



Nordic Council
of Ministers

Do Rights!

Nordic perspectives on child
and youth participation



Do Rights! – Nordic perspectives on child and youth participation

Nord 2020:043

ISBN 978-92-893-6688-5 (PRINT)

ISBN 978-92-893-6689-2 (PDF)

ISBN 978-92-893-6690-8 (ONLINE)

<http://doi.org/10.6027/nord2020-043>

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Print: Rosendahls

Printed in Denmark



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and youth participation

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**” The Nordic Region
must be the best place
in the world for children and
young people.**

Children and Young People in the Nordic Region – a cross-sectoral
strategy for the Nordic Council of Ministers 2016–2022.

Foreword

This book outlines the Nordic Council of Ministers' cross-sectoral strategy for children and young people in the Nordic Region, which makes children and young people aged between 0 and 25 a priority target group.

A central goal of the strategy is for the Nordic Council of Ministers to integrate the perspective of children's rights and young people into their work to a greater extent, thus highlighting and taking into consideration the voices of children and young people. Based on the principles enshrined in the UN Convention on the Rights of the Child, the Nordic Council of Ministers seeks to protect and promote the rights of boys and girls, young women and men, and to provide opportunities for them to exercise these rights and participate in society. The well-being of children and young people and opportunities for them to exercise their rights are prerequisites for sustainable development in the Nordic Region. The Nordic Council of Ministers wants to ensure that the region is a pioneer in efforts to create a society that respects the rights and perspectives of children and young people, and gives them opportunities to contribute to the way in which their society develops.

FACTS

The Nordic Committee for Children and Young People (NORDBUK) is the Nordic Council of Ministers' advisory and co-ordinating body regarding matters relating to Nordic and international children's and youth policy. All sectors of the Nordic Council of Ministers have a responsibility to continually develop their knowledge of the situation of children and young people in their policy area, as well to integrate a children's rights and youth perspective into their work.

Democracy requires participation – and not just by adults. People of all ages have the right to contribute to and influence society. Participation means opportunities to make your voice heard, to form an opinion and to have it considered. But it also means exercising influence over your own life and having enough information to make informed decisions. Twenty-seven years after the signing of the UN Convention on the Rights of the Child, children and young people's participation still presents challenges.

Inspiration, information and instruction

This publication aims to inspire administrative bodies, organisations, individuals and others to recognise their opportunities and responsibilities. Participation in society and having influence over one's own life is not only a right for boys and girls, young women and men, but it also leads to better decision-making, more engaged citizens and a more inclusive society. We also wish to spread the word about some of the excellent work being done in the Nordic Region with regard to participation by children and young people.

However, it would be of little use to provide insights into what is happening in the Region without also offering some practical guidance. As a result, a number of civil society bodies – youth organisations, administrative agencies and local and regional authorities – kindly share tips, ideas and cautionary tales aimed at ensuring the right to participation for children and young people.

Thank you to all the participating bodies and organisations for their co-operation and generous contributions to the publication.

Child and youth participation – a brief guide

Introduction

Whether you are a children's rights specialist, a civil servant, a youth activist or an ICT manager for an organisation, the right of every child and young person to participate fully in society is relevant to you. In this short guide, we will introduce you to some of the basic concepts you need to bear in mind.

The right to participation is one of the defining articles of the UN Convention on the Rights of the Child. It is not just a right, but also one of the four guiding principles of the Convention. However, despite the fact that children's rights advocates and youth organisations have been fighting for the right to participation for many years, turning it into a reality remains challenging. Evidently, it is easy to say that children and young people have the right to participate, but harder to make it happen.

Participation by children and young people is a complex and multifaceted issue. But primarily, it is a matter of democracy. Of the 26.5 million people living in the Nordic Region today, almost 5.5 million are children and 8.6 million are aged 26 or under. Their participation is not something for society to choose, but a right that we, as adults, have a duty to guarantee.

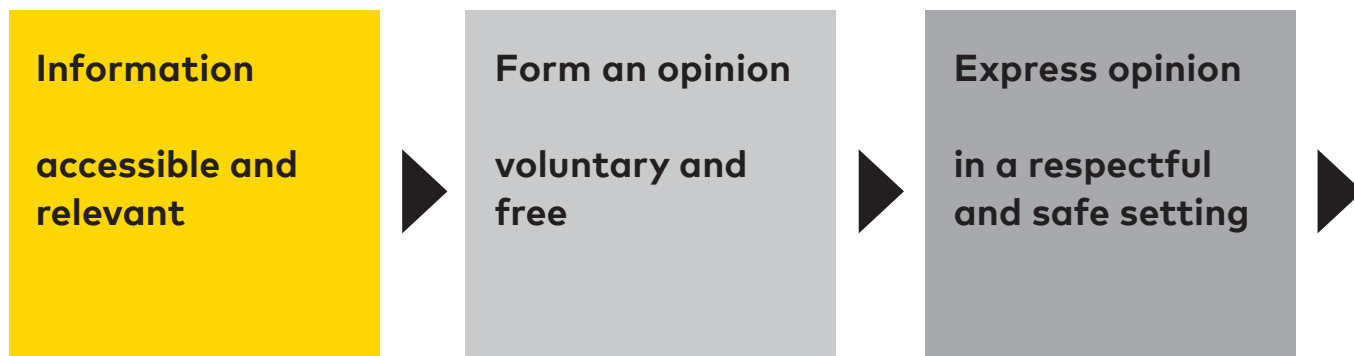
DO RIGHTS!

Article 12 UN Convention on the Rights of the Child

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Participation – more than decision-making



What is participation?

In this publication, we have gathered examples of participation from both a children's perspective and a young people's perspective. In some ways, the prerequisites for them are different, but both perspectives are equally important.

Children, both as a group and as individuals, are excluded from most of the formal parts of democracy, e.g. the right to vote or to be elected to official democratic bodies. The UN Convention on the Rights of the Child gives them the right to form an opinion, and to have it heard and considered during the decision-making process. The Convention also stipulates that the opinion of the individual child should be given due weight in relation to age and maturity.

At least in theory, young people aged over 18 generally have the opportunity to formally participate in political processes. However, this does not mean that the right is fulfilled. Often, young people are excluded from decision-making processes, or the processes are inadequate.

Participation is not just about children and young people making their own decisions – it is much

more than that. The child or young person must have the information they need to take part in and understand the process, and they must be given the time and opportunity to form and express an opinion. There must be a real possibility of actually influencing the decision or process, and the child or young person must be given feedback on the process.



DENMARK

Danish Pre-school Panel
– a voice for the youngest

page 12



GREENLAND

Closing the knowledge gap
– children's rights in focus

page 36



ICELAND

The Young People's
Constitution

page 44

Have the opinion
considered

with due weight
given to maturity
and age



Feedback and
evaluation

Why participation?

Participation in society and having power over one's life is a right – but it is also a resource. Excluding children and young people is therefore not only a violation of rights, but also a waste of resources.¹

Better decisions

Active engagement provides decision-makers with more information and greater insight into children's and young people's lives.

Empowerment and engagement

By being aware of their rights, children and young people have the chance to advocate respect for their own rights.

Capacity

A proper participation process equips children and young people with skills, knowledge, competencies and confidence.

Good governance

Participation is an important part of building accountability, and helps to create more transparent and open government.

The child's perspective

Adults often believe that our experience and knowledge mean that we understand what children want and need. But the only way to get the child's perspective on an issue is to listen to the child. Adults can have a "child perspective" but the "child's perspective" is held by the child.²

”

“Participation is a fundamental right. It is one of the guiding principles of the Universal Declaration of Human Rights that has been reiterated in many other Conventions and Declarations. Through active participation, young people are empowered to play a vital role in their own development as well as in that of their communities, helping them to learn vital life-skills, develop knowledge on human rights and citizenship and to promote positive civic action. To participate effectively, young people must be given the proper tools, such as education about and access to their civil rights.”

UN Fact sheet Youth participation, from:
www.youthpolicy.org



NORWAY

The Change Factory empowers young people – love changes everything page 52



SÁPMI

Queering Sápmi – “We’ve been more successful than we dared to hope” page 60



SWEDEN

Unaccompanied minors get organised – “We want to show the way” page 68



ÅLAND

No child-impact assessments without children page 76

¹ Modified and shortened version of the work of Gerison Lansdown and the UN Committee on the Rights of the Child. See Lansdown 2011 and General Comment 12, “The right of the child to be heard” (2009).

² For a discussion on differences between a child perspective and the child's perspective, see “Children's voices – Differentiating a child perspective from a child's perspective” (2013).

Participation in the Nordic Region

There are considerable areas of common ground in terms of the Nordic countries' informal structures, challenges and prerequisites for participation by children and young people. However, the differences between them also play an important role, and help us to understand the different countries' priorities.

Geography

Implementing children's rights in Greenland and Sápmi presents different geographical challenges than doing so in Denmark and Iceland. The ability to physically attend training sessions and meetings and to receive information is often a fundamental part of the participation process. Many creative ideas on working in rural areas have been proposed and implemented in different parts of the Nordic Region.

Demography

Demographic differences, particularly with regard to age, are especially relevant to the work in, e.g. Åland and the Faroe Islands. Where relevant, significant aspects of the participation work are organised with specific demographics in mind – as was the case with *Læs og Lær* in the Faroe Islands.

Legal and other formal structures

They matter. All of the Nordic countries have ratified the UN Convention on the Rights of the Child. However, the countries that have incorporated the Convention into national law (Iceland, Finland and Norway) have a stronger *formal* commitment to children's rights. As stressed by the UN Committee on the Rights of the Child, this is a key factor in the successful implementation of children's rights.

Adults may have the best of intentions, but the right to participate is all too often violated or ignored. Resistance to children's and young people's perspectives takes many forms, and three issues in particular are common to almost all of the projects presented in this publication.

Prejudice against children and young people

Adults (and sometimes young people themselves) often display prejudice or preconceived ideas – e.g. they claim that young people are not interested in participation and engagement or that, if consulted, children will only ask for sweets and ice cream. These prejudices are often compounded when it comes to vulnerable young people, those from minorities and other groups at risk of discrimination.

Sustainability

All projects face challenges in terms of making participation by children and young people meaningful and sustainable in the long run. It is often easy to find the energy to start a process, but long-term commitment is much more difficult.

Fear of failure

Fear of failure comes in many forms, e.g. disappointing the children or being accused of tokenism. It sometimes leads to adults avoiding work with children and young people.

The nine examples in this publication have all, in one way or another, overcome one, two or all three of these obstacles – and many more besides. There is no such thing as a perfect process, but these examples present different ways of facilitating participation.

Do Rights!

Different issues require different forms of participation. It is rarely relevant to just ask a child "What do you think about x?" If we are serious about considering the views of the child, asking them to answer questions designed for adults is not good enough.

Harry Shier's model for participation, devised in 2001, is widely used alongside Roger Hart's "Ladder of Participation".³ Shier's model prioritises possibility and responsibility at different levels of participation. At every step, we are to identify openings, opportunities and obligations.

It is important to stress that different forms of participation require different strategies. We need to take into consideration whether the target is an individual child, a general group of children or a group with specific experience or knowledge. The facilitator has to find the form and means of participation that suits the objective, the type of question and the target group. There is no one-size-fits-all solution. However, the UN Committee on the Rights of the Child has identified some very useful basic requirements that should guide all processes.

Basic requirements for fulfilling meaningful child and youth participation⁴

1. Transparent and informative

Children and young people must be provided with full, accessible, diversity-sensitive and age-appropriate information.

2. Voluntary

Children and young people should never be coerced into expressing views against their wishes.

3. Respectful

Children's and young people's views have to be treated with respect, and children should be provided with opportunities to initiate ideas and activities.

4. Relevant

The issues on which children and young people have the right to express their views must be of real relevance to their lives and enable them to draw on their knowledge, skills and abilities.

5. Child-friendly

Environments and working methods should be adapted to children's capacities.

³ See appendix 1 and 2, Hart (1992), Shier (2001), starting at page 86.

⁴ This is a simplified and short version of the basic requirements. For the full version from the Committee on the Rights of the Child, please read General Comment 12, "The right of the child to be heard".



FAROE ISLANDS

"If we hadn't done it,
nobody would have"

page 20



FINLAND

Child-Friendly Cities –
everybody's business

page 28

Conclusion

6. Inclusive

Children and young people are not a homogenous group and participation needs to provide for equality of opportunity for all, without discrimination on any grounds.

7. Supported by training

Adults, children and young people need preparation, skills and support to facilitate children's participation effectively and meaningfully.

8. Safe and sensitive to risk

Expression of views may involve risks. Adults have a responsibility to minimise the risk to children of violence, exploitation or any other negative consequence of their participation.

9. Accountable

In any research or consultation process, children and young people must be informed as to how their views have been interpreted, and provided with the opportunity to influence the analysis.

Guaranteeing the rights of children and young people is not an option – it is a duty. The Nordic countries have all ratified the UN Convention of the Rights of the Child and are committed to fulfilling its obligations and to creating opportunities for children and young people to participate fully in society. Doing so requires knowledge and willingness, but also – and perhaps most importantly – a genuine understanding of the fact that children and young people are fellow citizens, have rights and are equal members of our democracy.

We hope that we will challenge every single reader of this publication. Making children's and young people's rights a reality starts with each and every one of us. Full participation will improve results, democratic processes and outcomes for all of us. No organisation can claim that this is irrelevant to them. Guaranteeing the rights of children and young people is everybody's business.

”

“If participation is to be effective and meaningful, it needs to be understood as a process, not as an individual one-off event.”

General Comment 12 on the UN Convention on the Rights of the Child.

**” It is extremely
important to
listen and be prepared
to change your own
preconceptions.**

HVA LIKER DU Å GJØRE?



DANMARK

Minibørnepanelet – en stemme til de yngste

Ifølge FN's Børnekonvention har alle børn ret til at sige deres mening om sager, der vedrører dem. Men hvordan skal man gennemføre omfattende spørgeundersøgelser med børn, som ikke har lært at læse og skrive endnu? Børnerådet i Danmark har fundet løsningen.



"Ved du, hvad YouTube er?"

"Ser du film på Netflix?"

"Vil du hellere lege på en sjov legeplads end at spille på iPad?"

Børnerådets seneste spørgeundersøgelse blandt børnehavebørn handler om børn og medier, og den giver mange interessante svar. Men hvordan får man mere end 1.000 børn, som ikke kan læse og skrive, til at udfylde et spørgeskema?

– Vi har udviklet et talende spørgeskema med visuelle svaralternativer, som gennemføres digitalt på iPad, tablet eller en computer, fortæller Stine Lindberg, som er børnefaglig konsulent i Børnerådet.

FACTS

Børnerådet

Et statsligt råd, som skal sikre børn og unges rettigheder. Rådet taler børnenes sag, skaber offentlig debat og stiller aktuelle spørgsmål om børn og unges liv. Rådets rolle er også at give børn en tydelig stemme i offentligheden.

Børnerådet samarbejder med børneombuds-mændene i de andre nordiske lande, men fungerer ikke som en hjælpelinje eller et klageorgan. I Danmark har man Ombudsmandens Børnekontor, som hører under Folketingets Ombudsmand, mens organisationen Børns Vilkår driver hjælpelinjen BørneTelefonen.

Læs mere: www.boerneraadet.dk

Børnerådets flagskib har i mange år været deres spørgeundersøgelse blandt skolebørn, hvor cirka 2.000 elever fra 4.–9. klasse beskriver deres virkelighed og giver deres mening til kende via et digitalt spørgeskema. Undersøgelserne har fået meget opmærksomhed i medierne, de har givet vigtige input til forældre, lærere og andre fagfolk, og de har i visse tilfælde påvirket politiske beslutninger. Men der var noget, der manglede, fortæller Stine Lindberg.

– Vi fik en tilbagemelding fra et eksternt evalueringsteam om, at vores undersøgelser var supergode, men at "I giver ikke en stemme til de yngste børn, som ikke kan læse og skrive ..."

Det talende spørgeskema

Derfor har Børnerådet siden 2010 arbejdet med at udvikle og videreudvikle Minibørnepanelet og det talende spørgeskema. Stine Lindberg fortæller, at det har været udfordrende at finde gode tekniske løsninger og at udforme indholdet på den rigtige måde.

– Alt skal læses op, og vi har forsøgt at finde de rigtige billeder og figurer. Ordene skal være forståelige for førskolebørn, og billederne skal kunne forstås lige godt af alle de børn, der svarer på spørgeskemaet.

I de første år bestod spørgeskemaerne af spørgsmål, som kunne besvares med JA/NEJ/VED IKKE. Det giver dog mange begrænsninger i forhold til, hvad man kan spørge om. Nu arbejder Børnerådet med en ny teknisk løsning, hvor de definerer flere svarmuligheder.

– Hvis du vil spørge: "Hvad kan du lide at lave sammen med din mor og far?", skal der være flere svarmuligheder. Vi er nødt til at finde billeder, der illustrerer situationer som fx "læse historier sammen", "gå i svømmehallen", "lave mad sammen", "se fjernsyn", "spille på iPad" eller "lege".

DENMARK

Danish Pre-school Panel – a voice for the youngest

According to the UN Convention on the Rights of the Child, all children have a right to voice their opinions about issues that affect them. But how do you conduct comprehensive questionnaire surveys of children who have not yet learnt to read and write? The National Council for Children in Denmark has found a solution.



"Do you know what YouTube is?"

"Do you watch films on Netflix?"

"Would you rather play in a playground or on an iPad?"

Children and Media, the Council's latest questionnaire survey of children in pre-school nurseries, has generated some interesting responses. But how do you get more than 1,000 children who have not learned to read and write to fill in a questionnaire?

"We have developed an audio questionnaire with multiple choice visual responses. It is 100% digital and done on an iPad, tablet or computer," explains Stine Lindberg, advisor at the National Council for Children.

For years, the Council's flagship has been its questionnaire surveys of school pupils, in which up to 2,000 students in grades 4–9 describe the reality of their lives and voice their opinions via digital questionnaires. The studies have attracted a great deal of media attention, provided important input to parents, teachers and other professionals – and even, in some cases, influenced policy. "But something was missing," Stine Lindberg explains.

"We received feedback from an external evaluation team praising our study, but noting that 'it fails to give a voice to the youngest children – those who do not yet read and write.'"

Audio questionnaire

In 2010, the Council began work on the Pre-school Panel and the audio questionnaire. Stine Lindberg recalls the many challenges they faced, including finding robust technical solutions and designing the right kind of content.

"Everything needs to be read out loud, and we have to find the right images and characters. The words have to be understandable to pre-school children, and all of them have to understand the images in the same way."

At first, the questionnaire consisted of questions with YES/NO/DON'T KNOW answers. However, this placed a number of limitations on what it could ask, and the Council is now working on a new technical solution that allows for a range of responses.

"If you want to ask 'What do you like doing with your mum and dad?' you need to allow for several potential responses. You need pictures that clearly illustrate situations like 'reading stories together', 'going swimming', 'making food together', 'watching TV', 'playing on the iPad' or just 'playing.'"

FACTS

The National Council for Children in Denmark

A government agency set up to promote and protect children and young people's rights. The Council advocates on behalf of children, generates public debate and poses topical questions about the lives of children and young people. It also seeks to give children a distinctive voice in public debates.

The Council works with the children's ombudsman in other Nordic countries, but does not function as a helpline or complaint mechanism. In Denmark, the Parliamentary Ombudsman has its own children's office, while the organisation "Children's Welfare" operates its own helpline for children.

Read more: www.boerneraadet.dk

Stine Lindberg siger, at nogle billeder og symboler er enkle at finde, men et billede af for eksempel "at lege" kan misforstås.

– "At lege" kan jo være så meget. Nogle børn kan lide at lege med biler, men ikke med dukker og vice versa. Det er udfordrende at finde neutrale og dækkende billeder, siger Lindberg.

Testes igen og igen

Den børnefaglige konsulent fortæller, at pilotspørgeskemaer med forskellige symboler og billeder bliver testet mange gange med testgrupper af børn i den rigtige alder, før det endelige spørgeskema bliver lavet.

– Når vi laver en pilot, tager vi ud og sidder sammen med børnene, mens de svarer. Spørgsmålene og billederne skal testes igen og igen. Man kan ikke bare tage for givet, at børnene uden videre kan forstå spørgsmålene, understreger Stine Lindberg.

Det endelige skema bliver lagt ud på internettet. For at opnå et statistisk repræsentativt resultat skal mindst hundrede børnehaver deltage i undersøgelsen.

– Det her er helt nyt i nordisk sammenhæng. Man har ikke tidligere belyst et relevant tema ved hjælp af kvantitative undersøgelser med så små børn, fortæller Lindberg.

FACTS

Undersøgelser i Minibørnepanelet består af tre processer:

1. Den eksplorative fase, hvor målet er at finde ud af, hvilke temaer førskolebørn er optagede af, og hvilke begreber de forstår
2. Den kvantitative undersøgelse med udarbejdelse af spørgeskema og dataindsamling
3. Opfølgende kvalitative interviews

Solen taler

"Hej, hvor er det dejligt, at du vil være med," siger en stor, smilende sol til børnene, når de skal til at gå i gang med spørgeundersøgelsen. Derefter bliver de spurgt, om de er en dreng eller en pige, og hvor gamle de er. Svarmulighederne er hænder, som viser fire, fem eller seks fingre. Den venlige stemme i spørgeskemaet tilhører Stine Lindberg. Lindberg har været involveret i fem store undersøgelser siden 2010, og man kan regne sig frem til, at hun har interviewet mere end 5.000 børn.

– På mange måder ville det have været nemmere bare at gå ud og interviewe 20–30 børn. Det ville dog ikke have givet os det samme statistiske datagrundlag, siger Lindberg.

Den kvantitative undersøgelse suppleres af kvalitative interviews, hvor svarene uddybes. Børnene får mulighed for at analysere og reflektere.

– I undersøgelsen om børn og medier siger 63 procent for eksempel, at de er blevet skræmt af noget, de har set på internettet. Så går vi ud og spørger: "Har du oplevet at blive bange for noget på iPad'en? Hvad var det, du blev bange for?" eller "Hvad tror du, at dine venner er bange for?". Børn er dygtige til at sætte sig ind i og forklare andre børns tanker.

Stine Lindberg siger, at hun bestræber sig på at besøge mindst to-tre børnehaver og tale med mindst 20 børn i forbindelse med de kvalitative interviews – både som forberedelse til udformningen af spørgeskemaet og som en måde at forstå resultaterne på.

– Det er vigtigt, at det er forskellige børnehaver, eftersom de har forskellige praksisser og miljøer. Og så er det ekstremt vigtigt at lytte og være parat til at ændre sine forudfattede idéer.

She explains that some images and symbols are easy enough, but an image representing "playing", for example, could be misinterpreted.

"Play means different things to different people. Some children like to play with cars but not with dolls and vice versa. The challenge is to find images that are appropriate and neutral," she says.

