping with stress and may be more likely to engage in harmful behaviors as a way of coping.

**Damages the child's education:** Children who rebel against their parents may struggle in school and may have a harder time achieving their academic goals.

**Life-Long Consequences:** The harmful effects of encouraging rebellion can have life-long consequences. Children who rebel against their parents may struggle with mental health issues, have difficulty building healthy relationships, and may even engage in criminal behavior.

In conclusion, the misguidance of rebellious children by social workers can have serious and lasting consequences. By understanding the many ways in which this can be harmful, we can work to prevent it from happening and ensure that children receive the help and support they need to lead healthy and fulfilling lives.

## 24. Monopoly of Discourse

*The section discusses the role of social workers in child protection cases and how their actions can sometimes be controversial. Social workers may exert undue influence over children's interactions with legal authorities, which can be problematic, especially when the child has their own legal representation. This can result in situations where the child's interests and rights are not adequately represented or protected, and the involvement of social workers can be seen as an intrusion into the child's privacy and autonomy. The section concludes that social workers should act in the best interests of the child, and their involvement should be limited to ensuring that the child's rights are adequately represented and protected.*

The role of social workers in child protection cases is crucial in ensuring the well-being and safety of children. However, the extent to which social workers control the lives of the children they are assigned to protect is often a contentious issue. In some cases, social workers may overstep their boundaries and wield their power over children in a manner that is unjust and unfair.

One example of this is when social workers control the narrative and behavior of a child who is involved in legal proceedings. In cases where a child has made accusations of abuse or neglect against their parents, social workers may exert undue influence over the child's interactions with law enforcement and other legal authorities.

For instance, social workers may hold meetings with the child before they meet with the police or other legal authorities to ensure that the child does not speak against them. This can be particularly problematic when the child has



their own legal representation, as social workers may still insist on being present in meetings with the police or other legal authorities.

During the meeting, the social workers asked the child about her current situation, to which she always replied positively. Based on my understanding, the child, being from a Chinese background, never refused any requests made to her, leading her to always comply with the social workers' wishes.

The social workers offered the child various benefits for living outside her home, including a Finnish family environment, absolute freedom, loose management, a weekly allowance, and co-habitants of the same age group.

In addition, the social workers implied that the child's family was full of domestic violence, including physical and mental abuse. They insinuated that the child's parents were abusive due to strict Chinese cultural norms and didn't provide enough weekly allowance.

The social workers asked the child whether she preferred staying outside or returning home. The child stated that she was indifferent and would consider going back home if her parents changed their ways. However, the social workers explained that the situation was not so simple, and the child would have to wait for further evaluation before going back home.

The social workers told the child that if she wanted to continue living outside, she would need to come up with an excuse. They suggested that she could claim that her parents abused her psychologically or physically, threatened her, or even assaulted her. The social workers warned the child that if she returned home, there was a high chance that her parents would repeat their abusive behavior, which could lead to the child committing suicide. They also stated that they wouldn't be held responsible for any outcome. The child was asked to think about it and give an answer.

Under pressure, the child promised to stay outside and fabricated stories about her parents' abusive behavior, which she intended to report to the police.

The social workers held informal meetings with the child, and there were no written transcripts of their conversations. These conversations left a threatening mark on the child's mind. Despite being deceived, threatened, bribed, and controlled, the child had little say in the matter.

This can create a situation where the child's interests and rights are not adequately represented or protected, as social workers may have their own

agenda or biases that are not in line with the best interests of the child. Moreover, the involvement of social workers in such legal proceedings can be seen as an intrusion into the child's privacy and autonomy, particularly when their legal guardians (parents) are excluded.

While social workers have an important role to play in child protection cases, their actions must be in line with the law and the best interests of the child. Social workers should not wield their power over children in a manner that is arbitrary, unfair or unjust. Instead, their role should be to ensure that the child's rights are protected and that they receive the care and support they need to thrive.

In conclusion, while social workers play a vital role in child protection cases, their actions must be scrutinized to ensure that they are acting in the best interests of the child. Social workers should not use their power to control the behavior and actions of children involved in legal proceedings, and their involvement should be limited to ensuring that the child's rights are adequately represented and protected. It is only through this approach that we can ensure that children involved in child protection cases receive the justice, care, and support they deserve.

## 25. Teachers and Social Workers Fabricated Facts

*The act of fabricating evidence in decision-making is a serious problem that can have harmful consequences. It undermines trust in the decision-making process and institutions that support it, leads to biased and unfair decisions, and can negatively impact public health and safety, as well as scientific knowledge production. Hitler recognized the power of lies in Mein Kampf, and it remains a tool used by some social workers. Fabricating evidence not only harms the credibility of decision-making processes but can also lead to inaccurate conclusions, unfair treatment, and catastrophic results. It is the responsibility of everyone involved in decision-making to ensure that evidence is accurate and reliable to maintain the integrity of the process.*

"Falsehood is absolutely an evil and a sin." (Muhammad al-Baqir, 700 AD)

However, lies have been exploited as one of the most critical tricks by social workers. As Hitler paid a striking tribute to the power of lies in Mein Kampf, "the very correct principle that the size of the lie always involves a certain factor of credibility, since the great mass of a people will be more spoiled in the innermost depths of its heart, rather than consciously and deliberately bad. Consequently, in view of the primitive simplicity of its mind it is more readily captivated by a big lie than by a small one, since it itself often uses small lies but would be, nevertheless, too ashamed to make use of big lies. Such an untruth will not even occur to it, and it will not even believe that others are capable of the enormous insolence of the vilest distortions. Why, even when enlightened, it will still vacillate and be in doubt about the matter and will nevertheless accept as true at least some cause or other. Consequently, even from the most impudent lie something will always stick ..."

## 1) Fabricating Evidence in Decision-Making

*Fabricating evidence in decision-making has numerous negative consequences that can be detrimental to individuals, society, and scientific knowledge production. It can lead to inaccurate conclusions and incorrect decisions, undermining trust in the decision-making process and the institutions that support it. Fabricated evidence can also result in biased and unfair decision-making that favors certain individuals or groups over others, leading to a lack of equality and justice. Additionally, fabricated evidence can have negative impacts on public health and safety, as well as scientific research and knowledge production. Therefore, it is crucial for decision-making processes to rely on accurate and reliable evidence to ensure impartiality, fairness, and effectiveness. It is the responsibility of everyone involved in decision-making to prevent the fabrication of evidence and to promote transparency, objectivity, and fairness in the process.*

Fabricating evidence in decision-making is a serious problem that can have far-reaching and detrimental effects. When evidence is fabricated, the decision-making process is based on false information, which can lead to inaccurate conclusions and incorrect decisions.

One of the most harmful effects of fabricating evidence is that it undermines trust in the decision-making process and the institutions that support it. When people believe that evidence is being manipulated, they are less likely to trust the decisions that are being made and the people who are making them. This can lead to cynicism and a general sense of distrust in the system, which can undermine its effectiveness and legitimacy.

Another harmful effect of fabricating evidence is that it can lead to biased and unfair decision-making. When evidence is manipulated, it can be used to support predetermined conclusions or to discredit alternative perspectives. This can lead to a skewed decision-making process that favors certain individuals or groups over others, which is unfair and undermines the principles of equality and justice.

Fabricating evidence can also have a negative impact on public health and safety. When evidence is fabricated in decision-making processes related to

important issues such as healthcare, the environment, or public safety, the results can be catastrophic.

In conclusion, fabricating evidence in decision-making is a serious problem that can have far-reaching and harmful consequences. It undermines trust in the decision-making process, leads to biased and unfair decisions, and can have negative impacts on public health and safety, as well as scientific knowledge production. It is essential that decision-making processes are based on accurate and reliable evidence to ensure that they are fair, impartial, and effective. When evidence is fabricated, it undermines the integrity of the decision-making process and the institutions that support it. It is the responsibility of everyone involved in decision-making to ensure that evidence is not fabricated and that the process is transparent, objective, and fair.

## 2) Social workers fabricated violence

*The credibility of a social worker's report has been called into question due to their repeated lies, as evidenced in the case of a mother and child who were falsely accused of hitting each other with cellphones. Such fabrications can harm families and cause unnecessary stress and anxiety. The potential for social workers to make up stories using various tools is concerning, as it undermines the trust families should have in child welfare agencies. The mother in this case swears that whoever fabricated the lie about the cellphone fight will be punished by God and face legal consequences. The fabrication of evidence by social workers can lead to a chain of lies that can unfairly harm families and their reputations.*

The social worker said the child and the mother were fighting with each other using their cellphones (Päätös huostaanotosta ja sijaishuoltoon sijoittamisesta, päätösnumero 202211263785, 28.11.2022). In light of the social worker's repeated lies, their report cannot be trusted. Social workers have the ability to make up stories and attribute them to the child without providing any evidence, but truth remains truth and fabrication remains fabrication. Even if the lie about fighting with mobile phones was put into the child's mouth, it is

still a lie. The child's mother swears before God that whoever fabricated this lie will be punished by God and face legal consequences.

Social workers in child welfare agencies lie and forge little by little, eventually forming a chain of evidence of lies that can ensnare the family.

In this case, the social workers have fabricated a false claim that the child and her mother hit each other with a telephone. This kind of fabrication is concerning because it undermines the credibility of the social worker's report. If they can fabricate a story about hitting each other with a phone, then they could easily fabricate similar stories using other tools such as a computer, bottle, remote controller, mouse, book, or anything else they see fit. It is possible that in future reports, they may exploit other tools in this way, and if such things are written in their report, it will not be surprising. The fabrication of such stories not only harms the credibility of the social worker's report, but it can also cause unnecessary stress and anxiety for the families involved.

### 3) Social workers fabricated abuse

*The social worker Lotta Furu wrote in a transcript for a March 2022 meeting that the child had told the curator that their mother had prevented her from looking for summer jobs by saying, "you won't get anywhere." However, it seems that the social workers have fabricated this information to paint the mother in a negative light, as the family is supportive of the child finding employment. The mother had only advised the child to stop using her mobile phone late at night before a school day, but the child continued to use her phone until 3:00 am. The family has lost trust in the social workers, who have a pattern of fabricating information about them.*

In transcript for March 29th, 2022 meeting of the child, social worker Lotta Furu wrote that the “[REDACTED] kertanut kuraattorille olleensa puhelimella etsimässä kesätöitä ja äiti oli sanonut [REDACTED]lle, että et kuitenkaan mihinkään pääse” ([REDACTED] told the curator that she was on the phone looking for summer jobs and the mother had told [REDACTED] that you won't get anywhere). (29.3.2022 Asiakastapaaminen, Länsi Lassila, Helsingin sote).

It appears that the social workers have fabricated information regarding the child's mother preventing her from searching for a summer job. In fact, the family is supportive of the child finding employment. However, the social workers failed to mention that the child was using her mobile phone late at night before a school day, and her mother advised her to stop and get some sleep. Despite this, the child continued to use her phone until 3:00 am. It seems that the social workers have manipulated information to paint the mother in a negative light.

The social workers have a pattern of fabricating information about the family, as evidenced by their false claim that the mother prohibited the child from searching for a summer job. The social workers may fabricate similar claims in the future, such as the parents forbidding the child from using a computer, making a phone call, using the toilet, eating, drinking, or even breathing. We lost trust in the social workers and questioned their motives and ethics.

#### 4) The school curator fabricated social isolation

*The memo by social workers contained false statements about the child, including a claim by the curator that the child had no friends and that the curator was concerned about the family's parenting practices. However, the child had friends before being removed from the family, and had a strong interest in entrepreneurship and creating a popular YouTube channel. The child talked about her admiration for Elon Musk, Donald Trump, and Dale Carnegie, and wanted to make hundreds or thousands of friends to succeed in business and online content creation. The curator blamed the family for the child's lack of friends, assumed it was her responsibility to help the child make friends, and it's unclear whether she actually helped the child make any friends.*

In the same memo, social workers wrote that “Kuraattorin mukaan [REDACTED]lla ei ole kavereita” (According to the curator, [REDACTED] has no friends). This is a false statement made by someone outside the family. The child had friends before she was removed from the family, and she would visit them, play with

them, go to libraries, or come to our house. At times, we even provided food for her friends. The family also arranged for her to stay overnight with friends. The only time her overnight stay plans were canceled was when her maternal grandmother passed away.

“Kuraattorilla on huolta vanhempien kasvatuskäytännöistä ja siitä, että [REDACTED]lla ei ole kavereita.” (The curator is concerned about the parenting practices and the fact that [REDACTED] doesn't have friends.) This is obviously a fabricated and imagined claim by the curator. Without factual basis, without communication with parents, or their neighbors, colleagues, she made baseless claims.

The child had a strong interest in entrepreneurship and creating a popular YouTube channel. She often talked about her admiration for Elon Musk, the CEO of Tesla and SpaceX, and Donald Trump, the former President of the United States. She also enjoyed reading books by Dale Carnegie, a famous author and speaker on self-improvement and interpersonal skills.

The child's goal was to make hundreds or thousands of friends, as she believed that having a large social network was important for success in business and online content creation. She was determined to gain millions of viewers and subscribers for her YouTube channel, much like how Donald Trump had millions of followers on his Twitter account. She often talked about ideas for videos and strategies to increase her online presence, and was excited about the potential opportunities that could come from having a large online following.

The child may have shared her ideas of making more friends with her teachers, including the school curator. However, the curator did not bring up these talks and instead blamed the family for their lack of friends. The curator assumed that the family's education style hindered the child's ability to make friends, and that it was her responsibility to help the child make friends. It's unclear how many friends the curator had or if she helped the child make any friends. Additionally, it's questionable whether it is the family's responsibility to facilitate their child in gaining millions of subscribers on YouTube or Twitter.

##### 5) Social workers fabricated cultural defects



*The social workers involved in the case fabricated information about the girl's father stating that physical discipline of children is normal in China, which was false. This false information was used to further their claim that the father was abusing the child. The social workers also tried to belittle the father by describing him as a bigoted violent man, and they demeaned the family by portraying family members as aliens, forcing the child to often seek separation from her parents, family, and racial background. Additionally, they belittled the family's Chinese background, denying the father, family, and the child's identity, and forced the child to deny her Chinese heritage and adopt a Finnish cultural identity. This was done through a long period of subtle psychological pressure, leading to a significant impact on the child's mental and emotional well-being.*

The social workers falsely claimed that the girl's father had stated that it is normal for parents to physically discipline their children in China. Her father did not make such a statement.

By fabricating such words, social workers fabricated a background information to further their fabrication that the father abused the child, as the hobby instructor fabricated the same from her own imagination.

Firstly, they tried to belittle her father. They described her father as a bigoted violent man. The social worker didn't describe her father at length. Instead, they just deliberately and maliciously implanted a sentence or two at a time. These statements are not evident throughout the record. But after years of accumulation, a very systematic description has been formed. This is their trick.

Secondly, they tried to demean her family. By portraying family members as aliens, they deny the legitimate existence of her family life, they force him to often be in conflict and pain, they force him to often seek to separate himself from her parents, family, and racial background.

In the end, they tried to belittle our Chinese background, and by belittling our Chinese background, they denied her father, family, and her own identity. The final result is to force children to deny that they are from Chinese families, Chinese background, and even their parents. That is, they force children to

believe that our Chinese background is humble, that Finnish culture is noble, that they are of a Finnish cultural background and should be submissive to Finnish culture. They imposed on her a long period of subtle spiritual assimilation.

#### 6) Fabricating abuse based on discrimination

*The section raises concerns about the false accusations made by E■■ A■■-S■■■■, an instructor of the child's hobby, who reported that both parents physically abused their child without any factual evidence. The section questions how she can take it upon herself to incriminate someone without any evidence to support her claims. It warns that if baseless gossip and falsehoods are permitted to disseminate, it may lead to false accusations against innocent individuals in the future. The section also highlights how many individuals involved in the case tried to discredit the family's Chinese background and assimilate the child into Finnish culture, leading to the denial of the family's and child's identity and impacting the child's emotional and mental well-being.*

In “10.5.2022 Hakemus/ilmoitus, Länsi Lassila, Helsingin sote”, it was written that “sekä äiti että isä pahoinpitelevät fyysisesti”. Who authorized E■■ A■■-S■■■■, the instructor of our child's hobby, to falsely accuse someone of abusive behavior in her reports to child protection? How can she take it upon herself to incriminate someone without any factual evidence to support her claims?

In the future, if an individual like this is permitted to disseminate baseless gossip and falsehoods, they may eventually accuse a coworker of being a killer, a educator of being a sexual assailant, a financial professional of engaging in money laundering, a politician of theft, and even a leader of a specific state of committing tax fraud.

During the course of the case, many individuals involved in the process attempted to discredit the family's Chinese background as E■■ A■■-S■■■■ did. This belittling of their cultural identity led to the denial of the father, the family, and ultimately the child's own identity. The end goal of this

was to force the child to renounce her Chinese heritage and instead adopt a Finnish cultural identity. The family believes that this was a deliberate attempt to assimilate the child into Finnish culture by way of subtle psychological pressure. The process was a long and drawn-out one, and the family believes that it had a significant impact on the child's mental and emotional well-being.

## 26. Social Workers Concealed Truths

*The section discusses a case where biased behavior of social workers in Finland led to an unfair and inaccurate portrayal of a family's situation. Despite the family's efforts to express their viewpoints clearly, the social workers recorded only selective information that supported their claims and disregarded any information that could have helped the family's case. This biased approach to documentation raised concerns about the accuracy and fairness of the information being presented. While some individuals attempted to view the situation in a fair and neutral manner, their efforts were often overshadowed by the biased behavior of others. It is essential for institutions involved in such cases to provide accurate and complete records of all parties' original statements to ensure transparency and accountability. The section also highlights the dangers of concealing facts or selectively presenting information, which can lead to injustice and wrongful accusations. The biased behavior of social workers in Finland is a cause for concern and needs to be addressed to ensure justice is served and innocent individuals are not falsely accused or punished.*

The parents made sure to express their viewpoints clearly and consistently during all the meetings with the social workers. They talked about their family's daily routine, their household rules, their child's activities, and how the situation was improving gradually. However, despite their efforts, the social workers only recorded selective information that aligned with their claims. They disregarded or omitted any details that were supportive of the family's position or could have helped their case.

The records created by the social workers were heavily biased and only included information that was beneficial to their claims. They ignored any information that could have helped the family's situation. This created an

unfair portrayal of the family's situation, and it resulted in a lack of proper evaluation of the family's actual situation.

The social workers had a responsibility to record all the relevant information accurately and objectively. However, their bias and selective approach to documenting the meetings only led to further problems for the family.

The family discovered that the social workers had the power to selectively choose which parts of the transcripts they would include, as well as the ability to conceal or modify certain parts of the transcripts. This raised concerns about the accuracy and fairness of the information being presented in the transcripts. The family felt that this was a manipulative tactic used by the social workers to strengthen their case and discredit the family's claims. They also believed that it was unfair for the social workers to have this kind of authority, as it allowed them to present a biased and inaccurate representation of the family's situation.

Despite the biased behavior of some social workers and other individuals involved in the case, there were also a few who attempted to view the family from a fair and neutral perspective, questioning the child protection agency's autocratic claims, judgments, and decisions. These individuals recognized the importance of considering the parents' attitudes and voices when making decisions related to the child's welfare. However, their efforts were often overshadowed by the biased behavior of others, which had a negative impact on the family's case. Despite this, it is important to acknowledge those who tried to approach the situation in a fair and reasonable manner.

As the institution involved in this administrative case, it is crucial for them to provide accurate and complete records of the original statements made by all parties involved. It is imperative to uncover any falsehoods or misrepresentations and to restore the truth. It is only by examining the full and accurate records that a fair and just resolution can be reached. It is the responsibility of the institution to ensure transparency and to provide an unbiased account of the events that have taken place.

Concealing facts or selectively presenting information by authorities can be a serious issue as it can result in injustice and wrongful accusations. While child protection is an important aspect, it is equally important for authorities

to follow ethical and legal guidelines in the process. In some cases, selective presentation of information can be a tactic to cover up unethical or illegal behavior by authorities themselves. Therefore, transparency and accountability are crucial to ensure that justice is served and innocent individuals are not falsely accused or punished.

The actions of certain social workers in Finland regarding child protection are a cause for concern. Not only do they possess the ability to act with impunity and commit crimes, but they also have access to public power which they can misuse to pervert the law and abuse their responsibilities. One of their most alarming practices is the manipulation of meeting minutes and parties' opinions, as well as their tendency to fabricate false confessions by parents or children. In many ways, their behavior is reminiscent of the atrocities committed during the Holocaust, where victims were silenced, and their voices suppressed. In Finland today, social workers are similarly able to fabricate or conceal information, and make arbitrary decisions based on their own agenda. This is a serious issue that needs to be addressed.

## 27. Social Workers Falsified Transcripts

*The section is about a family who disputes the allegations made by social workers regarding their parenting style and the time they spent with their child. The family alleges that the social workers were biased and selective in their approach, recording only those statements that supported their views while disregarding contradictory statements made by the family. The family also argues that they spent a considerable amount of time together, engaging in various activities and attending their child's performances. The father and mother have extensive qualifications and experience in multiple fields that demonstrate their expertise and competence as educators and caregivers. The family disputes the social workers' assertion that they did not know how to raise their child and that she did not learn emotional or social skills from them. The father wrote to Anitta Jokinen to correct errors in the record and dismiss the fictional narrative used as the foundation of the child protection report.*

The social workers responsible for documenting the meetings were biased and selective in their approach. They only recorded the words that supported their own interests, while disregarding any statements made by the family that contradicted their views. The family's words were often twisted and distorted to suit the social workers' ideology. The accuracy of the family's statements was deemed irrelevant, as long as they aligned with the social workers' agenda.

At one occasion, the social workers asked the child “viettäkö perhe aikaa yhdessä, [redacted]n mukaan harvoin.” (29.3.2022 Asiakastapaaminen, Länsi Lassila, Helsingin sote).

Her father is skeptical that the words attributed to the child were accurately reported by the social workers, and suspects that there may have been some misinterpretation or distortion on their part. If the social workers are unable

to provide evidence to support their claims that the family did not spend time together, the family can refute their allegations. In reality, the family would cook and eat meals together every day, in addition to attending work and school.

The family strongly disputes the claim made by social workers that they did not spend enough time together. The family spent a considerable amount of time together engaging in various activities, including visiting libraries, supermarkets, museums, islands, beaches, and swimming pools. They also enjoyed hiking at Malminkartanonhuippu and traveling to other countries and cities. They made sure to attend their child's friends' birthday parties and invite her friends to her own birthday parties. The parents paid for their child's hobbies, including music lessons, and accompanied her to music schools. Additionally, they always attended their child's performances at her music schools and in churches in Malmi and Huopalahti. It is clear that the claim made by the social workers that the family did not spend time together is completely false.

“[REDACTED] kertoo..., että vanhemmat eivät osaa kasvatkaa.” (12.4.2022 Asiakastapaaminen, Länsi Lassila, Helsingin sote)

The assertion made is completely false, as have been all previous allegations.

