



## Report on Activity 4 of the LISTEN-project: Good examples

### Introduction:

The information presented in this report consists of the results that the discussions at the partner meeting in Roubaix on the 28<sup>th</sup> and 29<sup>th</sup> of May 2024 yielded. The report ends with a description on how this output will be used onwards during the continuation of the LISTEN-project. All the identified good examples that was discussed on the partner meeting can be found in the annex of this report, sorted by project partner.

### Background:

During the spring of 2024 each partner of the LISTEN project was tasked with identifying at least 3 good examples on methods for improving child participation on the local and regional level. In the context of the LISTEN project a good example was defined as: A method, institution, creative solution, or certain form of collaboration that has been successfully proven to strengthen the participation of children (under the age of 18) in societal development in a local or regional context, directly or indirectly. The identified examples had to originate or have been tested in the geographical area of the project partners that identified it.

The purpose of the activity was to identify inspirational and practical examples which can be disseminated and replicated by other local and regional actors in the EU.

### Workshop at LISTEN partner meeting in Roubaix 28-29<sup>th</sup> of May:

Among the project partners a total of 13 good examples were identified and submitted to be discussed on the 28<sup>th</sup> of May 2024 at the LISTEN Partner meeting in Roubaix, France. The aim with this partner meeting was to decide on 5 good examples that would be the focus onwards in the LISTEN-project, to be used as inspiration for local and regional actors wishing to replicate results to strengthen the ability of children to participate.

All of the identified examples had beforehand been compiled into a document which was distributed among all project partners a week ahead of the partner meeting. All partners were also instructed to prepare a presentation of their examples, to allow for questions and insights. For the partner meeting the examples had also been printed on paper cards. These cards were used to sort and discuss the content and scope of the examples further.

During the workshop the partnership decided to agree on 5 clusters, where all the identified examples would fit, instead of only choosing 5 good examples. The 5 agreed clusters all had in common that they described different types of necessary actions at the local and regional level to strengthen children's participation.

There were two reasons for this change: (1) the first one was the realization that, for the expected end result of the project (a manual for the North Sea for strengthening youth participation) to be successful and useful for many different types of local and regional actors, a limited amount of 5 good examples wouldn't be sufficient. (2) The second reason was that many of the identified good examples were similar to each other, and their relevance was assessed to depend greatly on specific circumstances and needs for the future implementing actor.



Choosing 5 clusters also allowed for the project partners to continue adding more examples/initiatives during the continued duration of project, where additional examples might appear (such as in the work packages involving the Local action groups).

### Results of the workshop:

The 5 categories of necessary actions at the local and regional level to strengthen children's participation that the partnership decided on in the workshop was:

- 1. Regularly assess the need for training and evaluation regarding children's rights and participatory initiatives.**
- 2. Provide equal conditions for all children to develop and focus on building long-term trust-based relations with local youth groups.**
- 3. Offer support and tools to children and young people to initiate and create projects, activities or to highlight local issues.**
- 4. Contribute to foster a solid commitment across organizational borders to prioritize children's rights, at an overarching level.**
- 5. Create platforms for community engagement among young people at the local and regional level.**

Here is a summary of each cluster and the good examples that are included in each:

1. Regularly assess the need for training and evaluation regarding children's rights and participatory initiatives.

To improve the possibilities for children and young people to be able to participate in society, it is important that adult professionals understand and continuously develops competence regarding the rights of children and young people. The understanding of the issues at stake among adults who work with the target group of children and young people is a crucial prerequisite for being able to work to counteract the problems that exists and will allow for greater impact for targeted efforts to increase children's participation. It is also important to recognize that actions for improving participation among any group of society requires ever-recurring efforts, learning and ongoing evaluation for the initiatives to stay relevant.

The good examples from the partner locations that was sorted in this cluster were:

- *Sweden, Good example #1: Increased knowledge among adults regarding the rights of the child.*
2. Provide equal conditions for all children to develop and build long-term trust-based relations with local youth groups.

All children deserve a just and supportive upbringing into adult life. It is important that local and regional actors have tools and methods in place to be able to give individual support and mentorship to young individuals that is in risk of falling between the chairs. To be able to give support, it is also important that there is an established trust-based relationship between local societal actors and young inhabitants where clarity, feedback and a long-term perspective towards the target group are important success factors.