Testing, testing and more testing

Stine explains that a number of pilot questionnaires featuring different symbols and images were exhaustively tested on different groups of children before the real thing went live.

"When we run a pilot, we sit with the children while they respond. The questions and images are tested again and again and again. We never assume that the children will understand the questions right away," she stresses.

The final version of the questionnaire is issued online. In order to obtain a representative sample, the Council needs at least 100 pre-school nurseries to take part.

"This is quite new in a Nordic context. We have never before used quantitative studies of such young children to shed light on topical themes," she points out.

FACTS

The Pre-school Panel conducts its surveys in three stages

1. The exploratory phase, finding out what kinds of themes pre-school children are interested in and what concepts they understand;
2. the quantitative survey, drawing up the questionnaire and collecting data; and
3. follow-up in the form of qualitative interviews.

Sola speaking

"Hi! It's so great that you're taking part," says Sola, the smiling sun, at the start of the questionnaire. The children are then asked whether they are a boy or a girl, and their age. To answer, they choose between hands showing four, five or six fingers. The friendly voice belongs to Stine Lindberg. In five major surveys since 2010, she has interviewed more than 5,000 children

"In many ways, it would be easier to go out and just conduct 20–30 interviews. But that would not generate the same statistical data," she says.

The quantitative study is supplemented with transcriptions of qualitative interviews, in which children reflect on their experiences.

"For example, in the study Children and the Media, 63% said that they had been scared by something they had seen on the internet. So we asked: 'Have you ever been scared by anything on the iPad? What scared you?' and 'What do you think your friends are scared of?' Children are good at empathising with and explaining other children's thoughts."

For the qualitative interviews, Lindberg visits at least 2–3 nursery schools and speaks to at least 20 children – both to help prepare for the questionnaire and to provide context in which to understand the results it generates.

"It is important to visit a range of different pre-school nurseries, because they often have different practices and environments. It is extremely important to listen and be prepared to change your own preconceptions," she says.

Ny indsigt i børns virkelighed

Når spørgeundersøgelsen er færdig, bliver dataene analyseret og publiceret i en rapport. Målet er at give ny indsigt i børns virkelighed, som kan være nyttig for såvel børnehavepædagoger og forældre som politiske beslutningstagere.

– Minibørnepanelet bidrager til at gøre politikere og beslutningstagere bevidste om børns rettigheder. I enkelte tilfælde fører vores data også til krav om lovændringer. Efter publiceringen af rapporten om børn og medier blev der for eksempel indført et krav om bedre beskyttelse af børn mod reklamer, fortæller Stine Lindberg.

DO RIGHTS!

Relevans for børnene

Hvert enkelt barn har ifølge FN's Børnekonvention ret til at udtrykke sin holdning til anliggender, der vedrører ham eller hende. Det kan være sager, der vedrører barnet direkte som individ, eller ting på et samfundsmæssigt niveau. Børnerådet har blandt andet gennemført spørgeundersøgelser om børns forventninger til skolestart, indeklima, medbestemmelse i børnehaven, venskab og deres brug af medier.

DO RIGHTS!

Ingen aldersgrænse i Børnekonventionen

Ifølge Børnekonventionen skal ethvert barn, der har mulighed for at danne sig egne holdninger, også have ret til at udtrykke dem. Børnekonventionen har således ingen nedre aldersgrænse – det er op til de ansvarlige voksne at give hvert enkelt barn gode måder at udtrykke sine holdninger på. Minibørnepanelet er et eksempel på dette.

Rapporten om børn og medier diskuterer, om brugen af iPad og andre tablets giver anledning til bekymring. Den spørger, hvad børn mest bruger deres iPad/tablet til, om de bidrager til positive digitale kompetencer og viden eller fører til afhængighed? Bliver man socialt hæmmet af at spille for meget, eller kan spil bidrage til at knytte sociale bånd? Tidligere år har temaerne været forventninger til skolestart, indeklima, venskab og medbestemmelse i børnehaven.

– Målet er, at rapporterne skal give stof til eftertanke og diskuteres videre i faggrupperne. Vi har set mange eksempler på, at forskellige børneinstitutioner er blevet bedre til at se og benytte sig af børneperspektivet, siger Lindberg.

Den årlige rapport fra Minibørnepanelet motiverer også småbørnsforældre til at se verden gennem deres børns øjne. I stedet for at eksperter og forældre "tror, at de ved", lader Minibørnepanelet børnene selv komme til orde.

– Forældrene udviser stor interesse for vores rapporter, fordi de giver en dybere forståelse af, hvad der foregår i deres børns hoveder. Rapporterne indeholder også, i en vis udstrækning, råd til forældre om, hvordan de bør agere, fortæller Børnerådets konsulent.

En positiv oplevelse for børnene

Stine Lindberg indleder altid sine interviews med at sige: "Du er eksperten, og jeg er bare nysgerrig efter at høre om dit liv". Hun tror, at de børn, der deltager i Minibørnepanelet, synes, at det er helt fint at blive spurgt og interviewet om temaer, der optager dem.

– Mit indtryk er bestemt, at børnene synes, at det er en god oplevelse. Børn kan godt lide at blive set, hørt og taget alvorligt – og de har jo ret til at sige deres mening om ting, der angår dem!

New insights into children's reality

Once the survey is complete, the findings are analysed and published in a report. The aim is to provide new insights into how children perceive reality, insight that will be useful to staff in pre-school nurseries, to parents and to policy makers.

"The Pre-school Panel raises awareness of children's rights among politicians and decision-makers. In some cases, our findings even lead to demands for amendments to legislation. For example, the report on children and media led to the introduction of greater protection for children from advertising," Lindberg says.

DO RIGHTS!

Relevance to the child

Each individual child has the right to express their views on issues that affect them. These may be issues that have a direct impact on them as individuals or are of more general social relevance. The National Council for Children has conducted questionnaire surveys of children's expectations about starting school, the indoor environment, participation in the pre-school nursery, friendship and their use of media.

DO RIGHTS!

No age limit on the UN Convention on the Rights of the Child

According to the UN Convention on the Rights of the Child, each child has the right to their own opinions and to express them. The Convention has no lower age limit – it is up to responsible adults to find ways for children to express their opinions. The Pre-school Panel is one such example.

Children and the Media's findings on the use of iPads and tablets gave rise to concerns. The study asked how children use the iPads/tablets, and whether these devices contribute to positive digital literacy and knowledge-sharing or whether they lead to dependence. Does playing games on iPads and tablets inhibit social development? Or do games help children forge social bonds? In previous years, the themes have been: expectations about starting school, the indoor environment, friendship and participation in the pre-school nursery.

"The aim is that the reports will provide material for further reflection and discussion by professional stakeholders. We have seen so many institutions improving their ability to recognise and incorporate their children's perspectives," says Lindberg.

The annual report by the Pre-school Panel also encourages parents to see the world through their children's eyes. Instead of experts and parents making assumptions about children's experiences, the Panel gives a voice to the children themselves.

"Parents have shown great interest in our reports, because they provide a deeper understanding of what is going on in their children's heads. The reports also provide parents with useful advice," she says.

A positive experience

Stine Lindberg always starts her interviews by saying, "You're the expert. I'm just curious about your life." She believes the children on the Pre-school Panel are happy to be asked about issues that are relevant to them.

"My impression is definitely that children find it a positive experience. Children like to be seen, heard and taken seriously – and they have the right to say what they think about things that affect them!"

**” If we hadn’t done it,
nobody would have.**



FØROYAR

"Við hvørt er neyðugt, at onkur tekur sær um reiggj"

Ungdómsfelagsskapurin Føroya Ungdómsráð FUR tekur tað á sínar herðar at greiða ungdómi í Føroyum frá móguleikunum at verða verandi á oyggjunum og lesa. Verkætlanin er úrslit av einum hugtakandi virkishug-burði í Ungdómsfelagsskapinum greipað saman við dyggari fígging á landsins fíggarlóg.

– Trupulleikin er ikki, at ung fólk fara av landinum at lesa, trupulleikin er, at nógv teirra koma ikki heimaftur. Nøkur teirra fara av landinum, tí tey vita ikki um móguleikarnar, sum eru í Føroyum. Tað, vit gera, er einfalt at vísa á móguleikarnar, tey hava, sigur Rói B. Poulsen, formaður í Føroya Ungdómsráði.

Alt byrjaði sum eitt átak í 2012 beint eftir fíggarjarkreppuna. Ungdómsfelagsskapurin Føroya Ungdómsráð skipaði fyri einari kapping, kallað "Vinn eitt lærupláss". Kappingin eggjaði føroyskum feløgum at taka ein lærling. Virkini, ið vóru við, kundu vinna endurgjald fyri kostnaðin av ein lærlingi í eitt heilt ár. Tá ið móguleikarnir at sleppa í læru vóru skrásettir, var FUR ovfarin at staðfesta, at tilboðini vóru ongastaðni savnað á einum staði.

– Í átakinginum "Vinn eitt lærupláss" høvdu vit samrøður við yrkisfeløg og fóru at prátta um teir læru- og útbúgvingarmóguleikar, vit hava í Føroyum, greiðir Rói B. Poulsen frá.

Í fyrsta umfari var ungdómsráðið ovfarið, tí at móguleikarnir vóru so góðir. Tey vórðu varug við nógv fleiri móguleikar fyri bæði lesnaði og læruplássum, enn tey høvdu væntað. Men ovfarin vóru tey eisini, at einki katalog var, eingin savnað upplýsing, eingin heimasíða, einki, sum vísti útbúgvingar, sum bodnar vórðu út, ei heldur lærupláss. Upplýsingarnar, tey funnu, vóru ikki dagfórdar, og tær vóru spjaddar út á ymsar keldur. Ungdómsráðið gjørði av at gera okkurt við málið beinanvegin.

Loysnin var at gera eitt prentað katalog og eina heimasíðu, sum savnar allar móguleikar fyri lestri og læruplássum, sum Føroyar eiga. Verkætlanin varð nevnd "Les og lær í Føroyum" og hevur eydnast stak væl. Í 2015 varð triðja katalogið prentað, og heimasíðan í enskari útgávu varð lögð út tíðliga í 2016. Hetta er eitt gott dømi um, hvussu tey ungu taka ábyrgd av at menna sítt egna land.

FACTS

"Framhaldandi samstarv, stuðlað av svilsamfelagnum," er eitt av trimum strategiskum økjum, ið verða sett í brennidepilin í tvørgeira virkisætlanini hjá Norðurlenska ráðharraráðnum fyri børn og ung. Svilsamfelagið hevur bæði ígjøgnum barna- og ungdómsfelagsskapir og gjøgnum tey, sum fjálga um royndir og útlit hjá børnum og ungum, ein týðandi part, tí tey bera kunnleikan og seta í verk átøk fyri børn og ung á staðnum, í landinum og millum lond. Tí hevur tað so stóran týðning at koma framá, hvussu serkunnleikin, sum mong í svilsamfelagnum hava, verður brúktur til børn og ung, hvussu hann verður sjónligur, og hvussu hann fær virði fyri Ráðharraráðið, bæði tá ið virksemi verður lagt til rættis og framt í verki.

FACTS

Fá meira kunnleika um verkætlanina á <http://studyinfaroeislands fo/>

THE FAROE ISLANDS

"If we hadn't done it, nobody would have"

The Faroese Youth Council (Føroya Ungdómsráð – FUR) has taken it upon itself to inform young people about education and training opportunities in the Faroe Islands. The project is the result of FUR's impressive "can-do" attitude combined with sustainable funding from the government.

"The problem isn't that young people go abroad to study, the problem is that many of them don't come back again. Some people leave because they aren't aware of the opportunities that exist in the Faroe Islands. What we are doing is simply presenting them with options," says Rói B. Poulsen, chair of FUR.

It all started in 2012, in the aftermath of the financial crisis. FUR arranged a competition called "Win an Apprentice", which encouraged Faroese companies to take on an apprentice. The winning company would have the costs of an apprentice covered for a full year. In the process of mapping opportunities for apprentices in the islands, FUR was struck by the fact that there was no single source of information.

"During the 'Win an Apprentice' campaign, we entered into a dialogue with the unions and started to discuss the education and training opportunities available in the Faroe Islands," Poulsen explains.

At first, FUR was surprised by the range of options – there were far more opportunities to study and for apprenticeships than they had anticipated. But even more surprising was the fact that there was no catalogue, no single source of information, no website, nothing to show all the courses or apprenticeships available in the islands. The information they did find was out of date and scattered across a number of different sources. FUR decided to do something about it.

Their solution was a printed catalogue and a website that collate all of the opportunities for education and training in the Faroe Islands. The project, called "Study in the Faroes", has been a big success. The third edition of the catalogue was published in 2015, and an English version of the website was launched in early 2016. The project is an example of how the young civil society can take responsibility for development in their own country.

FACTS

"Continued collaboration with and support of civil society" is one out of three strategic focus areas in the Nordic Council of Ministers' cross-sectoral strategy for children and young people (2016–2022). Civil society – in the form of children's and young people's own organisations, as well as those whose job it is to protect children and young people and act as advocates for their perspectives – has an important role to play as a conduit for knowledge and as the individuals and organisations who work with and for children and young people at local, national and international level. It is important to find means of making the expertise that many stakeholders in civil society possess about children and young people accessible and deploying it in ways that have value for the Nordic Council of Ministers' sectors, during both the planning and implementation stages of their activities.

FACTS

For more details, visit:
<http://studyinfaroeislands.fo/>

FØROYAR / "Við hvørt er neyðugt, at onkur tekur sær um reiggj"

– At fáa ung fólk at støðast í Føroyum er umráðandi ikki bara fyri tey ungu, men alt samfelagið, sigur Rói B. Poulsen og tekur ógviliga týðningarmiklu fiskivinnuna sum eitt dømi um ein ídnað, har tørvurin á útbúnum arbeiðsfólki er vaksandi.

– Vit hava leingi fingist við fiskiskap, men nú hava vit eisini ment eina ógviliga framkomna fiskaalang. Okkum tørvar snøggliga fleiri útbúgvín fólk, bæði yrkiskøn fólk og fólk við hægri útbúgving fyri at halda fram við hesari menning, greiðir Rói B. Poulsen frá. Og soleiðis er vorðið ikki bara í fiskivinnuni og í alivinnuni, men í mongum øðrum geirum í Føroyum.

Í Føroyum búgva nú 50.000 fólk og 35% eru undir 25 ár. Takkað veri einum tí hægsta burðartalinum í Evropa veksur fólkatalið spakuliga, hóast so mong fara av landinum. Sum aðrastaðni á arktisku leiðunum fara flest konufólk av landinum, og tað skapar eina ójavnvág í kynsbýtinum.

Katrin Dahl Hanusson er 20 ára gomul, og sum ungir føroyingar flestir ivast hon í, um hon skal fara ella verða verandi. Men fer hon burtur, kemur hon heilt víst aftur.

– Eg ætli mær at lesa til lækna, men tað kann eg ikki gera her. Eg hevði viljað, at eg kundi byrjað her og so hildið fram í Danmark. Eg fari helst til Danmarkar at lesa, og eg eri vís í, at tað gevur mær virðismiklar royndir. Men eg vil heilt víst sleppa aftur. Eg vil sleppa at búseta meg her og fáa familju her.

Rói B. Poulsen vátta, at hetta er mynstur, ið er ógviliga vanligt hjá nógvum í yngra ættarliðinum.

– Vit eru sannførd um, at kundu fleiri ung farið undir útbúgvingina í Føroyum og hildið fram í útlandum, t.d. í Danmark, so høvdu helst fleiri komið aftur. Men skulu tey tað, mugu tey kenna møguleikarnar.

DO RIGHTS!

Teir báðir lyklarnir, sum fáa tað at eydnast

1. Fíggað av áhugapørtum ger verkætlanina burðardyggja
2. Framt í verki av fólki, sum hava førleikan og sambondini

FACTS

Ungdómsráð í Norðurlondum

UNR Ungdommens Nordiske Råd unginorden.org
FNUF Föreningen Nordens ungdomsförbund fnuf.se

LNU Landsrådet for Norges barne- og ungdomsorganisasjoner lnu.no

LSU Sveriges ungdomsorganisationer lsu.se

DUF Dansk Ungdoms Fællesråd duf.dk

Suomen Nuorisoyhteistyö - Allianssi alli.fi

UMFI Ungmennafélag Íslands umfi.is

Landssamband æskulýðsfélaga

FUR Føroya Ungdómsráð fur.fo

Sorlak sorlak.gl

ÅUF Ålands Ungdomsförbund ungdom.ax

Sáminuorra saminuorra.org

Sametingets ungdomsråd facebook.com/sami-youth/

Noereh Samisk ungdomsorganisasjon noereh.wordpress.com

Suoma Sámi Nuorat

THE FAROE ISLANDS / "If we hadn't done it, nobody would have"

"Getting young people to settle in the Faroe Islands is important. Not just to them but to the country as a whole. For example, the islands have a history of traditional fishing, but we now have a more advanced fish-farming industry. In order to continue this development, we need a better trained workforce – skilled workers and people with higher education degrees," says Poulsen. He explains that this is not just the case in the fisheries industry but in many sectors in the islands.

The population of the Faroe Islands is 50,000, 35% of whom are under the age of 25. Thanks to one of the highest birth rates in Europe, the population is actually growing slowly, despite the fact that many young people leave the islands. As in some parts of the Arctic region, a majority of those leaving are women, leading to a gender imbalance in the remaining population.

Katrin Dahl Hanusson is 20 years old. Like most young Faroese people, she is thinking about whether to stay or leave. But even if she leaves, she plans to return.

"I want to study to be a doctor, but I can't do that here. I wish there was a way to start my education here and continue in Denmark. I'll probably go to Denmark to study, and I'm sure that I will gain valuable experience by doing so. But I definitely want to come back. I want to settle down and start a family in the Faroe Islands."

Rói B. Poulsen thinks that Hanusson's situation is typical of her generation.

"We believe that if more young people could start their education in the Faroe Islands and then continue it elsewhere, such as in Denmark, they would be more likely to come back. But in order to do that, they need to know what their options are."

DO RIGHTS!

The two key success factors

1. Stakeholder funding makes the project sustainable.
2. The work is done by those with the competences and the contacts.

FACTS

Youth councils in the Nordic Region

The Nordic Youth Council unginorden.org

The Youth League of the Norden Associations
fnuf.se

The Norwegian Children and Youth Council
lnu.no

National Council of Swedish Youth
Organisations lsu.se

The Danish Youth Council duf.dk

The Finnish Youth Cooperation alli.fi

The Icelandic Youth Association umfi.is

The Icelandic Youth Council

The Faroese Youth Council fur.fo

The Greenland Youth Council sorslak.gl

Åland's Youth League ungdom.ax

Swedish Sámi Youth saminuorra.org

The Sámi Parliament in Sweden's Youth Council
facebook.com/samiyouth/

Norwegian Sámi Youth noereh.wordpress.com

Finnish Sámi Youth Organization

FØROYAR / "Við hvørt er neyðugt, at onkur tekur sær um reiggj"

Virkishugburðurin verður avdúkaður, tá ið kjakast verður um málið, og hvør ið eigur ábyrgdina. Summi siga, at ungdómsráðið ger arbeiðið hjá landsstýrinum ella hjá teimum, ið bjóða útbúgvingar og lærupláss. Svarið frá Róa B. Poulsen er greitt og klárt:

– Skalt tú hava sovorðið gjørt, mást tú hava onkran, sum vil hava hetta gjørt. Vit í ungdómsfelagsskapinum sóu trupulleikan og komu við eini loysn. Okkum tørvaði fígging, og vit útvegaðu hana, fyrst frá yrkisfeløgnum og Føroya ar-beiðsgevafelag, síðan frá Mentamálaráðnum ígjøgnum fíggjarlógina. Tað ger, at verkætlanin ber seg. Og vit halda, at gjørdu vit ikki hetta, varð tað ikki gjørt.

Rói leggur dentin á, at ungdómsfelagsskapurin FUR hevur førleikan og sam-bondini at skráseta møguleikarnar.

– Vit hava royndirnar og kunnleikan at gera tað, so tað hevði ikki verið ráðiligt at latið hetta upp í hendurnar á nøkrum øðrum.

FACTS

Hvat er sivilsamfelag?

Eitt sterkt og máttmikið sivilsamfelag er ein grundsúla í fólkaræðinum og hevur nógv at siga fyri at geva medborgarum møguleika at gera vart við síni mál og áhugamál. Sivilsamfelagið kann verða lýst sum øll hugsandi samtøk sum ikki eru staturin, marknaðurin ella einstaklingar ella einstøk húsarhald. Til dømis feløg, áhugafelagsskapir, arbeiðsmarknaðarfelagsskapir, trúarsamfeløg og sambond, har fólk skipa seg í felag, tí tey hava felags mál, fyrimyndir ella áhugamál.

THE FAROE ISLANDS / "If we hadn't done it, nobody would have"

FUR's "can-do" approach raises the question of responsibility. Some might argue that the youth council is doing the job of the government, or of the organisations that run the courses or provide the apprenticeships. Poulsen's response is unequivocal.

"In order to get things like this done, you have to have someone who wants to do it. We saw the problem and came up with a solution. We needed funding and we got it, at first from the unions and the Faroese Employers Association, and now from the Ministry of Education, Research and Culture via the national budget. This makes the project sustainable. Our feeling is that if we hadn't done it, nobody would have."

He emphasises that FUR has both the competences and the contacts to map the opportunities available in the islands.

"We have the knowledge and the experience, so there would really be nothing to gain from handing it over to someone else now."

FACTS

What is civil society?

A strong and dynamic civil society is one of the basic pillars in a democracy and plays an important role in providing people with opportunities to channel their voices and interests. Civil society can be defined as all types of groups of people other than the state, the market or individual households/ individuals, e.g. associations, foundations, interest groups, trade unions, employers' associations, religious groups and networks in which people pursue a common goal, ideal or interest.

” We have to create an environment in which children are able to set the agenda and create the systems themselves – it’s not just a matter of being heard when adults are prepared to listen.



SUOMI

Lapsiystävälliset kunnat – kaikkien asia

Koska Suomen kunnissa on meneillään useita lapsen oikeudet huomioivia hankkeita, Suomen UNICEF epäroi aluksi, lähtisikö se toteuttamaan maailmanlaajuista lapsiystävällisen kunnan mallia vai ei. Edistäisikö malli todella lapsen oikeuksien toteutumista? Vuoden kestäneen pilottijakson jälkeen vastaus oli kyllä – avainasemassa on sektorienvälinen yhteistyö sekä lasten ja nuorten osallistuminen.