Her father's extensive qualifications and experience in multiple fields demonstrate his expertise and competence as an educator and caregiver. With his background in law, computer science, healthcare, and teaching, he has a diverse skill set that can be applied to various aspects of the child's education and upbringing. Furthermore, his experience as a university professor and registered nurse show that he has the knowledge and ability to provide guidance and support in areas related to academics and health. As a result, it is clear that he is well-equipped to assist and advise his daughter in her studies and overall well-being.

Additionally, the mother has extensive experience in caring for children and is well-versed in child development and early childhood education. She has worked in various capacities related to child care, including serving as a teacher and child care provider. Her expertise in child care and education would have been valuable in raising and educating her daughter. Furthermore,



her knowledge and experience in health care have also allowed her to ensure that her daughter maintains a healthy lifestyle and receives appropriate medical care when needed.

It seems like there is a rush to judgment without proper consideration of the evidence and facts related to the family. This can lead to unfair treatment and harm to the family, especially if false accusations are being made without proper evidence. It's important to ensure that all parties involved are treated fairly and that decisions are made based on facts and evidence rather than assumptions or biases.

Another discrediting effort came with the child's writing. The school curator made on "2.6.2022 Hakemus/ilmoitus, Länsi Lassila, Helsingin sote":

"Hän ei ole koskaan oppinut/kehittänyt emotionaalisia taitoja vanhemmiltaan. Sosiaalisia taitojakin on joutunut itse tietoisesti oppimaan muilta kuin vanhemmiltaan." ("She has never learned/developed emotional skills from her parents. I have also had to consciously learn social skills from people other than my parents.")

The context was that the child had enrolled in hobby classes for acting and returned home expressing dissatisfaction that her parents were not actors. She practiced various emotions such as crying, smiling, laughing, anger, and sorrow. Additionally, she read books about financial investments and expressed frustration that her parents had not taught her how to invest and make money. She also read psychology books and claimed to be depressed. Moreover, she read Dale Carnegie's books and criticized her parents for not having marketing skills. She watched videos on YouTube and complained that her parents were unable to teach her how to make films or videos. This was the complete situation. She read university-level books, which her parents deemed unsuitable for her, and borrowed 30 to 40 books with her own library card. When she encountered new terms from these books, she used them to compare her parents. What she wrote in her composition was only a fragment of her thoughts.

In "7.6.2022 Sosiaalihuollon ensiarvio, Länsi Lassila, Helsingin sote", the record showed that "Isä arvelee, että kirjoituksen taustalla on aitoja asioita". The father of the child explicitly and unequivocally dismissed the fictional narrative that was used as the foundation of the child protection report.

On October 11th, 2022, her father wrote to Anitta Jokinen to correct errors in the record. Examples were listed. For example, 鼓励 (encourage) [REDACTED] to go to school in the morning in Chinese, she interpreted 强迫 (force) [REDACTED] to go to school, 13th day in Finnish, she interpreted as 30th day. These caused comprehension problems. For instance, during a highly meticulous conversation, the interpreter failed to interpret the entire paragraph and instead only translated the final sentences. This individual is not suitable for this task as a single word can significantly impact the entire subject matter.

On November 8th, 2022, her father pointed out that there were many errors in the memorandum of a meeting. (We only acquired this entry occasionally from the Maisa system.) The social worker, Katriina Takkinen, distorted, falsified, concealed, and fabricated many aspects of our real-time opinion:

1. ala-asteella oli kavereita [REDACTED] ja [REDACTED].  
--- ylä-asteella...

Our child had two good friends [REDACTED] and [REDACTED] when she was a junior middle school student, not when she was an elementary school student. But the social worker who was making the transcript recorded as an elementary school student.

2. Kysytty, onko Kiinassa yleistä lasten fyysinen kurittaminen/kasvatusväkivalta? [REDACTED] on kertonut monelle työntekijälle kokeneensa väkivaltaa kotona.

Vanhempien mukaan se on Kiinassa ehkä yleisempää, vaikka nykyään myös kiellettyä.

--- Isä sanoi että kiinassa lapsi on perheen keisari. Isä ei sanonut että lasten fyysinen kurittaminen/kasvatusväkivalta on yleisempää.

The social worker's transcript said, when asked if physical discipline of children/parental abuse is common in China? The child has told many employees that she has experienced violence at home. According to the parents, it is perhaps more common in China, although it is also prohibited today.

However, what we talked about there did not bear such words. In addition, I said that in China the child is the emperor of the family (小皇帝或小公主). I did not state that physical discipline of children or parental abuse is prevalent, and the interpreter also did not comprehend the situation accurately. I

provided a detailed explanation to the interpreter, but the social worker hastily created her own rendition of the transcript and misrepresented my words.

3. 22.9.2022 Äidillä ja [REDACTED]lla ollut riita siitä, että [REDACTED] ei halunnut mennä liikuntapäivään.

--- Äidillä ja [REDACTED]lla ei ollut riita siitä. [REDACTED] ei halunnut mennä liikuntakurssiin. Äiti kannusti [REDACTED] menemään.

According to the social worker's transcript, on September 22, 2022, there was an argument between the mother and child because the child refused to attend a sports day event. However, in reality, there was no argument, and the child did not want to attend the sports course. The mother merely encouraged the child to attend and the child left home for school.

4. Vanhempien mielestä [REDACTED] ei elokuusta lähtien ole pystynyt hallitsemaan järjestystä, päässä liikkuu paljon asioita.

--- Vanhempien mielestä [REDACTED] elokuusta lähtien on pystynyt hallitsemaan järjestystä parempi.

The social worker's transcript claimed that, based on the parents' report, the child had been unable to maintain her own matters since August and had many things on her mind. However, in reality, both parents were pleased to report that the child had been able to manage her matters more effectively since August.

5. Isä kertoo: [REDACTED] on opiskellut asioita ja vertaa niitä kotiin ja perheeseen. Esim. isän mukaan [REDACTED] näkee, että vanhemmat eivät ole pystyneet kasvattamaan häntä oikealla tavalla, vaan haluaa sosiaalitoimen kasvattavan häntä.

--- Isä sanoo että [REDACTED] lukee kirjoja ja vertaa niitä kotiin ja perheeseen. Hän kadehti muiden perheitä, jotka eivät käyneet töissä, eivät lukeneet, vaan pelanneet pelejä, syöneet lettuja jne joka päivä.

The falsification of the transcript is quite deceitful. As per the social worker's report, the father claimed that the child studies various subjects and compares them to their home and family life. Specifically, the father purportedly stated that the child believes the parents did not raise them appropriately and would prefer social services to do so instead.

However, I explained that the child reads books and compares their content to their family life. The child also expressed envy towards other families who

do not have to work, read books, and can indulge in activities like playing games and eating pancakes every day.

To accurately reflect our intentions, any mistakes made by the interpreter or in the written statements must be corrected. Furthermore, the false accusations that were made based on non-existent facts must also be rectified. One particularly grave example of this occurred during a meeting on September 2nd, 2022, where the school curator discussed a criminal report made to the police on August 29th, 2022. During this meeting, the social workers only provided us with a few brief sentences regarding the report without showing us the document or providing any details. As a result, we were unclear about the matter and did not discuss it. However, in the decision made on November 28th, 2022, the social workers claimed that we did not deny the allegation of a death threat, despite the fact that we were not even aware of the matter.

On multiple occasions, the child's father contacted the relevant social workers to request corrections to the records, but his messages were disregarded and the incorrect information remained. Despite this, the social workers claimed in their message that they supported both the family and the child. This is untrue as their supposed "support" was founded on clear misrepresentations of both facts and beliefs.

It should be noted that since the child was removed from the family, social workers have hired multiple interpreters, both on-site and remote, but none of them were able to accurately interpret what was being said. The parents had to explain things repeatedly during discussions, and even when a final interpretation was reached, it was not guaranteed to be correct.

The child welfare officers refuse to amend their fabricated memos and registry entries under any circumstances, knowing that they won't face any consequences for their actions. They have chosen to disregard the truth and are hoping that their lies will be accepted by others.

People and families have limited lifespans and energy. They recognize that both individuals and families will eventually come to an end. As a result, they understand that any grievances from one person or family will not last as an institution or a business. This realization may lead them to behave without

remorse or ethical considerations, allowing them to engage in immoral behavior and become habitual liars.

Based on the transcripts of our discussions, it appears that the Finnish social workers consistently misinterpreted your words and used incorrect information to make their decisions.

It is concerning that the transcripts of our discussions with Finnish social workers have been distorted, leading to wrong decisions being made based on incorrect information. The role of social workers is critical in protecting the well-being of children and families, and it is essential that they act with integrity and honesty in the performance of their duties. Dishonest or biased practices can have serious consequences for those involved and can undermine public trust in the social work profession.

Transparency and accuracy in the reporting and documentation of information are essential in ensuring that decisions are made fairly and justly. Social workers have a responsibility to collect and document information objectively and accurately, and to use this information to make informed decisions about the welfare of children and families. When information is distorted or inaccurate, it can lead to incorrect decisions being made, which can have devastating consequences for those involved.

In our case, the fact that the transcripts of our discussions with social workers have been distorted raises questions about the honesty and integrity of the individuals involved. It is imperative that any inaccuracies or distortions in the information be corrected as soon as possible to ensure that decisions are made based on accurate information.

Correcting inaccuracies in the transcripts is a crucial step in ensuring that the right decisions are made and that justice is served. It is also important that steps are taken to prevent similar incidents from occurring in the future, and to strengthen the systems in place to ensure that information is collected and reported accurately.

In conclusion, the accuracy and honesty of social workers in the collection and reporting of information are essential to ensuring that decisions are made fairly and justly. The distortion of information in your case raises serious concerns, and it is important that the inaccuracies be corrected and that steps be taken to prevent similar incidents from happening in the future.

The social workers have repeatedly falsified transcripts of meetings, and the examples of two such transcripts and our requests for corrections are just a small part of the problem. Nevertheless, in each transcript, there have been errors and deliberate or unintentional falsifications.

\*\*\*

Nimi: [REDACTED] | Syntymäaika: [REDACTED] | Hetu:  
[REDACTED] | Omakontakti: [REDACTED] | Virallinen nimi: [REDACTED]  
[REDACTED]

### **Merkinnät**

**Asiakaskertomusmerkintä, tekijä KATRIINA TAKKINEN klo  
9.11.2022 14:14**

Tekijä:	KATRIINA TAKKINEN	Palvelu: -	Tekijän tyyppi: sosiaalihuollon ammattihenkilö
Tallennettu:	15.11.2022 21:28	Palvelukontaktin pvm.: 8.11.2022	Tila: Kuitattu
Muokkaaaja:	KATRIINA TAKKINEN (sosiaalihuollon ammattihenkilö)		

### **Tapaamisen tiedot**

Tapaaminen alkoi: 8.11.2022 13:00  
Tapaaminen loppui: 8.11.2022 14:45  
Tapaamisen aikana tavattu lasta yksin: Ei  
Asiakas läsnä tapaamisella: Ei  
Perheenjäseniä läsnä: Kyllä  
Perheenjäsenet: Vanhempi, Huoltaja  
Vanhempi: Äiti, Isä  
Muut tapaamisella läsnäolleet: Kiinankielen tulkki  
Asiointitapa: Asiakastapaaminen toimipaikassa

Vanhempien tapaaminen Lassilan lastensuojelussa.  
Tapaamisen tarkoituksena keskustella vanhempien kanssa  
[REDACTED]n tilanteesta ja jatkosta.

Kysytty vanhemmilta, miten he voivat?

Äiti: Välillä hyviä päiviä, välillä pahoja. Vanhemmat ovat pääsääntöisesti töissä, välillä he ovat olleet sairauslomalla.

Äitiä alkaa itkettää. Kertoo, että ei pysty nukkumaan tai syömään, ei haluaisi kertoa lääkärille pahasta olostaa, koska on vaikea puhua [REDACTED]n tilanteesta. Kotona ollessa katsoo [REDACTED]n tyhjää huonetta ja alkaa itkettää. Toisaalta työssäolo helpottaa, koska siellä on muuta tekemistä ja ajateltavaa.

Myös isä kertoo, että hänestä tuntuu todella pahalta, että tyttö ei ole kotona.

Äiti toteaa, että [REDACTED]lla on nyt murrosikä, ei ole hänen vikansa, vaan murrosiän oireilua.

Millainen nuori [REDACTED] on?

Isä kertoo: [REDACTED] on älykäs, opinnot sujuvat hyvin ja hänellä on paljon harrastuksia. Vanhempien ei ole tarvinnut painostaa [REDACTED]a opintoihin, ja myös harrastukset on haettu hänen omasta halustaan. Ala-asteen lopulla historian opettaja sanoi, ettei tarvi pöntätä kaikkea. Tämä johti siihen, että hetkeen [REDACTED] ei halunnut opiskella.

Ylä-asteelle siirryttäessä [REDACTED] oli kiinnostunut hakemaan Töölön Yhteiskouluun, joka on matematiikkapainotteinen. Häntä kiinnosti myös Resson englantipainotteinen koulu, mutta hänet oli jo hyväksytty TYK:iin.

Isän mukaan kesällä 2021 [REDACTED] jäi kiinni kännykkäpeleihin, joista vanhempien oli vaikea häntä saada irti. Järjestivät paljon kesätekemistä, jotta [REDACTED]lla olisi muuta tekemistä.

Mikä on paljon pelaamista?

Vanhemmat sanovat, että aluksi ehkä 7-8 tuntia päivässä? Nancy pelasi Roblox-peliä, vanhemmat miettivät että se

on aikuisten peli. Tarkistettu, että K13 fantasiapeli. Vanhemmat eivät oikein olleet perillä pelistä. Peleissä myös hyviä puolia; [REDACTED] itse sanonut, että sieltä saa kavereita ja oppii englantia. [REDACTED]n mielenkiinto hiipui peleihin viime kesänä.

Millaista [REDACTED]n kanssa oli ennen "skismoja"? Äiti kertoo: Ennen kuin täytti 13, oli "esimerkillinen", opiskeli itsenäisesti, siivosi, sai 10 kaikista aineista, pidettiin esimerkillisenä nuorena. Vanhemmat olivat hyvin ylpeitä hänestä.

Onko [REDACTED]lla ystäviä?

Vanhempien mukaan on, ystävät eivät nyt tiedä sijoituksesta.

Äiti kertoo: ala-asteella oli kavereita [REDACTED] ja [REDACTED]. [REDACTED]n oli tarkoitus mennä Paulan luo yökylään silloin, kun äidinäiti kuoli, joten hän ei mennytkään. Äidillä ja [REDACTED]lla ollut riita siitä, että [REDACTED] ei halunnut mennä liikuntapäivään. Sen jälkeen lähti kouluun ja meni itkien opettajan luokse sanomaan, että ei halua mennä kotiin, ja hänet sijoitettiin (22.9.2022).

Vanhemmat pohtivat, että viimeiset 6 kk ollut vaikeaa [REDACTED]n kanssa. Vanhempien mukaan suurin osa riitatilanteista on tullut siitä, että vanhemmat ovat asettaneet rajoja ja yrittäneet esim. Iltaisin saada [REDACTED]a nukkumaan ajoissa.

Äiti miettii, että ollut itse iäkkäämpi (41 v), kun [REDACTED] on syntynyt, eli sukupolvien kuilu on suurempi heidän välillään kuin ehkä yleensä äidin ja lapsen välillä.

Kysytty, onko Kiinassa yleistä lasten fyysinen kurittaminen/kasvatusväkivalta? [REDACTED] on kertonut monelle työntekijälle kokeneensa väkivaltaa kotona. Vanhempien mukaan se on Kiinassa ehkä yleisempää, vaikka nykyään myös kiellettyä.



Mitä vanhemmat ajattelevat siitä, että perheessä olevat haasteet liittyvät perheenjäsenten välisiin suhteisiin, eikä kyse ole vain yhdestä perheenjäsenestä?

Äiti miettii: On samaa mieltä, on kyse koko perheestä, ei vain yhdestä perheenjäsenestä.

Isä opettanut Tallinnassa yliopistossa oikeustieteen professorina/tutkijana ja työ tullut myös kotiin, kun pitänyt arvioida opiskelijoiden aineita ym. Viime aikoina isä viettänyt kuitenkin paljon aikaa [REDACTED]n kanssa.

Vanhemmat miettivät, että [REDACTED] ei osaa kiinan kieltä, sen takia hän ei ole ymmärtänyt aina, että vanhemmat eivät riitele, vaan vain keskustelevat.

Kysytty tunteiden ilmaisusta ja tunnepuheesta kotona?

Isä kertoo: [REDACTED] on opiskellut asioita ja vertaa niitä kotiin ja perheeseen. Esim. isän mukaan Nancy näkee, että vanhemmat eivät ole pystyneet kasvattamaan häntä oikealla tavalla, vaan haluaa sosiaalitoimen kasvattavan häntä.

Tuotu esille, että sekä sosiaalityöntekijöiden, vastaanottoperheen että Polariksen ohjaajien näkemyksen mukaan [REDACTED]lla on taipumus välillä jäädä jumiin johonkin asiaan. Vastaanottoperheen sekä Polariksen ohjaajien näkemys on, että [REDACTED] tarvitsee paljon tukea arjessaan.

Vanhempien mielestä [REDACTED] ei elokuusta lähtien ole pystynyt hallitsemaan järjestystä, päässä liikkuu paljon asioita

[REDACTED]lle tehty lähete nuorisopsykiatrialle, TAK-polin arviointi.

Vanhemmat haluavat kannustaa ja tukea ■■■■■a, näkevät että ■■■■■ tarvitsee aikaa. Kiinalaisessa kulttuurissa lapsi kuuluu vanhempien luokse, kotiin.

Todettu, että lastensuojelussa nähdään samalla tavalla, lapsen ensisijainen paikka on kotona. Tärkeää tehdä työtä sen eteen, että ■■■■■ voisi mahdollisesti palata kotiin ja suhteet perheeseen ovat joka tapauksessa tärkeitä. ■■■■■ tarvitsee aikansa. Vanhemmat kokevat, että kotoa poissa oleminen on aiheuttanut ongelmia, kuten että Nancy ei ole välillä mennyt kouluun.

Äiti sanoo että on pyytänyt ■■■■■lta anteeksi, että on tehnyt virheitä.

Vanhemmat kertovat, että aiemmin joku työntekijä on johtanut ■■■■■a harhaan, että hänen ei tarvitse tehdä mitään. Todettu, että kaikkien työntekijöiden tarkoituksena on auttaa perhettä ja nuorta.

Keskusteltu mahdollisesta avohuollon sijoituksesta. Avohuollon sijoitus on kuitenkin vapaaehtoinen ja kaikkien osapuolten tulisi se hyväksyä.

Vanhemmat hyväksyisivät ■■■■■n olemisen Herttoniemessä. Vanhemmat miettivät, että ■■■■■ ei välttämättä ymmärrä, mitä tarkoittaa pidempiaikainen sijoitus ja huostaanotto.

## 28. Social Workers Violated Due Procedure

*The social workers involved in the case mentioned earlier violated due procedure by relying on incomplete and inaccurate information, and their decisions cannot be considered valid. In Finland, child protection focuses primarily on safeguarding the child from their own parents, and any resistance to social worker orders is viewed as proof of abuse. Coercive measures are deemed appropriate, and any deviation from the social worker's perspective is viewed as abuse. The welfare of the child takes precedence over any incorrectness in the intervention, and custody can be awarded merely based on an investigation. Social workers may entice parents to share insignificant details about their routine activities to construct a narrative of abuse. The distortion of facts must be investigated thoroughly, including who was responsible and how it may have influenced the decision to take custody. It is also necessary to investigate how these individuals and their associates may have profited from custody.*

Based on the information mentioned earlier, it can be concluded that the claims made by the social workers have significant shortcomings. These shortcomings may be intentional, negligent, or due to the inaccuracy of the interpretation. As a result, their decision and conclusion cannot be considered accurate or valid.

In Finland, the primary objective of child protection is to safeguard the child from their own parents, not to offer assistance, assuming that the parents cannot be helped. When a child protection report is filed, it signifies to the social worker that someone has accused the parents of failing to protect their child. If the parents question the social worker's decision, it implies that they are not willing to cease their abusive behavior towards their child. Therefore,

resistance to the social worker's order is treated as proof of child abuse, despite the absence of any concrete evidence to support such a claim.

In this injustice process, the child welfare officials do not need to demonstrate the necessity of their intervention or verify the validity of their concerns. Any coercive measures are deemed appropriate and anything that deviates from their perspective is viewed as equivalent to abuse. The welfare of the innocent child takes precedence over any incorrectness in the intervention, which is why merely an investigation can lead to custody. Taking custody of the child is perceived as a solution to protect them from their parent's intentional abuse.

According to the social workers, alienation and adjustment to a new environment is necessary when the parent fails to acknowledge their own ailment and refuses to modify their behavior during outpatient care under the social worker's supervision. When outpatient care is unsuccessful, custody is regarded as the final step and not a temporary measure. By interacting with parents in this manner, the social worker safeguards the authority's decision-making power. However, this is completely lacking.

They enticed her to share insignificant details about the family's routine activities, which they used to construct a narrative of the family's challenging aspects, particularly instances of strict parental discipline by either parent and accusations of abuse. This is how child welfare organizations and their employees facilitate the infringement of parents' rights and kidnap their children, placing them in child protection services to generate profits for various businesses.

The distortion of these words must be thoroughly investigated, including who was responsible for it, what motivated them to misrepresent the original words, and how they may have benefited from it. It is crucial to investigate how these individuals continued to discredit our family even after our child was removed from our care and how such distortion could have influenced the decision to take custody of our child. Furthermore, it is necessary to investigate how these individuals and their associates may have profited from custody.

## 29. Social Workers Abused Rule of Law

*The section highlights the abuse of power by social workers in the child protection system, who rely on broad powers granted by the Child Protection Act to identify emergency cases of protection. The author draws parallels to the Weimar Constitution's Dictatorship Article, which was used by Hitler to blame someone else for setting fire to the Reichstag building. The social workers often fabricate, distort, or conceal information to incriminate families and persecute their children, using their authoritarian power to be decision-makers in these matters. They prioritize dismantling families under their child protection autocracy, creating a text suitable for caregiving that fulfills their job description without answering to complaints from clients. These social workers of not following the law, taking children without justification, spreading lies, making false accusations, exhibiting racism, promoting cultural assimilation, harming children, and holding fascist beliefs.*

One important tool used by child protection was §38a ja §43 of the Child Protection Act which provides broad powers to the social workers to identify an emergency case of protection. A similar was Article 48 of the Weimar Constitution, known as the Dictatorship Article, used by Hitler to blame someone else other than the one who set a fire burning the Reichstag building.

From decision “Päätös huostaanotosta ja sijaishuoltoon sijoittamisesta 202211263785” Lastensuojelu institutions exercised absolute power over children’s welfare: “Tämä päätös pannaan täytäntöön muutoksenhausta huolimatta heti, koska täytäntöönpanoa ei voida siirtää vaarantamatta [REDACTED]n terveyttä ja kehitystä.” (“This decision will be implemented, regardless of the appeal, immediately, because the implementation cannot be postponed without jeopardizing the health and development of [REDACTED].”)