The good examples from the partner locations that was sorted in this cluster were:



- *Denmark, Good example #1: Faaborg-Municipality signature project to combat mental health issues young people are faced with.*
- *Sweden, Good example #2: Individual coaching for the future.*

3. Offer support and tools to children and young people to initiate and create projects, activities or to highlight local issues.

Young people who are given the opportunity to develop their own ideas through planning and arranging of activities, creation of associations and development of knowledge material will learn to take responsibility, manage projects, and will be encouraged to be engaged in the local society. Young people who engage this way will also be an inspirational example for other young people to do the same. Actors on the local and regional can help children and young people realize their ideas and projects by providing start-up grants, offering knowledge/networks, and coaching children and young people.

The good examples from the partner locations that was sorted in this cluster were:

- *France, Good example #5: Participatory budget.*
- *Denmark, Good example #2: Cafes driven by the Youth Council*
- *Sweden, Good example #3: Letting young people be the leaders and teachers.*

4. Contribute to foster a solid commitment across organizational borders, to prioritize children's rights at an overarching level.

Children and young people should feel safe knowing that the adult world sees, hears, and values their thoughts and ideas. This is however not always an easy task as many different societal actors, at many different governance levels, works with creating participation and promoting the engagement of children and young people.

The multifaceted engagement among organizations is very positive and shows an overarching ambition to improve the situation, but for it to yield real positive results, collaboration between these active organizations is a requirement. Otherwise, the scattered engagement risks creating confusion and ambiguity, not least from the perspective of children and young people.

The good examples from the partner locations that was sorted in this cluster were:

- *France, Good example #1: PROVVOX Haus-de-France program.*
- *Sweden, Good example #5: Organizational structures to help strengthen children's rights.*

5. Create platforms for community engagement among young people at the local and regional level.

To be able to create local engagement and receive input from children and young people, it is important that public actors like municipalities and regions create structures and platforms that allows children and young people to participate. This enables children and young people to express their opinions, to have the opportunity to ask questions to civil servants and politicians in a safe environment, and most importantly allows them to influence the local societal development.

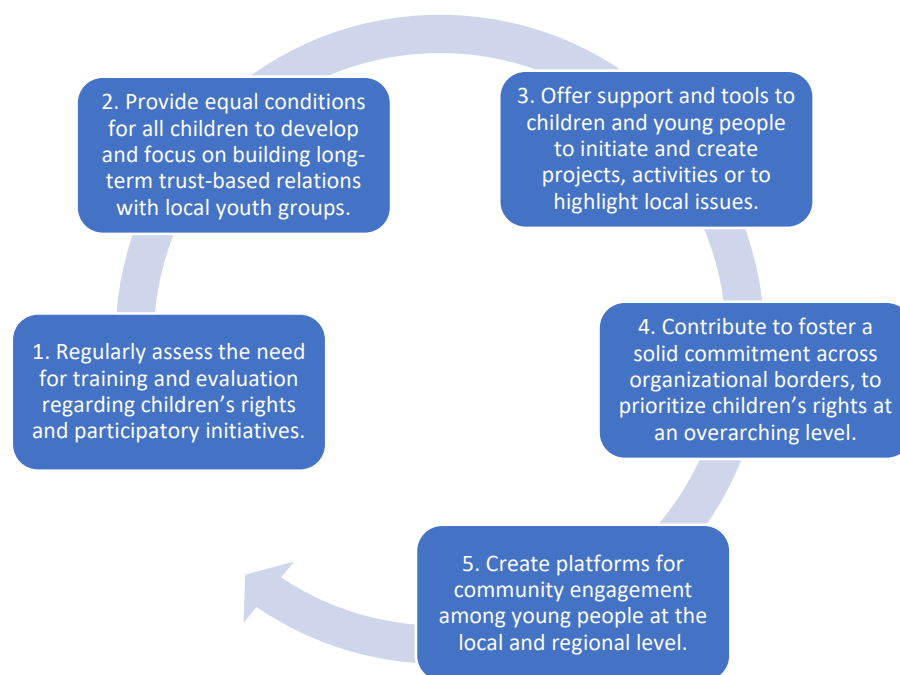
It is common for municipalities to have established platforms, such as youth councils, but the implementations and methods varies depending on local circumstances and needs.