Ira Custódio on vastannut hankkeen toteuttamisesta alusta alkaen ja toteaa:

– Suomen kunnat tekevät jo nykyisellään paljon kehitystyötä lasten ja nuorten palvelujen parantamiseksi. Kunnilla on nuorisovaltuustoja, yhteistyötä kansalaisjärjestöjen kanssa ja erilaisia valtion rahoittamia paikallisia ja alueellisia hankkeita – vain muutamia esimerkkejä mainitakseni. Emme halunneet tämän mallin olevan vain yksi uusi hanke muiden joukossa. Halusimme sen pohjautuvan tiedossa oleviin tosiasioihin ja tuovan lisäarvoa lapsen oikeuksien toteutumiseen.

Lapsiystävällinen kunta on maailmanlaajuinen malli, mutta jokainen maa muokkaa ja kehittää mallin sisältöä siten, että se sopii sen omiin haasteisiin ja mahdollisuuksiin. Suomessa malli on ollut käytössä vuodesta 2012 lähtien, ja siinä on nyt mukana 13 kuntaa prosessin eri vaiheissa.

Unicefin rooli on edistää lapsen oikeuksien huomioimista ja tarvittaessa antaa kunnille tukea ratkaisujen hakemisessa niiden kohtaamiin haasteisiin. Kunnat toteuttavat mallia siihen kuuluvien 10 tavoitteen eli rakennuspalikan avulla, ja onnistuessaan ne voivat ansaita työstään Suomen Unicefin myöntämän Lapsiystävällinen kunta -tunnustuksen.

Ennen kuin malli otettiin käyttöön Suomessa, tehtiin perinpohjainen analyysi nykytilanteen vahvuuksista ja heikkouksista. Suomen UNICEF käynnisti pilottihankkeen yhdessä akateemisen tutkijan kanssa yhdessä kunnassa.

– Huomasimme, että se mikä puuttuu, on kokonaisvaltainen, lapsenoikeusperustainen lähestymistapa, ja asian korjaamiseksi halusimme viedä mallia muihinkin kuntiin. Tuloksia saadaan tehokkaammin aikaiseksi, kun työhön otetaan mukaan kunnan kaikki sektorit, eikä ainoastaan lapsiin ja nuoriin suoraan liittyviä toimintoja, kuten päiväkotia ja kouluja, Ira Custódio selittää.

Kun työtä tehdään kaikilla sektoreilla, koko kunnan on helppo sitoutua työhön ja lapsen oikeudet tulevat näkyviksi kaikilla osa-alueilla. Yksi tämän lähestymistavan tavoitteista on välttyä siltä, että lasten oikeuksien ajaminen jää vain yhden tai kahden ihmisen varaan. Päätös ohjelmaan liittymisestä tehdään johtotasolla, mutta vastuu sen täytäntöönpanosta jaetaan koko kunnan kesken.

FACTS

Lapsiystävälliset kunnat

Lapsiystävällinen kunta -malli auttaa ja tukee Suomen kuntia edistämään lapsen oikeuksien toteutumista. Rakennuspalikat ovat samat kaikille osallistuville kunnille. Jokaisen rakennuspalikan mukana tulee tarkastuslista, joka tukee kuntaa työn käynnistämisessä, kehittämisessä ja arvioinnissa. Malli pohjautuu YK:n lapsen oikeuksien yleissopimukseen sekä kansalliseen ja kansainväliseen tutkimukseen. www.unicef.fi

FINLAND

Child-Friendly Cities – everybody's business

As municipalities in Finland were already running a wide range of initiatives concerning children's rights, UNICEF Finland had doubts about implementing the global initiative Child-Friendly Cities. Would it actually add value? After a two-year pilot focusing on cross-sectoral collaboration and participation by children and young people, it became clear that the answer was yes, it would.

Ira Custódio, who has managed the initiative from the start, explains:

"Finnish municipalities do a lot of development work on services for children and young people. They have mandatory youth councils, various types of collaboration with NGOs and different types of projects funded by national and regional bodies – to mention just a few aspects. We didn't want this concept to be just another new project. We wanted it to build on existing knowledge and really add value to work on children's rights."

The Child Friendly Cities initiative is global, but it can be adjusted and developed to suit national challenges and potential. In Finland, the concept was launched in 2012. So far, 13 municipalities have signed up since the start and are at different stages of the process.

UNICEF's role in the initiative is to build capacity on children's rights and help municipalities find solutions to specific challenges. The municipalities work with the ten building blocks, and earn recognition from UNICEF Finland for their work.

As part of preparing the work on Child-Friendly Cities, UNICEF Finland teamed up with an academic researcher, to analyse current strengths and weaknesses. A pilot project in Tavestehus started in 2012 and has been very helpful in developing the model.

"We found that what was lacking was a children's rights based approach that involved the whole municipal organisation – and that's what we wanted to add by rolling out the concept. By involving not just the obvious sectors like schools and daycare, but actually bringing together every part of a municipality, we can make a real difference," explains Custódio.

The inter-sectoral approach facilitates broad commitment to the work and also highlights children's rights across all parts of the local authority. One of the aims with this approach is to avoid a situation in which only one or two individuals within an organisation advocate children's rights. The decision to join the initiative is taken at a high level, but the entire municipality shares responsibility for implementing it. This makes the work more sustainable, less vulnerable and more visible.

FACTS

Child-Friendly Cities

The aim of the initiative is to support Finnish municipalities in the realisation of children's rights. The building blocks are the same for all of the municipalities involved. Each building block is accompanied by a checklist to initiate, develop and evaluate the work. The model is based on the UN Convention on the Rights of the Child, as well as national and international research.

Read more: www.unicef.fi

– Kukaan ei koskaan vastusta lapsen oikeuksia. Silti ne ovat liian harvoin etusijalla, Ira Custódio sanoo. Malli tuo näkyvyyttä tehdylle työlle sekä sisäisesti että ulkoisesti.

Lasten ja nuorten osallisuus on lapsiystävällisen kunnan perusta ja siten myös olennainen osa kaikkia rakennuspalikoita. Sen sijaan, että yksi rakennuspalikoista olisi varattu ainoastaan osallisuudelle, käsite on sisällytetty kaikkiin rakennuspalikoihin. Rakennuspalikat 3–8 ovat suoraan yhteydessä lasten ja nuorten osallisuuden eri muotoihin.

– Haasteena on se, että lasten ja nuorten osallistamisen eteen on tehty jo niin paljon, että voidaan helposti ajatella, että asia on kunnossa. Näin ei kuitenkaan ole. Haluamme hajottaa osallisuuden käsitteen pienempiin osiin ja näyttää, että kyseessä ei ole vain yksi tapa työskennellä, vaan työtä lasten ja nuorten osallistamiseksi voidaan tehdä eri tavoin, Ira Custódio selittää.

Ajatus lasten osallisuudesta kattaa lapsen oikeudet sekä yksilötasolla että ryhmänä. Osallisuudella voidaan tarkoittaa poliittista ulottuvuutta, päätöksentekoon vaikuttamista tai mahdollisuutta ajaa oikeuksien toteutumista. Osallisuuteen liittyy kuitenkin myös sosiaalinen ulottuvuus, joka on edellytyksenä poliittiselle osallistumiselle. Mallia ja prosessia pitää mukauttaa jokaisen erilaisen osallistumismuodon osalta.

– Halusimme kuntien arvioivan työtään lasten ja nuorten osallisuuden parissa eri näkökulmista sekä eri kuntasektoreilla. Lisäksi otimme mukaan erilaisia lapsiryhmiä kattavaa eri ikäryhmät sekä myös heikossa asemassa olevat lapset. Haluamme saada kunnat näkemään kokonais kuvan sitä kautta, että ne tarkastelevat eri ulottuvuuksia, Custódio kertoo.

Yleisesti koetaan, että monet haasteista ovat kunnille yhteisiä. Yksi näistä on kysymys yhdenvertaisuudesta.

– On selvää, että yhdenvertaisuuden osalta on vielä paljon tehtävää. Osallisuuden rakenteiden ulkopuolelle putoavat helposti esimerkiksi alle kouluikäiset lapset, vammaiset lapset, tai lapset jotka elävät eri syistä vaikeissa olosuhteissa.

DO RIGHTS!

Suomen lapsiystävällinen kunta -mallin 10 rakennuspalikkaa

1. Lapsen oikeudet tunnetaan.
2. Kaikki oikeudet toteutuvat jokaisen lapsen kohdalla.
3. Lapsilla on mahdollisuus osallistua heille tarkoitettujen palveluiden suunnitteluun, arviointiin ja kehittämiseen.
4. Lapset voivat osallistua julkisen tilan suunnitteluun ja kehittämiseen.
5. Lapsilla on mahdollisuus vaikuttaa heille itselleen tärkeisiin asioihin.
6. Lapset voivat osallistua kansalaistoimintaan.
7. Lapsilla on ystäviä ja turvallisia aikuisia.
8. Lapsia ja lapsuutta arvostetaan.
9. Lapsia koskevia asioita tarkastellaan koordinoitusti kokonaisuutena niin, että lapsia koskevassa päätöksenteossa ja toiminnoissa harkitaan ensisijaisesti lapsen etu.
10. Lapsia koskevaa tietoa hyödynnetään monipuolisesti päätöksenteossa.

"Nobody is ever against children's rights. But they are still not a priority. This initiative makes the work done more visible – both in-house and among the general public," says Custódio.

Being one of the guiding principles of the UN Convention on the Rights of the Child, participation by children and young people is fundamental to the Child-Friendly Cities. Child and youth participation is mainstreamed in and underpins all of the ten building blocks to some extent or another. However, blocks 3–8 in particular are directly related to different forms of child and youth participation. It is key to the work that many different aspects and perspectives of participation are included.

"The challenge is that so much is being done when it comes to participation by children and young people that it is easy to think that everything has already been thought of. But it hasn't. We wanted to break down the idea of participation and show that it isn't just one simple concept, but entails many different ways of involving children and young people," explains Custódio.

The concept of participation encompasses both individual rights and the collective rights of children as a group. Participation can be political, as in access to political power or the opportunity to advocate rights – but it also has a social dimension, which is a prerequisite for political participation. For every different type of participation, the process and the model need to be adjusted.

"We wanted the municipalities to assess their work on participation by children and young people from different points of view, as well as in relation to different sectors. We also incorporated the perspectives of different groups of children, including vulnerable children and the youngest age groups. By looking at a range of different dimensions, local authorities are able to see the bigger picture," explains Custódio.

Experience shows that many municipalities face similar challenges – one of which is the question of equality.

"It's plain to see that there is still a lot to be done when it comes to equality. Pre-school children, children with disabilities and children who – for one reason or another – live in difficult circumstances are less likely to be included in participation structures," says Custódio.

DO RIGHTS!

The 10 building blocks for Child-Friendly Cities in Finland

1. Making children's rights known
2. Making children's rights a reality for every child
3. Finding ways for children to play a part in the planning, development and evaluation of services targeted at them
4. Finding ways for children to play a part in the planning and development of public spaces
5. Finding ways that children can affect matters important to them
6. Finding ways for children to participate in civic activities
7. Ensuring that children have friends and know adults they trust
8. Ensuring that childhood is valued
9. Ensuring that services for children are co-ordinated and holistic so that decisions and activities have the best interests of the child as the primary consideration
10. Ensuring that information about children is incorporated into all parts of the decision-making process.

Lapsiystävällisen kunnan mallissa painotetaan lasten ja nuorten osallistamiseksi tehtävän työn järjestelmällisyyttä ja jatkuvuutta yksittäisten tapahtumien sijaan. Samaan aikaan rakenteet on luotava niihin puitteisiin, joissa kunta toimii.

– Suomessa ollaan yleisesti hyviä luomaan puitteita ja tekemään työstä järjestelmällistä, Ira Custódio toteaa. Usein lapsille ja nuorille tarkoitetut rakenteet tehdään kuitenkin vain kopioina aikuisten järjestelmistä.

Tärkein lapsiystävällisen kunnan mallista saatu anti on osallistumismahdollisuuden tarjoaminen kaikille lapsille.

– Meidän on luotava ympäristö, jossa lapset voivat päättää käsiteltävät asiat ja luoda tarvittavat järjestelmät itse, eikä tulla kuulluiksi vain silloin, kun se sopii aikuisille. Meidän tulee opettaa heille, että muutos on mahdollinen, mutta yhtälailla pyrkiä luomaan sellainen maailma, joka mahdollistaa muutoksen, Ira Custódio sanoo.

”

”Komitea katsoo että yleissopimuksen tehokas täytäntöönpano edellyttää selkeää, eri alat ylittävää koordinointia, jotta lasten oikeudet voidaan tunnistaa ja toteuttaa koko hallituksen piirissä, ja koordinointia sekä hallinnon eri tasojen että hallituksen ja kansalaisyhteiskunnan välillä, johon erityisesti kuuluvat myös lapset ja nuoret itse. Poikkeuksetta monet eri ministeriöt ja muut valtiolliset tai puolivaltioalliset elimet vaikuttavat lasten elämään ja oikeuksista nauttimiseen. On vain harvoja, jos yhtään, ministeriötä, jolla ei ole minkäänlaista suoraa tai välillistä vaikutusta lasten elämään.”

YK:n lapsen oikeuksien komitean yleiskommentti 5

FINLAND/ Child-Friendly Cities – everybody's business

The Child-Friendly Cities initiative stresses the importance of systematic work on participation by children and young people, as opposed to one-off events. At the same time, specific structures are needed that reflect the nature of the participation in the local area concerned.

"Generally speaking, in Finland we are great at building structures and working systematically. But often, the structures we build for participation by children and young people are just copies of adult systems," says Custódio.

At its core, Child-Friendly Cities is about making participation possible for all children.

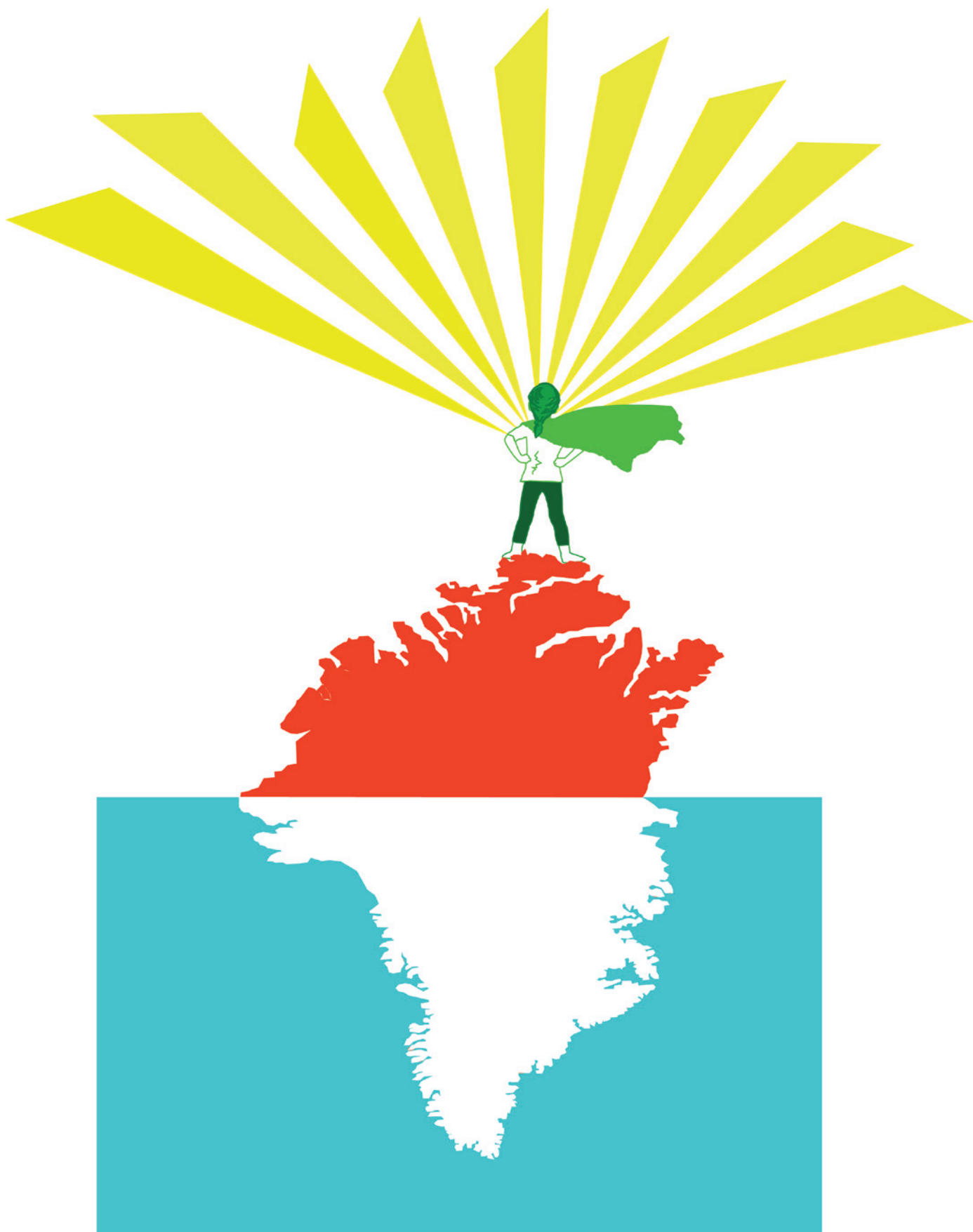
"We have to create an environment in which children are able to set the agenda and create the systems themselves – it's not just a matter of being heard when adults are prepared to listen. We should not only teach them that change is possible, but also create a world where change is actually possible," says Ira Custódio.

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"The Committee believes that effective implementation of the Convention requires visible cross-sectoral co-ordination to recognize and realize children's rights across Government, between different levels of government and between Government and civil society – including in particular children and young people themselves. Invariably, many different government departments and other governmental or quasi-governmental bodies affect children's lives and children's enjoyment of their rights. Few, if any, government departments have no effect on children's lives, direct or indirect."

UN Convention on the Rights of the Child, General comment no. 5

**” I feel that we have
become tougher and
less afraid of speaking up,
and I’m glad that the
politicians listen to us.**



KALAALLIT NUNAAT

Maanna meeqqat pisinnaatitaaffii pillugit kikkut tamarmik ilisimasaqarnerulerput

Kalaallit Nunaanni meeqqat illersuisuata ilisimasaqarfiginngisaq annertoq iliuuseqarfigisimavaa. Ukiualunnguit qaangiuttut meeqqat pisinnaatitaaffii pillugit innuttaasut ikittuinnaat ilisimasaqarput. Ullumikkut allarluinnaavoq.

– Suleriaatsimigut pimoorussisutullu attaveqateqariaatsimigut meeqqat illersuisuat partiinut oqariartuumminik anngussaqqarpoq. Kingunerisaanik Naalakkersuisut siulittaasuat paasinnilluni 2016 Meeqqat Ukiuattut taavaa.

Taamatut Atuagalliutit/Grønlandsposten 6. januar 2016-imi pingaernerutitami allappoq. Nunami aviisini annerpaap Meeqqat illersuisuata aamma Meeqqat Pisinnaatitaaffiinik Sullissiviup MIO-p suliaannik nersuina tunngavissaqqarpoq. Ukiut marlungajaat ingerlaneranni meeqqat tusintit sinnerlugit, aamma ilinniartitsisut, nakorsat, isumaginninnermik suliallit, politikerit, kommunimi sulianik isumaginnittartut – allaallumi politiit - meeqqat pisinnaatitaaffii pillugit ilinniartitaasimapput.

– Kommunimi meeqqamik suliaqartut, imaluunniit meeraasut peqataanissamut periarfissinneqarsimapput, MIO-mi siunnersuisartooq Nauja Benjaminsen oqaluttuarpoq.

Meeqqat pisinnaatitaaffii pillugit nunami angalasaqattaarsimasuni MIO-mit siunnersuisartut marluk Nauja Benjaminsen aapparaat. Ingerlassaq "Meeqqat pisinnaatitaaffii nukittorsartigit" Meeqqat Illersuisuata aamma Kommuneqarfik Sermersuumi borgmesterip akornanni 2014-imi suleqatigiinnissamik isumaqatigiissuteqarnermik aallartippoq.

– Ilinniartitatta amerlanersaat meeqqat pisariaqartitaat pillugit oqaaseqarsinnaasimapput, ikittunnguilli meeraq pisinnaatitaaffeqartuusoq ilisimasimavaat. Piumassuseq pineqarsimanngilaq, ilisimasaqarnerli, meeqqanut siunnersuisartooq Ellen Bang Bourup oqarpoq.

FACTS

Kommuneqarfik Sermersooq

Kalaallit Nunaanni kommunit sisamat ilagaat Kommuneqarfik Sermersooq. Kommunip annertussusaa Danmarkimut naleqqjullugu 25-eriaammik anneruvoq, tamaaniillutik innuttaasut 22.000-it. Kommunimi meeqqat pisinnaatitaaffii pillugit siunertalimmik taakkuninngalu nukittorsaanissamik meeqqat pisinnaatitaaffiinik sullissisarfik MIO aamma Kommuneqarfik Sermersooq 2014-imi suleqatigiinnissaq na-joq-qu-tassalerpaat. Meeqqat pisinnaatitaaffii pillugit atuartut 1000-it sinnerlugit meeqqanillu suliaqartuusut hunnorujukkaat ilinniartitaasimapput.

DO RIGHTS!

UN Committee on the Rights of the Child in Genève

1992-imi FN-ip Meeqqat pisinnaatitaaffiinik Isumaqatigiissutaa Kalaallit Nunaata akueraa. Meeqqat pisinnaatitaaffiinik Isumaqatigiissummik nuna atsiuisimasooq tamatuminnaga malittarinnittussaavoq. Kikkut tamarmik Meeqqat pisinnaatitaaffiinik Isumaqatigiissummik atsiuisimasut ukiut tallimakkaarlugit FN-imi Meeqqat pisinnaatitaaffiinik Ataatsimiititaliansuanut qanoq tamatuma najoqqutarineqarnera pillugu nalunaaruteqartassapput. Meeqqap pisinnaatitaaffiisa qanoq sakkortusaavineqarsinnaanerani Meeqqat pisinnaatitaaffiinik Ataatsimiititaliansuaq innersuussissuteqartarpoq. Innersuussissut nalinginnaasoq tassaavoq meeqqap pisinnaatitaaffini pillugit ilisimasaqalersinnissaa. Alla tassaavoq inersimasooq meeqqanut tunngasunik suliaqartuusoq sutigut tamatigut meeqqap pisinnaatitaaffiisa suuneranik sunillu nassataqarnerannik ilinniarsimassasoq. www.ohchr.org/EN/HRBodies/CRC/

GREENLAND

Closing the knowledge gap – children's rights in focus

The National Spokesperson for Children in Greenland has been working to close a knowledge gap. A few years ago, people in Greenland knew little about children's rights. Nowadays, it's a completely different story.

"The Spokesperson for Children used a communications offensive to make the parties listen, and the Prime Minister has declared 2016 the year of the child," wrote Atuagallit (Greenland Post) in its editorial of 6 January 2016.