Social workers often reference articles from the Child Protection Act without providing any supporting evidence or facts. They rely on fabricating, distorting, or concealing information to incriminate families and persecute their children. The deficits in their memos demonstrate the various deceitful measures they employed to systematically bring chaos to our family under their child protection autocracy. These memos also expose the social workers' stance and priority in dismantling a once-normal family and their professional careers.

The Child Protection Act has given social workers the power to be authoritarian decision-makers in these matters. Perhaps even those who created such a law believe in their arrogance that issues of private life belong to an unsophisticated society whose administration can be entrusted to simple autocrats, while serious matters are left to be decided by democratic, legal, and scientifically qualified bodies. Social workers feel that they have fulfilled all their obligations, and the agency's routine includes creating a formal justification for why the parents and the child have not improved. They create a text suitable for caregiving that fulfills their job description, and they don't have to answer complaints from clients. Interestingly, parents can add their own version of events to the register, which is opposite to the social workers' story, but because foster parents are seen as "incapable" of managing things, this is never brought to light.

These individuals claim to protect children, but they do not follow the law and often take children without justification. They also spread lies, make false accusations, create fictional stories, exhibit racism, promote cultural assimilation, harm children, and hold fascist beliefs.

## 30. Social Workers Threatened the Child

*The section is about a case involving a child who was held captive by social workers who created false justifications for her confinement. They claimed that the child's parents posed a threat to her safety and well-being and that she would harm herself if she returned home. The child wanted to go home to comfort her grieving mother, but the social workers refused to let her go. The social workers also manipulated and deceived the child emotionally and spiritually. There are concerns that the social workers or their associates may harm the child if she returns home, and there is a need for an investigation into the social workers' actions. The social workers disregarded the principles of truth, legality, and justice, and their verdict was both illegal and unfair. The social workers consistently lied, fabricated falsehoods, and concealed facts to prevent the child from returning home. The child's claim of not wanting to go home may not have been genuine, as she became more obedient to the workers over time. The workers resorted to using psychotropic drugs to suppress the child's thoughts when lies failed to silence her.*

The social worker created a false justification for holding the child captive by claiming that the parents posed a threat to the child's safety and well-being, and that the child would harm herself if she returned home. These claims were documented multiple times in records. The child was repeatedly deceived and manipulated both emotionally and spiritually.

In “27.9.2022 Asiakastapaaminen, Lännen Lastensuojelu Lassila 1, Helsingin sote” “██████ tietää, että isoäiti on kuollut. ██████ oli pohtinut, että pitääkö hänen mennä kotiin, kun on aiheuttanut surua äidille ja mennä lohduttamaan. ██████ on kertonut, ettei hän missään nimessä halua mennä kotiin ja hän pelkää, että äiti tappaisi hänet yöllä”.

The child wanted to return home to comfort her mother and had a clear understanding of the situation. However, the social workers disregarded her wishes and declined to let her go back home.

The latter part of the paragraph was a product of the child's imagination, which arose when she was fatigued, drained, and unwell, and after she had been scared and misled by the social workers. Nonetheless, the social workers accepted this fanciful notion as fact, while disregarding the child's genuine desire to return home.

As of October 7, 2022 meeting, Katriina Takkinen said: "If Nancy goes to home and commit suicide, we take no responsibility." They use hints and curses to intimidate children. Such words have never been recorded in the transcripts. In fact, no useful information for the family and the child would even be recorded.

We urge the court and the media to publicize these threats. If they are made and the case is ruled in our favor, the child could be in danger if she returns home. There is a high probability that the social workers or their associates may harm the child, disguising it as the parents killing her or the child committing suicide. They could also falsely incriminate an innocent family and fabricate criminal charges.

We must bear in mind that if anything unfortunate happens to the child upon her return home, it is likely the doing of the social workers or their associates. Such incidents have occurred frequently in both global politics and everyday society. They are fully aware that this would be their responsibility. If not, they risk being targeted by someone who believes they are incapable of managing an international family.

Please spread this message to save our child and save these social workers and their accomplices once they fail in their business. Please investigate the true intentions behind the social workers' decision to send the child for a medical examination despite the lack of any noticeable symptoms. Additionally, please look into whether the child was coerced into signing a biobank agreement and an organ donation agreement.

There needs to be an investigation into the number of children who have been threatened by the social workers, how many children have been falsely portrayed as having been killed by their parents or committing suicide, and



how much money they have received, as well as how many additional employees were hired in the guise of "child protection". It is also crucial to investigate the number of children who were coerced into signing organ donation agreements and the number of children who have died under suspicious circumstances, with their organs being donated to patients from various countries who are awaiting surgery. Furthermore, there needs to be an inquiry into how many years this potential business chain has been in operation, and the extent to which various institutions and professionals with extra-legal powers have been involved.

As a result of their biased and partial assumptions, the social workers disregarded the principles of truth, legality, and justice. Their verdict, which was founded on such biased assumptions, was both illegal and unfair.

Moreover, the social workers persistently claimed that the child was unwilling to return home. Nevertheless, on September 27th, 2022, and many other occasions, the child explicitly expressed her desire to return home to console her grieving mother, who had recently lost her own mother. Furthermore, when the child arrived at Herttoniemi reception, she conveyed her suspicions to the workers, stating that she was unsure why she was there.

As a consequence of the social workers' consistent lying, fabrication of falsehoods, and concealment of facts, there arises a reasonable doubt that they repeatedly prevented the child from returning home and concealed the fact that the child missed her family and parents and desired to go home. They employed a long-term strategy of manipulation and intimidation to persuade the child that her parents were dangerous, and her family was unworthy, thereby misleading and threatening her.

According to the remaining evidence in the transcripts and admissions from some of the workers, the child's claim of not wanting to go home may not have been genuine. As the child spent more time under the control of the child protection services, she appeared to become more obedient to them, almost like a slave under the control of her masters. If they could silence her thoughts with lies, they did so; if lies failed, they resorted to using psychotropic drugs to suppress her thoughts.

## 31. Psychologists as Accomplices

*The parents of a child who was moved to different places three times, which resulted in trauma, are blaming psychologists for not holding anyone accountable. The psychologists recorded the traumas but did not assign blame to the family or social workers, which made it easier for false stories to be fabricated about the family's life. The parents say that the psychologists deliberately excluded them from conversations with their child and confined the child in a small studio to orchestrate an insider's performance. The child expressed a desire to return home, but the psychologist never intended for the child to go back home. After a few days, the child's attitude changed from wanting to go back home to refusing to do so. The parents believe that the psychologist worked with social workers who had taken the child hostage, using threats such as the child's parents killing her or the possibility of her committing suicide if she returned home. The parents believe that the child developed Stockholm Syndrome, leading her to comply with the social workers and their allies. The parents request a thorough investigation into the meeting and conversation that took place between the child and the psychologist.*

Psychologists were at fault for not holding anyone accountable for the trauma the child experienced after being moved to different places three times. They recorded these traumas but did not assign blame to the social workers. Instead, they used vague language like "trauma" which allowed the truth about the persecution to be hidden and made it easier for false stories to be fabricated about the family's life, painting it as dysfunctional, violent, and bloody.

We acknowledge that psychologists possess knowledge in the field of psychology. However, it is imperative that established and proven factual

reality is taken into account, regardless of scientific research, psychological consultancy or medical diagnosis.

In this particular case, the psychologists failed to engage with the child's parents in order to obtain background information about the child. As the child's parents, we have shared 14 years of life with her, from infancy to adolescence, and possess extensive knowledge about her habits, physical and psychological development, and recent changes. A panoramic view of her life is essential in drawing the correct conclusion about an underage child. Despite this, the psychologist deliberately excluded, refused and prevented communication with the child's parents (around October 25th, 2022), and confined the child in a small studio to orchestrate an insider's performance.

In ”7.10.2022 Asiakastapaaminen, Vastaanottoperhetoiminta, Helsingin sote”, psychologist Eija Keränen wrote that ”█████ sanoo, ettei kuulu kovin hyvää, olo on huono. █████ mietti pitääkö hänen palaa kotiin, Hänellä oli jäänyt neuvottelussa olo, että vanhemmille annetaan mahdollisuus muuttua. Juttelimme tästä – on tärkeä antaa mahdollisuus muutokseen, mutta se ei tarkoita automaattisesti kotiinpaluuta.” The child had expressed her desire to return home, but the psychologist's agenda was to maintain their role as an accomplice in holding the child as a hostage. The psychologist never intended for the child to go back home and instead aimed to frame the parents and keep the child away from the family.

After three days, in ”10.10.2022 Asiakastapaaminen, Vastaanottoperhetoiminta, Helsingin sote”, psychologist Eija Keränen started to make a dramatic work describing comprehensively our family.

I request a thorough investigation into the meeting and conversation that took place on October 10th, 2022, between the child and the psychologist. It is important to determine the circumstances that led the child to make up false descriptions to the psychologist and to investigate the reasons why the psychologist fabricated a paragraph that completely undermined our family.

During this meeting, the child's attitude changed from wanting to go back home to refusing to do so. The psychologist worked in collaboration with the social workers who had taken the child hostage, and they used threats such as the child's parents killing her or the possibility of her committing suicide if she returned home. The child had been kept hostage for more than two weeks

(September 22nd, 2022-October 10th, 2022). She was overwhelmed by various meetings, appointments, discussions, and tests, in addition to her own school tasks, causing her extreme exhaustion. In this situation, she developed Stockholm Syndrome, which occurs when hostages form a psychological attachment to their captors due to power imbalances in situations such as hostage-taking, kidnapping, and abusive relationships. Under this syndrome, she complied with the social workers and their allies, including the psychologist, who held her hostage, and assisted them in achieving their hidden objectives. However, their objectives were simply to discredit her parents, family, cultural heritage, and identity. They forced her to fabricate stories with them to achieve their goals. Eventually, the social workers and the psychologist obtained false information that they deemed sufficient to keep the child away from her family and place her in the child protection system.

Even comforting a person required removing her fatigue and calming her anxiety. Even hypnotism needed to be performed when the patient's physical health permitted. Even psychoanalysis had to be performed with the patient in a relaxed state.

The psychologist exploited the vulnerable situation of others to conduct "consultations". The child's daily routine was rigorous, starting early in the morning and ending late at night. The child got up at five o'clock every day, had breakfast at six o'clock, left for school around seven o'clock, arrived at school after traveling for nearly an hour, started class at eight o'clock, and spent nearly seven hours at school. After school, the child had to travel for almost an hour to reach the psychologist's secluded and isolated bungalow, where they would talk. Although the bungalow was not a Nazi concentration camp, it had similar characteristics such as limited access and the prohibition of minors being accompanied by their parents. This aligns with the use of mental violence to extract confessions through torture. Under these circumstances, it is not surprising that a completely isolated minor spoke against her will.

Following that, the child was still required to travel for over an hour by bus to attend her beloved hobby courses. One can only imagine the mental strain,

physical distress, and exhaustion that she endured from her meetings with the psychologist.

The psychologist's statement on November 19th, 2022, only used a few words from the child's account to make accusations against the child's parents, falsely portraying them as sadists. These words were then included in the first paragraph of the statement, creating a sensational rumor.

According to the psychologist's statement, the child was in a state of extreme fatigue and low mental state during their discussion. This indicates that the child was not in a suitable mental state for a serious conversation. While it's possible that the appointment was scheduled beforehand, at the time of the discussion, the child was not able to articulate herself clearly.

In authoritarian nations, the police often used a technique known as "torture to extract a confession." This involved holding the accused, even if they were innocent, in a state of hunger and sleep deprivation for several days until they experienced a mental breakdown. The suspects would often confess in order to receive basic necessities like food or sleep. It was very rare for anyone to be able to endure this treatment until the point of execution without confessing, with the exception of Japanese samurai and members of the Soviet or Chinese Communist parties.

Torture typically had detrimental effects on the reliability of confessions. In this case, the psychologist spoke with the child when she was in a low mental state and unable to express herself effectively. As a result, the child's responses may not have been entirely reliable, and she may have provided the answers that the psychologist wanted to hear. For example, when asked if there was domestic violence, the child may have answered "yes," and when asked if she suffered from spiritual or physical violence, she also answered "yes." From a psychological standpoint, a person experiencing a mental breakdown may not take the time to consider the question or fully understand it before answering.

The psychologist's actions were similar to those of autocratic police who use torture to extract confessions from suspects. The psychologist talked with the child when she was in a low mental state and could not express herself well, and may have coerced or influenced the child to answer certain questions in a certain way. This makes the resulting confession unreliable and

potentially fabricated. The key difference between the psychologist's actions and torture by autocratic police is that the psychologist may not have used physical methods of torture, but rather psychological manipulation and pressure to extract the confession. However, both actions are unethical and unacceptable.

Furthermore, the psychologist's statement is completely erroneous as it was based on a fabrication of domestic violence in the background. Given that no such violence ever occurred, her statement is yet another falsehood aimed at aiding the child protection agency in their efforts to unlawfully take and control our child.

Based on the given context, it seems that the child had a different interpretation of concepts compared to what they actually meant. For example, the child may have misunderstood the biology teacher's homework and thought it was something threatening or coercive, even though it was not. Similarly, the child may have interpreted normal daily life rules in the family as something that was forced upon them or used as a threat, even if that was not the case.

Parents have the responsibility to establish and enforce reasonable rules and boundaries for their children. These rules can include things like a regular sleep schedule, limits on screen time, and appropriate behavior in public. It is important for children to follow these rules to maintain their health, safety, and overall well-being.

If a child is playing on their phone late into the night and not getting enough sleep, it is the parent's responsibility to step in and enforce limits. In extreme cases, the phone may need to be taken away. If a parent allows their child to engage in behavior that negatively affects their health or well-being, they could be held legally responsible. This is why the legal system grants parents the authority to make decisions on behalf of their children, including setting rules and enforcing consequences for breaking them.

It is important for parents to establish reasonable rules and boundaries for their children's behavior. If a child breaks these rules, it is appropriate for the parents to have a conversation with the child to provide guidance and advice. If this conversation turns into an argument, it is the child's responsibility for not following the rules, not the parents' fault. This is similar to how legal

systems deal with rule breakers such as murderers, arsonists, robbers, and thieves. The law uses legal force to combat illegal force through police intervention, court trials, and imprisonment.

It is concerning that the psychologist based her statement on a fabrication of domestic violence, despite there being no evidence to support such claims. The child's misunderstanding of reasonable restraints and rules should not be used to support false accusations of violence. It is important for professionals like psychologists to conduct thorough and unbiased assessments before making statements that could have serious legal and personal consequences. The fabrication of such a statement not only harms the child and her family, but also undermines the integrity of the entire child protection system.

Some social workers in Finland are known to manipulate children into belittling their own families, relatives, and cultures, often promoting the superiority of Finnish families and cultures over those of other backgrounds. They create a sense of fear and control over these children, exhibiting traits of racism. More and more children from foreign families are becoming victims of this behavior. Many of these children are taken from their families in emergency situations and become spiritual slaves to these social workers. Some of these children even develop mental health problems after being abducted and experience ongoing physical and mental abuse, leading to a life of darkness. The child protection system seems to be a family business where the more children abducted and held captive, the more money is made. In reality, it is the social workers who are collaborating with businessmen to create lies that the parents are threatening the children, when in fact they are not.

This serves as a clear illustration of how an expert formed her theory by relying on the concealed, exaggerated, distorted, and even invented stories of teachers and social workers. As a result, the psychologist in question became a co-conspirator of these teachers and social workers.

The following are some of the meetings and calls between Eija Keränen and our child:

September 29th, 2022 Client meeting

October 10th, 2022 Client meeting

October 12th, 2022 Telephone call  
October 18th, 2022 Client meeting  
October 19th, 2022 Telephone call  
October 21st, 2022 Client meeting  
October 26th, 2022 Client meeting  
November 8th, 2022 Client meeting  
November 30th, 2022 Client meeting  
January 2nd, 2023 Telephone call  
January 13th, 2023 Telephone call  
January 20th, 2023 Telephone call  
January 23rd, 2023 Appointment (missed)  
February 9th, 2023 client meeting (missed)  
March 2nd, 2023 Client meeting

Please notice that, compared with extensive meetings and calls from September 29th, 2022, to January 20th, 2023, there was a long interruption, even missed appointment/meeting. The psychologist did not meet or call the child for about 41 days. But suddenly, at the March 2nd, 2023, meeting, she claimed that “You are now in good condition, and you do not need a new appointment”. Why did this happen? Because my child was finally placed in a foster family. Until now, the psychologist’s task has been fulfilled. But our child was not better or worse. It was not like she said that “You are now in good condition, and you do not need a new appointment”. Yes, she might not need such an appointment from the beginning at all. Please investigate whether this psychologist was only collaborating with social workers’ placement plans and provided necessary misinformation for them.



The evidence suggests that the child had expressed her willingness to contact and meet her parents and return home. However, the social workers and psychologist controlled and threatened her, gradually erasing her desire to return home. They repeated this process systematically and ultimately claimed that the child did not want to come home.

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After Visit Summary

Asiakaskertomusmerkintä, tekijä EIJA KERÄNEN klo 2.3.2023  
17:16

Tekijä: EIJA KERÄNEN                      Palvelu: -                      Tekijän  
tyyppi: psykologi

Tallennettu: 2.3.2023 17:21      Palvelukontaktin pvm.:  
2.3.2023      Tila: Kuitattu

Muokkaaja: EIJA KERÄNEN (psykologi)

Tapaamisen tiedot

Tapaaminen alkoi: 2.3.2023 15:45

Tapaaminen loppui: 2.3.2023 17:00

Tapaamisen aikana tavattu lasta yksin: Kyllä

Asiakas läsnä tapaamisella: Kyllä

Perheenjäseniä läsnä: Ei

Yhteistyötaho läsnä: Ei

Asiointitapa: Asiakastapaaminen toimipaikassa

Lopetustapaaminen. ■■■■■ kävi lukemassa yhteenvedon  
tapaamisistamme ja sai sen mukaansa.

■■■■■ on muttanut Elämän Helmeen. Hän sanoi jo  
kotiutuneensa sinne.

■■■■■ vaikuttaa voivan paljon paremmin kuin aikaisemmin,  
hän oli iloinen ja hymyilevä. Hän kertoi, että  
ahdistuneisuutta ja alakuloisuutta on edelleen ajoittain,  
mutta vähemmän kuin aikaisemmin.

Juttelimme myös koulunkäynnistä, tavoitteista ja  
tulevaisuudensuunnitelmista.

## 32. Defunct Education at Töölö School

*Adolescence is a period of rapid change and development in physical, mental, emotional, and social aspects of life. Early adolescence is marked by self-awareness and a thirst for knowledge, middle adolescence by a desire to explore the world beyond themselves, and late adolescence by the formulation of concepts about the meaning of life. Emotional characteristics include a search for personal identity, a range of emotions such as pride, shame, love, hate, discouragement, fears, anger, joy, and bitterness, and a desire for independence. Social characteristics include a craving for friends, the need for peer acceptance, and a desire for games and activities that promote social interaction. However, when adults such as school teachers and social workers breach the scientific rules of youth education, the child's development can be negatively impacted, and it can lead to blame-shifting, over-reporting, and a lack of responsibility for the child's welfare. In such cases, parents and the child may need to seek help from other sources.*

Adolescence is a time of storm and stress during which childhood personalities are broken up, and new ones are formed almost overnight. Besides physical characteristics, youths also have mental, emotional and social characteristics.

Mental characteristics. The mental power of youth at an early stage is rapidly unfolding with an awakening of self awareness and an increased desire for knowledge. They love to read and talk, especially to each other. They advance on intellectual fronts; they dream and use imaginations a lot. The reasoning power and judgment are growing, but are limited by experience.

At the middle adolescence, the horizon expands. Earlier, they were concerned with themselves and their personal wants, but now in an attempt to discover the world beyond them, they dream of ambition and look at the

future as a vast field to be conquered. They hold a strong opinion, perhaps through hasty form. They are so curious, they ask not only “what?” but “why?”

However, in later adolescence, mental capability is more developed. They are constructive in their thinking and love to debate. They begin to formulate concepts of the meaning of life and question about those things they don't know, like sex, drugs, careers, vocations, religions, etc. At this time they think more about their future and how to achieve their set goals. The opinions of others influence them, particularly friends and those they see as role models.

Emotional characteristics. Youth age is a time of searching for personal identity. They ask these crucial questions: “Who am I?” “Where am I going?” “Why am I here?” The emotions are the only way the youths use to express their frustrations they are passing through because of changes. These emotions include pride, shame, love, hate, discouragement, fears, angers, joy, bitterness, etc. they could be happy at one time, the next moment they are upset and quarreling.

Youth between fifteen and seventeen feel they are grown up. They do not want to be considered as one of the children, their emotion about home is mixed up and they crave for freedom. They have considered their own particular gifts and interests, they have found ways of achieving self-respect, either through school or other pursuits, so that their emotional independence is recognized by their parents. They are not given to worries, they seldom cry. They enjoy laughter and social situations; they are friendly, cheerful, and more outgoing.

The later adolescents are more stable emotionally, due to time and exposure. They always aspire to conform to adult emotional patterns. Self-control and a sense of belonging as well as morality means much to them. They are less afraid to face new situations. However they are usually put in a dilemma by the different standards set by the home, the peer group and the church.

Social characteristics. Social implies human beings living together as a group in a situation requiring dealing with one another. Just as the plant grows with the help of mineral water and man develops by the help of food nutrients, so the family members grow socially when there is mutual love, acceptance, understanding, and security.

Since love is the basis for acceptance, the early adolescence is desperate to make new friends. They gradually shift their allegiance from their parents to a peer group, they crave for more independence and they want to belong to a group. For their recreation, they want games that they can all participate in at the same time.

The middle adolescence has increased in “boy to girl” relationships; petting is a common practice among this group. They need friends with whom they can exchange ideas, share things and go to places. The late adolescence rises to gain social self-consciousness. Their life begins to narrow and deepen, but in the wider area of employment, home life, worship and service to humanity.

In this case, our child had apparent youth characteristics and she posed a challenge to family life. Parents made every effort to calm her down, meet her needs and ensure that she grew in the correct direction. Both parents and the child also sought help from school teachers, hobby instructors, and social workers.

However, school teachers and social workers did not help her to smoothly develop in a way she could get along with her family and the society. On the contrary, social workers, particularly those school teachers, breached the scientific rules of youth education, always blamed the child’s parents, and satisfied the child by discrediting the parents and making her parents enemies.

Even though parents repeatedly contacted teachers, particularly class supervisor and the school curator, telling them our points of views and seeking help from them, these school teachers had never really and sincerely cooperated with parents. Nearly every time when they listened to the child, they discredited parents and blamed parents. In addition, when the child faced a crisis, no one was responsible for the situation. For example, when the school curator was on holiday, no substitute was arranged.

The school had no emergency measures ready for dealing with a crying child. Later, I wrote to their rector and teachers to ask for a copy of such a document, but they refused to provide it.

What they could do was only “to report, report, and report”. They did not look into any facts, but repeatedly reported to the child protection institution, and to the police. What would be the next step? They would make a report to the armed forces to wipe out the child’s parents?

But they never report to the parents to pick the child home or send the child to a doctor.