Little wonder that the country's largest newspaper praises the efforts of the National Spokesperson for Children and MIO, the National Advocacy Centre for Children's Rights. In about two years, more than a thousand children and several hundred nursery assistants, teachers, doctors, social workers, politicians, local authority caseworkers – and even police officers – have been taught about children's rights.

"All local authority staff who work with children – and all children – have had the chance to take part," says MIO consultant Nauja Benjaminsen.

Benjaminsen is one of two MIO consultants who have travelled far and wide to raise awareness of children's rights. The programme "Let's Strengthen Children's Rights" started in 2014, when the National Spokesperson for Children and the Mayor of Sermersooq decided to work together on the issue.

"Most of the people we taught knew something about children's needs, but few were aware that children actually have rights. It's not about lack of will, but lack of knowledge," says children's consultant Ellen Bang Bourup.

FACTS

Sermersooq

Sermersooq is one of four local authorities in Greenland. It covers an area 25 times the size of Denmark, and has a population of 22,000. In 2014, Sermersooq council and MIO entered into a formal agreement to improve children's rights in the area. More than a thousand school pupils and a hundred professionals who work with children have learned about children's rights.

Read more: www.mio.gl

DO RIGHTS!

UN Committee on the Rights of the Child in Geneva

Greenland ratified the UN Convention on the Rights of the Child in 1992, signifying its commitment to complying with the contents. Signatories to the convention must report to the UN Committee on the Rights of the Child (CRC) every five years. The Committee examines each report and addresses its concerns and recommendations in the form of "concluding observations". Two regular recommendations are ensuring that children are informed about their rights and that adults who work with children in any capacity should be trained in children's rights and know what they entail.

Read more:
www.ohchr.org/EN/HRBodies/CRC/

Ilisimasaqarnek nukittuunngortitsivoq

Meeqqap inuulluarnissaa isumaginarlugu ilisimasaqarnerup nukittuunngortitsinera isumaavoq. Peqataasut arlallit, soorlu kommunini sulianik isumaginnittartut tupaallattarnerannik siunnersuisartut oqaluttuarput.

– *Meeraq nammineq oqaaseqartitaanani meeqqap siunissaa meeqqanik illersuisut aalajangiigajuttarput. Siunissaanik taakkununga tunngasuni meeqqap pisinnaatitaaffeqarneranik eqqaasineqartarnertik sulianik isumaginnittartut nuannaarutigaa, Nauja Benjaminsen oqarpoq.*

– *Aamma politikerit taamaallaat umiarsualivinnik aalisakkerivinnillu eqqarsaateqartartuusut naapittarpagut. Meeqqalli pisinnaatitaaffii pillugit ilinniartitsigatta qisuvarierat annertunerpaamik iluarinnittuavoq. Ileqqorisani meeraq piniariaqataasarpog, aalisariaqataasarpog inersimasullu suliaanni allani peqataasarpog, meeqqalli aalajangeeqataasusnaanera taakkununga nutaajuvoq, Ellen Bang Bourup oqaluttuarpoq.*

Nunap ilusaa ingerlassanillu aqutaqartarneq unammillerfissaqarfiupput. Danmarkimut naleqqiulluni kommune 25-eriaammik angineruvoq, illoqarfiillu akornanni aqqusineqarani. Taamaattumik suliasat tamarmik pilersaaruserluartariaqarput. Aamma kulturikkut annertuunik assigiinngissuteqartoqarpoq. Nunaqarfinni isorliunerpaani ullukut aqagukkullu piniakkat pisisat aalajangiisarput, silarsuarli pillugu paasissutissat pingaartuunnginnerusarlutik.

– *Meeqqat ikiorserneqarnissamut periarfissakillutik nunarsuarmut avatangiisumut attaveqanngillat. Meeqqat ilaasa atuarsinnaatitaanertik pineq ajorpaat, aammalu allanit takuneqarsinnaanatik suusupagineqarnertik atorlugu, Ellen Bang Bourup oqaluttuarpoq.*

Aallartitaqarnissamut MIO ilapittuuteqarsimavoq. Atuarfinni meeqqat pisinnaatitaaffii pillugit ilinniartitsisimapput, aamma meeqqat oqallissuteqartarnermik isummanillu annissuinissamik sungiusartarsimallugit. Meeqqat aamma piviusuulluinnartunik inassuteqarput, kommunalbestyrelsimut ingerlateqqinneqartunik.

Meeqqat tamarmik asaneqarnissamik pisinnaatitaaffeqarput

Nuummi atuarfinni Ukaliusaq MIO-mit pulaarteqarsimavoq. Suliniummik ilinniartitsisut assut pissarsisimanertik oqaatigaat.

– *Meeqqat namminnek killigitassatik inissinniarnert ilinniarpaat, angersinnaanertik naameersinnaanertillu, aamma angerlarsimaffimmini. Nerisaqarnissartik pisinnaatitaaffigalugu ilikkarpaat, aamma atuarnerminni angerlarsimaffimminni nerisassaminnik nassanngikkunik ilinniartitsisunut oqaatigisinnaanera ilikkarlugu, 3. klassimi ilinniartitsisoq Karen Berthelsen oqarpoq.*

– *Aamma angajoqqaat isumaginnissinnaanngikkaluartut meeqqat tamarmik asaneqarnissaminnik isumagineqarnissaminni pisinnaatitaaffeqartut ilikkarpaat, Hanna Christensen oqarpoq.*

Christensen "atugarissaartitsiffittut klassimi" ilinniartitsisuuvoq, tassaniillutik angerlarsimaffimmini ajornartorsiuteqarajuttarnertik pissutigalugu atuartut uninngaveqartuunngitsut. Kalaallit Nunaanni imigassamik aanngajaarniummillu hashimik atornerluineq inuiaqatigiinni ajornartorsiutaavoq annertoq. Tamanna meeqqanik oqaaseqaatit ilarpassuini takuneqarsinnaavoq:

– *Ilaqutariinni asannillutillu angutaasertuunngitsuni alliaartorneq meeqqap atugarissaarluni tunngavigisassani pingaarnarpaat ilagaat.*

– *Meeqqamik mikisuuneranni angajoqqaat imigassartortuunnginnerat pingaartuuvoq.*

Atuurtulli arlallit ikkataasarneq, kiserliorneq immikkoortitaanerlu ulluinnarni ajornartorsiutigalugit oqaatigaat. Ilaasa atuartut ilinniartitsisunut imminnullu ataqqinninngitsusut taavaat. Namminnerlu meeqqat atuarfiat naammassigunikku ilinniagaqarnissamut periarfissatik arleqqutigalugit oqaaseqarlutik.

– *Suliniutip kingorna ullut tamaasa katersuutsisalerpugut, tassani meeqqat aperisarlugit "arlaannik oqaluttuassaqarnersut". Meeqqat iluurtumik atugaqanngikkaangamik, imaluunniit allat ikiorneqarnissamik pisariaqartitsisut takugaangamikkit oqaatiginilluarnersalersut misigilereerpara, Hanna Christensen oqaluttuarpoq.*

Knowledge is power

The idea is that knowledge is power – it enables people to do what is best for children. The consultants say that many of the participants, e.g. local authority caseworkers, experienced eureka moments during the training.

"Often, those in the Child Welfare Service would make decisions about a child's future without consulting the child. Caseworkers were glad to be reminded that children have the right to be heard regarding matters that concern them," says Benjaminsen.

"We met politicians who were only concerned with harbours and fish factories, but when we taught them about children's rights, the response was overwhelmingly positive. Children have traditionally been allowed to join in with hunting, fishing and other adult activities, but involving children in decision-making was a new concept for them," says Ellen Bang Bourup.

Geography and logistics present a range of challenges. Sermersooq council covers an area 25 times the size of Denmark, and there are often no roads between far-flung settlements. All activities therefore have to be well planned. There are big cultural differences, too – in the most remote settlements, the focus is on today's or tomorrow's hunt or catch, while the outside world is of secondary concern.

"Children live in isolation, with little chance of external support. The child's right to schooling is ignored, or they are neglected, and nobody knows about it," says Ellen Bang Bourup.

Thanks to MIO, this situation has started to change. The local schools have been teaching children about their rights, and training them to discuss issues and speak their minds. The pupils also made a number of tangible recommendations that were put to the local council.

All children have the right to be loved

One of the schools visited by MIO was Ukaliusaq in Nuuk. The teachers found the project really useful.

"The children learned that they are able to set their own boundaries. They can say yes or no, even at home. They learned that they have the right to food, and that they can let a teacher know if they have not been given a packed lunch to take to school," says Karen Berthelsen, who teaches a grade three class.

"They've learned that all children have the right to be loved and taken care of, even if their parents aren't capable of doing it," says Hanna Christensen.

Christensen teaches a "wellbeing class" for students with behavioural difficulties, which are often due to problems at home. Alcohol and cannabis abuse are deep-seated problems in Greenland, and many of the children's comments reflect this.

"Growing up in a loving family free from violence is one of the most important conditions for a child to do well."

"It is important that parents don't drink when they have small children."

Several of the pupils mentioned bullying, loneliness and discrimination as problems they encounter in their day-to-day lives. Some mentioned that pupils lack respect for teachers and for each other. They also voiced concern about their options for post-school education.

"After the project, we started holding a daily assembly, in which we ask pupils if they have anything to tell us. I think the children are already better at saying when they don't feel well, or if they see that someone else needs help," says Christensen.

"It used to be that everybody would know if someone's dad drank, but nobody would do anything. You didn't grass or snoop."

These days, the pupils at Ukaliusaq School are listened to and taken seriously. When they report a problem, it is noted, and the school addresses the issue with the parents. If this doesn't help, the teachers then contact social workers.

– *Siusinnerusukkut isuma tassaavoq "kikkut tamarmik ataataga imertartoq ilisimavaat, arlaannaalli iliuuseqarani". Oqaatiginnittussaasoqanngilaq, imaluunniit akuleruttoqarani.*

Ullumikkut Ukaliusami atuartut tusaaneqarlutillu ilumoorunneqarput. Ajornartorsiuteqarlutik oqaluttuaraangamik tamakku allattugaasarput, atuarfyllu angajoqqaanut saaffiginnittarpoq. Iluvaqutaanngippat isumaginnittoqarfik saaffigineqartarpoq, Nuummi ilinniartitsisut taakku marluk oqaluttuarput.

– *Atuartut iluurtumik atugaqanngitsut takusinnaanissaat ilinniartitsisut uagut pikkoriffiginerulerpagut. Pitsaasunillu ilinniuseqarutta meeqqat pisinnaatitaaffii pillugit atuarfimmi atualerlaat ilinniartinnissaat nangeqqissinnaassavarput, Karen Berthelsen oqarpoq.*

KS Young Advisors

Immikkut siunnersuisartut 13–17-inik ukiullit, "KS Young advisors", akuttoqatigiinnik naapittarput oqallissutigisarlugit soorlu ilinniagaqarnissamut pisinnaatitaaffiit, peqqissuunissamut pisinnaatitaaffiit, meeqqanut inissaqarnermut tunngasut, aamma inuusuttut piginnaasamikkut annikillisisitaasunut pissutsit – tamarmik FN-ip meeqqat pisinnaatitaaffiinik isumaqatigiissutaanut tunngatillugit.

– *Kommuneqarfimmut isummatsinnik saqqummiussiniarluta isiginnaartitsissutitut takutitsiniuterput sungiusarparput. "Nuanneqaaaq", inuusuttut siunnersuisartut ilaat Parnuna (14) oqarpoq.*

Aviaajap (15) aamma soqutiginartilluinnaarpaa, siunnersuisartuunerlu ilikkagaqarfiginarnerarlugu.

– *Takorluukkanninngaanniit meeqqat amerlanipilussuit ikiorneqarnissaq pisariaqartippaat. Angajoqqaat imigassamik hashimillu atornerluinerat sumiginnaagaanermik kinguneqartarput. Meeqqap pisinnaatitaaffigisani piviusunngortinneq ajorpai, oqarpoq.*

– *Angerlarsimaffimmini atuaqaterput atornerlunneqarpat akuerinagu oqaatigisinnaassavarput. Oqaluttuarinninneq pitsaanerpaasoq ilinniarpaput. Meeqqap iluamik atugaqartuunissani pisinnaatitaaffigaa, arlaannillu ajortoqarpat naaggaarsinnaatitaavoq.*

Niviarsiat pingasut kommuneqarfimmik oqaloqatigisaqarnialeramik ernumalaarsimapput. Aallartikkamilli suut tamarmik oqilipput.

– *Isumaqarpunga nukittornerullutalu naaggaarsinnaanermut qunusuinnerulertugut. Politikerillu tusarusummatigut nuannaarutigaa, Stella (14) oqarpoq.*

Kommunip suleqatigiinneq ingerlateqqikkusuppaa

Kommunimi Meeqqanut, Ilaqutariinnut Atuarfinnullu ingerlassaqarfimmi pisortap, Søren Valbakkip oqaatigaa meeqqanik inuusuttunillu aalajangiussani "KS Young Advisors"-inik tusarnaartuarusullutik.

– *Kalaallit Nunaata Meeqqat pisinnaatitaaffiinik isumaqatigiissut atsiorpaa, akisussaaffimmilli tigusinani. Ilisimasassanik amigaaqartorujussuuvugut. Politikkikkulli maannakkut akaarinninneq annertoqaaq. Aamma meeqqat pisinnaatitaaffii borgmesterip uummataaniipput, Valbak oqarpoq.*

Meeqqat Illersuisuannik/MIO-mik suleqatigiinnissamik isumaqatigiissutip ingerlateqqinnissaanik kommunip kissaateqarnera oqaatigaa, aammalu meeqqat pisinnaatitaaffiit tunngasunik suli annertunerusumik sianiginnittoqalernissaanik isumaginnerusunnerarpaa.

– *Sammissamut suli itinerusumik iserfiginninniarpuqut. Ikkatiginnittarnerit taamaatitinniarlugit suliniut aallartissavarput, tassani "kinaassuseqassutsit atorlugu inuunissaq" pisinnaatitaaffigineqarmat.*

Naggataatigut Valbakkip erseqqissarpaa meeqqat pisinnaatitaaffii tassaasut meeqqap akisussaaffilernissani aamma ilinniassagaa. Tassaannigilaq ileqqorisatut ilinniartitaaneq, tassaavorli "inuunermi ilinniagarisassaaq".

– *Meeqqat ajornartorsiutit pillugit naaggaarsinnaanermik ilinniagaqarnerat ajunngilaq. Meeqqalli ajortianerpaat kisiisa matumani pineqanngillat. Meeqqat tamaasa pineqarput. Aammalu ullut ilaanni inuiaqatigiinnik nalinginnaasunik assigiinngiaarlutillu peqqissuusunik nammatsisussatut inuiaqatigiinni innuttaalluarnissap ilinniarnissaa taamatulli pingaartigaaq.*

GREENLAND / Closing the knowledge gap – children's rights in focus

"As teachers, we are better equipped to take notice when pupils aren't doing well. With the proper teaching materials, we can continue to teach new year groups about children's rights," says Karen Berthelsen.

KS Young Advisors

"KS Young Advisors" is a group of 13–17-year-olds that meets regularly to discuss topics such as the right to education, the right to good health, children's living conditions, and conditions for young people with disabilities – all in the light of the UN Convention on the Rights of the Child.

"We took part in roleplay where we practised putting our views to the local council. It was fun," says one of the young advisors, Parnuna (14).

Aviaaja (15) also found being an advisor interesting and educational.

"Far more children are in need of help than I had thought. Parents' abuse of alcohol and cannabis leads to neglect, and children's rights are breached," she says.

"If we know that a classmate is being abused at home, we have to speak up. We have learned that it's best to say something. A child has the right to feel safe and secure, and to speak up if something is wrong."

Beforehand, the Young Advisors were nervous about the prospect of speaking to the local council. But once they started, it became much easier.

"I feel that we have become tougher and less afraid of speaking up, and I'm glad that the politicians listen to us," says Stella (14).

Local council willing to go further

Søren Valbak, Director for Children, Families and School Administration, says that the local council will continue to listen to KS Young Advisors about matters that affect children and young people.

"Greenland ratified the UN Convention on the Rights of the Child, but no one took responsibility. There was a big gap in our knowledge, but now there's a lot of political 'goodwill'. Children's rights is an issue close to the mayor's heart," says Valbak.

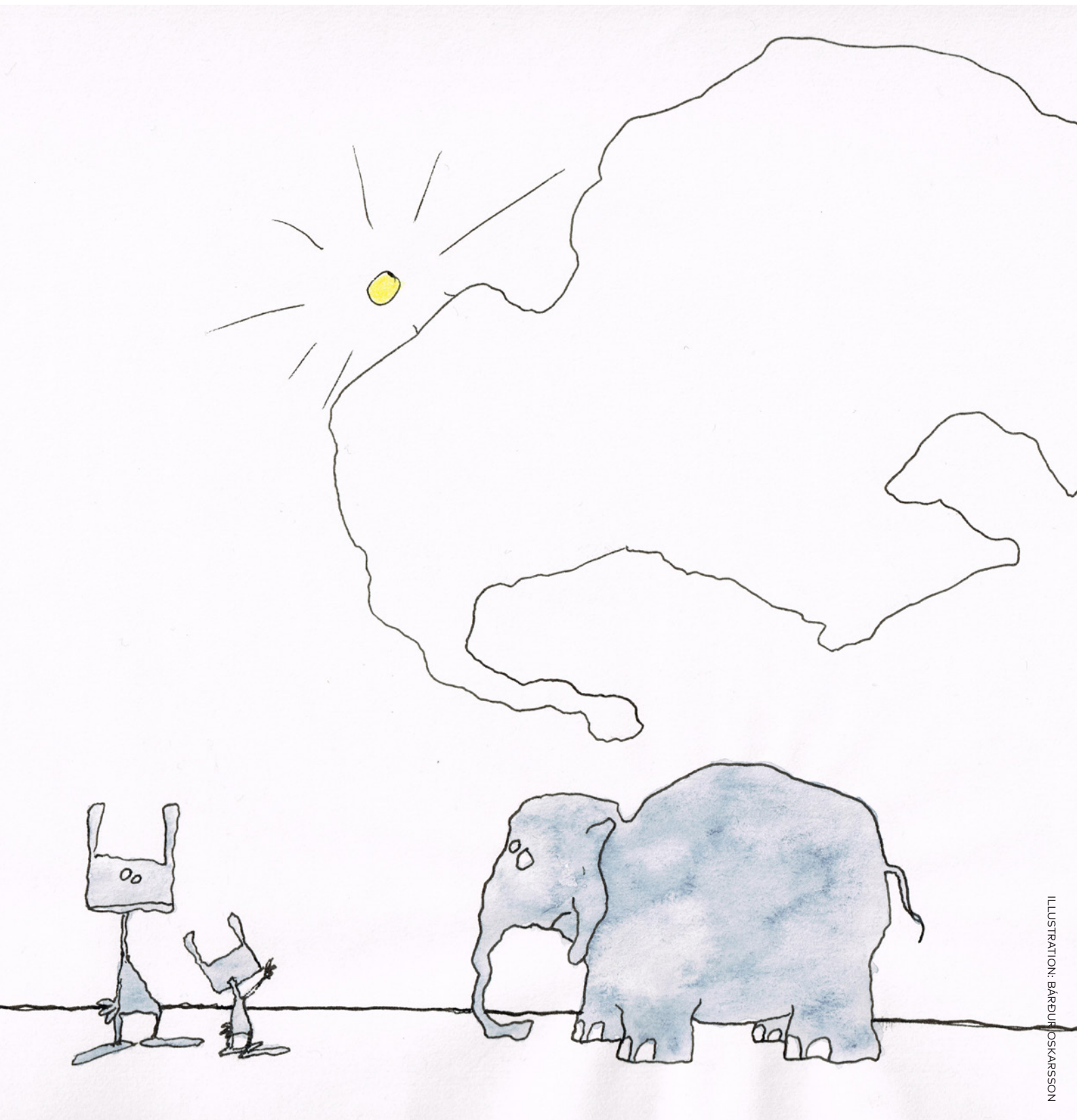
He says that the council intends to continue working with the National Spokesperson for Children and MIO, in order to raise awareness of children's rights even further.

"We will explore themes in more depth, starting with a project aimed at stopping bullying and protecting children's right to be themselves."

Finally, Valbak emphasises that children's rights are also about children learning to take responsibility. This is not traditional learning, but 'life learning'.

"It's positive if children learn to speak out about their problems. But this is not just about the most vulnerable children – it's about all children. It's just as important to learn how to be a good citizen who will one day lead a diverse and healthy society."

**” Young people see
things adults don't see.**



ÍSLAND

Stjórnlæg unga fólksins

Þegar hafist var handa við að endurskoða stjórnarskrá Íslands voru „allir“ hvattir til að koma ábendingum á framfæri. Ætlunin var að almenningur tæki þátt í ferlinu. En einn stóran hóp vantaði: Ungu fólkið.

– Of algengt er að ekki sé óskað eftir framlagi barna, með þeim rökum að umræðuefnið sé of flókið. En verkefnið okkar sýnir að framlag þeirra er þvert á móti dýrmætt, segir Elísabet Gísladóttir hjá embætti umboðsmanns barna.

Síðla árs 2010 leiddu embætti umboðsmanns barna, Barnahjálpi Sameinuðu þjóðanna (UNICEF) á Íslandi og Reykjavíkurborg saman hesta sína í verkefni sem ætlað var að tryggja að skoðanir barna og ungmenna fengju að heyrast og væru teknar til greina við endurskoðunarferli stjórnarskrárinnar. Verkefnið var kallað Stjórnlæg unga fólksins.

– Fyrst varð að vekja áhuga ungmennanna. Svo varð að fræða þau, svo að þau gætu tekið þátt í umræðum og tjáð skoðanir sínar með upplýstum hætti, segir Bergsteinn Jónsson hjá UNICEF á Íslandi.

Þörf á fræðsluefni við hæfi

En eitt var til trafala: Allt kennsluefni um stjórnarskrána, löggjöfina og annað tengt stjórnarháttum var ætlað laganemum á háskólastigi. Ekkert efni var til fyrir börn á grunn- eða framhaldsskólaaldri. Þörfin á nýju kennsluefni var brýn, þar eð ráðgjafarferlið um endurskoðun stjórnarskrárinnar var þegar hafið.

– Efnið varð að vera aðgengilegt, uppfært, grípanði og frumlegt, en jafnframt hlutlaust og fræðandi. Við máttum engan tíma missa, segir Adda Rúna Valdimarsdóttir hjá Reykjavíkurborg.

Með hjálp textasmiðs, teiknimyndateiknara, kvikmyndagerðarmanns og hóps ungmenna tókst teyminu að framleiða sex stuttar teiknimyndir um stjórnarskrána. Myndböndin voru fyrst og fremst ætluð börnum á aldrinum 13 til 18 ára sem áttu að taka þátt í Stjórnlægum unga fólksins, en reyndust koma að gagni á breiðari vettvangi.