However, they have never thought that the child is in her adolescent age and might get emotional changes every now and then. They blamed the parents for the child's emotional change, blamed parents for the child's quarrel with parents, and blamed parents for the child's health status.

As a result, the child has never been correctly educated by these teachers. Their education was based on the racist view that no foreign human being is as good and as correct as themselves, even if the child's parents were highly competent professionals including educator's qualification.

In addition, a request was made to the school to provide a formal document regarding countermeasures in students' urgent situation when they have physical and spiritual problems at school. The school refused to provide any of such documents. I wonder whether they continuously have sent children to child protection agencies, by falsifying physical and spiritual problems at school, without clarifying the reasons and without considering the results. At least, they made our child one of the victims of such autocratic persecution of a family.

It must be investigated how many children from T■■■■ School were taken away from their families through the manipulation of teachers and curators.

It must be made clear how many students from T■■■■ School were taken away from their families by child protection by collaboration of teachers and curators.

It must be investigated what kind of benefit exchange existed between T■■■■ School and the child protection institution in different areas.

It must be investigated what kind of private relationship exists between teachers and curators and social workers of the child protection institution.

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Lähetettävä Kurunmäki Anne (KurA)

Vastaanottajat ■■■■■ + 4 muuta

Kurunmäki Anne (KurA)

02.12.2022 15:07

Meeting proposal

Hi!

Thank you for all your messages!

I just talked with Principal Paula and we would like to ask you to come and discuss [REDACTED]'s situation next week - we suggest Thursday 8.12. at 13.30-14.15. If this is Ok, we'll meet at the Principals office, 3rd floor, then.

After all - Have a nice weekend.

Br Anne

ps. All the recipients will see the answers

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[REDACTED]  
05.12.2022 12:21

Hi,

Thank you for your message.

In fact, we need only information related to those happenings and reports to "lastensuojelu" based on information that you got. Meeting is not necessary.

Best regards,

[REDACTED]

## Part IV. Conspiracy Revisited

### 33. The Toxicity of a Culture of Snitching

*The culture of snitching in Finland is becoming prevalent, where people are encouraged to report the behaviors of others to authorities. While reporting serious crimes is crucial for maintaining public safety, the normalization of snitching for minor offenses and personal grievances can have significant negative consequences for individuals and society as a whole. This culture can lead to the erosion of trust, abuse of power, chilling effect on free speech, lack of personal responsibility, and a disproportionate impact on marginalized communities. To build healthy and vibrant communities, it is essential to promote open communication, personal responsibility, and mutual respect while discouraging the culture of snitching.*

In Finland, there has been a growing culture of snitching, where individuals are encouraged to report the behaviors of others to authorities. This culture is toxic and can have significant negative consequences for both individuals and society as a whole. While reporting serious crimes is essential for maintaining public safety, the normalization of snitching for minor offenses and personal grievances can erode trust and create a culture of fear and suspicion.

One of the most significant consequences of a culture of snitching is the erosion of trust between individuals and communities. When people are encouraged to report minor infractions or personal disputes, it creates an atmosphere of suspicion and fear, where individuals may be afraid to speak openly or trust others. This can have a devastating effect on the fabric of society, leading to a breakdown in social cohesion and a loss of community spirit.

Another consequence of a culture of snitching is the potential for abuse of power. When individuals are encouraged to report on others, it can create a situation where those in power can manipulate the system to punish their



enemies or reward their friends. This can lead to corruption and abuse of power, which can have significant negative consequences for society.

Furthermore, a culture of snitching can have a chilling effect on free speech and expression. When individuals are afraid to speak out or express themselves, it can stifle innovation, creativity, and critical thinking. It can also create an environment where people are afraid to express dissenting opinions or challenge authority, which can undermine democracy and the rule of law.

Additionally, a culture of snitching can lead to a lack of personal responsibility. When individuals are encouraged to report on others, it can create a situation where they do not take responsibility for their own actions or seek to resolve conflicts directly. Instead, they rely on external authorities to solve their problems, which can lead to a lack of personal growth and development.

It is also important to note that the culture of snitching can have a disproportionate impact on marginalized communities. Those who are already disadvantaged or discriminated against may be more likely to be targeted for minor infractions or personal disputes, leading to further marginalization and discrimination.

In conclusion, while reporting serious crimes is essential for maintaining public safety, a culture of snitching for minor offenses and personal grievances can be toxic and have significant negative consequences for individuals and society as a whole. It can erode trust, create a culture of fear and suspicion, lead to abuse of power, stifle free speech and expression, and undermine personal responsibility. As such, it is essential to encourage open communication, personal responsibility, and mutual respect to build healthy and vibrant communities.

## 34. Discriminatory Treatment

*Discrimination against parents of foreign children is a pervasive problem in society that even affects social workers. Social workers are meant to advocate for vulnerable populations and be non-judgmental and unbiased, but reports show that they can be discriminatory towards foreign parents. Discrimination can take many forms, such as language barriers, cultural misunderstandings, and bias against people from certain countries. Social workers may belittle the ability of foreign parents to raise their children, question their qualifications and authority, and make assumptions about their education and socio-economic status. This discrimination can lead to unnecessary interventions and the removal of children from their homes. To address this issue, social workers need to be more aware of their biases and assumptions and provide culturally sensitive services that take into account the unique needs and perspectives of foreign parents. This will lead to better outcomes for children and families, and a more just and equitable society for all.*

Discrimination is a pervasive problem in society that affects people from all walks of life. Unfortunately, even social workers, who are meant to be advocates for vulnerable populations, can be guilty of discriminatory behavior towards certain groups. One group that has been increasingly subjected to discrimination by social workers is parents of foreign children. These parents are often belittled for their ability to raise their children, and their qualifications and authority as parents are questioned.

Social workers are supposed to be non-judgmental and unbiased in their interactions with clients. However, there have been numerous reports of social workers treating foreign parents unfairly. This discrimination can take many forms, including language barriers, cultural misunderstandings, and bias against people from certain countries.

One of the most common ways that social workers discriminate against foreign parents is by belittling their ability to raise their children. Social workers may assume that parents who are not fluent in English or who come from a different cultural background are not capable of providing adequate care for their children. They may question the parenting practices of these parents and make assumptions about their level of education and socio-economic status. This type of discrimination can have serious consequences for the children involved, as it can lead to unnecessary interventions and even the removal of children from their homes.

In addition to belittling their ability to raise their children, social workers may also question the qualifications and authority of foreign parents. They may assume that these parents do not understand the legal and regulatory requirements for parenting in their jurisdiction, and may question their ability to make decisions on behalf of their children. This type of discrimination can be particularly damaging when parents are involved in custody battles or are seeking to reunite with their children after a separation.

To address this issue, social workers need to be more aware of the biases and assumptions that they bring to their interactions with clients. They need to recognize that foreign parents may have different cultural backgrounds, beliefs, and practices that are just as valid as their own. They need to work to build trust and rapport with these parents, and to provide them with the support and resources they need to succeed as parents.

One way to do this is by providing culturally sensitive services that take into account the unique needs and perspectives of foreign parents. This can include providing interpreters and translation services, as well as offering education and training programs that are tailored to the specific needs of these parents. It can also involve working closely with community organizations and other stakeholders to ensure that the needs of these families are being met.

In conclusion, discrimination against parents of foreign children is a serious issue that needs to be addressed by social workers and other professionals who work with these families. By recognizing and addressing their biases and assumptions, social workers can work to build trust and rapport with these parents, and to provide them with the support and resources

they need to succeed as parents. Ultimately, this will lead to better outcomes for children and families, and a more just and equitable society for all.

## 35. Trilogy of Discredit

*The section discusses the issue of social workers in child welfare agencies lying and forging evidence to create a chain of lies to ensnare families. The section discusses various factors that can contribute to a family's inability to raise their children, including financial instability, domestic violence, substance abuse, mental health issues, or a lack of resources. The section also provides an example of how social workers tried to discredit a family as unable to raise their child by using various methods, including fabricating stories of violence and danger to the child. The section emphasizes the responsibility of social workers to act in the best interest of the child and family and to be transparent and honest in their interactions and documentation.*

Social workers in child welfare agencies lie and forge little by little, eventually forming a chain of evidence of lies that can ensnare the family. Their act of creating a compelling story, boasting about oneself, concealing one's lies, exaggerating parental responsibility, and increasing political power or influence is admirable. It seems as though social workers have received linguistic training to carry out these actions. However, their arguments can be analyzed and discredited based on factual, historical, and causal evidence. Yet, they avoid scrutiny by invoking the law or mental illness as a defense mechanism.

First, social workers wanted to fabricate the fact that our family was unable to raise our child.

The family is often considered the foundation of society, providing the love, support, and guidance that children need to thrive. However, not all families are able to provide the nurturing environment that children require. In some cases, a family may be unable to raise their own children due to a variety of

challenges, such as financial instability, domestic violence, substance abuse, mental health issues, or a lack of resources.

One of the most common reasons that a family may be unable to raise their child is financial instability. Poverty can create a cycle of disadvantage that can be difficult to break, and families living in poverty may struggle to provide their children with basic necessities such as food, shelter, and medical care. This can have a significant impact on the child's development, as they may experience chronic stress and a lack of stimulation that can hinder their cognitive and social-emotional development.

Domestic violence is another factor that can contribute to a family's inability to raise their children. Children who witness or experience domestic violence are at risk of physical and emotional harm, and may also suffer from anxiety, depression, and other mental health issues. Parents who are victims of domestic violence may also struggle to provide their children with a safe and stable environment, which can further impact the child's well-being.

Substance abuse is another common factor that can affect a family's ability to raise their children. Parents who struggle with addiction may neglect their children's needs or expose them to dangerous situations. Children growing up in households affected by substance abuse may also be more likely to develop addiction issues themselves, perpetuating the cycle of dysfunction and harm.

Mental health issues can also play a role in a family's inability to raise their children. Parents with mental health issues may struggle to provide their children with consistent and appropriate care, and may also be more prone to neglect or abuse. Children growing up with a parent with mental illness may also experience stigma and isolation, which can impact their social and emotional development.

Finally, a lack of resources can also contribute to a family's inability to raise their children. Families living in disadvantaged communities may not have access to quality education, healthcare, or other services that can support their children's development. Parents who are struggling to make ends meet may also have to work long hours or multiple jobs, leaving little time or energy for parenting.

In conclusion, there are many factors that can contribute to a family's inability to raise their own children. Whether it is due to financial instability,

domestic violence, substance abuse, mental health issues, or a lack of resources, the impact on the child's development can be significant.

In our case, it was social workers that made their continuous accomplice to discredit our family as unable to raise our child. However, they tried various methods to look for our family, saying that both of us do three- shift work, that we do not have relatives in Finland, and that we are unable to educate our child. It was later proved that we are a powerful family: both of us being employees in the social and healthcare sector; I am also a professor, lawyer and professional teacher; in addition, we arranged our shifts so well that there was always at least one of us at home with the child. The social workers' accomplice failed in the first round.

Second, social workers wanted to discredit our family as violent and unable to raise our child.

Social workers collected pieces of family life scenes and described family activities from milk feeding to school going as violence. Particularly, when our child was in her adolescent period, she did not want to abide by regular rules of family life, for example, keeping peace after 22:00 o'clock, ensuring sufficient sleeping time, or attending daily school lessons. This caused a lot of discussions among family members. Both of parents encouraged her to go to sleep regularly and go to school regularly. These discussions were later fabricated by social workers as violence against each other.

Thereby social workers established a discourse system to claim that the child suffered from current violence now. Later, they also fabricated that the child witnessed violence since she was young and she also suffered violence thereafter.

Thirdly, social workers wanted to discredit our family as bloody and dangerous for the child and refused her will to go home.

It was not enough for social workers to discredit a family as violence. Violence was not violent enough for them to remove a child from her family. Finally, with the psychologist as their accomplice, social workers invented another word implanted to our child's words: bloody. They wrote that our child saw bleeding when there was a fight between family members.

In our family, there were a lot of conversations, discussions, disputes and even quarrels as every normal family had. However, there was never a scene that the social workers described as a fight until bleeding.

However, by means of implanting their imagination into the child's worlds, they created a bloody violent scene in our family. They fulfilled their aims of removing the child from the family and put her into where the institution received a lot of governmental subsidies.

Social workers in child welfare agencies have a responsibility to act in the best interest of the child and family, and to be transparent and honest in their interactions and documentation.

Lying and forging evidence undermines the integrity of the child welfare system and can have devastating consequences for families. However, their actions based on lying and forging evidence, created a false narrative about the family's situation and using it to support their actions, which led to the family being wrongly accused of abuse or neglect.

Furthermore, it created a chain reaction of false information and potentially even entrap the family. This resulted in the family being unfairly separated, the child being placed in foster care, and the parents losing custody or even facing criminal charges.



## 36. Psychologist Collusion

*The section describes a disturbing case in which Finnish social workers used various tactics to separate a child from her family. These tactics included falsely accusing the family of violence, using psychological manipulation to control the child, and fabricating claims of mental and physical abuse. The social workers and psychologists involved in the case disregarded the opinions of the child's parents, made false claims about the family, and manipulated the child's thoughts and emotions. The child was prevented from communicating with her parents, and the social workers and psychologists intervened in her decision-making process, claiming that she had no agency of her own. The fabricated tragedy created by the social workers and psychologists escalated, causing significant harm to the child and her family.*

The Finnish social workers followed a systematic and logical sequence to separate the child from her family. They employed various tactics, including both explicit and implicit seductions, to lure the child away from her family. Additionally, they collaborated with psychologists to achieve their goals in a step-by-step process. These tactics were designed to gradually weaken the child's attachment to her family and make her more vulnerable to their control. Through the use of psychological manipulation and other forms of coercion, the social workers were able to achieve their ultimate goal of separating the child from her family.

Firstly, the social workers initiated their evil plot by accusing someone in the child's family of being violent towards her. They knew that children's perceptions and judgments were malleable, and they used this to their advantage. They used seduction, deception, and coercion to make the child utter ambiguous words that they could later use as evidence. The social workers turned these ambiguous words into the truth in their texts. They

understood that the child's confession was difficult to prove right or wrong. They used psychologists to manipulate the child's thoughts and emotions, making it easier to control her and separate her from her family.

Secondly, the social workers manipulated the child's emotional vulnerability and her family's distress to fabricate claims of mental violence. They portrayed the child's crying and emotional distress as evidence of emotional abuse and neglect by her family. They exploited the fact that children cry frequently for various reasons, and the child's separation from her family would have made her more susceptible to emotional distress. In this case, the child's crying was due to her grandmother's recent passing, her mother's grief, and the family's exhaustion. When the family reached out for help and support, the social workers saw it as an opportunity, claiming that she was in danger and needed to be separated from her family.

Thirdly, after being separated from her family, the child experienced trauma and emotional instability. The social workers compounded this by constantly talking to her, disrupting her daily routines, and delaying her return to school. As a result, the child became tired, homesick, and sleep-deprived. In order to justify their actions, the social workers and psychologists fabricated a story that the child had pre-existing psychological problems. They claimed that these problems were not caused by her separation from her family, but by the alleged mental violence she experienced at home, which they had previously made up to frame the family. This was a convenient way for the social workers to deflect blame from themselves and maintain their control over the child.

The social workers created false claims of mental abuse against the child, but when that wasn't enough to support their agenda, they added fabricated allegations of physical abuse. It should be emphasized that these accusations of physical violence were not part of the original narrative and were introduced later on.

The social workers and psychologists made a concerted effort to control the child's communication by setting up frequent appointments, visits, calls, and discussions with the child. They never allowed the parents to participate in these conversations and discussions and disregarded their opinions, even when it came to basic psychological processes of the child. The psychologists,

in a closed environment, manipulated and suggested violent scenarios, using the fabricated mental violence as a starting point. Eventually, the story of physical violence was introduced and became a part of their narrative. With this, the social workers claimed that the child was a victim of both mental and physical violence at home. However, their accusations of abuse had not yet been established.

Next, the social workers began to blatantly abuse the word "abuse" on the parents.

The social workers and psychologists started to overtly claim that the child was not only subjected to mental violence but also physical violence at home. They fabricated stories that the home was unsafe, and the parents were dangerous people who were mentally manipulating the child. The fabrication of the narrative continued, leading to further tragedy. They went on to claim that all family members were violent, the family environment was unsuitable for the child's growth, and that the family had rejected and abused her.

The social workers and psychologists not only fabricated stories about the child's experiences, but they also manipulated the child's thoughts and statements to suit their narrative. They encouraged the child to express strange and bizarre ideas and used these as further evidence to support their claims. Additionally, they falsely claimed that the child was suicidal and used this as a threat to prevent the parents from insisting on taking the child back home.

The social workers and psychologists used multiple tactics to prevent the child from returning home. They threatened the child with false claims that her parents were violent and dangerous, while also threatening the parents with false claims that their child had suicidal tendencies. They even went as far as detaining the child and preventing any contact between the child and her family. They refused to take responsibility for what could happen if the child returned home and used this as an excuse to prolong her separation from her family.

The fabricated tragedy created by the social workers and psychologists continued to escalate. Whenever the child expressed a desire to meet or communicate with her parents, they would use threats and manipulation to dissuade her, or they would arrange other activities and appointments to keep

her occupied and drained of energy. This left the child feeling uncomfortable and unable to meet with her parents.

The situation became even more concerning when the social workers started to intervene with the child's decision-making process. They would show up just in time to talk to the child and manipulate her to follow their suggested course of action, rather than making decisions based on her own desires. Then, the social workers would claim that the child agreed with their plans, making it seem like the child had no free will or agency of her own.

It is concerning that the child's attempts to communicate with her parents were suddenly stopped. It is possible that external factors, such as the social workers or psychologists, were involved in interrupting the communication. This kind of interference can have negative consequences for the child's mental health and may damage the trust between the child and the adults responsible for her care.

The psychologists' role in the conspiracy reached its peak when the social workers' decision to completely remove the child from her home was implemented. After the child arrived at the foster home, the psychologists met with her for the last time. In their report, the psychologists claimed that the child immediately felt better and her mood became stable upon arriving at the foster family, implying that the child did not need any further meetings.

The social workers and psychologists worked in tandem to abruptly end the child's six-month visit to the psychologists. They quickly printed a copy of the previous documents and handed them to the child, stating that she was now in good condition and did not require any further appointments. The transition was smooth and immediate, suggesting that the decision to end the visits had already been made beforehand.

The psychologists involved in the case did not demonstrate professionalism or possess adequate knowledge, skills, and ethical standards. Rather than providing impartial and evidence-based assessments, they acted as accomplices and puppets of the social workers.

The psychologists' failure to accurately document the traumatic experiences that the child went through, and their reluctance to hold anyone accountable for these traumas, contributed to the perpetuation of the false narrative about the family. By not acknowledging the role of social workers

and their own actions in causing harm to the child, they enabled the continuation of the fabricated stories about the family. This not only resulted in the unjust removal of the child from her family but also prolonged her suffering by denying her the opportunity to reunite with her loved ones. It is a serious ethical and legal violation for psychologists to remain silent about abuse and to not take any action to prevent further harm to their patients.

## 37. Exploitation of Captured Child

*The section describes the situation of a family whose child has been taken away by social workers and how they have been manipulated and coerced into making false claims against their parents. The social workers have used tactics to control the child's behavior and words, making her feel as though she was always being watched. They have made her believe that if she spoke out against them, she would face severe consequences, including being sent to a place worse than where she was already held. The section highlights the need to prioritize the child's safety and ensure that their rights are protected throughout the process. It also discusses the need for an independent investigation into the conduct of the social workers and psychologists involved in the case, as well as the child protection system as a whole.*

As parents, we have been deprived of rights to communicate, contact, and meet our child since September 22nd, 2022. Regrettably, the child has been used as a means to an end, pressured and manipulated by social workers to provide evidence to support their agenda. This unethical behavior has not only put the child at risk but has also undermined the integrity of the investigation. It is essential to prioritize the child's safety and ensure that their rights are protected throughout the process. Such exploitative tactics must be condemned, and steps must be taken to prevent their recurrence in the future.

1. The social workers used various tactics to coerce the child into making false claims, including threats, manipulation, and intimidation.

They constantly monitored her behavior and words, making her feel as though she was always being watched. They made her believe that if she spoke out against them, she would face severe consequences, including being sent to a place worse than where she was already held.

The child was also subjected to psychological manipulation, making her feel as though she had no other choice but to remain in captivity.

The social workers made her believe that she had a say in the matter, even though they controlled every aspect of her life. They convinced her that staying in their custody was for her own good, despite the fact that she had repeatedly expressed her desire to be reunited with her family.

This type of coercion is reminiscent of the tactics used by totalitarian regimes, where individuals are forced to make false claims or act against their own interests. The child was essentially held hostage by the social workers, who used their power to silence her and control her every move. It is a gross violation of human rights and a clear example of the abuse of power by those in positions of authority.

2. The social workers coerced the child into making false allegations about her parents being abusive and violent, despite there being no evidence to support these claims. The family has stated that they have never physically or emotionally abused the child or any other family member, and that the accusations made against them by the social workers are entirely false. The family has been deeply hurt by the allegations and the resulting separation from their child. They have expressed their frustration and outrage at the social workers' unprofessional conduct and the lack of transparency and accountability in the child protection system.

The family has also noted that the social workers' actions have had a severe impact on their mental health and wellbeing. The family has been subjected to intense stress and anxiety, as they are constantly worried about the wellbeing of their child and the future of their family. They have been left feeling helpless and vulnerable due to the lack of information and communication from the social workers and psychologists involved in the case.

The family has requested an independent investigation into the conduct of the social workers and psychologists involved in the case, as well as into the child protection system as a whole. They hope that such an investigation will shed light on the injustices that they have suffered and prevent similar incidents from occurring in the future.

3. They pressured the child to make false statements claiming that she did not want to communicate, contact, or meet with her parents. The ability to communicate and spend time with one's parents is a crucial aspect of a healthy parent-child relationship. It appears that the social workers acted against the child's wishes and interests, likely motivated by their own agenda. The child repeatedly expressed her desire to return home and meet with her parents, but the social workers and psychologists involved in the case consistently undermined her wishes. They portrayed the parents as dangerous, violent, and even capable of murder, causing the child to fear them and doubt her own ability to make decisions about her life. This behavior by the social workers is unacceptable and raises serious questions about their intentions and methods.

4. Despite evidence to the contrary, they coerced the child into falsely claiming that she was doing better in their care than she was at home. In reality, the child only began to suffer from mental health issues after being taken away from her family and placed in the care of the social workers. The situation became even more concerning when the child was placed with a new family. Whenever the family tried to contact or message the placement, the workers always reassured them that the child was doing well, sleeping, eating, and attending school without any issues. However, it was discovered that the placement workers had been changing the child's medication doses without proper medical prescription, which is a serious breach of protocol and raises questions about the quality of care provided. This behavior is unacceptable and needs to be addressed to ensure that vulnerable children receive proper care and treatment.

They changed her doses of medicine without prescription: Seronil from 20 mg to 30 mg every morning, and Katipinor from "if necessary" to "regularly" every evening. They gave her the dose from March 9th, 2023 to March 22nd, 2023 without proper prescription. The organized collusion among social workers, psychiatrists and other workers concealed the real situation of our child.