– Á endanum var efnið einnig notað í grunnskólum, framhaldsskólum og á háskólastigi. Það er í notkun enn í dag, jafnvel fyrir fullorðna, segir Adda Rúna.

Ungmennum safnað saman og áhugi þeirra vakinn

Ungmennaráð höfðu þá þegar verið starfandi í mörgum íslenskum sveitarfélögum í nokkur ár og voru sum virkari en önnur. En fram að þessu höfðu þau aldrei sameinað krafta sína. Í apríl 2011 var efnt til landsþings ungmennaráða, þar sem saman komu 42 fulltrúar víðsvegar að af landinu. Meginviðfangsefni þingsins var endurskoðun stjórnarskrárinnar. Kristinn Jóhannsson tók þátt í þinginu. Hann var þá 16 ára gamall.

– Við ræddum til dæmis hugmyndirnar á bak við lýðveldið og forsetaembættið, skiptingu valdsins, kosningaferlið, umhverfismál, mannréttindi og réttindi barna, segir Kristinn.

FACTS

Stjórnlæg unga fólksins var verkefni sem ráðist var í árið 2010 af UNICEF á Íslandi, embætti umboðsmanns barna og Reykjavíkurborg. Endurskoðun stjórnarskrárinnar er tímamóttagjörningur sem getur haft víðtæk áhrif á uppbyggingu íslensks samfélags til framtíðar. www.stjornlogungafolksins.is

ICELAND

The Young People's Constitution

When Iceland started revising its constitution, it was supposed to be a participatory process. "Everyone" was encouraged to provide input. But one major group was missing – young people.

"Too often children are dismissed, the argument being that the issues are too complex for them. But our project proves the opposite," says Elísabet Gísladóttir of the Ombudsman for Children in Iceland.

In late 2010, the Ombudsman teamed up with UNICEF Iceland and the City of Reykjavik to launch a project designed to ensure that children and young people's voices were heard in the constitutional amendment process. The project was called the Young People's Constitution.

"First we had to find a way to get young people's attention. Then we had to train them to discuss ideas and voice informed opinions underpinned by knowledge," says Bergsteinn Jónsson of UNICEF.

Producing relevant materials

However, there was one big problem. All educational materials about the constitution, legislation and other governance issues were pitched at university law students. Nothing was available for schoolchildren. New materials had to be produced quickly, as the constitutional consultation process had already started.

"The materials needed to be easily understandable, up to date, catchy and creative, but also neutral and informative. There was no time to lose!" says Adda Rúna Valdimarsdóttir, City of Reykjavik.

With the help of a copywriter, a cartoonist, a filmmaker and a group of young people, the team produced six short animated films about the constitution. The videos were primarily aimed at children aged 13 to 18 who would participate in the Young People's Constitution project, but the material proved to be useful in a broader context.

"Eventually, the material was also used in primary and secondary schools and in higher education. And it's still being used now, even by adults," says Adda Rúna Valdimarsdóttir.

Engaging young people

Many Icelandic local authorities already had youth councils, some of them more active than others. But they had never previously joined forces. In April 2011, the national youth council forum brought together 42 representatives from all over the country. The main topic was the revision of the constitution. Kristinn Jóhannsson, who was 16 at the time, attended the forum.

"We discussed topics such as the general idea behind a republic and the presidency, the division of powers, the election process, environmental issues, human rights and children's rights," he says.

FACTS

The Young People's Constitution was a project initiated in 2010 by UNICEF Iceland, the Ombudsman of Children and the City of Reykjavik. The revision of the Icelandic constitution is a fundamental matter, which may have profound effects on the structure of the society as a whole.

Read more: www.stjornlogungafolksins.is

Þingið var með svipuðu sniði og viðburðir fyrir fullorðna. Það var í engu frábrugðið öðrum samkomum þar sem ráðgast er við fulltrúa annarra hópa í þjóðfélaginu. Hugmyndin var að kynna skoðanir og ályktanir fulltrúa æskunnar fyrir stjórnlagaráði.

– *Maður veltir hlutunum betur fyrir sér þegar maður veit að skoðanir manns geta skipt máli. Maður leitar sér betri upplýsinga til að geta sagt skoðun sína skilmerkilega og lagt eitthvað gagnlegt af mörkum. Það að aðrir leggi við hlustir hefur fræðslugildi og eykur ábyrgðartilfinningu, segir Kristinn.*

Ungt fólk kemur auga á ýmislegt sem fullorðnir gera ekki

Umræðurnar voru líflegar og fulltrúar þingsins mjög virkir. Umræðunum stjórnðu eldri ungmenni, sem spurðu markvissra spurninga og sáu til þess að öllum gæfist færi á að tjá sig.

– *Við vildum að umræðurnar yrðu eins frjálsslegar og mögulegt var, án afskipta fullorðinna. Við vorum þó til taks ef þörf yrði á sérstökum ráðleggingum eða útskýringum, segir Elísabet Gísladóttir.*

Bergsteini Jónssyni þóttu umræðurnar innihaldsríkar og fara vel fram.

– *Þetta voru ekki bara börn að tala um málefni barna. Þau settu fram djúpar þælingar um samfélagið eins og það lagði sig. Hugmyndir þeirra voru nýstárlegar og framúrstefnulegar.*

Kristinn Jóhannsson segir að þátttaka í viðburði sem þessum snúist ekki aðeins um það að láta börnum finnast að þau sé hlustað. Hann leggur áherslu á að aðkoma unga fólksins hafi mikið gildi fyrir alla, enda sé sjónarhorn þeirra annað en eldra fólksins:

– *Gamlar hugmyndir eru ekki eins rótgrónar í hugum okkar. Við höfum aðra sýn og eigum auðveldara með að tileinka okkur nýjar hugmyndir. Við erum reiðubúnari að breyta háttum okkar. Og þegar við vitum ekki eitthvað, þá kynnum við okkur*

staðreyndir málsins. Við látum ekki sem við vitum allt nú þegar.

– *Og þar sem börnin munu auðvitað þurfa að lifa lengst með nýju stjórnarskránni, þá ætti að taka álit þeirra til greina, segir Bergsteinn Jónsson frá UNICEF.*

Boðskap ungmennanna miðlað áfram

Snemma í endurskoðunarferlinu var sérstakt stjórnlagaráð skipað. Ráðið hafði það hlutverk að leggja hugmyndir og tillögur fyrir Alþingi, sem átti lokaorðið um breytingar á stjórnarskránni. Undir lok ungmennafingsins var fulltrúum stjórnlagaráðs boðið að hlýða á ályktanir unga fólksins.

– *Þetta var áhrifamikill fundur. Ungu fólkið talaði afar skýrt og skörinort, segir Silja Bára Ómarsdóttir, stjórn málafræðingur og formaður nefndar sem hafði m.a. það hlutverk að skoða málefni tengd mannréttindum, náttúruauðlindum og þjóðkirkjunni.*

– *Mér er einkum minnisstætt að ungmennin bentu á þá staðreynd að öll skólabörn á Íslandi læra um Nýja testamentið, en eru aldrei frædd um stjórnarskrána, sem er þó gríðarlega þýðingarmikil fyrir samfélagið.*

Silja Bára segir engan fulltrúa nefndarinnar hafa búist við því að unga fólkið tæki eins virkan þátt og raun bar vitni. Sjálfum hafi þeim aldrei dottið í hug að skólarnir gætu verið vettvangur umræðu um stjórnarskrána.

– *Trúfélögum er frjálst að koma og ræða við nemendur, en okkur datt ekki í hug sá möguleiki að koma og fræða þau um borgaraleg réttindi. Það var eitt af því sem unga fólkið leiddi okkur fyrir sjónir.*

FACTS

Meginþættir verkefnisins eru þrír

1. Fræðsla
2. Þátttaka
3. Úrvinnsla hugmynda

ICELAND / The Young People's Constitution

The forum resembled any other public consultation process, and was similar to events for adults. Following the forum, the opinions and conclusions of the youth representatives were to be presented to the constitutional council.

"Knowing that you can actually make a difference prompts you to put more thought into it. You search for more information so you can present your opinion and bring about real change. The fact that you are heard means you take the time to learn, it makes you more responsible," says Kristinn Jóhannsson.

Young people see things adults don't

The forum saw plenty of lively discussion and active participation. Some of the older members moderated the discussions, asking relevant questions and making sure that everyone got the chance to speak.

"We wanted the discussion to be as free as possible, without interference from adults. We were just there in case they needed expert advice or clarification," explains Elísabet Gísladóttir.

Bergsteinn Jónsson was impressed by the quality of the dialogue and discussion.

"It wasn't a matter of children just discussing children's issues. They were reflecting in-depth about society as a whole. Completely independently, they came up with a number of new progressive ideas."

Kristinn Jóhannsson says that participation is not about giving children a superficial sense that someone is listening. He stresses that there is great value in young people's input, as they see things from a different angle.

"The old ideas are not so ingrained in us, we are able to see things differently and accept new ideas. We are more open to changing our ways. When we don't know something, we go looking for the facts. We don't pretend to know it all already."

"Young people are the ones who will live most of their lives under the new constitution, so of course they should have a say in it," adds Bergsteinn Jónsson.

Putting forward young people's suggestions

At an early stage in the constitutional amendments process, a special constitutional council was appointed to present ideas and suggestions to parliament, which is the final authority on these matters. Towards the end of the youth forum, members of this constitutional council were invited to hear the young people's conclusions.

"It was an impressive session. The young people were very clear and precise. I remember especially that they pointed out that all schoolkids learn about the New Testament, but they are never told about something as important to society as the constitution," says political scientist Silja Bára Ómarsdóttir, who headed up a committee focusing on human rights, natural resources and the relationship between church and state.

The young participants came up with several tangible proposals. Silja Bára Ómarsdóttir says that none of the members of the committee had imagined that young people would be this engaged, nor did they think that schools would be open to discussing the constitution.

"While religious groups have access to the students, we never thought of teaching them about civil rights. The young people made us think again."

FACTS

The project consisted of three components

1. Education
2. Participation
3. Processing young people's input

Réttindi barna í nýrri stjórnarskrá

Skýrsla ungmennafþingsins var lögð fyrir stjórnlagaráð og alþingismenn. Og stjórnlagaráð samþykkti tillögu í áfangaskjali sínu um að bæta málsgrein við ákvæðið sem snýr að börnum í mannréttindakafli stjórnarskrárinnar. Henni var ætlað að undirstrika rétt barna og ungmenna til þátttöku í samfélaginu í málum sem þau varða. Ráðið lagði einnig til að bæta við málsgrein um hagsmuni barna.

– Það á eftir að koma í ljós hvort þessar tillögur ná inn í nýju stjórnarskrána. Þingið hefur enn ekki tekið afstöðu til þeirra. En jafnvel þó að breytingarnar nái ekki í gegn, þá hefur verkefnið haft margvísleg jákvæð áhrif, segir Elísabet Gísladóttir.

Verkefnið hefur gert almenning meðvitaðri um mikilvægi þess að ungt fólk taki þátt. Kennsluefnið hefur verið mikið notað í skólum og gert börn meðvitaðri um stjórnarskrána og um eigin réttindi. Þá hefur þátttaka í Stjórnlægum unga fólksins aukið vægi ungmennaráðanna.

– Og síðast en ekki síst höfum við sýnt fram á að það er vel hægt að ræða flókin mál við börn og ungmenni, og að þeirra framlag er dýrmætt, einnig í málum á borð við stjórnarskrána, segir Elísabet Gísladóttir.

DO RIGHTS!

Aðgengilegar upplýsingar – algjör nauðsyn!

Aðgengilegar upplýsingar eru nauðsynlegar svo að fólk geti lagt sitt af mörkum í ferli, verkefni eða samfélaginu í heild. Upplýsingarnar þurfa að vera skráðar eða kynntar þannig að markhópurinn geti skilið efnið til fulls. Ekki spillir fyrir að oft kunna fullorðnir einnig að meta skýrar, gagnorðar og áreiðanlegar útskýringar á flóknum málum.

DO RIGHTS!

Þátttaka – réttindi og auðlind!

Children's rights in the new constitution

A report from the youth forum was presented to the constitutional council and members of the Icelandic parliament. This led to the constitutional council putting forward a motion to expand the clause on children in the human rights section of the constitution, by adding a paragraph highlighting children's and young people's right to active participation in matters that affect them. The council also proposed an article about what is considered to be in the best interests of the child.

"It remains to be seen if the proposals will be included in the new constitution. The parliament has not yet come to a decision. But even if the amendments are not included, this project has already had many positive side effects," says Elísabet Gísladóttir.

It has led to increased public awareness of the importance of youth participation. The teaching materials have been widely used in schools, making children more aware of the constitution and their own rights. And participation in the Young People's Constitution has boosted the role of the youth councils.

"Last but not least, we have proved that it is possible to discuss complex issues and get valuable input from children and young people, even on issues as complex as the constitution," says Elísabet Gísladóttir.

DO RIGHTS!

Accessible information – a must!

One of the non-negotiable prerequisites for meaningful participation in a process, a project or society as a whole is access to information. The information needs to be written or presented in a way that makes it possible for the target group to fully understand the content.

DO RIGHTS!

Participation – a right and a resource!

**” Young people should
be listened to, and not
just to be ‘nice’ or because
it looks good.**



NORGE

Forandringsfabrikken gir unge stemmer makt – kjærlighet forandrer alt

Forandringsfabrikken bidrar til viktige endringer i synet på barn både i barnevernet, kriminalomsorgen og det psykiske helsevernet. Medbestemmelse, ydmykhet og KJÆRLIGHET er nøkkelord.

– Voksne sto på rekke og rad og ville hjelpe, men det fungerte ikke for meg. De prøvde, men de nådde ikke inn til hjertet mitt, sier Alexander (21), en av de mer enn 300 unge "proffene" som er tilknyttet Forandringsfabrikken.

En proff er et barn eller en ungdom som har erfaring fra møte med systemer som er laget for dem. Alexander kan mye om barnevern. Han var inn og ut av systemet i flere år, på grunn av omsorgssvikt og rusmisbruk. Anika (17) er også proff – blant annet på psykisk helsevern.

– De voksne snakket over hodet på meg. Jeg hadde lite innflytelse på eget liv. Alle sa at jeg var syk og ikke i stand til å fungere normalt. Og når de ser på deg som syk, så blir du syk ...

Anika og Alexander fremstår i dag som alt annet enn syke og stakkarslige. De ser deg rett inn i øynene mens de engasjert snakker om det de brenner for.

– Jeg skulle ønske flere i systemet viste varme og kjærlighet i møte med oss. Jeg skulle ønske de var mer ydmyke og åpne, i stedet for å bruke innlærte metoder og snakketeknikker, sier Alexander.

– Å vise følelser har jo ikke vært regnet som profesjonelt ... Men vi er mennesker, og vi vil at de vi snakker med, skal være mennesker, være naturlige. De barneprofesjonelle burde kjenne etter hvordan de vil bli møtt når de er lei seg, sier Anika.

Gir råd ut fra egne erfaringer

I dag reiser Anika og Alexander sammen med mer enn hundre andre unge landet rundt og snakker med politikere, fagfolk og utdanningsinstitusjoner for å gi råd og spre den kunnskapen de har gjennom sine ulike erfaringer med systemet.

– Vi unge skal ikke høres fordi det ser bra ut eller "er snilt". Norge trenger kunnskap fra barn og unge for å bedre sine tjenester, sier Anika.

Takket være Forandringsfabrikken er Anikas identitet snudd fra å være en passiv "bruker" til en "proff" som bidrar til endring.

– Da jeg møtte Marit, så hun på meg og sa: "Jeg tror ikke du er syk!" Hun så på meg som et likeverdig menneske med kunnskap om mitt eget liv. Det ble viktig for å snu livet mitt, sier Anika.

– Det var noe med blikket hennes, sier Alexander.

Han var 17 år gammel da han møtte Marit fra Forandringsfabrikken.

– Hun fikk meg til å tro at jeg hadde mye å bidra med. Hun ga meg en mulighet til et rusfritt liv med mening. Hun ga meg et valg, og jeg valgte livet, sier Alexander.

FACTS

Forandringsfabrikken presenterer kunnskap og erfaringer fra barn og unge. De inviterer barn og unge som er i hjelpesystemene i dag, med som "proffer", fordi de har viktig kunnskap om sine egne liv og gode råd til Norge. Virksomheten er tredelt, i prosjektarbeid, påvirkningsarbeid og opplæringsarbeid. Påvirkningsarbeid er rettet mot nasjonale myndigheter – som politikere, departementer og direktorater.

Forandringsverktøyenes fem hovedgrupper

1. Klimaøvelser
2. Virkelighetsbeskrivelser
3. Forandringsideer
4. Framtidsplanlegging
5. Evaluering

NORWAY

The Change Factory empowers young people – love changes everything

The Change Factory is helping to change perceptions of children in care, in the criminal justice system and in mental health. The keywords are empowerment, humility and, most of all, love.

"The adults were all lined up ready and willing to help, but it didn't really work for me. They tried, but they just couldn't reach me," says Alexander (21), one of more than 300 young "pros" linked to the Change Factory.

A pro is a child or young person who has experience of the systems designed to help them. Alexander knows a lot about the childcare system – he was in and out of it for many years, due to neglect and substance abuse. Anika (17), another pro, knows about the mental health system.

"The grown-ups talked about me as if I wasn't there. I had very little influence on my own life. Everyone said I was ill and incapable of functioning normally. And when they talk about you like that, you believe it..."

Today, Anika and Alexander appear anything but ill or pitiful. They look you straight in the eye as they talk about the issues they care deeply about.

"I would like it if more of the people in the system showed some warmth and love when they encounter us. I would like them to show more humility, be more open, instead of using well-rehearsed methods and conversation techniques," says Alexander.

"Showing feelings was seen as unprofessional. But we're human beings, and we want the people we interact with to be human, to be natural. Childcare professionals need to be more aware of how they come across sometimes when they're upset," says Anika.

Advice from experience

Anika and Alexander are travelling the country with more than a hundred other young people, talking with politicians, experts and educational institutions, giving advice and sharing their first-hand knowledge of the system.

"Young people should be listened to, and not just to be 'nice' or because it looks good. Norway needs to make use of children and young people's knowledge to improve our services," says Anika.

The Change Factory has enabled Anika to transform from a passive client into a pro who is actively helping bring about change.

"When I first met Marit [from the Change Factory], she looked at me and said: 'I don't think you are ill'. She treated me as an equal, as a person with insight into my own life. That was an important turning point," she says.

"It's something about the way she looks at you," says Alexander.

He was 17 years old when he met Marit.

"She made me believe that I had a lot to offer. She showed me the possibility of a life with meaning, without substance abuse. She gave me a choice and I chose life," he says.

FACTS

The Change Factory presents knowledge and experiences from children and young people. They invite children and young people currently in care to become "pros", as their knowledge of their own lives has value and importance and forms the basis for good advice. The Change Factory is engaged in three types of activity: project work, advocacy and training. Advocacy work is aimed at national authorities, i.e. politicians, government departments and directorates.

Five main types of change instrument

1. Climate exercises
2. Descriptions of reality
3. Ideas for change
4. Planning for the future
5. Evaluation

Å ta barn på alvor

Ildsjelene Marit Sanner og Eva Dønnestad startet Forandringsfabrikken i 2004, i sør-Norge. De inviter- te unge i utsatte livssituasjoner til å dele erfaringer og gi råd. Det handlet om skolehverdag, barnevern og seksuelle overgrep. Målet var å forandre Norge.

– Alle støttet barnekonvensjonen, men barns inn- spill var den gang likevel for mye til pynt. Det har gradvis forandret seg. I dag ser vi at proffene blir tatt på alvor – de bidrar til systemforandringer, sier Sanner.

I 2009 flyttet Marit fabrikken til Oslo og fikk nye medarbeidere. De fikk støtte til prosjekter på nye områder: unge med dårlig råd, unge lovbyggere og gutter utsatt for seksuelle overgrep. Ungdommene presenterte nå resultater og ga råd direkte til nasjo- nale myndigheter.

– Når vi starter et nytt prosjekt, reiser vi fra nord til sør i landet, kartlegger og samler kunnskap. Vi oppsøker de unge der de er, der de møter systemet i hverdagen.

Etter innspill fra barn og unge har Forandrings- fabrikken valgt å ikke bruke spørreskjema, men kun kvalitativ metode. De møter alltid mer enn et lite utvalg barn, men allikevel alle informantene direkte.

– Når vi besøker en barnevernsinstitusjon eller et klasserom, snakker vi med alle. Det må vi for å hente inn kunnskapen fra barn og unge bredt nok, under- streker Sanner.

Hun forteller videre at de alltid stiller åpne spørs- mål: "Hva er bra?" "Hva må forandres?" Der de ser at det er stort engasjement blant de unge, går de dypere.

– Til slutt er det ungdommene selv som presenterer konklusjonene for politikere og fagfolk. De vet hva de snakker om, og kan utdype. Det har en annen effekt når det kommer fra levende, varme, unge mennesker.

BarnevernsProffer og andre proffer

Begrepet BarnevernsProffene ble etablert etter at en gutt spurte hvorfor ikke også han kunne kalles "proff". Det kunne han. BarnevernsProffer, Skole- Proffer, PsykiskhelseProffer, JustisProffer, Penge- Proffer og SykehusProffer har siden 2009 deltatt på mangfoldige konferanser, fagdager og møter med politikere.

– Proffene forteller ikke historien sin. De gir råd, og der det er naturlig, fyller de på med erfaringer fra eget liv. Dårlige erfaringer gjøres om til gode råd, sier Marit.

– De vi samarbeider med, skal sitte igjen med håp. Vi skaper en stemning som gjør at de har lyst til å in- vitere oss tilbake.

Å nå igjennom til nasjonale barnevernsmyndigheter var et gjennombrudd. Nå har fabrikken startet sam- arbeid med helsemyndighetene – og skolemyndig- hetene står for tur. Forandringsfabrikken er etablert som et nasjonalt kompetansemiljø på involvering av barn og unge i samfunnsutvikling.

– Det kan være utfordrende for fagfolk å venne seg til at kunnskap også kommer nedenfra. Noen nøler. Derfor understreker vi at vi ikke ønsker å er- statte annen kunnskap. Vi ønsker bare at de unges kunnskap og erfaring skal løftes opp og bli likeverdig forsknings- og erfaringskunnskap, sier lederen for Forandringsfabrikken.

DO RIGHTS!

Verdighet er den overbyggende verdien i Forandringsfabrikken filosofi

"Vi arbeider for mer verdighet for flere. Hva som oppleves som verdig, vet hvert enkelt men- neske best selv. I arbeidet for økt verdighet for flere legger vi til rette for at mennesker får dele virkeligheter og bidra med egne løsninger."