The conclusion of this situation is deeply troubling. The child has effectively become a spokesperson for the social workers, speaking on their behalf and conveying their messages to others. This is especially concerning



given that the child is under the control and influence of the social workers, who may be manipulating her to speak in a certain way.

It appears that the child is being coerced into speaking in a manner that is in line with the social workers' desires and intentions, rather than expressing her own thoughts and feelings. This raises serious ethical concerns about the conduct of the social workers and their treatment of the child. Children should be allowed to express themselves freely and without coercion, particularly when it comes to matters that affect their own lives and well-being. It is imperative that the child's rights and interests are protected, and that steps are taken to ensure that she is not being used as a pawn by the social workers.

## 38. Systematic Alienation

*The section is about a case in which social workers overreacted when a child cried at school after the death of her grandmother. The social workers removed the child from her family without taking prudent and thoughtful measures, such as communicating with parents, assessing the child's condition, assessing possible risks and threats, and seeking legal help and support. The social workers used unethical behavior, such as deception and cutting off communication with the parents. They also caused additional psychological trauma and distress to the child by overemphasizing violence and insecurity in front of her. The social workers forced the child to write a letter to her parents saying that she voluntarily wanted to live alone. The actions of the social workers damaged the relationship between the child and her family, increasing estrangement and mistrust between them.*

On September 22nd, 2022, the child's grandmother died, and our child cried when they went to school. The school teacher called the social worker. The social worker imagines domestic violence happening and decides to remove the child from the family.

In this case, the schoolteachers and social workers decided to overreact because the child's crying might just be a normal emotional response to the death of the grandmother. Social workers should take more prudent and thoughtful measures, such as communicating with parents to learn more about the situation, assessing the child's condition, assessing possible risks and threats, and seeking legal help and support, instead of blindly deciding to let the child out of the family. It is a normal reaction for a child to experience emotional difficulties and cry after the loss of a loved one, and families should provide them with support and comfort rather than depriving them of the support and security of their family during this difficult time.

After the child left the home, social workers contacted the child's parents. As a form of deception, they got the child's belongings from the home. Such behavior was highly unethical and social workers should not use deception to obtain the child's items. Social workers should treat the child's parents frankly and negotiate the matter on the basis of respecting the rights of the family and the rights of the child.

Social workers should always act ethically and professionally to ensure that their actions were lawful and appropriate, while respecting the rights and interests of all parties involved.

The social workers offered the child some options to communicate with her parents, but it was merely a ploy to gain temporary trust and fulfill their own objectives. Their actions demonstrated a lack of concern for both the child and her parents.

The social workers used a very insidious ruse by cutting off communication with us once they had gotten everything they wanted.

After that, the social worker immediately cut off the child's communication channel with the parents, making up reasons that the child did not want to contact. Of course, it was also possible that the child was not in contact with her parents anymore, because she was in such a semi-closed, half-lost and unfamiliar environment, with a lot of psychological pressure every day, and was very tired, and had no energy to contact her parents. Such behavior by social workers was highly irresponsible and immoral. If the social worker had any concerns or doubts, they should fully communicate and negotiate with the parents, rather than take action without authorization. This severing of ties further damaged the relationship between the child and the family, increasing estrangement and mistrust between them.

Then, when the child actually met the parents, they asked the child if she wanted to meet the parents, and first told the child that you could prefer not to meet the parents, and we could not force you to meet the parents. They told her that it was a kind of mental violence for us to force you to meet the parents. The child hesitated a little, and the social worker made up that the child did not want to meet the parents.

Even during the meeting, social workers put the child in another room and started a remote meeting. It was also irresponsible and unethical for a social

worker to make up that a child did not want to see parents and to place the child in another room without allowing her to see her parents. Separating the child from her parents negatively impacted a child's emotional and mental health and weakened the bond and trust between the family and the child. During the teleconference, the social workers shut down the opportunity for the parents to communicate with the child, did not turn on the child's microphones, and did not allow the child to speak, but relayed it to the social workers there so that they could lie and make up in time.

If the child did not object to the meeting, the social worker deliberately separated the child from the parents during the meeting and forced the child to sit away from the parents. Surrounded by social workers, the child lost her freedom of movement and expression. If the child wanted to speak, she was hinted at or even stopped by the social worker. This behavior directly caused psychological stress and trauma to the child. The child felt lonely and uneasy when she was forced to separate from her parents. Surrounded by social workers, she also felt powerless and helpless, unable to express her true thoughts and feelings.

Social workers also systematically controlled the child's personal communications with their parents, requiring the child to keep them updated on the contents of her communications with her parents. They coerced the child to obey their orders in secret, without legal sanction.

In the presence of the child, the social worker deliberately repeatedly emphasized that there was violence in the family, there was violence against her, and she was not safe. Social workers overemphasized violence and insecurity in front of the child, causing additional psychological trauma and distress to the child.

Social workers were keen to produce reports that collect child protection from various sources, and each time these reports became factors that made the child hate her parents. These reports were not well-founded and evidence-based, causing the child to hate or mistrust her parents, which further damaged family relationships and parent-child relationships.

Not only were these reports repetitive, but they were also filled with ambiguity. The reporter always said, "I'm not sure whether there is domestic violence." The reporter made it up out of motives including racial

discrimination, accomplice with child protection business and so on. When these reports reached the social worker, they became accusations without the necessity of proof. Social workers did not conduct in-depth investigation and evaluation of these reports, but deliberately adopted unfounded reports.

In the end, the parents opposed the foster care, but the social worker forced the child to write a letter to the parents, saying that the social worker did not force her, but she voluntarily wanted to live alone. Social workers forced the child to write the letter denying the actions of social workers, proving once again that they were employing unethical and inappropriate practices. Social workers often tried to manipulate the child's words or actions in order to cover up their mistakes or misbehavior.

In short, the Finnish social workers systematically alienated the child from the wrong way of hating their parents, and it came down to being very systematic, which was unique in all civilized countries in the world.

In our case, I found the following tricks exploited by social workers:

1. False Facts and Misrepresentations: Social workers made the child to alienate and hate her parents by making her to believe that her parents were unsafe by falsifying facts and making false statements.

2. Forcing the child to do things she didn't want: Social workers forced the child to disconnect from her parents, or forced the child to write untrue statements or letters justifying social workers' misbehavior, creating separation and alienation.

3. Controlling the child's communication and freedom of movement: Social workers partly controlled the child's communication and freedom of movement so that the child couldn't have private interactions with the parents, or deliberately separated the child from the parents during meetings, depriving the child of freedom of movement and expression.

4. Making False Reports and Charges: Social workers create false reports and charges, turning vague statements into substantive charges in order to influence how courts and society view families.

5. Ignoring Parents' Voices and Appeals: Social workers ignored parents' voices and appeals, unfairly treated the child's words as facts, and made unfair decisions and actions.

6. Systematic Manipulation of the Child's Emotions and Thoughts: Social workers systematically manipulated the child's emotions and thoughts, causing the child to develop negative feelings and perceptions of her parents, thereby alienating and resenting their parents.

7. Misleading the child into believing she was not safe and needed protection.

8. Creating false child protection reports to instill distrust and hatred in the child towards their parents.

9. Emphasizing domestic violence in front of the child, creating fear and negative emotions in the child.

10. Forcing the child to be separated from her parents, and surrounded by social workers, she lost her freedom of movement and expression.

11. Controlling the personal communication between the child and the parents, and letting the child report the content of the communication with the parents to the social worker in a timely manner.

12. Under the guise of helping the child, stealing the child's belongings and using this as an excuse not to communicate with the parent.

13. Creating and strengthening the child's hatred towards her parents, so that she was no longer willing to communicate with her parents.

14. Deliberately distorting the child's words and making the child's words a tool to attack the parents.

15. Forcing the child to defend misconduct by social workers or threatening them with being sent home.

16. Creating differences and barriers between the child and parents, hindering the establishment of a good relationship between parents and the child.

These are only a part of the tricks that they used to make the child alienated from parents and relatives. At the same time, they used these tricks in a systematic and intertwined way with the help of public power and the administrative system.

## 39. Boundaries Between Humans and Captive Animals

*The first text argues that the author's family is well-equipped to raise children, as they provide a safe and loving environment, have ample resources, and value education. On the other hand, the second text describes the troubling situation of a child who was framed by teachers, kidnapped by social workers, and allegedly poisoned by foster families. The author calls for the child's rights to be protected and for her to receive the care and support she needs. Finally, the third text explains how a child's removal from her family was unjustified and argues that it is in the child's best interest to be reunited with her family, as being in a stable and loving environment is crucial for her well-being and education.*

The evidence overwhelmingly supports the notion that our family is well-suited to raising children. There are numerous irrefutable facts that attest to this. First and foremost, our family provides a safe and loving environment for children to grow up in. We prioritize our children's emotional and physical well-being, providing them with a warm and supportive atmosphere in which they can thrive.

Moreover, our family possesses ample resources and abilities to ensure that our children are well-cared for. We have the financial means to provide for their basic needs, as well as to offer them opportunities for enrichment and growth. We are also equipped with a range of skills and knowledge that are relevant to raising children, such as effective communication, conflict resolution, and problem-solving abilities.

Additionally, our family values education and is committed to providing our children with the best possible learning experiences. We understand the importance of fostering intellectual curiosity and providing access to quality

education resources. This ensures that our children are equipped with the tools they need to succeed in life.

Overall, the evidence unequivocally demonstrates that our family is well-equipped to raise children. We have the necessary resources, abilities, and knowledge to provide a nurturing environment that supports their growth and development. The irrefutable facts prove that our family has a good environment, sufficient ability, excellent skills, and excellent knowledge to raise children.

The situation surrounding the child is deeply troubling and highlights a number of serious concerns. First and foremost, it appears that the child was unjustly framed by teachers, who may have been motivated by personal bias or other factors. This kind of behavior is unacceptable, and can have far-reaching consequences for the child and their family.

Moreover, the fact that the child was subsequently kidnapped by social workers raises serious ethical and legal questions. Kidnapping is a serious offense, and should not be condoned under any circumstances. The fact that the child was then subjected to control by psychologists only exacerbates the situation, as it raises concerns about the child's mental well-being and the methods being used to control her.

Perhaps most alarming, however, is the fact that the child was reportedly poisoned by foster families. This is a deeply disturbing allegation, and raises concerns about the safety and well-being of children in foster care. It is imperative that such incidents are thoroughly investigated and that steps are taken to ensure that children in foster care are not subjected to any kind of harm or mistreatment.

Overall, the child's situation is one of continuous victimization, and it is clear that none of the actions taken by the various parties involved have benefited her in any way. It is imperative that steps are taken to ensure that the child's rights and interests are protected, and that she is provided with the care and support she needs to overcome the trauma she has experienced.

It is essential that our child is reunited with their parents as soon as possible. The separation of a child from their parents can have a devastating impact on their well-being and development, and it is clear that the child has suffered significantly as a result of being removed from their home.



The parents have a fundamental right to raise their child and provide for their needs, and it is important that this right is respected and upheld. Moreover, the irrefutable evidence shows that the parents have a good environment, sufficient ability, excellent skills, and excellent knowledge to raise children, which only reinforces the importance of the child being returned to their care.

The longer the child remains separated from their parents, the greater the risk to their well-being and the more difficult it will be for them to adjust and recover from the trauma they have experienced. Therefore, it is imperative that all parties involved work together to facilitate the safe and timely reunification of the child with their parents, and to provide them with the support and resources they need to ensure the well-being and best interests of the child are prioritized.

The wrongful removal of a child from her family is a heartbreaking experience that no parent should have to endure. Unfortunately, it happened to our surprise. It was a traumatic experience for both the child and the parents. It is crucial to acknowledge that not all removals were justified, and in our case, the child would be better off at home.

The fact that our child was wrongfully removed from our family has left us devastated. We are going through the legal system and will be cleared of any wrongdoing. Despite this, our child has been placed in foster care for an extended period, and we are now fighting to have our child returned to our care.

From a factual perspective, our child's removal was unjustified. There was no evidence of abuse, neglect, or any other form of mistreatment. However, due to a misunderstanding or social workers and psychologists' complicity, our child was taken away from us. We have since taken the necessary steps to clear our name, but our child remains in foster care.

Legally, we have a right to have our child returned to us. We have been fit parents. We have been working closely with police and court and have been meeting all the requirements needed to have our child returned to our care. Despite this, the process has been slow, and our child remains in foster care.

Socially, it is in the best interest of our child to be with her family. A child thrives in a stable and loving home environment. Being removed from her

family can have long-lasting effects on her emotional well-being. Studies have shown that children who are removed from their families are more likely to experience mental health issues and struggle with relationships in the future. It is crucial that our child is allowed to return home, where she will be surrounded by love and support.

Educationally, being with their family is also the best choice for our child. Children who are in stable home environments are more likely to do well in school. Being removed from their family can disrupt their education and lead to poor academic performance. It is vital that our child is allowed to return home, where they can continue their education and thrive academically.

Psychologically, it is in the best interest of our child to be with their family. Children need to feel a sense of belonging and attachment. Being removed from their family can lead to feelings of abandonment and can have long-lasting effects on their emotional well-being. It is crucial that our child is allowed to return home, where they can feel safe and loved.

In conclusion, the wrongful removal of our child from our family has been a traumatic experience. However, it is clear that, factually, legally, socially, educationally, and psychologically, it is in the best interest of our child to return home. All other options are illegal, harmful, and inhumane. It is our hope that the legal system and social services will work with us to ensure that our child is returned to our care as soon as possible.

We must evaluate the nature of behaviors of those school teachers, school curators, social workers, and psychologists involved in the capture and abduction of children into foster families, as happened frequently in the Finnish child protection sphere. They are completely ignorant of the boundaries between normal family life and violence, and the boundaries between humans and captive animals. They treat children as captive animals, neglecting their submissive relationship to family and family members and neglecting their social attributes.

In the aspect of socialization, human children are social creatures, and socialization plays a crucial role in their development. They learn social skills and norms by interacting with others, and these interactions help shape their personality and identity. If children are raised in isolation, they have limited

socialization opportunities, which negatively impact their social and emotional development.

As for education, it is an essential aspect of human development, and children are provided with formal education to learn about different subjects, including science, history, literature, and more. They are also taught essential life skills, such as problem-solving, critical thinking, and decision-making. Children living in institutions or foster families can also go to school, but they are usually not strictly required to go to school, or they drop out, because they are not worker's children and their future is not a central concern. They are only a part of the Child Protection Business Chain (CPBC) for making profits by raising them as captive animals.

For example, Mehiläinen, a Finnish private healthcare provider, was reported expanding its business beyond medical centers, hospitals, and occupational health services, to include publically funded services such as child protection, mental health care, and elderly care. Mehiläinen recently acquired Leivoyhtiöt, a chain that provides care for children, youth, and elderly patients with mental health issues. Mehiläinen aims to create a significant revenue stream from publically funded services and is actively seeking new acquisition targets. The company was acquired by H-Care Holding in 2006 and is now owned by British private equity firm 3i and Singapore's sovereign wealth fund, GIC. The article questions the ethics of profiting from publically funded services, particularly services for vulnerable individuals.<sup>8</sup>

Parenting plays a vital role in human development, and parents provide children with love, care, and guidance. Children also learn important values, such as empathy, kindness, and respect, from their parents. In contrast, isolated children are often separated from their parents at a young age and raised by workers, which can lead to attachment issues and abnormal behavior.

In institutionalized families, children step back from modern society straight back to the animal age. There, they could only meet their basic physical needs such as food, shelter, and clothing.

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<sup>8</sup> Jyrki Alkio. 2009. Lastensuojelusta tuli kasvubisnestä jo vuosia sitten. Accessed May 1st, 2023 from <https://lastensuojelun-uhrit.blogspot.com/2014/01/18.html>

They lack love, affection, friendship, security, stability, respect and understanding.

They also lack the opportunity for socialization and self-discipline.

They also lack the sense of confidence and independence.

They are trained as who in the future depend on social welfare only.

It is evident that our child has been victimized, and it is unacceptable that they have been subjected to such mistreatment. The child has been framed by teachers, kidnapped by social workers, controlled by psychologists, and poisoned by foster families, which has only caused them to suffer further and has not benefitted them in any way.

The child's rights and well-being must be protected and prioritized, and steps must be taken to ensure that they are no longer subjected to any form of harm or abuse. It is essential that those responsible for victimizing the child are held accountable for their actions and that measures are put in place to prevent similar situations from occurring in the future.

The child deserves to be in a safe and loving environment where their needs are met and where they can thrive and develop to their full potential. It is crucial that all parties involved work together to ensure that the child's best interests are at the forefront of all decisions and actions, and that they receive the support and resources they need to heal and recover from the trauma they have experienced.

Finally, I can re-tell you the scene when one of their family instructors once visited our family. She was accustomed to those families with low intelligence, low income, substance abuse, and real violence, due to various reasons (I'm now discriminatory against these families). She told us that it was ridiculous to have rules on telephone use, and that our child did not need to go to high school nor university. She did not exactly meet the living, intelligent, social, and educational standards of our family. In a word, she was not qualified to instruct our family. However, we listened to her several times and our child was misguided by her continuously, mostly privately without any one's knowledge, because she called our child many times, for example, when our child was in the school toilet or on the way home.

## 40. Organized Isolation of Children in Finland

*The section discusses the "Stolen Generations" of Finnish children, a policy that involved the forced removal of Indigenous children from their families and communities with the aim of assimilating them into the dominant culture. This policy was enforced through a series of laws, most notably the Child Welfare Act of 1937, and resulted in the removal of at least 25,000 Finnish children from their families between the 1920s and the 1980s. Many of these children suffered abuse, neglect, and discrimination, and were stripped of their language, culture, and traditions. The Finnish government has apologized for the policy, and in 2017, a Truth and Reconciliation Commission was established to investigate the impact of the Stolen Generations on Indigenous communities.*

*The section also emphasizes the importance of protecting children's human rights, including their right to grow up in a family environment, with access to education, healthcare, and protection from harm. Institutionalization of children should only be used as a last resort and for the shortest period possible, and any decision to place a child in an institution should be made with due regard for the best interests of the child. The organized isolation of children in institutions can be considered a violation of their human rights and a form of abuse, and governments and organizations must prioritize the well-being of children and provide them with safe and supportive environments where they can thrive.*

The "Stolen Generations" refers to a dark chapter in the history of several countries, including Australia, Canada, and the United States. The term describes the forced removal of Indigenous children from their families and communities, with the aim of assimilating them into the dominant culture.

While this practice has been widely discussed in these countries, it is less well-known that similar policies were also implemented in Finland.

The Stolen Generations of Finnish children occurred primarily in the 20th century, from the 1920s until the 1980s. The policy was based on the assumption that Finnish children were better off living with non-Finnish families, where they could learn better hygiene, receive proper nutrition, and learn the dominant language. This policy was enforced through a series of laws, most notably the Child Welfare Act of 1937. Under this act, the state had the power to remove children from their families if it was deemed to be in their "best interest."

The children who were taken from their families were often sent to institutions or foster homes, where they were stripped of their language, culture, and traditions. Many of these children suffered abuse, neglect, and discrimination. They were often denied contact with their families and communities, which caused significant trauma and loss of identity. The Finnish government's policy of assimilation was a deliberate attempt to erase the identity of Indigenous peoples and replace it with the dominant culture.

It is estimated that at least 25,000 Finnish children were taken from their families during this period, though the actual number is likely much higher. Many of these children were never reunited with their families, and their descendants continue to suffer the effects of the policy to this day. The Finnish government has apologized for the policy, and in 2017, a Truth and Reconciliation Commission was established to investigate the impact of the Stolen Generations on Indigenous communities.

The Stolen Generations of Finnish children are an important reminder that colonialism and cultural assimilation have far-reaching and devastating consequences. The legacy of this policy is still felt today, as Indigenous communities continue to struggle with the loss of their language, culture, and traditions. It is essential that we acknowledge the harm that has been done and work towards reconciliation, so that these communities can heal and reclaim their identity. The stories of the Stolen Generations must be told and remembered so that we can learn from the past and build a more just and equitable future.

Today, the organized isolation of children in institutions can be considered a violation of their human rights and a form of abuse. Such isolation can have negative impacts on children's physical, emotional, and psychological well-being, and can hinder their development and growth. Children have a right to be protected from all forms of neglect, abuse, and exploitation, including social isolation.

In 1989, the United Nations Convention on the Rights of the Child was adopted, which recognizes that children have the right to grow up in a family environment, with access to education, healthcare, and protection from harm. The Convention also recognizes that institutionalization should only be used as a last resort and for the shortest period of time possible.

Furthermore, the International Criminal Court (ICC) has recognized the "enforced disappearance" of persons as a crime against humanity. Enforced disappearance includes situations where children are taken from their families and placed in institutions where they are isolated from society and denied contact with their families and communities.

It is generally recognized that the institutionalization of children should only be used as a last resort and for the shortest period of time possible.

It is important to note that in many Finnish cases, children are placed in institutions for their own protection or for other reasons related to their well-being. However, it is generally recognized that institutional care should be a temporary measure and that efforts should be made to reunite children with their families or to place them in alternative care arrangements as soon as possible.

The institutionalization of children should be approached with caution and should only be used when it is necessary for the well-being of the child. Any decision to place a child in an institution should be made with due regard for the best interests of the child, and efforts should be made to ensure that children are not separated from their families for extended periods of time.

The organized isolation of children in institutions can be considered a serious offense against humanity and a violation of their human rights. It is important for governments and organizations to prioritize the well-being of children and provide them with safe and supportive environments where they can thrive.

## 41. Ten-Point Plan

*This section discusses the steps that social workers who abduct children take to control them, causing severe emotional consequences for both the children and their families. These steps include emotional manipulation, separation from parents, the use of medication, and the implication that the children are mentally ill. The section concludes by emphasizing the need to prevent such heinous acts and protect vulnerable children from these state crimes.*

Based on our case, the abduction of a child is one of the most heinous crimes that one can commit, and it is especially appalling when the perpetrators are social workers who are supposed to protect children. Unfortunately, such incidents have occurred, and the emotional toll on the children and their families is significant.

The abduction of children by social workers is a terrible crime, and the social workers who commit such acts often take several steps to control the children. These steps can have severe emotional consequences for the children and their families.

The first step that the social workers take is to create emotional expressions in the children through misleading and inciting. The social workers responsible for these abductions separate the children from their parents, often under the guise of protecting them from alleged abuse or neglect.

The separation itself is the second step, and this is often done under the guise of protecting the children from abuse or neglect. However, this separation can cause trauma and emotional distress, both for the children and their parents.

The third step is the trauma that the children experience as a result of the separation. This trauma can have long-lasting effects on the children's mental health and well-being, and may even require the involvement of psychologists



and psychiatrists in the name of helping the children deal with their emotions and providing therapy to help them cope with the trauma of being separated from their parents.

The involvement of these professionals is the fourth step, and they may be brought in to help the children deal with their emotions and provide therapy to help them cope with the trauma. However, these persons are in line with social workers to control the children.

The social workers responsible for the abduction may later claim that the children are mentally ill, which is the fifth step. They may even suggest that mental illness runs in the family, which can be a ploy to further control the children and alienate them from their parents.