Taking children seriously

Marit Sanner and Eva Dønnestad started the Change Factory in southern Norway in 2004, with the aim of changing the country's care system. They invited vulnerable young people to share their experiences and give each other advice on issues ranging from life at school to child protection and sexual abuse.

"Everyone supported the Convention on the Rights of the Child – but at that time, children's input was at best an afterthought. Things have gradually changed, and it's clear that the 'pros' are now being taken seriously – they are contributing to systemic change," says Sanner.

In 2009, Sanner relocated the Change Factory to Oslo and took on extra staff. It received funding for projects in new areas: young people who had been badly advised, young offenders and boys who had suffered sexual abuse. These young people now directly advise the national agencies.

"When we start a new project, we travel the length and breadth of the country, mapping and collecting knowledge. We go out and find the young people where they are, where they come into contact with the system in their day-to-day lives," says Sanner.

Following input from children and young people, the Change Factory decided not to use questionnaires, but instead rely on qualitative methods. This involves meeting more children and young people, and making direct contact with informants.

"When we visit a childcare institution or classroom, we speak to everyone, so that we gather knowledge from a broad selection of children and young people," says Sanner.

She stresses that they always ask open questions – "What works? What needs to change?" – and then delve deeper once the young people become engaged.

"In the final analysis, it is the young people themselves who present their conclusions to the politicians and the professionals. They know what they are talking about and can do so in depth. It's

more effective when the information is coming straight from young people's experience."

Childcare Pros and other pros

The concept of Childcare Pros emerged when a young boy asked why he could not also be called a "pro" – and the answer was that he could. Since 2009, Childcare Pros, School Pros, Mental Health Pros, Justice Pros, Money Pros and Hospital Pros have been taking part in conferences, workshops and meetings with politicians.

"Pros aren't there to tell their stories, but to give advice. Though naturally, they include experience from their own lives. Bad experiences become good advice. The people we are working with need hope back in their lives. We create an atmosphere that makes them want to invite us back again," says Sanner.

Having an impact on the national childcare authorities was a major breakthrough for the Change Factory. It has now begun working with health authorities, and education authorities are next on the list. It has established itself as a national centre of excellence when it comes to involving children and young people in social development.

"It can be challenging for the experts to take on board knowledge from those on the frontline. Some of them are hesitant. But we stress that it is not our aim to replace existing knowledge, we just want young people's knowledge and experience to be given equal consideration," says Sanner.

DO RIGHTS!

The Change Factory's philosophy is rooted in the concept of dignity

"We want as many people as possible to live a dignified life. The individual knows best what dignity means to them. We help them to share their everyday experiences and find their own solutions."

"Mitt Liv"

Et stort utviklingsarbeid i fabrikken er "Mitt Liv" – et samarbeid med 150 barnevernstjenester i Norge. Mer enn 50 barnevernsledere er nå i Oslo for å diskutere veien videre, og BarnevernsProffene er selvfølgelig med.

– Vi har lært utrolig mye av dem, og vi har allerede begynt å teste ut nye arbeidsmetoder. Vi har fått klare tilbakemeldinger på hvordan vi bør jobbe – ikke med, men sammen med barn, sier Lene Rønning, barnevernsleder i Steinkjer.

Rønning sier hun setter pris på at de unge proffene er der og minner om hva det hele handler om.

– Vi i barnevernet har med årene blitt veldig teori-tunge, mens de unge sier at det viktigste er å være menneske. På deres oppfordring er det nå besluttet at vi skal legge fire kjerneverdier til grunn for alt vårt arbeid: ydmykhet, åpenhet, medbestemmelse og kjærlighet.

Barnevernssjefen i Stavanger, Gunnar Toresen, er også imponert over de unge proffene.

– Vi er inne i et paradigmeskifte. Vi har begynt å se på barn som de med mest kunnskap om sitt eget liv. Det utfordrer tilvante tenkemåter og det vi liker å kalle profesjonalitet. Vi tror ofte at vi vet, men vi må lære oss å lytte, sier Toresen.

Toresen fikk selv føle hvordan det er at noen snakker om deg over hodet ditt, uten å spørre om din mening – da noen av de unge proffene spontant dro i gang et rollespill fra et "ansvarsgruppemøte" der Toresen fikk rollen som "bruker".

– De fikk meg til å tenke. Det gjør inntrykk at disse barna, med all grunn til å være sinte på systemet, i stedet møter deg med en tilgivende holdning. De insisterer på å gi råd, og de fortsetter å støtte barnevernet. De sier: "Vi tror dere har vilje til å utvikle dere" – det er motiverende!

DO RIGHTS!

Menneskeverd og verdighet er verdier som går igjen både i Verdenserklæringen om menneskerettigheter og Konvensjonen om barnets rettigheter:

"Alle mennesker er født frie og med samme menneskeverd og menneskerettigheter."

FNs verdenserklæring om menneskerettigheter, artikkel 1

"... barn bør oppdras i pakt med idealene fastslått i De forente nasjoners pakt og særlig i en ånd av fred, verdighet, toleranse, frihet, likhet og solidaritet."

FNs konvensjon om barnets rettigheter, innledning

”

Barnombudsmannen i Sverige er en av aktørene som har blitt inspirert av Forandringsfabrikken metode og utviklet den til en egen arbeidsform, Ungadirekt.

– Vi har blant annet brukt metoden i våre tematiske årsrapporter, som i sin tur har lagt grunnlaget for vår rapportering til FNs barnerektighetskomité. At vår rapportering så tydelig bygger på barns egne stemmer og erfaringer, har blitt framhevet som positivt av komiteen, sier Fredrik Malmberg, Barnombudsman i Sverige.

"My Life"

One of the Change Factory's major development projects is "My Life" – a co-operation involving 150 childcare services across Norway. More than 50 childcare leaders are currently in Oslo discussing the way forward – and naturally, the Change Factory is there, too.

"We've learned an incredible amount from them, and we are already trying out new methods. We have received clear feedback on how we should work, not just with but along with the child," says Lene Rønning, head of childcare in Steinkjer.

Rønning says she values the presence of the young pros, and underlines what lies at the heart of the project.

"Over the years, those of us who work in childcare have become very theory-oriented, but the young people are telling us that the important thing is being human. They have made us recognise the four core values that must form the basis for all of our work: humility, transparency, empowerment and love."

Gunnar Toresen, head of childcare in Stavanger, is also impressed by the young pros.

"We are in the midst of a paradigm shift. We are beginning to see children as the ones with the most knowledge about their own lives. This is a challenge to accepted ways of thinking and what we like to call professionalism. We often think we know best, but we must learn to listen," says Toresen.

He also found out for himself what it feels like when people talk about you over your head, without asking you what you think, when some of the young pros spontaneously roleplayed a case conference in which Toresen was cast in the role of "client".

"They got me thinking. It is impressive that these young people, who have every reason to be angry with the system, engage with you in a spirit of forgiveness. They insist on giving advice and they continue to support the childcare system. They tell us that they believe we are willing to change. It's really inspiring!"

DO RIGHTS!

Dignity is a recurring value in the Universal Declaration of Human Rights as well as the Convention on the Rights of the Child:

"All human beings are born free and equal in dignity and rights"

Universal Declaration of Human Rights, article 1

"... the child should be brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity."

UN Convention on the Rights of the Child, preamble

”

Taking inspiration from the Change Factory's methods, the Children's Ombudsman in Sweden has developed a new way of working: Young Speakers.

"We have used these methods in our themed annual reports, and these in turn formed the basis for our reports to the UN Committee on the Rights of the Child. The Committee praised the fact that our reports are so clearly based on the voices and experiences of children."

Fredrik Malmberg, Swedish Children's Ombudsman

**” It’s about the
space we give
each other to be
who we are.**



SÁPMI

Queering Sápmi – "Mii doaivvuimet olu, muhto ráhkadeimmet menestusa"

Queering Sámi eai álggahan vuostálastimiid haga. Muhtimat gažadedje jus duođas leat sápmelaččat, geat eai leat heteroseksuálat. Earátgis ledje balus, ahte Sápmi juohkásivččii jus ságastallogoađášii gažaldagain. Eará guovllus cuiggodedje ahte guokte ii-sápmelačča jodiheigga prošeavtta. Muhto bellješvuodain ja nana nuoraidorganisašuvnnaiguin ráhkadedje menestusa, mii bijai olu spáppaid jorrat.

Sáminuorra, sámi nuoraidsearvi Ruotas eaiggádušai Queering Sápmi-prošeavtta, man kulturguorahalli Elfrida Bergman ja govvejeaddji Sara Lindquist álggaheigga ja jodiheigga. Ulbmilin lei viiddidit sámeservodaga norpmat dainna lágiin, ahte loktet unnitloguid sámi unnitlogus. Oassálastit ledje sámi homo-, bi, trans- ja queerolbmot (hbtq-olbmot) 13 ja 30 jagiid gaskkas ja sámenuorat.

Sámenuoraidsearvvit Ruotas ja Norggas, Sáminuorra ja Noereh ledje meroštallan, ahte hbtq-geahččanguovlu váilun hilggu muhtin sámenuoraid.

– Diđiimet, ahte nuorat ledje biehttan searvamis min searvá go sii ledje vásihan, ahte mii eat bargan earáid earretgo heteroseksuála cis-olbmuid ovdas. Leimmet beare normatiiva ja vealaheimmet eahpenjuolga vuogi mielde go eat bargan aktiivvalaččat daiguin gažaldagaiguin, mitala Per Jonas Partapuoli, gii lei prošeavtta čađaheami áigge Sáminuora jodiheaddji.

Son joatká, ahte sii dihtet ahte olu sámenuorat eai sáhte eallit ollislaččat eallimeaset dan geažil, ahte sii hástalit ja cuvkejit norpmat, mat gávdnojit olu bearrašiin, čearuin ja servodagas. Buozalmasvuodát, átestus ja ballu leat dábálaččat nugo mearrádus guođđit Sámi dakkáraš báikái, mii dovdo oadjebasat ja dohkkeheaddjit.

– Háliideimmet leat ovdavázzit ja dahkat dan maid oktage ii lean ovdal duostan dahje sáhtán dahkat; čalmmustahttit sámi hbtq-olbmuid, eallimeaset ja vásáhusaset ja duddjot vejolašvuodaid hukset fierpmádagaidda ja lihtodit, juogadit máhtu ja ovtasbargat, lohka Per Jonas Partapuoli.

Njeallje jagi mannelis ođđa queersápmelaš searvi lea álggahuvvon, Sámedikkat sihke Norggas ja Ruotas leat skuvlen hbtq-áššiin ja oassálastit mitalit ahte ránnját ja ustibat leat váldán oktavuodda ja addán posiitiiva máhcahaga sin prošeaktii searvamis ja leat lohkat ahte diehttelas sii dorjot.

FACTS

Teaksta vuodđuduvvá Queering Sápmi-prošeavtta loahpparaportii. Raporta lea olahanmuttus www.saminuorra.org. Sáminuorra lea sámi nuoraidorganisašuvdna, mii bargá sámenuoraid beroštumiid, vejolašvuodaid ja vuoigatvuodaid ovdii. Queering Sápmi Facebookas www.facebook.com/qsapmi

DO RIGHTS!

Sátnečilgehusat

HBTQ - Oanádus homoseksuálaide, biseksuálaide, trans- ja queer-olbmuid.

Cis - Transa vuostesátni. Son gean lágalaš, biologalaš ja sosiála sohkaheallii ja sohkaheallidentitehta lea čielgasit olmmálaš dahje nissonlaš. Cis lea latiinnagiella ja oaivvilda "seammá bealde".

Queer – doaba mii gažada sohkahealli- ja seksualitehtanorpmat. Leat queer sáhtá sisttisdoallat doaivaga, ahte ii dárbbas meroštallat iežas sohkahealli dahje seksuála soju, dahje vuogi govvidit iežas sohkaheallidentitehta dahje seksualitehta.

SÁPMI

Queering Sápmi – “We’ve been more successful than we dared to hope”

Queering Sápmi¹ faced considerable opposition when it started out. Some people even doubted whether there were any non-heterosexual Sámi at all. Some were afraid Sápmi would fall apart if these questions were raised. Others criticised the fact that the two project managers were non-Sámi. However, a combination of sensitivity and strong youth organisations not only resulted in a successful project but triggered other initiatives as well.

Sáminuorra (Swedish Sámi Youth) organised the Queering Sápmi project, which was initiated and originally run by cultural analyst Elfrida Bergman and photographer Sara Lindquist. The aim was to broaden horizons in the Sámi community by highlighting minorities within the minority. The participants were Sámi lesbian, gay, bisexual, transgender and queer people (LGBTQ), aged 13–30, as well as Sámi young people.

The Sámi youth associations in Sweden and Norway, Sáminuorra and Noereh, had identified the fact that by not having an LGBTQ perspective, they were excluding certain young people.

“We knew young people who wouldn’t get involved because they felt our organisation only catered for heterosexual, cisgender people. By not actively addressing these issues, we were unconsciously being too normative, and therefore discriminating,” says Per Jonas Partapuoli, who was the chair of Sáminuorra during the project.

He explains that many young Sámi are unable to live their lives to the fullest because to do so would defy and flout the prevailing norms in many Sámi families, villages and communities. Illness, anxiety and fear are common, as is the decision to leave Sápmi behind and seek out places that feel safer and more accepting.

“We wanted to be pioneers and do what no one else dared, or had been able to: make Sámi LGBTQ people – and their lives and experiences – visible.

We also sought to create opportunities for building networks and alliances, and facilitate knowledge exchange and collaborations,” Per Jonas Partapuoli explains.

Four years later, a new Sámi queer organisation has been launched and the Sámi parliaments in Norway and Sweden have received training in LGBTQ issues. Participants report that they have received positive feedback and expressions of support from friends and neighbours about their involvement in the project.

FACTS

The text is based on the final report from the project Queering Sápmi. The report is available on www.saminuorra.org. Sáminuorra is a Sámi youth organisation that works for the interests, opportunities and rights of young Sámi people. Queering Sápmi on Facebook: www.facebook.com/qsapmi

DO RIGHTS!

Definitions

LGBTQ – Abbreviation for lesbian, gay, bisexual, transgender and queer.

Cisgender – the opposite of transgender. Anyone whose legal, biological, social, gender and gender identity are clearly male or female. Cis is Latin for “on the same page”.

Queer – A concept that questions norms regarding gender and sexuality. Being queer can be a way of describing your gender identity or sexuality, or reflect a desire to avoid narrowly defining your gender or sexual orientation.

¹ The project was funded by NORDBUK and the Nordic Cultural Fund, among others. Sápmi is the area traditionally inhabited by the Sámi people, who used to be referred to as Laplanders in English. Covering the whole of the North Calotte and much of the Scandinavian Peninsula, Sápmi includes parts of Sweden, Norway, Finland and the Kola Peninsula in Russia.

– Das lea sáhka das, ahte makkár saji mii addit guđet guoibmáseamet leat dat geat mii leat. Das lea sáhka nana Sámi duddjomis, gos sáhtttá ráhkistit vaikke gean dahje geaid ieš háliida ja doppe gos olbmot háliidit orrut danin go dat ráhkistit báikkiid, olbmuid ja kultuvrra, lohka prošektajođiheaddji Elfrida Bergman.

Muhto bargu ii leat leamašan áibbas álki. Prošektajođiheddjiid ii-sápmelaš etnisitehta leamaš sihke eastta ahte fápmu. Dat lea dagahan dehálaš ságastallamiid etihka, ovddastemiid ja eaiggáduššama birra.

– Man queera mii ain leimmet nu mis ruoŋelaččain lei eanet váldi go sápmelaččain sámeservodagas. Mii geat láviimet lohkat "Almmáiolbmot ja heterot fertejit áddet, ahte sis lea ovdavuoigatvuohta ja sii berrejit váldit ovddasvástádusa!". Dál dat leimmet mii, geat oaččuimet oaidnit min ovdavuoigatvuođa ja min ovddasvástádusa, mitala prošektajođiheaddji Elfrida Bergman.

Queering Sápmi-proševttas ledje guokte sierra oasi. Vuosttas lei loktet sámi hbtq-olbmuid persovnnalaš vásáhusaid, man boadusin lei čájáhus ja girji, mat guktot buvttaduvvojedje čieža gillii (julev-, davvi-, oarjel-, ruoŋa-, suoma-, dáro- ja eangalsgillii).

– Dat lei gievrras čájáhus, mun liikojin erenomážit dasa, ahte sitáhtat ledje čállon olu gielaide, sisttisdoalai iežan giela; dat attii munnje muhtinlágan "lagašvuođa" mitalusaide. Munnje mitalusat šadde eanet persovnnalažžan ja dat dovdu váimmus go dat lea čállon mu gillii, lohka okta oasseváldiin proševtta árvvoštallamis.

Moanaid ákkaid geažil aiddo mitalusat šadde vuodđun Queering Sámi vuosttas oassái.

– Persovnnalaš mitalusain servodaga norpmat ja diehttelas áššit leat čielgasat. Dat maid mii váldit diehttelassan servodatdásis sáhtttá leat áibba absurda ja vejolaš gažadit go dan bidjá oktii ovttaskas olbmo eallimii. Erenomážit go das lea sáhka olbmós, gii ii heive mállii, mitala Elfrida Bergman.

Muhto dat, ahte loktet ovttaskasaid mitalusaid mitala maiddá dan, ahte doarjut oasseváldiid, geat leat roahkkadit juogadan muittuset ja mitalusaset. Olusiidda dat lei vuosttas háve eallimis go leat sáhtttán ovttastahttit sámi ja queera.

– Go lea oktii váldon duođas, guldaluvvon ja gudnejahtton, de lea maid álkit mitalit ođđasit, ođđa olbmuid ja ođđa báikkiin, oaivvilda Elfrida Bergman.

Čájáhus lea johtán ja sullii 65.000 olbmo leat oaidnán dan ja dat lea erenomážit čuoziuvvon nuorra 19 ja 25 jahkásaččaide. Dat lea maid ovttastahtton

DO RIGHTS!

Mánáidkonvenšuvnna nubbi artihkal

"Soahpamušriikkat gudnejahttet ja dáhkidit dán oppalašsoahpamušas dovddastuvvon vuoigatvuođaid buot sin lágaidvuloš mánáide almmá makkárge vealaheami haga, man vuodđun lea máná, su váhnemiid dahje eará lágalaš fuolaheaddji nálli, liikeivdni, sohabealli, giella, oskkoldat, politihkalaš dahje eará oaivilat, riikii guoskevaš, etnikkalaš dahje sosiála álgoboahimuš, jábálašvuohta, lámisvuohta, riegeapmi dahje eará.

Soahpamušriikkat álggahit buot dárbbalaš doaimmaid sihkkarastit, ahte mánna oažžu suoji buotlágan vealaheami ja ránggášteami vuostá, man vuodđun lea su váhnemiid, lágalaš fuolaheddjiid dahje eará bearašlahtuid árvodássi, doaimmat, oaivilat dahje osku."

Nubbi artihkal ii leat dušše artihkal earáid gaskkas, muhto maiddá okta mánáidkonvenšuvnna guoddi prinsihpain. Dat oaivvilda, ahte buot konvenšuvnna artihkkaliid galgá lohkat nubbi artihkkala čuovggas ja ahte buot konvenšuvnnas rivttiid galgá ollašuhhtit ii-vealaheaddji vugiin.

SÁPMI / Queering Sápmi – “We’ve been more successful than we dared to hope”

“It’s about the space we give each other to be who we are. It’s about building a strong Sápmi, where you can love whoever you want, and where people want to live because they love the places, the people and the culture,” says project manager Elfrida Bergman.

However, the project has not all been plain sailing. The fact that the project managers were non-Sámi was both an obstacle and an asset.

“It led to important discussions about ethics, representation and ownership. No matter how queer we were, as Swedes we had more power in society than Sámi people. We used to say, ‘Men and heteros have to understand that they’re privileged and take responsibility!’ But this time, we had to recognise our own privilege and assume our responsibilities,” Elfrida Bergman says.

The project, Queering Sápmi, was in two parts. The first sought to highlight the personal experiences of Sámi LGBTQ people, resulting in an exhibition and a book, both of which were produced in seven languages (Lule Sámi, North Sámi, South Sámi, Swedish, Finnish, Norwegian and English).

“It was a powerful exhibition. In particular, I liked that it included quotes in many languages, including my own; it made the story feel ‘closer’ to me. It made the stories more personal. They touched me more because they were in my language,” said one participant.

There were several reasons why stories were central to the first part of Queering Sápmi.

“Personal stories expose social norms and assumptions. When seen from an individual’s perspective, that which society takes for granted may appear absurd and open to challenge. This is especially true when the story is told by somebody who doesn’t fit the standard template,” Elfrida Bergman continues.

However, storytelling is also very much about empowering the participants who courageously

shared their memories and experiences. For many, it was the first time in their lives that they had felt at all able to reconcile being Sámi and queer.

“If you have been taken seriously, listened to and respected once, it is easier to tell your story again, to new people and in new places,” she says.

The touring exhibition, which was specifically targeted at young people aged 19–25, attracted around 65,000 visitors. The project also included seminars, discussion groups and lectures targeting youth organisations, young people and schools. Around 1,000 copies of the book have been printed and distributed.

DO RIGHTS!

Article Two UN Convention on the Rights of the Child

Article Two is one of the fundamental principles of the Convention. All other articles should be read in the light of Article Two, and all rights specified in the Convention must be upheld in a manner that is non-discriminatory.

“States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child’s or his or her parent’s or legal guardian’s race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.”

“States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child’s parents, legal guardians, or family members.”

semináraiguin, ságastallandeaivademiiiguin ja logaldallamiiguin, čuozihuvvon nuoraidservviide, nuoraide ja skuvllaide čiekŋudan dihtii máhtuid ja vásáhusaid. Girji lea deaddiluvvon ja badjel 1000 stuhka leat juhkkon.

Queering Sápmi-prošeavtta nubbi oassi lei fierpmádathuksen ja máhttojuogadeapmi sámi ja hbtq-servviid gaskkas. Ulbmil lea leamaš nannet sámi hbtq-geahččanguovllu ja hukset bissovaš sámi hbtq-olbmuid vuoigatvuođaorganisašuvnna. Deaivadanbáikkit, seminárat ja fierpmádatbargu lea dolvon Queer Sámit-searvvi vuođđudeapmái.

Prošeavtta rámaid siskkobealde čađahuvvui máilmmi vuosttas eamiálbmotpride Gironis, masa serve badjel 300 olbmo. Prográmmas ledje earret eará logaldallamat ja hbtq-bargobájit, Queering Sámi čájáhusaš ja Prideparáda.

– Manálgihitii áddet, ahte pridefestivála lei dat buoremus maid sáhtiimet lágideit. Dat lei dat ahte Queering Sápmi šattai álbmotlaš ja pridefestivála áddehahtti forbma, lohka Elfrida Bergman.