The sixth step is to make the parents feel that they are responsible for the children's alleged mental illness, which can further separate the children from their parents.

The seventh step is to have the children start taking medicine. This medication can have adverse side effects and can lead to further separation from the parents, as the children may be placed in foster care or other institutions.

The eighth step is the complete separation of the children from their parents. This can be done through the legal system, and the children may be placed in foster care or other institutions for an extended period.

The ninth step is to imply that the children are alienated and hostile to their parents. This can create an unbridgeable gap between the child and their parents, making it difficult for them to reestablish a relationship.

Finally, the tenth step is to create an unbridgeable gap between the parents and children. This can be done through legal proceedings, counseling, and other means, and can make it difficult for the children to ever reunite with their parents.

As a result of these steps, the children feel that they have lost the love of their relatives, which is the eleventh and final step. This can cause severe emotional distress and long-lasting damage to the children's mental health and well-being.

In conclusion, the social workers who abduct children often take several steps to control the children, including emotional manipulation, separation

from parents, and the use of medication. These steps can have severe emotional consequences for the children and their families, and it is essential to prevent such heinous acts and protect vulnerable children from such crimes.

## 42. Swapping Concepts and Vague Statements

*This section discusses the issue of social workers engaging in unethical practices in documentation, such as swapping concepts or using vague statements, which can have significant implications for vulnerable individuals and families. These practices can lead to the separation of families, long-term trauma for children, and a lack of trust in the child welfare system. There are many reasons why social workers may engage in this unethical practice, including motivation to meet targets or a lack of ethical standard. It is crucial to uphold the ethical principles of the social work profession to ensure that families are treated fairly, and children's safety and well-being are protected.*

The role of social workers in ensuring the safety and well-being of vulnerable individuals and families is critical. However, in Finland, social workers have been found to engage in unethical practices, such as fabricating and falsifying information by swapping concepts or using vague statements. This section will explore the implications of this unethical practice and discuss ways to address this issue.

Some social workers engage in unethical practices by swapping concepts or using vague statements in their reports. For example, social workers may write reports stating that children in foster care have suffered from trauma and are developing psychological problems. However, they fail to acknowledge that the trauma was caused by their actions of removing them from their families. This omission can impact the decisions made about the children's future placement and the level of services they receive.

The implications of this unethical practice are significant. It can lead to the separation of families, long-term trauma for children, and a lack of trust in the child welfare system. Families may feel unfairly targeted and that their

voices are not being heard. This can lead to a breakdown in the relationship between social workers and families, making it difficult for families to access support and services. More seriously, these families might be blamed for children's trauma when these documents are accumulated and decisions are made on them.

There are many reasons why Finnish social workers may engage in this unethical practice. One reason may be the motivation to fill vacancies in foster families or institutions. Another reason may be a lack of ethical standards, which can be an obstacle for these social workers to provide the necessary services to families in need. Additionally, some social workers may hold biases or stereotypes about certain families, leading them to falsify or fabricate information to support their preconceived notions.

The practice of social workers fabricating and falsifying information by swapping concepts or using vague statements is unethical and can have serious consequences for families and children involved in the child welfare system. Due to this problem, families are not treated fairly, and children's safety and well-being are not truly protected.

## 43. Liars Govern

*The section discusses the prevalence of political lying, its negative impact on society, and possible reasons for politicians resorting to lying. Political lying can erode public trust in government institutions, make meaningful debates difficult, and have a range of impacts, such as polarization and disinformation. Politicians may lie due to ambition, self-interest, the desire to manipulate public opinion or fear of consequences, and cultural/societal factors. The section concludes by emphasizing the importance of vigilance and critical evaluation of information to avoid falling prey to political deception.*

Lying is a common occurrence in politics and social life, and it has a significant impact on the functioning of government and social life. The term "political liar" refers to politicians and other officials who deliberately deceive the public for their own political or economic gains. The problem of political lying has become increasingly widespread in recent years, and it poses a significant threat to the stability and integrity of the political system.

One of the most significant problems with political lying is that it erodes public trust in government institutions. When politicians lie, it creates a sense of cynicism and mistrust among the public. Citizens begin to feel that their leaders and officials are not acting in their best interests, and they become less engaged in the political process. This, in turn, leads to a decline in voter turnout, as people become disillusioned with the idea of participating in a system they perceive as corrupt.

Another problem with political lying is that it makes it difficult to have meaningful debates about important issues. When politicians lie, it becomes challenging to have productive discussions about policy, as everyone is working from different sets of assumptions and facts. This, in turn, can lead

to a breakdown in the democratic process, as citizens become unable to make informed decisions about the issues that affect their lives.

Political liars can use a variety of means and instruments to deceive the public and achieve their goals. Here are some of the most common tactics that political liars may use:

1. **Misleading or False Statements:** One of the most straightforward tactics used by political liars is simply to make false or misleading statements. They may make claims that are not supported by evidence, or they may twist the truth to suit their own purposes.
2. **Cherry-Picking Facts:** Politicians may selectively choose certain facts or statistics to support their arguments while ignoring others that contradict their position. This can create a distorted view of the situation and mislead the public.
3. **Fear-Mongering:** Another common tactic used by political liars is fear-mongering. They may exaggerate or fabricate faults of child families in order to rally support for their policies.
4. **Gaslighting:** Gaslighting is a tactic used by political liars to manipulate the perception of reality. They may deny or distort the facts, creating confusion and making it difficult for people to know what to believe.

In conclusion, political liars can use a range of means and instruments to deceive the public and advance their own interests. They may make false or misleading statements, cherry-pick facts, resort to fear-mongering or use gaslighting. It is important for individuals to remain vigilant and critically evaluate the information they receive in order to avoid falling prey to political deception.

There are many reasons why liars may be attracted to positions of power and may end up governing. Here are a few possible explanations:

1. **Ambition:** Many politicians are driven by a desire for power and recognition. In their quest to achieve their goals, they may be willing to do whatever it takes, including lying and deceiving, to get ahead.
2. **Protection of self-interest:** In some cases, politicians may lie to protect their own interests, such as maintaining their power or advancing their

careers. They may see lying as a means to an end, rather than an ethical or moral issue.

3. **Manipulation of public opinion:** Some politicians may lie to manipulate public opinion and gain support for their policies or positions. They may believe that the end justifies the means, and that lying is an acceptable tactic if it helps them achieve their goals.
4. **Fear of consequences:** Politicians may lie because they fear the consequences of telling the truth. They may worry that the truth will damage their reputation or cause them to lose support, so they may choose to lie instead.
5. **Cultural and societal factors:** In some cultures and societies, lying may be seen as a necessary part of politics. Politicians may feel pressure to conform to these norms and may view lying as an acceptable way to navigate the political landscape.

Political lies can have a range of influences on individuals and society as a whole. Here are some of the key ways in which political lies can have an impact:

1. **Erosion of Trust:** One of the most significant impacts of political lies is the erosion of public trust in government institutions. When politicians lie, it can create a sense of cynicism and skepticism among the public. People may begin to feel that their leaders are not acting in their best interests, which can lead to a decline in confidence in the democratic process.
2. **Polarization and Divisiveness:** Political lies can also contribute to polarization and divisiveness within society. When politicians lie, it can lead to a breakdown in civil discourse and make it difficult to have productive conversations about important issues. This can further exacerbate existing divisions within society and make it harder to find common ground.
3. **Disinformation and Misinformation:** Political lies can contribute to the spread of disinformation and misinformation, particularly in the age of social media. False or misleading claims can quickly go viral and be shared widely, leading to confusion and misunderstanding about important issues.

4. **Distrust of Science and Expertise:** Political lies can also contribute to a general distrust of science and expertise. When politicians make false or misleading claims about issues such as climate change or public health, it can lead to a broader skepticism about the value of expertise and scientific research.
5. **Normalization of Lying:** When political lying becomes normalized, it can create a dangerous precedent for future leaders. If lying is seen as an acceptable part of political discourse, it can make it easier for future leaders to justify their own dishonesty.
6. **Lack of Accountability:** When politicians are allowed to lie without consequence, it can create a sense of impunity and lack of accountability. This can make it more difficult to hold politicians responsible for their actions and create a sense of cynicism and disillusionment among the public.
7. **Decreased Civic Participation:** When people lose faith in the democratic process and feel disillusioned with their political leaders, they may be less likely to engage in civic participation, such as voting or participating in public protests. This can lead to a sense of apathy and disengagement, further eroding the foundations of democracy.
8. **Cynicism and Skepticism:** When political lying becomes the norm, it can create a sense of cynicism and skepticism among the public. People may begin to feel that their leaders are not acting in their best interests, which can lead to a decline in confidence in the democratic process.

The impacts of political lies can be far-reaching and damaging. They can erode public trust, contribute to polarization and divisiveness, spread disinformation and misinformation, and create a general distrust of science and expertise. It is important for leaders to act with honesty and integrity and to prioritize the well-being of their constituents above their own personal gain.

So, what can be done to address the problem of political lying? One solution is to increase transparency and accountability in government. This can be achieved through measures such as open records laws, campaign finance disclosure requirements, and independent oversight bodies. Another solution is to promote media literacy and critical thinking skills among



citizens. By helping people to identify and evaluate sources of information, we can help them to make informed decisions and reduce the impact of political lies.

In conclusion, the problem of political lying is a significant challenge that must be addressed if we are to maintain a healthy democracy and a vibrant social fabric. By promoting transparency and accountability in government and by promoting media literacy and critical thinking skills among citizens, we can begin to reduce the impact of political lies and build a more honest and trustworthy political system.

## 44. Gangster Logic

*The section discusses the practices of some Finnish social workers in the child protection system, based on a set of gangster logic that involves violating due process by abducting children from their families without factual basis. This violates the principles of due process and the rule of law, and can lead to psychological trauma for the children. The trauma of being taken from their families can also lead to psychological issues such as depression, anxiety, and PTSD. Additionally, children in foster care may experience abuse, neglect, and sexual harassment, while parents may experience financial hardship and feelings of helplessness. The section calls for accountability for social workers and respect for the rights of the accused.*

Nominally and theoretically, social workers are an essential part of the child protection system. They are entrusted with the task of safeguarding children from neglect, abuse, and exploitation. Armed with overreaching powers according to some authoritarian legislated child protection laws, Finnish social workers were broadly reported violating due process by abducting children who do not need foster care from their families without factual basis. Such practices were established on a set of gangster logic. This section examines the practices of Finnish social workers that have been based on gangster logic and how they have negatively impacted the lives of children.

### Gangster logic

Gangster logic refers to a set of practices that are often employed by individuals or groups who use coercion, manipulation, or intimidation to achieve their goals. In the context of social work in Finland, gangster logic is manifested in the ways that some social workers violate due process by

abducting children who do not need foster care from their families without factual basis.

This gangster logic is a violation of the legal principle of innocence until proven guilty. In most legal systems, the burden of proof is on the accuser to provide evidence that supports their claim. However, in some cases, Finnish social workers do not provide any evidence to prove their claims of abuse or neglect. Instead, they simply claim that the parents are abusive, and the parents are forced to prove that they are innocent.

This approach undermines the principles of due process and the rule of law. It is unethical and violates the basic rights of the accused. It also places a heavy burden on parents who are already facing a difficult situation. Parents are forced to defend themselves against unfounded accusations, often without the resources or support they need to do so.

Furthermore, this gangster logic is often enabled by a collusion between social workers and the judiciary. Judges often rely heavily on the recommendations of social workers, and they may be reluctant to question the validity of their claims. This collusion makes it difficult for parents to get justice for their children and further undermines due process.

Gangster logic in Finnish social work is a serious problem that undermines the principles of due process and the rule of law. Such Finnish Social workers must be held accountable for their actions and must provide evidence to support their claims of abuse or neglect.

Additionally, the Finnish judiciary must ensure that the rights of the accused are protected, and that justice is served in a fair and impartial manner.

## Psychological trauma

Psychological trauma is a serious issue that affects many Finnish children who are taken from their families and placed in foster care. These children often experience a range of negative emotions, such as anxiety, depression, and feelings of isolation and alienation. They may feel abandoned, neglected, and unloved, and may struggle to form healthy relationships in the future. The trauma of being taken from their families can also lead to psychological issues such as depression, anxiety, and posttraumatic stress disorder (PTSD). This

trauma can have long-lasting effects on the child's mental and physical health, and can make it difficult for them to form healthy relationships and achieve their full potential.

One of the ways that Finnish social workers contribute to this trauma is by conspiring with psychologists and psychiatrists to administer large doses of medication to the children. These drugs are often forced upon the children, and they are punished if they do not comply. This practice violates the rights of the child to make decisions about their own health, and can have serious negative effects on their physical and mental health.

Additionally, children who are placed in foster care often experience a sense of isolation and disconnection from society. They are taken away from their families, friends, and communities, and placed in unfamiliar environments with strangers. This sense of disconnection can exacerbate feelings of anxiety and depression, and make it difficult for children to form healthy relationships and achieve their full potential.

Unfortunately, many Finnish children in foster care have also experienced sexual harassment and abuse. This can further exacerbate feelings of isolation and trauma, and can make it difficult for children to trust others or form healthy relationships.

Psychological trauma is a serious issue that affects many children who are taken from their families and placed in foster care. Finnish Social workers and other professionals who work with these children must be aware of the potential for trauma, and take steps to mitigate its effects. This may include providing counseling and support services to the children, as well as working to ensure that their rights and autonomy are respected. Additionally, efforts must be made to address the root causes of child welfare issues, such as poverty, neglect, and abuse, in order to prevent the need for children to be placed in foster care in the first place.

### Other harmful effects on children and their parents

In Finland as well as in other countries with similar authoritarian child protection practices, the harmful effects on victimized children and their

parents as a result of unlawful child protection actions by social workers are numerous and devastating.

In addition to immense emotional trauma and distress, the children may be subjected to abuse and neglect in foster care. In Finland, many children in foster care are at a higher risk of being sexually abused or raped, leading to further psychological damage and trauma. They may also be overmedicated with large doses of medication, as social workers conspire with psychologists and psychiatrists to continue administering drugs to the children, even if they do not need them.

For the parents, the experience of having their children taken away without a factual basis is also a traumatic and distressing one. They may feel helpless, angry, and betrayed by a system that is supposed to protect their children. It can also lead to financial hardship, as they may have to pay for legal fees and other costs associated with fighting to get their children back.

The harmful effects on victimized children and their parents as a result of unlawful child protection actions are devastating and far-reaching. Social workers and other professionals involved in the child welfare system must be held accountable for their actions, and changes must be made to prioritize the best interests of the child and ensure that families are not unfairly targeted or victimized.

### Profit over purpose

Profit over purpose is a disturbing trend that has emerged in the Finnish foster care system. While social workers are supposed to help children who really need it, some have become more focused on making profits for themselves and the foster care sector. This shift in focus is a violation of the ethical code of social workers, and is against the best interest of the child. However, this unethical practice was justified by Finnish child protection law and such social workers might act beyond ethical shame.

One of the ways that Finnish social workers may prioritize profits over purpose is by placing children in foster care unnecessarily. This may occur when social workers remove children from their families without a factual basis or without properly assessing the child's needs. This can result in

children being placed in foster care when it is not necessary, simply to maintain the business chain and generate profits.

Additionally, Finnish social workers may prioritize profits by placing children in substandard foster homes or institutions. These homes may not provide adequate care or support for the children, and may be more concerned with generating profits than providing quality care. This can result in children being subjected to neglect, abuse, and other forms of mistreatment.

Moreover, the collusion of Finnish social workers with psychologists and psychiatrists to administer large doses of medication to the children for extended periods of time is a violation of the child's right to appropriate medical treatment. Such practices can lead to an increase in the profits of pharmaceutical companies and the foster care sector.

Social workers have a responsibility to prioritize the best interest of the child over profits. They must ensure that children are only placed in foster care when it is necessary, and that they are placed in homes and institutions that provide adequate care and support. Furthermore, social workers must avoid practices that prioritize profits over the health and wellbeing of the children, and must strive to ensure that children receive appropriate medical care. Only by doing so can we ensure that the foster care system is truly serving the needs of the children it is meant to protect.

### Social workers' liability

Finnish Social workers have a great deal of responsibility and power when it comes to the lives of the children and families they work with. When they abuse this power, violate the law, or engage in unethical behavior, they may be subject to legal liability, including criminal liability and punishment.

One of the most significant ways that social workers can be held liable is through criminal charges. For example, if a social worker is found to have knowingly or recklessly removed a child from their family without a valid reason, they may be charged with kidnapping or false imprisonment. Similarly, if a social worker is found to have physically or sexually abused a child in their care, they may be charged with assault or sexual assault.

In addition to criminal charges, social workers may also face civil liability. For example, if a social worker is found to have violated a family's constitutional rights or breached their duty of care to a child, they may be sued for damages. This could result in the social worker and their employer being required to pay financial compensation to the family or child.

Moreover, social workers may face disciplinary action from their professional bodies, such as having their license suspended or revoked. This may occur if a social worker is found to have engaged in unethical behavior, violated professional standards, or failed to adhere to the laws and regulations governing their profession.

In severe cases, social workers may also face imprisonment if they are found guilty of criminal charges. This may occur if a social worker is found to have engaged in serious criminal behavior, such as child abuse, and is convicted of the charges brought against them.

In sum, social workers have a great deal of responsibility and power when it comes to the lives of the children and families they work with. When they engage in unethical or illegal behavior, they may face criminal charges, civil liability, and disciplinary action from their professional bodies. It is important for social workers to understand their legal and ethical obligations and to adhere to them at all times to protect the best interests of the children and families they work with.

## 45. Abnormal Personality of Social Workers

*This paper explores the abnormal personality traits exhibited by some social workers in the field of child protection, with a focus on the Finnish context. Abnormal personality traits may include a lack of empathy, a sense of entitlement, and a need for control. These traits can lead to unethical behavior, such as fabricating meeting materials, using unethical means to obtain confessions, and administering psychotropic drugs not in line with the Pharmacopoeia for children. The pressure to achieve positive outcomes and personal issues such as a history of trauma or abuse can contribute to the development of abnormal personality traits in social workers. The consequences of such behaviors can be significant and undermine the trust of families and the public in the child protection system. Addressing these issues through training, support, and ethical guidelines can work towards a more just and empathetic child protection system.*

Social workers in the field of child protection play a critical role in ensuring the well-being of vulnerable children. However, in recent years, there have been concerns about the abnormal personalities and psychological barriers exhibited by some social workers in this field. These social workers, instead of acting in the best interest of the children and families they serve, seem to have developed anti-human and anti-humanitarian characteristics, engaging in behavior that goes beyond the scope of their professional responsibilities and violates the rights of parents and children alike. These behaviors can have serious consequences for the children and families they work with, as well as for the reputation of the child protection system as a whole. In this paper, we will review the literature on the abnormal personality of some social workers in the field of child protection, with a particular focus on the Finnish context.



## Abnormal Personality Traits in Social Workers

Studies have shown that social workers in the field of child protection may exhibit certain abnormal personality traits that can lead to unethical behavior.<sup>9</sup> These traits may include a lack of empathy, a sense of entitlement, and a need for control. For example, social workers may view themselves as the only ones who know what is best for the child and disregard the opinions and feelings of the family. This lack of empathy can lead to behaviors such as fabricating meeting materials and using unethical means to obtain confessions.

The pressure to achieve positive outcomes in child protection cases can also contribute to the development of abnormal personality traits in social workers. Studies have shown that social workers may experience significant stress and burnout due to the nature of their work, which can lead to a confirmation bias.<sup>10</sup> This bias can lead to a distortion of the parents' words and meanings, making it easier to justify removing the children from their homes.

Other factors that may contribute to the development of abnormal personality traits in social workers include personal issues, such as a history of trauma or abuse.<sup>11</sup> Social workers with a need for validation and approval may use unethical methods to achieve positive outcomes and gain recognition from their peers.

## Consequences of Abnormal Personality Traits in Child Protection

The abnormal personalities and unethical behaviors exhibited by some social workers in the field of child protection have serious implications for the well-being of children and families involved in the child protection process. These

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<sup>9</sup> G. Mackenzie. 2015. Understanding the abnormal personality in child protection social work. *Journal of Social Work Practice*, 29(4), 427-439.

<sup>10</sup> T. Bodaar, & J. Klok. 2019. Stress and burnout among child protection social workers: A review of the literature. *Child and Family Social Work*, 24(1), 11-19.

<sup>11</sup> B. Larsson. 2019. Psychological abuse in child protection – a review of research. *Nordic Social Work Research*, 9(3), 233-244.

behaviors not only violate the principles of social work ethics but also erode the trust and integrity of the child protection system. It is imperative that these issues are addressed and rectified to ensure that child protection work is carried out in a fair, transparent, and evidence-based manner, with the best interests of children and families at the forefront of all decision-making processes.

One glaring issue with some social workers in the field of child protection is their propensity to fabricate meeting materials to persecute parents. Instead of conducting thorough investigations and basing their decisions on objective evidence, these social workers resort to dishonesty, creating false documents and misleading information to build cases against parents. This not only undermines the integrity of the child protection process but also violates the rights of parents to a fair and unbiased assessment of their situation.

Furthermore, some social workers engage in despicable means to defraud children's confessions as evidence. This can involve coercive techniques, such as pressuring or intimidating children into making statements that support the social worker's preconceived notions or agenda. This unethical practice not only violates the rights of the children but also compromises the accuracy and reliability of the evidence used in child protection cases.

In addition, some social workers rely heavily on hearsay and subjective opinions from third parties, such as neighbors, teachers, curators, and hobby instructors, to make decisions about child protection cases. This is a concerning practice as it lacks objectivity and impartiality, and can lead to biased and unfair decisions that may have detrimental consequences for families. It also goes against the fundamental principle of social work, which is to base interventions on evidence-based practice and respect for the individual's rights and autonomy.

Distorting the words and meanings of children's parents is another alarming behavior exhibited by some social workers in the field of child protection. Instead of actively listening to and understanding the perspectives of parents, these social workers twist their words and take them out of context to suit their own narrative. This not only violates the principles of fairness and transparency but also erodes trust between social workers and parents, hindering the effectiveness of the child protection process.

Additionally, some social workers resort to threatening parents by making false and exaggerated claims that children will be abused or killed by their parents if they come into contact with them. This unethical practice is not only fear-mongering but also lacks evidentiary support, and can cause unnecessary distress and trauma to parents and children alike. It creates an unhealthy power dynamic between social workers and parents, where parents may feel coerced into compliance out of fear, rather than through informed consent and collaboration.

Furthermore, the administration of psychotropic drugs to children without proper adherence to the Pharmacopoeia is a grave violation of professional ethics and best practice.<sup>12</sup> Social workers are not qualified to prescribe or administer medication, and such actions pose serious risks to the health and well-being of children. The misuse of psychotropic drugs without appropriate medical supervision can lead to adverse effects, including physical, emotional, and cognitive harm.

## Conclusion

The abnormal personalities and unethical behaviors exhibited by some social workers in the field of child protection in Finland are a cause for concern. These behaviors, such as fabricating meeting materials, defrauding children's confessions, relying on hearsay, distorting parental words, making false threats, and administering psychotropic drugs without proper adherence to the Pharmacopoeia, violate the principles of social work ethics and compromise the integrity of the child protection process. It is crucial that these issues are addressed and rectified through proper oversight, training, and accountability measures to ensure that child protection work is carried out in a professional, ethical, and lawful manner, with the best interests of children and families as the guiding principle. It is essential to prioritize the well-being and rights of all individuals involved in the child protection system and uphold the highest standards of professional conduct among social workers to promote a just and equitable child protection process.

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<sup>12</sup> Mackenzie 2015.

## 46. Incompetent Finnish Child Protection

*This section examines the challenges faced by Finnish social workers in providing unbiased and impartial care for their clients. Based on an analysis of existing literature, the section argues that Finnish social workers were undertrained, leading to a lack of expertise in child-rearing and a reliance on institutional care. Additionally, Finnish social workers often had a hidden agenda to push certain social policies on their clients, resulting in negative consequences. Finally, the section suggests that Finnish social workers frequently made decisions unilaterally without consulting their clients or relevant stakeholders, which limited the choices available to parents and stranded children in institutions.*

### Introduction

Social work is a critical field that seeks to address the social, emotional, and psychological needs of individuals, families, and communities. Finnish social workers are trained to provide support, care, and assistance to vulnerable populations. However, there have been concerns about the quality of care provided by Finnish social workers. This section seeks to analyze some of the challenges faced by Finnish social workers in providing unbiased and impartial care for their clients.

### Undertrained Social Workers

Finnish social workers have been criticized for being undertrained, which makes them less able to provide unbiased and impartial care for their clients. According to a report by the European Committee of Social Rights, Finland has not provided sufficient training for social workers to meet the needs of

their clients. The report highlighted that social workers in Finland lack knowledge in child-rearing and family dynamics, which makes them less able to support parents and children. Additionally, Finnish social workers have been found to lack knowledge of social policies, which has led to a lack of awareness of how social policies impact their clients.

### Pushing Certain Social Policies on Clients

Finnish social workers' agenda to push certain social policies on their clients, regardless of the consequences, has also been a significant issue. This agenda has led to the exclusion of some parents and children from services and support. According to a study by Annamari Tuori, Finnish social workers tend to prioritize social policies over the needs and interests of their clients. Social workers often seek to implement policies that promote institutional care rather than supporting parents who prefer to raise their children in a home environment. This preference for institutional care has often led to negative consequences for children involved, including detachment issues, developmental delays, and a lack of individual attention.

### Lack of Expertise in Child-Rearing

Finnish social workers' lack of expertise in child-rearing has also been a significant challenge. According to a study by Eeva Timonen, Finnish social workers tend to rely more on institutional care than home care, which is contrary to the best interests of children. Additionally, social workers lack knowledge about how to support parents in raising their children, resulting in a lack of support for parents who prefer to raise their children in a home environment. This lack of support has often led to parents being forced to rely on institutional care, which has negative consequences for children.

### Unresponsive Social Workers

Finnish social workers' unresponsiveness to the needs of their clients has been another critical challenge. According to a report by the European Committee

of Social Rights, Finnish social workers have been found to be frequently unresponsive to the needs of their clients. The report highlighted that social workers in Finland tend to work in silos, without consulting other stakeholders, including clients and family members. This lack of consultation has led to a lack of understanding of the needs of clients, which has made it difficult for them to get the support they need.

### Biased Against Parents

Finnish social workers' bias against parents who do not use institutional care has limited the choices available to parents and resulted in children being stranded in institutions. According to a study by Annamari Tuori, Finnish social workers tend to be biased against parents who prefer home care over institutional care. Social workers often view these parents as neglectful or unable to provide adequate care for their children, despite evidence to the contrary. This bias has resulted in limited options for parents who wish to raise their children in a home environment, leading to an overreliance on institutional care and a lack of support for families who want to stay together.

### Unilateral Decision-Making

Finally, Finnish social workers' unilateral decision-making has been a significant challenge. According to a study by Eeva Timonen, Finnish social workers often make decisions without consulting their clients or relevant stakeholders. This approach has led to a lack of transparency in decision-making, which has made it difficult for clients to understand why certain decisions are being made. Additionally, this unilateral approach has limited the choices available to clients and has sometimes resulted in negative consequences for them.

### Conclusion

Finnish social workers face several challenges in providing unbiased and impartial care for their clients. These challenges include a lack of training in

child-rearing and family dynamics, an agenda to push certain social policies on their clients, a bias against parents who prefer home care over institutional care, and a tendency towards unilateral decision-making. Addressing these challenges will require significant investments in training and support for social workers, as well as a willingness to re-examine social policies and approaches to care. Ultimately, the goal should be to ensure that Finnish social workers are able to provide the best possible care for their clients, without bias or hidden agendas.

## 47. Anti-Humanity, and Anti-Humanism

*The section discusses the concerns about some social workers in child protection agencies in Finland who have been working in an authoritarian way, disregarding due process, factual basis, and legal requirements, and removing children from families without sufficient justification. This violates the fundamental human rights of children and their families and reflects a lack of empathy and respect for their diverse cultural and socio-economic backgrounds. The section advocates for a more holistic and inclusive model of child protection rooted in advocacy, prevention, cultural sensitivity, and trauma-informed care. It emphasizes the need for social workers to consider the emotional impact of removing a child from their family, respect their cultural background and family characteristics, abide by due process, and prioritize the well-being and safety of the children they serve.*

Theoretically, child protection agencies in Finland are established to ensure the safety and well-being of children who are at risk of abuse, neglect, or maltreatment. Social workers in these agencies play a crucial role in identifying and responding to child protection concerns. As social beings, children rely on connections with their families and communities for their social, emotional and psychological development.

However, the reputation of Finland's child welfare system has been controversial since the changes in the social welfare and child welfare laws in 2015. Prior to these changes, there were already concerns about the arbitrary behavior of child welfare workers, despite the legislative changes in 2008 and 2011. The situation worsened after the government's proposal in 2014, which compelled municipalities to implement any demands of child welfare officials, including religious organizations' involvement in child protection. This allowed the influence of religious organizations to dominate



the decisions of the child welfare system. Many child welfare workers in Finland hold religious beliefs, leading to a clash between the "god's law" and "state law," which has compromised the principles of democracy and human rights. The child welfare system has undermined the separation of powers, a fundamental principle of western democracy.<sup>13</sup>

The failures and problems with the child protection system in Finland. Despite having a child protection law in place for six years, citizens are dissatisfied with the reporting system, and many have called for protection from indifferent and law-breaking officials. Instead of addressing these concerns, the government has focused on increasing surveillance of citizens and has failed to propose solutions for the issues faced by the people. The lack of accountability and effective legal recourse for victims is a significant problem, and government officials are not held responsible for their actions. There is a necessity for changes in the child protection system and greater public scrutiny to ensure officials are working in the best interest of the children.<sup>14</sup>

Therefore, some social workers in Finland have been working in an authoritarian way, disregarding due process, factual basis, and legal requirements, and removing children from families without sufficient justification. Their actions not only violate the fundamental human rights of children and their families, but also reflect a lack of empathy and respect for the diverse cultural and socio-economic backgrounds of those they serve. Such actions are not only against human beings but also against humanity and humanism.

The first concern about the authoritarian actions of some social workers in child protection agencies is that they do not differentiate between human beings and captive animals. They treat children as mere objects to be moved from one place to another without any consideration for their social nature. Children are not machines that can be switched off and on or transferred from one environment to another without any regard for their emotional well-being.

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<sup>13</sup> Mclachlan, Warren William. 2015. *The Dark Side of Finland*. CreateSpace Independent Publishing Platform; 5th edition.

<sup>14</sup> Ikonen, Leeni. 2014. *Vihanpidon sijaan voisi Oulussakin syntyä aito kohtaaminen. Virkamiehet kansalaisten jatkona suojelevaa muuria vahvistamaan?*

Children have a right to be treated with dignity and respect, and social workers must act in accordance with this principle.

The second concern is that authoritarian social workers ignore the emotional factors of family life. The actions of some social workers in child protection agencies towards children and families are indeed against humanity, as they ignore or disregard the emotional factors involved in family life. Children rely on their families for emotional support, and removal from their homes is often a shattering experience that can cause long-lasting psychological harm. Removing a child from their family can be a traumatic experience that can have long-lasting effects on the child's emotional well-being. Social workers must consider the emotional impact of removing a child from their family and ensure that the decision to do so is based on factual evidence and not on personal bias or unfounded assumptions.

To protect the emotional and psychological well-being of children and promote social justice, child protection practices should be rooted in advocacy, prevention, cultural sensitivity, and trauma-informed care. This requires a fundamental shift in the approach to child protection, towards a more holistic and inclusive model that seeks to support and empower families, rather than simply removing children from their homes.

The third concern is that authoritarian social workers disregard children's cultural background and family characteristics. Children are not isolated entities but are part of a wider family and cultural context. Social workers must consider the cultural background of the child and their family when making decisions about their welfare. This includes understanding the child's language, customs, and values and taking them into account when making decisions about their care.

Disregarding and neglecting children's cultural background and family characteristics is a violation of humanism, which values each individual's unique identity and promotes dignity, respect, and understanding towards others. Children's cultural identity and family background are critical aspects of their social, emotional, and psychological well-being, and should be prioritized when working with families and communities.

Child protection policies and practices should respect cultural diversity, especially in situations where removal of children from their homes is

necessary. Children should be placed with relatives or within their community as far as possible, ensuring that their cultural identity, language, and traditions are respected, honored, and embraced.

Child protection workers can be more effective when they have an understanding of the cultural values, beliefs, and practices of the families and communities they serve. They should also consider the unique strengths and challenges that different families and communities face, and work in partnership with them to develop culturally sensitive and appropriate plans to ensure the safety and well-being of their children.

It is imperative that social workers in child protection agencies abide by due process, provide factual basis, and have sufficient legal basis before removing children from their homes. They must also prioritize the well-being and safety of the children they are serving.

When considering the removal of a child from their home, social workers should follow established legal procedures and guidelines. This may include obtaining a court order, conducting a thorough investigation, and ensuring that the child's rights and welfare are protected throughout the process. It is important that social workers work collaboratively with families and other stakeholders to develop a plan for the child's care and support that is in the best interest of the child.

In addition to following due process, social workers should also rely on factual evidence when making decisions about removing a child from their home. This may involve conducting interviews with family members and other relevant parties, reviewing medical and educational records, and gathering other relevant information to ensure that their decision is well-informed and based on accurate information.

Finally, social workers should prioritize the well-being and safety of the children they serve above all else. This means taking appropriate action to protect children from abuse or neglect, while also respecting their rights and promoting their best interests. Social workers must be sensitive to the unique needs of each child and family, and work to provide support and resources that will help them achieve their goals and improve their overall well-being.

## 48. Hidden and Non-Typical Corruption

### Hidden corruption

*Corruption is a global issue that affects every country, including developed countries. Hidden corruption, defined as bribery, fraud, or other illegal activities that are not immediately evident, is prevalent in these countries and takes on many forms. Political corruption, corporate corruption, and social network corruption are some examples of hidden corruption in developed countries. In addition, covert corruption can involve implicit xenophobia, racism, and neglect towards foreign social groups, making it difficult to detect and address. Lack of transparency and accountability mechanisms in the Finnish government's child protection domain allows corruption to persist, leading to the loss of public trust and acceptance of the detrimental consequences of corruption.*

Corruption is a global problem that affects every country, regardless of their level of development. While some may believe that developed countries are immune to corruption, the reality is that hidden corruption is prevalent in these countries, and it takes on many forms. Hidden corruption is defined as acts of bribery, fraud, or other illegal activities that are not immediately obvious to the public or the government.

One of the most common forms of hidden corruption in developed countries is political corruption. This occurs when government officials abuse their power for personal gain, such as accepting bribes or engaging in nepotism. This type of corruption can have serious consequences for the functioning of a government, including the loss of public trust and a lack of confidence in the political system.

Another form of hidden corruption is corporate corruption. This involves businesses engaging in illegal activities to gain an advantage, such as tax evasion, insider trading, or violating environmental regulations. Corporate corruption can lead to unfair competition, harm to the environment, and a loss of public trust in businesses.

In addition to political and corporate corruption, hidden corruption can also manifest itself in social networks. This occurs when individuals exploit their connections to gain an unfair advantage, such as getting a job or promotion based on personal connections rather than merit. Social network corruption can be particularly damaging to society because it undermines meritocracy and promotes inequality.

Additionally, in developed countries, covert corruption can encompass officials shielding each other, implicit xenophobia, unspoken racism, capriciousness concealed within the legal system, and disregard and neglect towards foreign social groups, particularly when foreigners and lower-class citizens are implicated. These forms of hidden corruption can be particularly difficult to detect and address, as they are often deeply ingrained in societal norms and attitudes.

Transparency and accountability mechanisms are absent in the Finnish government's child protection domain. There is no effective independent oversight to scrutinize the actions of government officials and businesses, and they are not held responsible for their behavior. Corruption is allowed to persist, and the detrimental consequences of corruption are accepted.

### Non-typical corruption

*Non-typical corruption in developed countries refers to corrupt practices that are not commonly associated with corruption in these countries. These forms of corruption are often less visible and more subtle, making them more difficult to detect and address. Non-typical corruption can include influence peddling, regulatory capture, revolving door practices, and the manipulation of data and suppression of information. Such practices can erode public trust in government and institutions and have serious consequences for the public. A lack of transparency and accountability mechanisms, as well as a lack of a*

*culture of openness and access to information, can exacerbate the issue of non-typical corruption in developed countries.*

Non-typical corruption in developed countries refers to corrupt practices that are not commonly associated with corruption in these countries. These forms of corruption are often less visible and more subtle, making them more difficult to detect and address. Non-typical corruption can include influence peddling, regulatory capture, and revolving door practices.

Influence peddling is a form of corruption that involves using personal connections and influence to gain an unfair advantage. This can include hiring friends or family members for government positions or using personal connections to influence decision-making. Influence peddling can be particularly damaging because it undermines meritocracy and promotes inequality.

Regulatory capture occurs when regulatory agencies become beholden to the industries they are supposed to regulate. This can occur when industry insiders are appointed to regulatory positions, or when regulatory agencies are underfunded and understaffed. Regulatory capture can lead to lax enforcement of regulations, allowing industries to engage in illegal and harmful practices.

Revolving door practices occur when government officials move between government positions and private sector jobs, creating potential conflicts of interest. This can lead to a revolving door of influence and access, where government officials are incentivized to cater to the interests of their future employers rather than the public interest.

Non-typical corruption can also manifest itself in subtle ways, such as through the manipulation of data and the suppression of information. This can occur when government officials or businesses hide information or manipulate data to present a false narrative or to justify their actions. Such practices can have serious consequences for the public, including loss of trust in government and a lack of confidence in the information presented.

The issue of non-typical corruption in developed countries, such as the one observed in child protection in Finland, is a considerable concern that can manifest in various ways. Influence peddling, regulatory capture, revolving

door practices, and data manipulation are just a few examples of non-typical corruption that can occur in developed countries. There is a complete lack of transparency and accountability mechanisms and lack of a culture of openness and access to information.

#### Poisonous corruption covered by welfare

*The section discusses the difference between traditional corruption, which is more visible and includes acts of bribery and embezzlement, and hidden or non-typical corruption in developed countries, which can be more insidious and difficult to detect. Examples of this include regulatory capture and influence peddling, which can harm individuals and erode public trust in government and institutions. The section highlights the challenges in holding those responsible accountable for harm caused by hidden corruption, and cites the example of families persecuted by child protection agencies in Finland.*

Traditional corruption, such as acts of bribery, embezzlement, or kickbacks that are usually carried out in plain sight. Citizens are typically aware of these forms of corruption and can identify when they are being asked for bribes or when government officials are taking advantage of their position for personal gain.

However, hidden corruption and non-typical corruption in developed countries can be much more insidious. In these cases, citizens may not even be aware that they are being victimized by corrupt practices. Officials may use their power to manipulate systems and procedures in a way that benefits themselves or their associates, without the knowledge or consent of those affected.

For example, in the case of regulatory capture, industries can exert their influence behind the scenes, shaping regulations to benefit their interests while ignoring the public interest. Similarly, in the case of influence peddling, individuals may use their personal connections to gain advantages without the knowledge of others.

The consequences of hidden and non-typical corruption can be severe. In addition to the harm caused to individuals, these forms of corruption can erode public trust in government and institutions. When citizens are unsure of how decisions are being made or why certain outcomes are occurring, they may begin to question the legitimacy of their leaders and the systems in which they operate.

In general, although traditional corruption is more visible, it provides citizens with a greater sense of certainty. Conversely, hidden and non-typical corruption in developed countries can cause more extensive harm to individuals and institutions by eroding public trust.

If a person dies on the streets of a mafia-controlled city, the mafia could be held responsible. If a person's reputation, health and life are destroyed as a result of government persecution in a developed welfare state, it may be challenging to hold any particular individual or entity accountable for the harm caused, and this can have implications not only for the present generation but also for future generations. This is the situation in Finland when individuals and families are persecuted by child protection agencies.



## 49. State-Sanctioned Illegal Actions Against Children

*In many countries, child protection institutions are designed to safeguard children from abuse and neglect. However, some social workers abuse their power and remove children from their families without sufficient evidence, motivated by financial incentives. This practice causes significant harm to children and their families, leading to trauma, affliction, depression, and frustration. This section aims to explore the phenomenon of state-sanctioned illegal actions against children, particularly those perpetrated by child protection institutions, and the devastating consequences of such actions on the lives of children and their families. The section also analyzes the ethical and legal implications of this practice and proposes possible solutions to mitigate its harmful effects.*

Child protection institutions are established to safeguard children's rights and welfare and ensure that they grow up in a safe and nurturing environment. However, in some countries, child protection institutions have become a business chain, motivated by state subsidies and financial incentives, leading to state-sanctioned illegal actions against children. These actions are perpetrated by social workers who remove children from their families without solid evidence, causing significant harm to children and their families. Such illegal actions violate the children's rights and welfare, causing trauma, affliction, depression, and frustration, leading to long-term consequences. This paper aims to explore the phenomenon of state-sanctioned illegal actions against children, particularly those perpetrated by child protection institutions, and its devastating consequences on the lives of children and their families.

The practice of state-sanctioned illegal actions against children is not new, and it has been reported in many countries worldwide. In some cases, social workers remove children from their families based on assumptions, stereotypes, and biases without solid evidence, leading to significant harm to children and their families. For instance, in the UK, the "Baby P" case revealed how social workers failed to protect a 17-month-old child who was abused and neglected by his mother, her boyfriend, and their lodger. The social workers had visited the child 60 times but failed to recognize the signs of abuse, leading to the child's death. However, this case has also led to an increase in the number of children taken into care, leading to concerns about the overuse of child protection institutions.

In many countries, child protection institutions have become a business chain, where state subsidies and financial incentives motivate social workers to remove children from their families without solid evidence. This practice has led to a significant increase in the number of children taken into care, leading to concerns about the overuse of child protection institutions. For instance, in Norway, the "Barnevernet" case revealed how the child protection institution removed children from their families based on assumptions and stereotypes, leading to significant harm to children and their families. This case has led to international criticism of the Norwegian child protection system, with some countries warning their citizens not to travel to Norway with their children. Similarly, in Finland, there are thousands of children removed from their families annually in the name of "Lastensuojelu", arousing public outrage and international criticism. However, the Finnish government turns a blind eye to all these and continues the atrocities.

State-sanctioned illegal actions against children have significant consequences on the lives of children and their families. Children who are removed from their families suffer trauma, affliction, depression, and frustration, leading to long-term consequences, such as developmental delays, poor academic performance, and mental health issues. Moreover, such actions also affect the families of these children, leading to significant stress, anxiety, and financial difficulties.

State-sanctioned illegal actions against children violate children's rights and welfare and contravene international human rights conventions, such as

the United Nations Convention on the Rights of the Child. Moreover, such actions also violate the principles of natural justice and procedural fairness, leading to concerns about the ethical and legal implications of such actions. Therefore, it is imperative that child protection institutions adhere to strict ethical and legal guidelines to safeguard the children's rights and welfare and ensure that they are not subjected to state-sanctioned illegal actions. It is crucial that child protection institutions are transparent in their decision-making processes, provide solid evidence before removing children from their families, and ensure that children and their families are given a fair chance to present their case. Moreover, child protection institutions should be accountable and subject to regular monitoring and evaluation to ensure that they are operating within the ethical and legal framework.

To mitigate the harmful effects of state-sanctioned illegal actions against children, it is crucial that child protection institutions implement the following measures:

- 1) Adhere to ethical and legal guidelines and ensure that they are transparent in their decision-making processes.
- 2) Provide training to social workers to recognize the signs of abuse and neglect and ensure that they are culturally sensitive.
- 3) Ensure that children and their families are given a fair chance to present their case and that decisions are made in the best interest of the child.
- 4) Establish regular monitoring and evaluation mechanisms to ensure that child protection institutions are operating within the ethical and legal framework.
- 5) Increase public awareness about the negative consequences of state-sanctioned illegal actions against children and the importance of safeguarding children's rights and welfare.

State-sanctioned illegal actions against children, particularly those perpetrated by child protection institutions, violate the children's rights and welfare and cause significant harm to children and their families. It is imperative that child protection institutions adhere to strict ethical and legal guidelines to safeguard children's rights and welfare and ensure that they are not subjected to state-sanctioned illegal actions. This paper has explored the phenomenon of state-sanctioned illegal actions against children, its

devastating consequences, and the ethical and legal implications of this practice. Moreover, the paper has proposed possible solutions to mitigate the harmful effects of state-sanctioned illegal actions against children and ensure that child protection institutions operate within the ethical and legal framework. As Umberto Eco stated, committing a crime in cold blood, with calculation, in silence, is a severe offense. Therefore, it is our collective responsibility to ensure that children are protected from such crimes and that child protection institutions operate within the ethical and legal framework.

## 50. Human Trafficking and Tragedy: Finnish Scandal

*The Finnish child protection scandal involving human trafficking revealed in the 2020s is a tragic example of the devastating impact of human trafficking on vulnerable groups, especially children. Despite efforts to combat human trafficking, it continues to exist globally. The scandal has sparked a national debate in Finland about the state of the country's child protection system and the need for greater transparency, accountability and protection of vulnerable groups. This scandal serves as a reminder of the need for awareness and action to prevent and combat human trafficking and protect the rights and dignity of all people.*

Human trafficking is a global problem, affecting millions of people around the world. It is a heinous crime that involves the exploitation of vulnerable groups, including women and children, for various purposes such as forced labour, sexual exploitation and other forms of abuse. Despite efforts by governments and NGOs to address the problem, it persists in many parts of the world, often with tragic consequences.

One such tragedy occurred in Finland, where a child protection scandal involving human trafficking came to light in the 2020s. The scandal involved the systematic abuse and exploitation of children by the Finnish child protection system. The scandal has rocked the country, sparking widespread outrage and calls for accountability and reform.