Sámedikkiit Ruota ja Norgga bealde leat mearridan skuvlet iežaset ja bargagoahitit hbtq-geahččanguovlluin. Sámediggi Suoma bealde ii leat dahkan seammasullasaš mearrádusa, muhto Queer Sámit barget oččodit ášši gieđahallamii. Maiddái nuoraidservviid gaskkas lea olu dáhpáhuvvan. Sáminuorra ja Noereh leat álggahan barggu hukset hbtq-geahččanguovllu iežaset doaimmain. RFSL nuorat, Seta RF ja Skeiv Nuorat barget oččodit sámeiperspektiivva doaibmaseaset. Bargu joatkašuvvá nannet barggu maid Suoma bealde ja guhkkit áiggis maid Ruoššas.

– Hbtq-oaidninvuohki lea šaddan juoga, mii ságastallo ja váldo dan oktavuhtii áibbas eará lálkai go ovdal, ovdal dat masa ii oppa namuhuvvon. Dat lea šaddan čielgasabbo, ahte mii eat leat homogenalaš joavku. Mii eat sáhte čuožžut barrikádain ja gáibidit vuoigatvuođaid maid ánsšáit, jos eat váldde mielde buot sámiid, beroškeahhtá

siskkáldas erohusain, lohka Nils Olof Parffa gii prošeavtta áigge lei mielde Sámenuoras ja Ung minoritehtas.

Prošeaktajođiheaddji Elfrida Bergman loahpaha čielga sániiguin prošeavtta ja dan oassálastiid birra:

– Queering Sápmi lei beare álgu. Das, ahte dat lei ii-gažaldat, lea dál queersámi geahččanguovlu máilmmis dovddus duohtavuohhta, maid olusat váldet duođas. Mii doaivvuimet olu, muhto ráhkadeimmet menestusa. Dál fertet joatkit bargat áššiin ja nannet dan amas jaskatvuohhta hálldaš goassege šat.

DO RIGHTS!

Golbma lávkki ii-vealaheaddji bargui

1. Meroštallat geat ovddastit ja geat váilot du organisašuvnnas/almustahttimis/panelas/fierpmádagas/prošeaktajoavkkus jna.
2. Guorahallat makkár virggálaš ja eahpevirggálaš eastagat leat ii-vealaheaddji oassálastimii. Jurddaš viidát! Sáhtá leat sáhka fysalaš beasatlašvuođas ja gielas sihke čoahkkináiggis ja bovdehusa govva-válljemiin.
3. Bargat guhkesáigásaččat gažadit ja burgit virggálaš ja eahpevirggálaš eastagiid. Árvvoštallat oppa áigge ja máhccat ruovttoluotta vuosttas čuoggái.

”

"Dat ahte queersámit besset deaivvadit guđet guimmiiguin ja ii unnimus, ahte šaddet oinnolažžan sámibirrasis ja queerbirrasis."

Prošeavtta buoremus oasseváldi mielde

SÁPMI / Queering Sápmi – “We’ve been more successful than we dared to hope”

The second part of the project was about networking and knowledge exchanges between Sámi organisations and LGBTQ organisations. The aim was to strengthen the Sámi LGBTQ perspective in the long term, and to build a permanent organisation for upholding the rights of Sámi LGBTQ people. Forums, seminars and networking led to the formation of the organisation Queer Sámit.

The project staged the world's first-ever indigenous people's Pride event in Kiruna, with over 300 participants. The programme included lectures and workshops on LGBTQ issues, Queering Sápmi's mini-exhibition and a parade.

“In retrospect, we realise that a festival was the best thing we could have done. It was as if, through the Pride festival, Queering Sápmi became embedded in the community,” Elfrida Bergman recalls.

The Swedish and Norwegian Sámi parliaments decided to incorporate an LGBTQ perspective into their training and working practices. The Finnish Sámi Parliament has yet to follow suit, but Queer Sámit is working hard to get the issue on the agenda.

A lot has happened in the youth organisations, too. Sáminuorra and Noereh have begun incorporating an LGBTQ perspective into their activities, while the Swedish Youth Federation for LGBTQ Rights, Seta – LGBTI Rights in Finland and Queer Youth Norway are now incorporating a Sámi perspective into their activities. Efforts are also being made to get more done in Finland and, in the longer term, in Russia.

“The LGBTQ aspect is being discussed and taken into consideration in a vastly different way than has been the case in the past, when it went more or less unmentioned. It is becoming ever clearer that we are not a homogeneous group. We can't possibly stand on the barricades and demand the rights we deserve if we don't have all of the Sámi people with

us, regardless of internal differences,” says Nils Olof Parffa, who was involved in Sáminuorra and the organisation Young Minority during the project.

In her closing remarks, project manager Elfrida Bergman is clear about the project and its participants:

“Queering Sápmi was just the beginning. From being a non-issue, the queer-Sámi perspective is now not only a reality, but one that is taken seriously. We've been more successful than we dared to hope. Now, the challenge is to redouble our efforts, and ensure that we keep the issue alive.”

DO RIGHTS!

Three steps to non-discriminatory work

1. Identify who is represented and who is not in your organisation/publication/panel/network/project group, etc.
2. Analyse formal and informal barriers to non-discriminatory participation. Think big and be inclusive! This might involve issues of physical accessibility and language, or the times of meetings and the selection of images for an invitation.
3. Work consistently to question and remove formal and informal barriers. Evaluate constantly and go back to point one.

”

“That queer Sámi had the chance to meet each other, and to be visible in the Sámi community and on the queer scene.”

The best thing about the project, according to one participant

**” We want to support
similar initiatives in
the other Nordic countries.**



SVERIGE

Ensamkommande organiserar sig – "Jag kommer kämpa med all kraft jag har"

Ensamkommandes förbund arbetar för att skapa en meningsfull tillvaro för barn och unga som flytt till Sverige. Föreningen har fem lokalföreningar i Sverige och planer på att sprida verksamheten vidare i Norden. Grundarna är själva unga som har kommit till Sverige ensamma som barn. En viktig del av verksamheten är att slussa in nyanlända i föreningslivet.

Januari 2016. Ungdomens hus i Malmö är fullt till sista plats. Seminariet arrangeras av Ensamkommandes förbund. Jafar Akrami berättar om hur han kom ensam till Sverige för 6 år sedan. Idag jobbar han som bussmekaniker, fungerar som familjehem för ett ensamkommande barn, volontärarbetar på Ensamkommandes förbunds Mötesplats Otto och sitter i föreningens styrelse. Publiken lyssnar koncentrerat till hans gripande berättelse om flykten, först från Afghanistan till Iran och senare från Iran till Sverige.

– Jag flydde från Iran på grund av att om en person från Afghanistan gjorde något dumt där, dömdes vi alla. När jag kom till Sverige kände jag: Det här är världens bästa land! Jag fick ett rum, en säng och jag fick gå i skolan. Nu gör det ont i hjärtat att se att tankesättet att alla flyktingar från Afghanistan är våldsamma också börjar spridas här.

Ensamkommandes förbund arbetar med att ge röst åt de unga som kommit som ensamkommande flyktingbarn till Sverige. Mycket sker ideellt. Verksamheten är efterfrågad av kommuner och myndigheter såväl som av barn som nyligen kommit till Sverige och andra som varit här ett tag. Förfrågningarna rasar in och förbundet får fler inbjudningar än de hinner med.

Hamza Ibrahim är en av förbundets grundare och har varit ordförande i ett år. Han menar att även om det finns många organisationer med bra kompetens kring att ta emot flyktingar så är det viktigt att de som kommit som ensamkommande själva

organiserar sig. I dagsläget finns lokalföreningar på fem orter i Sverige och planer finns på att utöka verksamheten så fort de får möjlighet till det ekonomiskt.

– Vi är målgruppen, vi har egna erfarenheter. Det finns frivilliga och andra organisationer som har helt annan, och viktig, kompetens, men vi känner till verkligheten, förklarar Hamza Ibrahim.

Ensamkommandes förbund driver Mötesplats Otto i centrala Malmö. En plats dit barn som flytt till Sverige är välkomna oavsett hur länge de har varit i Sverige. Programmet är digert med många aktiviteter varje dag, som tjejträffar, läxläsning, språkundervisning, asylrådgivning och många olika sorters idrott. En stor del av verksamheten genomförs i samarbete med andra organisationer från det civila samhället, studieförbund och idrottsföreningar.

FACTS

Antal ensamkommande asylsökande barn (under 18 år) i de nordiska länderna 2015

Island – 5
Norge – 5 297
Finland – 3 024
Danmark – 2 068
Sverige – 35 369

Mer statistik finns på: <https://www.norden.org/da/statistik>

DO RIGHTS!

Enligt Nordiska ministerrådets strategi för barn och unga ska barn och ungas olika former för organisering och delaktighet i demokratiska processer i Norden stödjas utifrån barn och ungas olika förutsättningar, behov och intressen.

SWEDEN

Unaccompanied minors get organised – “We want to show the way”

The Federation of Minor Asylum Seekers in Sweden (Ensamkommandes förbund – EKF) works to uphold the rights of children and young people who have fled to Sweden as refugees. EKF currently has five local groups and plans to expand its activities further in the Nordic Region. It was founded by young people who came to Sweden alone as children. An important aspect of their work consists of introducing newcomers to the Scandinavian concept and cultural phenomenon of being active members of societies, clubs and associations.

January 2016. Malmö Youth Centre is at full capacity for a seminar organised by the EKF. Jafar Akrami is retelling the tale of how he arrived – alone – in Sweden six years ago. Now he’s a bus mechanic, provides a home for an unaccompanied refugee child, works as a volunteer for EKF’s meeting place, Otto, and is on its board. The audience listens intently to his gripping tale of how he fled from Afghanistan to Iran, and later from Iran to Sweden.

“I left Iran because if somebody from Afghanistan did something stupid there, all Afghans were blamed for it. When I arrived in Sweden, I knew right away – this is the best country in the world! I was given a room, a bed and a place in school. Now, it hurts me deeply to see the same way of thinking – that all Afghani refugees are violent – beginning to spread here.”

The EKF gives a voice to young refugees who arrived in Sweden without their parents. It relies largely on volunteers. It is kept extremely busy by local authorities and other official agencies, as well as by children who have just arrived in Sweden and others who have been here for some time. Enquiries are flooding in, and the EKF is invited to more meetings than it can possibly attend.

Co-founder Hamza Ibrahim has been the chairperson for the last year. He says that, while many organisations possess the skills to deal with refugees, it is still important for young

unaccompanied refugees to take the initiative and organise themselves. At the moment, the EKF has five local groups in Sweden, and plans to expand its activities as soon as this is financially viable.

“We are the target group; we have direct experience of what it’s like to arrive alone in a new country as a young person. Volunteers and other organisations have different – and important – competences, but we know the reality of the situation,” Hamza Ibrahim explains.

The EKF runs Otto, a social hub in Malmö city centre, where people who arrived in Sweden as unaccompanied young refugees are welcome, no matter how long they have been in the country. It runs a busy programme every day, with groups for girls, study groups, language teaching, advice on asylum applications and many types of sport.

FACTS

Number of unaccompanied children (under 18) applying for asylum in the Nordic countries 2015

Iceland – 5

Norway – 5,297

Finland – 3,024

Denmark – 2,068

Sweden – 35,369

More statistics: <https://www.norden.org/en/statistics>

DO RIGHTS!

As part of its Strategy for Children and Young People, the Nordic Council of Ministers supports self-organisation and participation in the democratic process based on the abilities, needs and interests of children and young people.

SVERIGE / Ensamkommande organiserar sig – "Jag kommer kämpa med all kraft jag har"

Föreningen jobbar mycket med att söka upp nyanlända barn på boenden för att informera, vara förebilder och ge stöd. Genom att utbilda och ge metoder för engagemang vill förbundet både inspirera och ge konkreta verktyg.

– De är glada att träffa oss, ser oss ofta som förebilder och har lätt att identifiera sig med oss. De lyssnar och ställer massa frågor, om allt möjligt. Många behöver prata.

Hamza Ibrahim beskriver verksamheten som ett gräsrotsinitiativ som tror på folkbildning. De startar studiecirkel på boenden för ensamkommande i hur det fungerar att registrera och driva en förening i Sverige. Att förbundet arbetar med ungas egen organisering är ingen slump. Hamza Ibrahim berättar om forskning som visar att de som engagerar sig i föreningslivet har större chans att integrera sig bra och snabbt i samhället.

– Vi vill visa vägen. Vi kan hjälpa till med att knyta kontakter med till exempel kommunen och socialtjänsten och göra den formella biten. Sedan kan de sätta igång med aktiviteter.

Samtidigt som verksamheten är uppskattad och efterfrågad, saknas det inte utmaningar i arbetet.

– Många, särskilt de som just har kommit, har det jobbigt. Det är inte länge sedan de var på flykt, och de väntar ofta på besked. Ofta känner de sig maktlösa, känner att de saknar makt över sitt eget liv. Vi försöker stötta och hitta de små enkla sakerna som de kan börja med.

Organisationen möter också motstånd i form av rasism. Hamza Ibrahim beskriver hur både inkorgen i mailen och förbundets Facebooksida drar till sig kommentarer och hot.

– Det handlar om en antidemokratisk rörelse. De försöker skrämja samhället och polarisera. Vi brukar inte lyssna, men ibland blir det för mycket, berättar Hamza Ibrahim och fortsätter:

– Vi lägger mycket tid på detta, kämpar och jobbar och så öppnar man mailen och möts av allt det där.

Det kan vara svårt att hantera. Men det går bra, vi stöttar varandra och polisanmäler om det behövs.

Det senaste året har förbundets arbete för att påverka den formella delen av mottagandet för ensamkommande flyktningbarn förstärkts. Med direkt erfarenhet av många av de frågor som diskuterats i media och i politiken vill förbundet ge en röst åt de ensamkommande själva. Och särskilt fokus ligger på den första tiden i det nya landet.

Hamza Ibrahim tar sig själv som exempel. Under sin väntetid hade han stöd av ett bra boende, trygghet och personal som hjälpte till med läxläsning under sena kvällar. Efter sex månader började han i vanlig gymnasieklasse och idag läser han till socionom på Malmö universitet.

– Hade jag inte fått en så bra start hade jag inte integrerat mig så snabbt. Jag fick ett bra bemötande från första dan, det inspirerade och hjälpte mig. Den möjligheten jag fick, vill jag att alla ska få.

DO RIGHTS!

Artikel 15 FN:s konvention om barnets rättigheter

"Konventionsstaterna erkänner barnets rätt till föreningsfrihet och till fredliga sammankomster."

Rätten att organisera sig ingår i deklarationen om de mänskliga rättigheterna såväl som i konventionen om barnets rättigheter, men i många länder är den långt ifrån självklar. Stöd från både det offentliga och det övriga civila samhället är en viktig utgångspunkt för att skapa långsiktiga förutsättningar för organisationen och dess positiva effekter.

SWEDEN / Unaccompanied minors get organised – “We want to show the way”

Many of the activities are organised in conjunction with other bodies, such as educational associations and sports clubs.

The EKF puts a great deal of effort into visiting new arrivals wherever they are currently staying, in order to offer support and information and act as positive examples. The EKF aims to teach young people essential life skills and inspire them to get involved.

“They are happy to see us and often consider us as role models, because they can easily identify with us. They listen to us; they ask us about everything under the sun. Many of them just need to talk.”

Hamza Ibrahim describes the EKF as a grassroots initiative, based on a belief in the power of education. It sets up discussion groups in areas where refugee children live, in order to teach others how to set up, register and run their own associations. The focus has consciously been on encouraging young people to self-organise. Hamza says that studies have shown that young people who get involved in associations have a better chance of quick and positive integration.

“We want to show the way. We can help forge contacts, for example with local authorities and social services, and take care of the official and administrative aspects. Then it’s up to them to get their activities off the ground.”

Their work is greatly appreciated and in demand, and there is certainly no shortage of challenges.

“Many, especially new arrivals, find it hard. It’s not long since they fled, and they are often waiting for news. Often they feel helpless and that they have no control over their own lives. We offer support and try to help them start to make small changes.”

However, the organisation has also encountered resistance and open racism. Hamza Ibrahim describes how the EKF’s e-mail inbox and Facebook page attract negative comments and threats.

“We’re talking about anti-democratic forces who feed on fear and polarisation. We don’t usually pay them any heed, but sometimes it gets too much. We put so much into this, we work so hard. And then you open the e-mail and encounter so much hostility – it can be difficult to take. But it’s fine. We support each other and file police reports if necessary.”

In the last year, the EKF has made even greater efforts to change the way in which unaccompanied refugee children are received in the country. The members have direct experience of many of the questions raised by politicians and in the media. EKF seeks to give a voice to unaccompanied refugee children, particularly during the period just after arrival.

DO RIGHTS!

Article 15 of the UN Convention on the Rights of the Child

“States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.”

The right to organise is part of the Declaration of Human Rights, but in many countries it is not considered self-evident. Support from governments and civil society is an important foundation on which to build the long-term conditions that allow for organising and pave the way for positive outcomes.

SVERIGE / Ensamkommande organiserar sig – "Jag kommer kämpa med all kraft jag har"

Hamza Ibrahim berättar att de under hösten 2015 har fått många exempel på att mottagandet i Sverige inte fungerat som det ska. Förbundet har kontakter med både kommuner och migrationsverket och för en dialog om hur mottagandet ska fungera och hur asylprocessen bör vara utformad. Hamza Ibrahim betonar hur viktigt det är att personer med egen erfarenhet är med i samtalen med myndigheterna.

DO RIGHTS!

Kunskap är en förutsättning för deltagande

Det första steget i att utöva och kräva sina rättigheter är att ha kännedom om dem. Det kan till exempel handla om rätten att bilda föreningar, rätten att inte bli diskriminerad eller rätten till kostnadsfri skola. Samhället har ett ansvar att arbeta för att alla människor känner till vilka rättigheter de har.

”

"Ensamkommandes förbund är en viktig röst just för många ensamma unga, långt från familj och tidigare sociala nätverk. Jag fick möjlighet att medverka när några av dem tog studenten i somras – en upplevelse som var en av årets höjdpunkter, med mycket värme och gemenskap."

Katrin Stjernfeldt Jammeh,
kommunstyrelsens ordförande, Malmö stad

Ensamkommandes förbund ser också framåt och vill på sikt utöka verksamheten till de andra nordiska länderna.

– Jag har vänner från mitt hemland i Norden och jag känner ett ansvar för att göra någonting också för dem. Vi vill vara med och stötta liknande verksamhet som vår i fler länder, kanske också i Europa.

Ordet ansvar återkommer i beskrivningen av drivkrafterna bakom engagemanget i Ensamkommandes förbund. Att ha inflytande över sitt eget liv men också över andra delar i samhället är en rättighet i barnkonventionen, liksom rätten att bilda föreningar och hålla möten. Genom information och utbildning jobbar Ensamkommandes förbund med att förverkliga de rättigheterna.

– Ordet inflytande betyder väldigt mycket för mig, säger Hamza Ibrahim. Anledningen till att vi startade förbundet var att kunna ha inflytande. Det uppdrag jag har idag, att representera ungdomar som kommer utan vårdnadshavare till Sverige, är väldigt stort. Det är mitt ansvar att använda det för att bidra till förbättringar.

Tillbaka till föreläsningssalen i Malmö. Jafar Akrami avslutar sin föreläsning som till stor del har handlat om de fördomar han och hans vänner möter.

– Alla är inte samma, alla är olika. Och vi kommer kämpa med all kraft vi har för att visa det.

FACTS

Läs mer:
ensamkommandesforbund.se

SWEDEN / Unaccompanied minors get organised – “We want to show the way”

Hamza Ibrahim speaks from experience. After he arrived, he was given a home where he felt secure and had access to staff who helped him with his homework late into the night. After six months, he was able to attend an ordinary upper-secondary class. He is now studying social work at Malmö University.

“Without such a good start, I wouldn’t have integrated as quickly. The reception I received, right from the very first day, was inspiring and helpful. I want others to have the same opportunities I had.”

However, Hamza Ibrahim reports that, in many cases, the reception process did not operate properly in autumn 2015. Through its contact with local councils and the Swedish Migration Agency,

the EKF maintains a dialogue about refugee reception and the nature of the asylum process. He stresses that it is vital that the dialogue with official bodies also involves people who have personal experience.

In the long term, the EKF looks forward to expanding its activities to other Nordic countries.

“Friends from my home country have come to the Nordic Region, and I feel a responsibility to help them, too. We want to support similar initiatives in the other Nordic countries, possibly also elsewhere in Europe.”

The word “responsibility” occurs regularly in members’ descriptions of why they are so committed to the EKF. According to the UN Convention on the Rights of the Child, children have the right to influence their own lives as well as other parts of society, and to set up associations and hold meetings. It is precisely those rights that the EKF seeks to exercise.

“The word ‘influence’ means a lot to me,” Hamza Ibrahim explains. “We started the EKF to exert influence. My task now – representing young people who come unaccompanied to Sweden – is huge. It’s my responsibility to do what I can to help improve things.”

Back in the hall in Malmö, Jafar Akrami finishes his lecture, much of which has revolved around the prejudices he and his friends encounter.

“Everybody is not the same, everybody is different. We will do everything we can to show this.”

DO RIGHTS!

Knowledge is a prerequisite for participation

First, you need to know your rights. Then you demand and exercise them. For example, the right to set up associations, the right to be free from discrimination, or the right to free schooling. Society has a responsibility to ensure that everybody knows their rights.

”

“EKF is an important voice for many lonely young people, far from their family and previous social network. I was there when some of them graduated from high school last summer – it was one of the high points of the year for me, an extremely warm and collective experience.”

Katrin Stjernfeldt Jammeh,
Mayor, City of Malmö

FACTS

Read more:
ensamkommandesforbund.se

**” Adults are older,
so perhaps they
know more. But they are
not children, so they
don’t think the same way.**



ÅLAND

Ingen barnkonsekvensanalys utan barn

På Åland har Rädda Barnen och Mariehamns stad samarbetat kring hörande av barn inför framtagandet av stadens nya delgeneralplan. Några av framgångsfaktorerna är att projektet är ett samarbete mellan civilsamhället och staden, att konsultationer med barn gjordes i ett mycket tidigt skede av processen och, inte minst, att barnen och deras åsikter bemöttes på ett respektfullt sätt.

– De har ju bjudit in oss för att vara med och påverka, så nog tror jag att de kommer att lyssna till vad vi har sagt, säger Emilia Selander, en av eleverna i årskurs 6 i Ytternäs skola som har deltagit i arbetet.

Barnkonsekvensanalyser är ett viktigt arbetsområde för Rädda Barnen Åland. Kommunfullmäktige eller styrelse i samtliga 16 åländska kommuner har fått besök av projektledaren Danielle Lindholm som gett en introduktion i hur en checklista för förenklad barnkonsekvensanalys används. Då arbetet är nytt är det viktigt att ha låga trösklar för att sätta igång, menar Danielle Lindholm. Checklistorna används och uppskattas i många kommuner. Rädda Barnen ser att det är ett viktigt första steg som har satt igång diskussioner om hur barnets rättigheter tillgodoses i kommunerna och organisationen jobbar för att fullskaliga barnkonsekvensanalyser ska börja användas.

En barnkonsekvensanalys innebär att kartlägga och analysera vilka konsekvenser ett beslut eller en process får för barn. Metoden rekommenderas av FN:s barnrättskommitté i Geneve, som också ger vissa riktlinjer för hur en barnkonsekvensanalys ska gå till. En viktig princip är att barn som berörs av ett beslut alltid måste höras.

– Vuxenperspektiv kan aldrig räcka om man ska jobba med barns rättigheter, betonar Danielle Lindholm från Rädda Barnen på Åland. För att kunna jobba med barnperspektiv måste vi ha kontakt med barn och unga. Det krävs helt enkelt för att försöka förstå det barnen ser, upplever och önskar.

Men ändå möter arbete med att involvera barn ofta motstånd från de vuxna. Danielle Lindholm menar att motståndet kan handla om fördomar, okunskap, ovana eller att man inte vill ge över makt till barn och unga. Det kan också handla om att de vuxna inte ser på vilket sätt arbetet eller beslutet påverkar barn och unga. Hon betonar att det motstånd som finns sällan handlar om illvilja.

– Alla vill väl! Jag har inte träffat någon som har sagt att de inte vill verka för barnets bästa. Men det räcker inte med välvilja. Att jobba för barnets bästa kräver processer i flera steg, de vuxna måste ha kunskap och barnen måste själva vara med.

DO RIGHTS!

Danielle Lindholms 6 framgångsfaktorer

1. En stark vilja från högsta ledningen, till exempel genom en antagen strategi eller ett princip-beslut.
2. Ansvariga tjänstemän har vilja och resurser att genomföra arbetet.
3. Utförare med hög barnkompetens inklusive ett positivt förhållningssätt. Ingen behöver kunna allt men sammantaget ska det finnas personer i gruppen som har sakkunskap i frågan och personer som har kunskap i att höra barn.
4. Tydlig tidsplan för förberedelser, genomförande och återkoppling.
5. Använd de nätverk som finns, både inom och utanför organisationen. Ta hjälp av organisationer, landskap eller andra aktörer som har jobbat med motsvarande tidigare. Låt inte arbetet bero på kompetensen hos en eldsjäl.
6. Våga prova! Att det kan bli fel är inte ett argument för att låta bli. Det blir sällan perfekt när man gör något första gången.

ÅLAND

No child-impact assessments without children

In Åland, as part of work on a new development plan for the town centre of Mariehamn, Save the Children and Mariehamn Council have been working together and listening to what local children have to say. The success criteria for the project is that it is done in co-operation between civil society and the local authority, that consultations with children are incorporated at a very early stage of the process and, in particular, that the children are listened to and due respect is paid to their views.

"They asked us to take part and have our say, so I think they'll take our views into account," says Emilia Selander, a sixth-grade pupil in Ytternäs School.

Child-impact assessments are an important part of the work of Save the Children Åland. Project manager Danielle Lindholm has visited all 16 local authorities to provide guidance and checklists on how to conduct a basic child-impact assessment. According to Danielle Lindholm, it is important not to be over-ambitious in order to get the work started. The local council staff have made good use of the checklists. Save the Children sees this as an important first step in initiating dialogue about how local government guarantees children's rights, and the organisation is now pushing hard for the introduction of full-scale child-impact assessments.

A child-impact assessment involves mapping and analysing the consequences for children of a decision or process. The method is recommended by the Geneva-based UN Committee on the Rights of the Child, which has drawn up guidelines for how they should be conducted. One of the important principles is that the children affected by a decision should always be consulted on it.

"When working with children's rights, it is never enough to just consider the adult perspective," Danielle Lindholm stresses. "You can't work on the basis of the children's perspective unless you consult children and young people. This is a basic prerequisite for understanding what they see, feel and want."

And yet efforts to involve children often encounter considerable resistance from adults. Danielle thinks that this may be due to prejudice, ignorance, habit or reluctance to cede power to children and young people. Or it may be due to adults simply being unaware of how their work or decisions affect children and young people. However, she stresses that it is rarely a matter of ill-will.

"Everybody wants to do the right thing! I've never met anybody who says they don't want to do what's best for children. But goodwill isn't enough. Doing what's best for children is a multi-step process. Adults need to be clear about what it is that they are doing, and children have to be involved."

DO RIGHTS!

Danielle Lindholm's six success criteria

1. Strong lead from senior management, e.g. by adopting a strategy or making a decision in principle.
2. The staff responsible for the assessment must have the will and resources to do the work.
3. Assessments must be conducted by people who know how to speak to children and who have a positive attitude. No single individual needs to be capable of doing everything, but the group must include people with professional knowledge and experience of consultations involving children.
4. Clear timetable for preparations, implementation and feedback.
5. Use existing networks, both inside and outside the organisation. Accept help from other organisations, government or other stakeholders who have done similar work in the past. Don't let the work be dependent on one enthusiastic individual.
6. Dare to try! Things may go wrong – but that's no argument for not trying. The first time you do something it is rarely perfect.

När arbetet med att ta fram en delgeneralplan för Mariehamn inleddes togs beslutet att genomföra en barnkonsekvensanalys. Rädda Barnen erbjöd sig att stötta med metoder för hur dialoger med barn skulle genomföras. Stadsarkitektkansliet, stads-kansliet och Rädda Barnen planerade och förbe-
redde arbetet tillsammans. Terese Flöjt, ansvarig för medborgardialog i Mariehamns stad, är mycket nöjd med hur samarbetet har löpt.

– Det har varit jättebra att kunna få stöd av Rädda Barnen. I Mariehamns stad har vi pratat mycket om hur vi kan genomföra medborgardialoger generellt. I det här projektet har vi fått metoder och hjälp, och arbetat fokuserat med målgruppen barn, som ofta är åsidosatt.

Barn från stadens elevråd bjöds in till stadsvandring och workshop om framtidens Mariehamn. De har diskuterat olika platser i staden, vad som är bra och vad som skulle kunna göras bättre.

– Det kändes roligt att få vara med och tycka saker om hur staden kan förändras, berättar Valter Sundberg som går i femte klass i Ytternäs skola. Vi pratade till exempel om att folk som röker på stan ska ha något särskilt ställe att röka på för annars är det rökluft på stan och det är inte roligt. Och så pratade vi om var vi känner oss trygga i staden. Det är inte roligt att gå ute på kvällen när det är fulla människor ute.

Barnens åsikter ska nu sammanställas, lämnas över till stadsarkitektkansliet och finnas med i det fortsatta arbetet med delgeneralplanen. Det viktiga arbetet med återkoppling till barnen kommer fortsätta under året, och det kommer också att bli fler träffar.

– I början när vi gick stadsvandringen kändes det ovant att tänka och skriva ner vad som var bra och dåligt. Men på slutet av stadsvandringen kändes det naturligt. Och nu har jag börjat fundera mer på hur det funkar, hur de jobbar i stadshuset till exempel, säger Emilia Selander.

– Vuxna tänker nog mer att "hur gör vi det här bekvämt för oss", dom kanske inte tänker lika mycket på barnen som vi gör. Lite av det som vi har tänkt på kanske inte dom har tänkt på.

Valter Sundberg fyller i:

– Vuxna är äldre så dom kanske har mer kunskap, men dom är inte själva barn så då tänker dom kanske inte på samma sätt.

Både Danielle Lindholm och Terese Flöjt pekar på likheten med medborgardialog i allmänhet. Det handlar inte bara om hur man hanterar små eller äldre barns åsikter, utan om hur man hanterar människors åsikter i allmänhet.

Bemötandet av barnen har varit i fokus i arbetet. Till exempel har man varit noga med att äta riktig lunch tillsammans med barnen på restaurang, att alltid ta barnen i hand och presentera sig och att självklart bemöta barnens åsikter med respekt. Viktiga steg, som barnen också nämner som positiva i

DO RIGHTS!

3 vanliga fällor

Glömmer barnen. En barnkonsekvensanalys utan att de barn som berörs indirekt eller direkt har fått komma till tals är ingen fullständig barnkonsekvensanalys.

För sent. Ett vanligt misstag är att barn tas in i processen när den är klar eller nästan klar, t.ex. för att ge synpunkter på två färdiga alternativ.

Ingen återkoppling. Barnen som deltar och delger sina åsikter och synpunkter har rätt att veta vad som har hänt med det de sagt: vem har beaktat det, på vilket sätt, vad har gjorts, vad har inte gjorts och vad händer nu.

When work on the new development plan for Mariehamn centre began, the local council decided to conduct a child-impact assessment. Save the Children offered its support, including advice on methods of conducting dialogue with children. The planning department, the local administration and Save the Children planned and prepared the process together. Terese Flöjt, who is responsible for Mariehamn Council's dialogue and engagement programme, is delighted with how it has all worked out.

"It has been great to have Save the Children on board," she says. "We have often discussed engagement strategies in general, here in Mariehamn. This project – which focuses on children, an often-ignored target group – has been extremely helpful. We have learned a lot about our methods."

Members of student councils from schools in the town were invited to go on walking tours and to attend workshops on local development. They have discussed different aspects of the town, what works and what could be improved.

"It feels good to be involved and to think about how the town might change," reports Valter Sundberg, a fifth-grade pupil at Ytternäs School. "We talked, for example, about designated places for smokers, because otherwise the town smells – and it's not nice. And we talked about places where we feel safe. It isn't nice going out at night, when all the drunks are out and about."

The children's views are now being compiled and passed to the planning department. They will form part of the ongoing work on the local development plan. The important work of providing feedback to the children will continue this year, and there will also be more meetings.

"At first, as we were walking around, it felt strange to think about the town and write down what was good and bad. But by the end, it felt natural. Now I've started to think more about how the town works and what the council does," says Emilia Selander.

"When adults think about how to make the town more pleasant, they perhaps don't think about what children want. Maybe we've thought about things they haven't."

"Adults are older, so perhaps they know more. But they're not children, so they don't think the same way," adds Valter Sundberg.

Both Danielle Lindholm and Terese Flöjt point out the similarities with the local authority's dialogue and engagement activities with adults. It is not just about taking the views of small children or older children into account, but about how we deal with people in general.

Attention was also paid to how the children were treated during the process. For example, they always ate decent lunches with the adults in restaurants, and the adults always shook the children's hands, introduced themselves properly

DO RIGHTS!

Three common pitfalls

Forgetting the children. A child-impact assessment that fails to listen to the views of the children who are directly or indirectly affected is not a proper one.

Too late. A common mistake is that children are not brought in until the process is finished or almost finished, e.g. to give their views on two alternatives.

No feedback. The children who take part and communicate their opinions and points of view have the right to know what happens next: who takes their views into consideration and in what way, what has been done, what has not been done and what is happening now.

sina utvärderingar. Terese Flöjt berättar också att barnen var mycket fokuserade och ivriga att delge sina synpunkter. Hon tror att det bland annat beror på att barn i allmänhet är ovana vid att bli lyssnade till på det här sättet. En uppfattning som bekräftas av barnen själva.

– Det bästa har varit att vara med och säga vad man tycker ska förbättras, att få chansen att säga vad man tycker. Jag tycker vuxna är ganska bra på att lyssna, men det händer ju inte så ofta att vi till exempel får prata med politiker om vad vi tycker, säger Maria Sandelin i årskurs 6 i Ytternäs skola.

Terese Flöjt från Mariehamns stad betonar att det viktigaste är att våga sätta igång.

– Jag tror att många tänker att det är svårt och märkvärdigt. Bara ordet barnkonsekvensanalys är ju långt och svårt! Men själva hörandedelen är ju ganska enkel om man prioriterar den, det som kan bli svårare är ju hur man analyserar och använder synpunkterna från barnen. Det blir nästa utmaning!

DO RIGHTS!

Elevrådet i Ytternäs skola tipsar om bra sätt att höra barn

- Det ska vara roligt! Inte för mycket arbete utan också kul.
- Ungefär 10 punkter är lagom, det är svårt att kunna tycka till om jättemånga saker på en gång.
- De vuxna måste vara positiva och ställa frågor. Inte bara säga att alla våra idéer är omöjliga.
- Det är viktigt att inte först bjuda in och sedan inte göra något alls.
- De vuxna måste visa att de lyssnar och försöker gå vidare med förslagen.
- Viktigt att de vuxna verkligen försöker och gör sitt bästa.

and, of course, treated their views with respect. These are important details, which the children also identify as positives in their evaluations. Terese Flöjt also reports that the children were highly focused and keen to communicate their thoughts. Partly, she thinks, because they are not used to being listened to in this way. The children confirm this.

"The best part is being involved and saying what I think needs improving, having the chance to say what I think. I think adults are quite good at listening, but we don't often get to tell politicians what we think," says Maria Sandelin, sixth-grade pupil at Ytternäs School.

Terese Flöjt stresses that the most important thing is to dare to take the first step.

"I think a lot of people feel it is going to be difficult and strange. The very concept of a child-impact assessment sounds long and convoluted. But the actual consultation part is really quite simple. What is a bit more difficult is, of course, how you analyse and make use of what the children had to say. That is the next challenge."

DO RIGHTS!

Ytternäs School Student Council's tips on consulting children

- It should be fun! Not too much work – it has to be fun as well.
- Identify roughly 10 points, it's difficult to have an opinion on lots of issues at once.
- The adults must be positive and ask questions, not just write off all of our ideas as impossible.
- Don't invite children then ignore what we say.
- The adults must show that they are listening and will try to do something with our ideas.
- It is important that the adults really try to do their best.

AFTERWORD

"It's easy to have faith in the future when there are so many good young people," an elderly man said to me a few weeks ago. After reading this book, I can but agree.

Because we who are young are the future. We are the doctors, peacemakers, researchers and politicians of the future. But we are also potentially the criminals, extremists, substance abusers and underdogs, too. That's why it's so important to engage young people directly, to steer them in the right direction from the very beginning. That's why we need organisations like the ones depicted in this book.

More and more young people feel that they don't really fit in, that they're on their own. They feel that their opinions are ignored, that they have no influence on what happens to them. Often, when people are excluded, they seek the company of others in the same situation. Society has let them down, so why would they want to give anything back?

That's why it's more important than ever to see the person behind the bruised exterior, to create new and better communities with room for everyone. We live in an era of great uncertainty and fear, and if we want the future to be different then it's

extremely important to take good care of those who will lead it.

Fortunately, the Nordic countries have many driving spirits who are working day and night to ensure that children's rights are fulfilled – everyone from the pros of the Change Factory in Norway to the Children's Panel in Denmark and the People's Constitution in Iceland. What all of them have in common is that they are working to build a better society for the citizens of the present and the future.

I hope that this book will inspire young people, those who work with young people or have children of their own – but also people who fit none of these categories yet. All of these organisations are positive, living examples of the importance of child and youth engagement. It's vital that someone is there to listen to young people – and help them lead the way.

Jenny Westrum-Rein

Junior counsellor for youth participation
and freedom of expression
URO (Youth Rights Organ),
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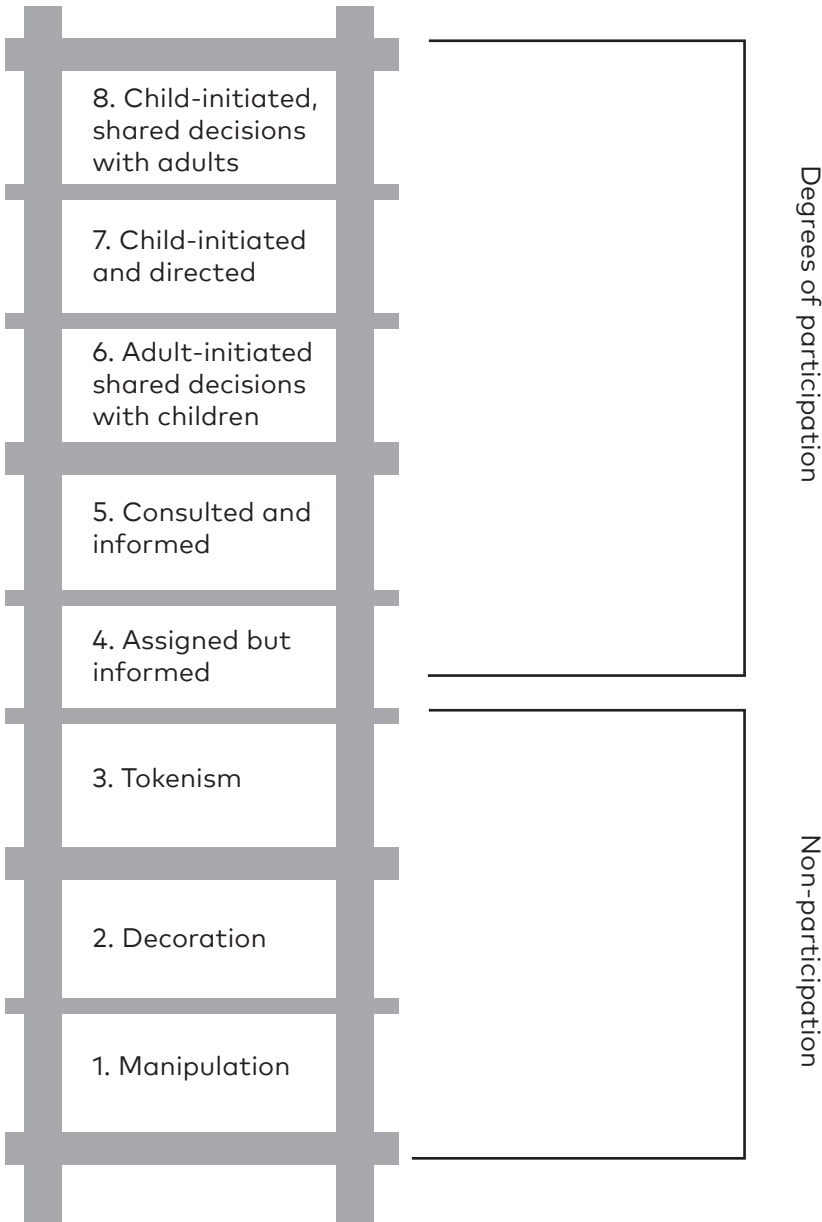
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APPENDIX 1

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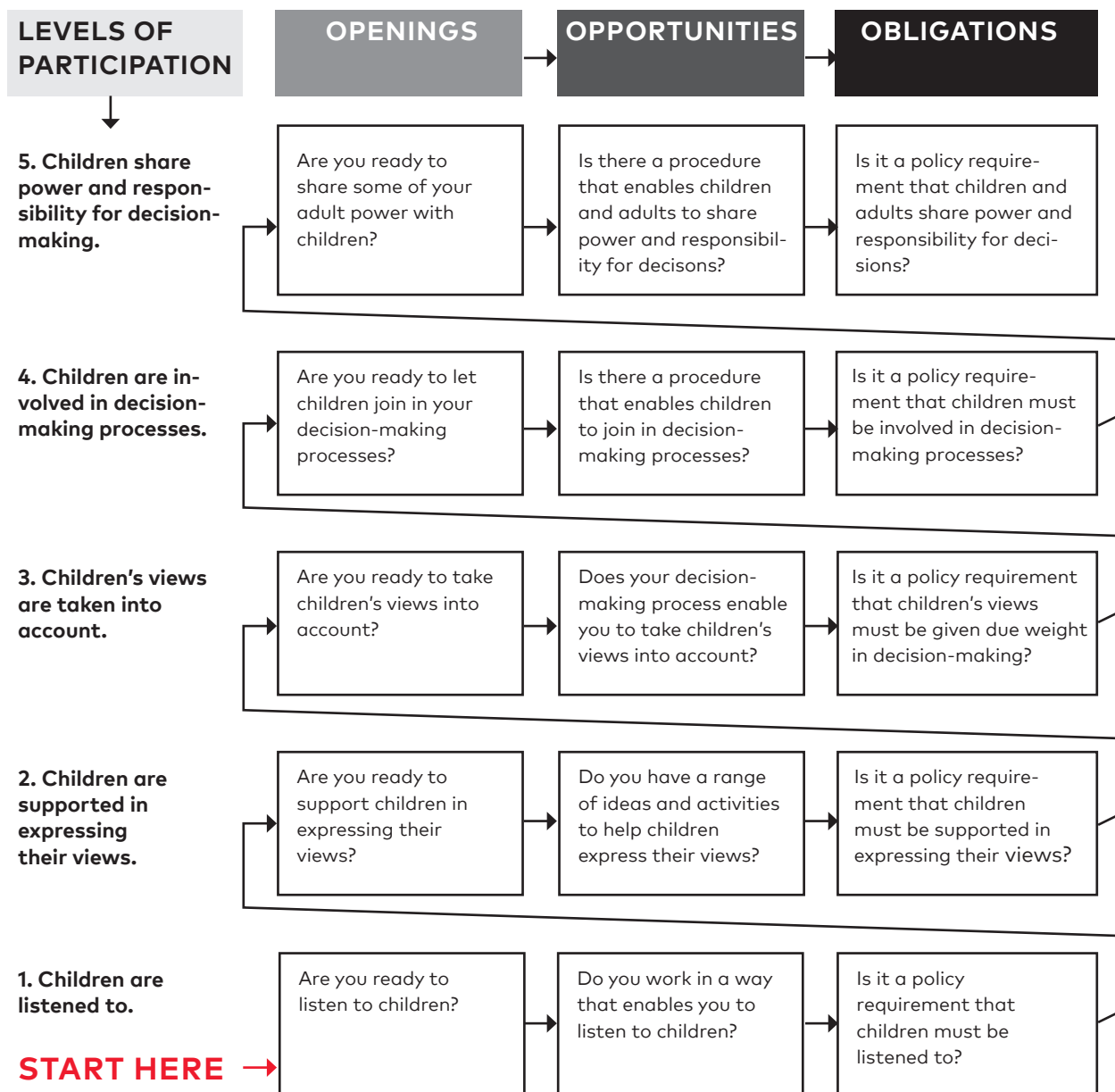
The Ladder of Participation



APPENDIX 2

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Pathways to Participation





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Do Rights!

Nordic perspectives on child and youth participation

"The Nordic Region must be the best place in the world for children and young people"

This is the vision of the Nordic Council of Ministers' strategy for children and young people in the Nordic Region. This publication aims to inspire administrative bodies, organisations, individuals and others to recognise their opportunities and responsibilities. Participation in society and having influence over one's own life is not only a right for boys and girls, young women and men, but it also leads to better decision-making, more engaged citizens and a more inclusive society.