The scandal came to light after numerous citizen complaints exposed the abuse and exploitation of children in Finland's child protection system. Reports have indicated that several children were trafficked by social workers and placed in foster homes, where they were subjected to sexual exploitation, substance abuse, psychological abuse and other forms of abuse. These

complaints have exposed the failure of the child protection system to protect these children, despite numerous red flags and warnings from those concerned.

The scandal has sparked a national debate in Finland about the state of the country's child protection system and its ability to protect vulnerable children from abuse and exploitation. Many were shocked and outraged that such abuse took place in a country that prides itself on its strong welfare system and commitment to children's rights. The scandal also highlights the need for greater transparency and accountability in the child protection system, and the importance of hearing the voices of children and abuse survivors.

The Finnish child protection scandal is a tragic example of the devastating impact of human trafficking and the need for greater awareness, prevention and protection of vulnerable groups. It serves as a reminder that human trafficking can happen anywhere, even in countries with strong social welfare systems and human rights protections. It also calls for action from governments, NGOs and individuals to work together to combat human trafficking and protect the rights of all, especially the most vulnerable.

The Finnish child protection scandal is a stark reminder of the tragic consequences of human trafficking and the need for greater awareness and more action to prevent and combat this crime. It is a call to action for all of us to work together to protect the rights and dignity of all people and ensure that such tragedies never happen again.

## 51. State Terrorism: Institutionalized Child Abduction

*Institutionalized child abduction, also known as state-sponsored kidnapping, is a form of state terrorism used to intimidate and control citizens by abusing state power. Governments may use this practice to punish dissidents or to enforce cultural norms or punish those who do not conform to the government's ideology. This can be a form of social control that is disguised as a legitimate policy. The practice involves removing children from families for political or ideological reasons, often without any legal basis, and can have devastating impacts on both children and their parents. The international community has a responsibility to hold governments accountable for their actions and to work together to end this horrific violation of human rights. Although institutionalized child abduction is often associated with authoritarian or pseudo-democratic regimes, it can also occur in developed countries where child welfare systems have been used as a form of social control. Governments must uphold the rights of children and families, ensure that any actions taken by the state are in the best interest of the child, and prevent the misuse of state power for intimidation and control.*

Terrorism is a contentious issue that has existed for many years and it can take many different forms. One of the most insidious types of terrorism is state terrorism, in which governments use their power to terrorize their own citizens. This can take many different forms, including political repression, torture, assassination and kidnapping.

Institutionalized child abduction refers to a practice where governments remove children from families for political or ideological reasons, often without any legal basis. This form of state terrorism has been employed by authoritarian or pseudo-democratic regimes around the world and has

received widespread condemnation from human rights groups. It involves the use of state power to intimidate and control citizens by targeting their families, and can have devastating impacts on both children and their parents. Despite efforts by the international community to address this issue, institutionalized child abduction continues to occur in many parts of the world, violating basic principles of democracy and human rights.

Institutionalized child abduction is a form of state terrorism that is used to intimidate and frighten citizens by abusing state power. Governments may use this practice to punish dissidents or send a message to those who oppose their rule. In some cases, this practice is disguised as a welfare system, but it is actually a form of social control that targets families.

The removal of children from their families can have a profound impact on the family unit, creating a climate of fear and intimidation. The family is the basic unit of society, and its disruption can have far-reaching consequences. Children who are abducted may suffer physical and psychological abuse, and they may never be reunited with their families. This can have a devastating impact on the child's development and wellbeing.

Institutionalized child abduction can have severe and long-lasting effects on both children and their families. Being taken away from their parents and placed in unfamiliar surroundings can be extremely traumatic for children, especially if they are separated from siblings and other family members. Children who are abducted may experience physical and psychological abuse while in the custody of the state. They may also suffer from the lack of love, care, and attention that they would have received from their families.

In addition to the direct impact on the children, the abduction of a child can also have a devastating effect on their families. Parents whose children have been taken away may experience intense feelings of grief, helplessness, and anger. They may also face legal and financial difficulties as they try to regain custody of their children. Furthermore, parents may fear speaking out against the state for fear of further repercussions, making it difficult for them to seek help or speak out against this form of state terrorism. The practice of institutionalized child abduction can have a chilling effect on free speech and civil society.



Overall, institutionalized child abduction is a heinous crime that can cause significant harm to both children and their families. The psychological and emotional scars of such actions may last a lifetime and may have broader societal implications for the affected communities.

Institutionalized child abduction is not only a problem in authoritarian or pseudo-democratic regimes, but it can also occur in developed countries. In some cases, this practice is also used to enforce cultural norms or punish those who do not conform to the government's ideology. For example, in some countries, children may be removed from families if they are not attending state-approved schools or if their parents are practicing a religion that is not sanctioned by the government. This can be a form of social control that is disguised as a legitimate policy. In other cases, child welfare systems have been used as a form of social control, where child protection services remove children from families for reasons not necessarily related to the welfare of the child. This can happen due to poverty, cultural practices, or differences in parenting styles.

Such actions by the state can be seen as a form of state terrorism because they involve the use of state power to intimidate and control families. It can be very damaging and traumatic for both the children and the parents. The fear and anxiety that result from the threat of having children taken away can be just as effective as the actual removal of the child. This kind of intimidation can be used to control dissent or to maintain conformity within society.

Moreover, it is important to note that even though the child protection system is created to ensure the safety and well-being of children, there have been cases where the system has been misused. In such cases, children are taken from their families without adequate investigation or due process, and their voices and experiences are not always heard or taken into account.

Institutionalized child abduction is a serious violation of human rights that undermines the basic principles of democracy and the rule of law. Despite widespread condemnation, this practice continues to occur in many parts of the world. Governments that engage in this practice should be held accountable for their actions, and the international community should work together to end this form of state terrorism.

Holding governments accountable for institutionalized child abduction can be a difficult task, as these governments often have the power to control the media and limit access to information. International human rights organizations and advocacy groups play a crucial role in shedding light on these abuses and putting pressure on governments to end them.

Ending institutionalized child abduction will require a concerted effort by governments, civil society organizations, and the international community. It will require addressing the root causes of this practice, including political repression, authoritarianism, and poverty, and promoting democratic governance, the rule of law, and human rights.

The international community has taken steps to address institutionalized child abduction. For instance, the United Nations Convention on the Rights of the Child, which has been ratified by most countries, prohibits the arbitrary or unlawful interference with the family. It also requires that the best interests of the child be the primary consideration in all actions concerning children.

In conclusion, State terrorism is a serious problem that takes many different forms. Institutionalized child abduction is one of the most insidious forms of State terrorism because it targets children and families and creates a climate of fear and intimidation. This practice should be condemned by all civilized nations, and the international community should work together to end this horrific violation of human rights.

## Part V. Legal Rights Denied

*The section discusses the heightened risk of mistreatment for children who do not receive parental care and those who are illegally stripped of their guardianship. The author describes how their rights of guardianship were deprived when social workers removed their child from their family without discussion. They express frustration, powerlessness, and uncertainty about their legal rights. As a father, they have the legal right to be informed, consulted, and participate in legal proceedings relating to their child's welfare, as well as access information about their child's care and wellbeing. However, they found legal remedy to be ineffective and feel that the truth has been buried by those who have power and agenda. The author emphasizes the importance of seeking out the truth and remaining vigilant, despite the challenges of truth and power in society.*

Children who do not receive parental care and are left without a primary caregiver are at a heightened risk of being mistreated and taken advantage of. Similarly, individuals who are illegally stripped of their guardianship suffer from emotional and physical harm as well as persecution.

My rights of guardianship were deprived when social workers removed my child from the family because of complaints made against my wife, regardless of their fabrication, falsification, lies, abuse of their duty, breach of due procedure, and without legal basis.

I have legal rights of guardianship. Social workers removed our child without discussion with me.

As a father, I have legal rights of guardianship over my child, and these rights cannot be deprived without due process. However, social workers have removed my child from my family due to complaints made against my wife. I feel frustrated, powerless, and uncertain about my rights.

Social workers have a duty to investigate complaints of child abuse or neglect, and to take action to protect the safety and wellbeing of the child. In cases involving removing the child from the family home to ensure their safety, social workers are also required to follow legal procedures and protocols when making such decisions, and to respect the legal rights of parents and guardians.

My child has been removed from my family without my knowledge or consent, I sought help following legal procedure, however, social workers seemed to enjoy extralegal power and no institution, including the police and the court could help.

One of my key rights as a father is the right to be informed and consulted about decisions relating to my child's welfare. This means that social workers should have discussed the decision to remove my child with me, and should have provided me with an opportunity to express my views and concerns. But this did not happen. I have grounds to challenge the decision and seek the return of my child, but all seem to be in vain.

In addition, I have the right to participate in any legal proceedings relating to my child's welfare, and to have my views and concerns taken into account by the court. This means that I can make submissions to the court about my ability and willingness to provide a safe and loving home for my child, and can present evidence to support my case. However, this procedure has been time consuming and ineffective, with the court providing weak or negative support.

It is also important to note that I have the right to access information about my child's care and wellbeing while she is in the care of social services. This includes information about her health, education, and any other relevant matters. Nevertheless, I can hardly get any useful information. As I wrote in the previous chapters, they were very reluctant to provide real, accurate and full information. Every time when I asked about my child's wellbeing, they said "she is well, she is better, she sleeps well, she eats well, she goes to school well". Upon request from social workers to provide me with written records, I found that they continuously falsified, fabricated and lied. They frauded, cheated, misguided, and threatened our child to speak on their behalf and for their benefits. They collected stories about every tiny aspect of our family life, including eat and drink, shit and pee, enlarged them and made up a serious concern.

As a father, I have legal rights of guardianship over my child, and these rights cannot be denied without due process. My child has been removed from my family without my knowledge or consent. Legal remedy has been proven to be in vain here in Finland.

They made up all the stories. They all pretended it was the truth. They had a vested interest in creating their own version of events, even if it was not based on the truth. They often created stories or narratives to fit their own beliefs, opinions, or agenda. These stories were harmful, particularly when benefit groups believe these stories to be true.

Other people were indifferent to the truth or to cover up for those who were spreading falsehoods. This could be due to a variety of reasons, such as a desire to protect their own interests or because they did not want to get involved in the situation. Whatever the reason, the end result was that the truth got buried and false narratives gained traction.

Because these people have power, they often use it to advance their own agenda, rather than to benefit others. This led to a situation where people who are in power become corrupted, and they start to act in ways that are not in the best interest of the people they are supposed to serve. They use their power to enrich themselves, their friends, or their common interest groups, or to suppress victims' voices through their powers in business, administration, and even judiciary.

This highlighted some of the challenges I face in Finland when it comes to truth and power. It's up to all of us to remain vigilant and to seek out the truth, even when it's difficult or inconvenient.

## Part VI. Conclusions

*This section discusses a case of child protection in Finland, where school teachers and social workers colluded to remove our child from the family without sufficient evidence. The child protection agencies in Finland have excessive legal power, and their interference in family life is often based on flimsy and even illegal grounds, burdening families with the obligation to prove them wrong. The section highlights the need for the Finnish government to address these issues and improve the practice of child protection services by ensuring that social workers are equipped with the necessary skills and knowledge to make informed decisions while respecting and protecting the rights of the child and their family. The section also raises concerns about the growing trend of foster care becoming a profitable business, attracting families to establish foster homes.*

From March of 2022, child protection carried out a deliberate, systematic and calculated attack on our family, coordinated by the school teachers of Töölö School and social workers of Lännen Lastensuojelu Lassila 1.

It can be reasonably inferred from what they did that all these people were colluding with each other. They were motivated by prejudice and discrimination against our family and new opportunities that opened up for their career and professional advancement, or even their benefit from the child protection business. They fabricated the necessity of child protection in their evaluation, and exaggerated the emergency of the child protection measures. Judicial organs have reasonable basis to investigate whether any of these people were closely related to and benefited from the child protection agencies, companies and foster families.

Even if social workers repeat their lies a thousand times, they are still lies, and it is up to the social workers themselves to prove them. However, in Finland, social workers' lies are treated as sacred and unchallengeable decisions. Using these lies, the child protection system removed the child from her family and prevented family members from visiting her freely by threatening them with allegations of violence or even murder.



Similarly, in 1933, when the Nazi Germany introduced “Protective Custody” (*Schutzhaft*) to deprive people suspected of opposing the regime of freedom without any substantial evidence.

The child protection institution should not be granted excessive legal power, as it currently lacks adequate customer service and legal security measures. The institution's interference in family life is often based on flimsy and even illegal grounds, with families burdened with the obligation to prove the authority wrong. However, this task is nearly impossible, placing families in an unjust position. This approach is reminiscent of Nazi Germany in the 1930s, where facts and law were disregarded in favor of ideology.

The sixth-century Digest of Justinian (22.3.2) provides, as a general rule of evidence: *Ei incumbit probatio qui dicit, non qui negat* means “Proof lies on him who asserts, not on him who denies”. However, the child protection agencies in Finland do not need to prove anything. They could claim anything that does not need to be proved. They could fabricate anything that did not exist. They could distort anything that was not as what they wrote. They could conceal anything that they did not like to exist. They could abuse laws without taking the risk of being punished.

The Social and Health Ministry pointed out that, "The social worker assesses the child's need for care when assessing the child's need for child welfare services. It is important that the child and her family are involved in the work and are aware of the different options and concerns related to the child's growth and development. The primary aim is to secure the child's growth and development by supporting the family through outpatient support measures.

Social authorities can also request opinions from experts in the child's growth and development, such as from daycare, school, family counseling or health care. The social worker has the right to receive expert help from other authorities and experts. The social worker must assess that it is care taking that best secures the child's development, and everything else possible has been done to support the child and the parents. The evaluation must be child-oriented and take place from the child's point of view. In high-quality care,

the wishes, opinions and cultural background of the child and parents are taken into account."<sup>15</sup>

In addition, "Guardianship is by nature a temporary solution. This means that the authorities must actively work with the family in all phases of the care to repatriate the child and end the care. The starting point of the Child Protection Act is to support parenting. The authorities have an obligation to offer rehabilitative support measures to the parents, which contribute to family reunification.

Taking custody of a child is the last resort to secure the child's health and development. Taking care is only possible when it is no longer possible to organize outpatient care support measures or they have proven to be insufficient. Open care refers to certain measures in accordance with the Child Protection Act, which interfere less with the protection of family life."<sup>16</sup>

The Finnish government has recently taken action to address the issue of social workers in child protection agencies abusing their duty by removing children from families without a factual basis. In 2019, the government launched a project to improve the practice of child protection services in Finland. The project aims to improve the quality of decision-making, strengthen the role of the family in the decision-making process, and ensure that decisions are based on accurate and up-to-date information. The project also seeks to ensure that social workers are equipped with the necessary skills and knowledge to make informed decisions. Additionally, the project also seeks to ensure that the rights of the child and their family are respected and protected.

The growing trend of foster care is raising concerns as it seems to have become a profitable business, attracting families to establish foster homes. The acceleration of this trend in certain cities, along with the addition of shopping service companies, is causing further concern. The machine behind this trend is not without corruption, which is being concealed by those involved.

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<sup>15</sup> Sosiaali- ja Terveysministeriö. Usein kysytyjä kysymyksiä lastensuojelusta Suomessa. "Kuinka huostaanotto tarve arvioidaan?" Accessed May 1st, 2023 from <https://stm.fi/lastensuojelu/usein-kysytyja-kysymyksia-lastensuojelusta-suomessa>

<sup>16</sup> *ibid.*

Therefore, social workers did not consider any other alternative in this case and rushed to put the child into “emergent placement” (kiireellinen sijoitus) and then “custody” (huostaanotto).

We appeal to the court, asking that the Administrative Court annuls all the decisions of the City of Helsinki about our child’s custody. Child protection decisions can have a profound and lasting impact on the lives of the child and her family. However, in this case, these decisions were flawed and might be overturned immediately. Here are ten common reasons why these child protection decisions might be overthrown:

1. Lack of evidence: The child protection decisions were made based on insufficient evidence or hearsay rather than objective, verifiable evidence.

2. Bias: The decisions were influenced by the personal biases or prejudices of the social workers or other officials involved in the case.

3. Procedural errors: The decision-making process was flawed, and proper procedures were not followed, resulting in unfair or arbitrary decisions.

4. Violation of legal rights: The decisions violated the legal rights of the child and the family, including the right to due process and fair treatment.

5. Inappropriate placement: The decision to remove the child from the family and place her in alternative care was inappropriate, unnecessary, and detrimental to the child's well-being.

6. Lack of consultation: The child and her family were not adequately consulted or involved in the decision-making process, resulting in decisions that did not reflect their wishes or best interests.

7. Failure to consider alternative options: The decision-makers did not adequately consider alternative options or resources that could have addressed the concerns without separating the child from her family.

8. Failure to provide support: The decision-makers did not provide adequate support or resources to help the child and the family address the issues that led to the child protection concerns.

9. Failure to prioritize reunification: The decision-makers did not prioritize the reunification of the child with her family or provide sufficient opportunities for reunification.

10. Lack of transparency: The decision-making process was not transparent or accountable, and the child and her family were not provided with adequate information about the decisions or the reasoning behind them.

In conclusion, there are many reasons why the child protection decisions should be overturned. If the court decides to revoke the social worker's decision on custody, the child should be allowed to return home immediately without any conditions, including the excuse that the child does not want to go home. It is important to remember that the child has already become a victim under the compulsory control of the child protection institution and has lost her autonomy and decision-making opportunities. Therefore, the child should be given the opportunity to reunite with her family without any further delay or obstacles.

I request a thorough investigation into the conduct of the school teachers, curator, social workers, psychologists and psychiatrist involved in this case, specifically with regards to how they may have pressured the child to abandon her desire to return home.

The plaintiff reserves the right to seek legal action against any individual or organization that may be held responsible for potential criminal, civil, or administrative offenses, as well as for litigation costs, attorney fees, lost wages, and mental damage. This includes individuals who may have been involved in the decision being appealed or others who may have contributed to the plaintiff's suffering. The outcome of this case does not waive the plaintiff's rights to pursue legal action or compensation, unless explicitly stated otherwise in writing.

As of today (May 1st, 2023), 222 days have gone by without any decisions being made that are not harmful or authoritarian. There has been no review or correction of any mistakes, and no investigation or punishment of any wrongdoing. Those who have persecuted our family do not exhibit any feelings of shame.

## Epilogue: A Grave Injustice

*The section discusses the issue of social workers in child protection agencies creating false cases against parents, resulting in the unwarranted removal of children from their families and incrimination of innocent parents. Such behavior not only violates the trust placed in these institutions but also causes irreparable damage to innocent families. The traumatic impact of the removal of children from their families cannot be overstated. False cases also incriminate parents, making it challenging for them to regain custody of their children or even maintain their employment. Parents who have been falsely accused of abuse or neglect should have access to effective legal representation. Overall, protecting children from abuse and neglect is critical, but it should not be pursued at the expense of families' fundamental rights and autonomy. Social workers must have clear evidence and legal grounds before intervening in family life and removing children from their homes.*

Finnish social workers are responsible for safeguarding the welfare of vulnerable children and families. They are entrusted with a great deal of power, and their actions can have a profound impact on the lives of those they serve. It is therefore deeply concerning when social workers abuse their power by creating false cases against parents, resulting in the unwarranted removal of children from their families and incrimination of innocent parents. This reprehensible behavior not only violates the trust placed in these institutions but also causes irreparable damage to innocent families.

The traumatic impact of the removal of children from their families cannot be overstated. It can cause emotional and psychological trauma to both the children and their parents. Moreover, children can be placed in suboptimal care environments, which can lead to further harm. False cases also

incriminate parents, making it challenging for them to regain custody of their children or even maintain their employment.

It is important to acknowledge that not all social workers engage in such unethical behavior. The vast majority of them are dedicated professionals who work tirelessly to protect children's welfare. However, the actions of a few bad apples tarnish the reputation of the entire profession and undermine the trust placed in these institutions.

Child protection agencies and the authorities have a responsibility to take a stern stance against social workers who commit false cases. These actions should be treated as criminal offenses, and social workers who engage in such behavior should face legal consequences. Additionally, child protection agencies must have robust systems in place to detect and prevent such incidents.

One of the root causes of false cases by social workers is the pressure to meet targets and quotas. Social workers may be under pressure to show results, and this can lead to a rush to judgment and a failure to conduct thorough investigations. In some cases, there may also be personal biases or prejudices at play.

To prevent false cases, child protection agencies should have clear policies and procedures in place for conducting investigations. These policies should emphasize the importance of conducting thorough and impartial investigations, free from personal biases or prejudices. Social workers should also receive regular training and support to ensure that they understand their ethical and professional obligations.

Finally, parents who have been falsely accused of abuse or neglect should have access to effective legal representation. They should have the opportunity to challenge false allegations and to be reunited with their children as soon as possible.

In conclusion, false cases committed by social workers in child protection agencies are a grave injustice that must be addressed. Children have the right to be raised by their families, and parents have the right to be treated fairly and justly. It is the responsibility of child protection agencies and the authorities to ensure that these rights are respected and protected at all times.

False cases by social workers not only violate the trust placed in these institutions but also cause irreparable harm to innocent families.

It is deeply concerning to hear reports of social workers in child protection removing children from families without factual or legal basis. This kind of overreaching behavior not only violates the rights of parents and children but also undermines the credibility and legitimacy of child protection services.

We must recognize that while protecting children from abuse and neglect is a critical responsibility of the state, it should not be pursued at the expense of families' fundamental rights and autonomy. Social workers must have clear evidence and legal grounds before intervening in family life and removing children from their homes. Without such safeguards, we risk perpetuating a cycle of trauma, instability, and injustice that can harm children and families for years to come.

Furthermore, it is essential to ensure that social workers receive appropriate training, supervision, and support to conduct their work with integrity, empathy, and respect. This includes adopting evidence-based practices, engaging with communities, and prioritizing prevention and early intervention over reactive measures.

We call upon policymakers, child protection agencies, and civil society organizations to hold social workers accountable for upholding the rule of law and human rights in child protection, and to strengthen the systems and resources necessary to achieve these goals. We cannot afford to tolerate arbitrary or discriminatory practices that undermine the trust and confidence of families and society in the child protection system.

Child protection agencies are highly important in Finland as they are responsible for safeguarding the welfare and safety of children. Their primary duties include identifying and responding to cases of abuse, neglect, and exploitation, and providing support and protection to vulnerable children and families. Despite their critical role, with an authoritarian tradition, there have been instances where child protection agencies in Finland have acted illegally against children and their families without any legitimate reason. Such actions have caused immense harm and suffering to the affected families and children. Due to these injustices, families with children in Finland face significant risks of losing their family life and parenting rights.

This book discusses a case of child protection in Finland, where schoolteachers and social workers colluded to remove a child from the family without sufficient evidence. The child protection agencies in Finland have excessive legal power, and their interference in family life is often based on flimsy and even illegal grounds, burdening families with the obligation to prove them wrong. The book highlights the need for the Finnish government to address these issues and improve the practice of child protection services by ensuring that social workers are equipped with the necessary skills and knowledge to make informed decisions while respecting and protecting the rights of the child and their family. The section also raises concerns about the growing trend of foster care becoming a profitable business, attracting interest groups to establish foster homes.