The good examples from the partner locations that was sorted in this cluster were:

- *France, Good example #2: Children's Council of Roubaix.*
- *France, Good example #3: Youth Advisory Council of Roubaix.*
- *France, Good example #4: Youth Conference.*
- *Denmark, Good example #3: Joint student council.*
- *Sweden, Good example #4: Involvement of children and young people in planning processes and decision-making.*

### Summary and conclusion:

The participating partners of the LISTEN-project has chosen and formulated five clusters of actions that can be worked on at the local and regional level to strengthen the influence of children and young people.



*Figure 1. Illustration of the five selected clusters and their process for creating engagement and participation among young people on the local and regional level.*

All chosen clusters are important to work with on their own, but the order chosen by the partnerships also follows a logic, where each individual cluster constitutes an important prerequisite for the next one for it to be successfully implemented. For example, knowledge among adult professionals about children's rights is incredibly important to be able to cooperate on the topic across organizational boundaries and create local platforms to facilitate engagement of children and young people's commitment. In the same way, having built an established trust for local actors and existing processes among local young inhabitants is important for this group to even consider being involved and engaging in local issues. It is also important to understand that this process and the methods used must be constantly updated to be effective. Trust and willingness to engage are perishable goods, and actors working with these topics towards the target group of children and young people must have structures in place to never "feel satisfied" with the situation and the initiatives that are in place, as they soon may be irrelevant for a new generation of young people. The never-ending need for renewal is illustrated with the help of a cycle in Figure 1.



The five clusters and the process they follow (as illustrated above) will onwards serve as a starting point in the continued work of the LISTEN-project during the fall of 2024 where engaging local working groups and starting the design of the final manual is the main focus. The idea as of now is to include the five clusters in the manual, along with a couple specific real and inspirational examples per each of the topics, from each partner region. This allows for future users of the manual to be inspired by a wide variety of practical examples, from different origins, of which they can pick and choose from according to their geographical and institutional circumstances and specific needs. However, the dialogue the project partners will have with their local action groups during the fall of 2025 will most likely result in changes or additions to the current structure as presented in this report, therefore the process and the described clusters shouldn't be regarded as a final product.



## Annex 1. Good examples

Identified good examples in each location:

1. Faaborg Midtfyn Kommune
2. ADICE
3. Länsstyrelsen Skåne

Faaborg Midtfyn Kommune:

Name of good example:	Description of the good example:	Place of origin/initiator of good example:	Is anything specific (institutions, certain resources, training) required for the good example to be successfully executed or have an impact?	How has the good example contributed to increase children's opportunities for participation?	Is the good example replicable in other countries in the North Sea region?
<i>Example 1</i>	Faaborg-Municipality signature project regard the mental issues young people are faced with. The steering group consisted of politicians, young people and professional staff.	Faaborg-Midtfyn Municipality, Denmark	That all relevant personal and young people were invited to the steering group	Young people were invited to find solutions to the challenges they are faced with.	Yes
<i>Example 2</i>	Cafes driven by the Youth Council	Faaborg-Midtfyn Municipality, Denmark	The cafes function as a places to socialize and to discuss important issues that concerns young people in our municipality. The Youth Council is a speaker for young people towards politicians and administration in Faaborg-Midtfyn Municipality. Organize exciting activities for other young people.	Driven by young people and the politicians listen to them.	Yes
<i>Example 3</i>	joint student council		Faaborg-Midtfyn's Student Council works for a school with room for everyone. A school where all students must have the opportunity to express their opinion and the	The purpose of the joint student council is to ensure that the schools' students have an influence on the schools'	Yes



			<p>joint student council must ensure that administration, teachers and management actively take a position on the students' position.</p> <p>The purpose is also that the schools' student councils have a unifying unit that supports the development of the student councils in the municipality.</p> <p>The joint student council is a consultation party in a number of areas. An annual general meeting is held in September/October, where all members of student councils at schools in the municipality are eligible.</p>	<p>development in Faaborg-Midtfyn Municipality and help to qualify the political decisions that are made.</p>	
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## ADICE:

Name of good example:	Description of the good example:	Place of origin/initiator of good example:	Is anything specific (institutions, certain resources, training) required for the good example to be successfully executed or have an impact?	How has the good example contributed to increase children's opportunities for participation?	Is the good example replicable in other countries in the North Sea region?
<i>PROVOX Hauts-de-France program</i>	<p>The PROVOX Hauts-de-France program promotes and federates the civic participation of young people in our region. It helps to strengthen the place and voice of young people in the decisions and actions that affect them in the regions (local authorities as well as associations and social and solidarity companies).</p> <p>The program has three main objectives</p> <ul style="list-style-type: none"> <li>- To contribute to structured regional dialogue</li> <li>- To support and accompany participation and citizenship initiatives</li> <li>- To lead a multi-player regional network on participation and citizenship</li> <li>- To share and co-construct tools and resources on participation and citizenship (including the digital participation platform "citoyens en commun" (citizens in common)).</li> </ul> <p>In the Hauts-de-France, young people have a dialogue over a six-month period with representatives</p>	Hauts-de-France/Europe	<p>Funding and human resources to organize the various opportunities for discussion between young people and politicians.</p> <p>Involving the elected representatives concerned by the different topics.</p>	<p>Young people are able to voice their opinions and ideas on different subjects.</p> <p>Also, the project's contribution to the regional structured dialogue has made it possible to initiate a process aimed at achieving defined expectations, i.e. a result (law, budget, resolution, orientation, etc.). Structured dialogue is not simply the expression of grievances or meetings-events.</p> <p>Professionals also share tools and resources to get new practices to enhance young people's voice.</p>	Yes





	<p>and professionals meet once a year to discuss different initiatives and subject that concern young people.</p> <p>Once every two years, an annual event is organized for and with young people. This year, on April 16<sup>th</sup>, many young, professionals and representatives, gathered to discuss on subjects such as:</p> <ul style="list-style-type: none"> <li>- The ecological transition</li> <li>- The fight against harassment</li> <li>- Sport/Olympics</li> <li>- Health</li> <li>- Mentoring</li> <li>- Digital Europe</li> <li>- International Solidarity</li> </ul> <p>The festival has 4 aims:</p> <ul style="list-style-type: none"> <li>- Involve different audiences before, during and after the PROVOX Festival</li> <li>- Improve the range of services, practices and public policies relating to young people</li> <li>- Equip themselves by sharing tools and experiences relating to youth and citizenship</li> <li>- Create the conditions for cooperation and dialogue between young people, stakeholders and decision-makers.</li> </ul>				
<i>Children's Council of Roubaix</i>	Roubaix City Council has set up a Children's Council since 2016, whose aim is to seek the views of young people on all or some of the issues that concern them: education, leisure, living environment, planning, environment, etc. This body	City of Roubaix	Local councilor to supervise the group. Being able to engage specialist, professionals on different questions to	This council has helped to raise the voice of children, the children were able to take part, give their opinion on subjects	



	<p>recognizes their ability to take action on the area in which they live.</p> <p>It is composed of children who attend school and live in Roubaix, and who have been nominated following genuine elections organized in the participating schools. In this way, the Children's Municipal Council gives everyone the chance to experience democracy at first hand. Today, there are 44 young councilors.</p> <p>The assembly is chaired by a local councillor. They reunite 10 times per year and to represent their peers. The entire board is renewed every 2 years. It functions like a real town council. It is made up of children elected through genuine elections organized within the school. It meets as an assembly, where the children discuss issues of their choice or those proposed by the municipal team.</p>		bring a pedagogical approach with children.	<p>that interested them and propose projects on different themes (environment, heritage, sport, outings, solidarity, etc.)</p> <p>Previous Children's Councils have been able to implement zero-waste initiatives, solidarity actions and organise an event to help people live together better, among other things.</p>	
<i>Youth Advisory Council of Roubaix</i>	<p>The Youth Advisory Council (CCJ) in Roubaix is an expression of local democracy and active, responsible citizenship among young people. Its aim is to enable young people to find their full place in society and, in doing so, to contribute to the involvement of young people in local life. This strong and dynamic body is:</p> <ul style="list-style-type: none"> <li>- A space for debate and reflection, enabling young people to make their own proposals. The CCJ enables young</li> </ul>	City of Roubaix,	<p>Dependent on political and civic commitment will of young people.</p> <p>Human resources to supervise the group of young people committed.</p>	<p>Actions on menstrual insecurity: free hygiene products in schools, discussion around this subject</p> <p>Actions on International Women's Day through slogans tagged across the city</p> <p>Actions around culture, the</p>	



	<p>people who so wish to participate in working groups that bring together other participatory bodies.</p> <ul style="list-style-type: none"> <li>- An advisory committee that can be consulted by the municipal councilors in order to obtain the opinion of the CCJ youth councilors on certain future projects that concern them. The CCJ can therefore take part in various technical committees or bodies, or be consulted by the Municipal Council.</li> <li>- A space for the creation of projects of collective interest in line with the concerns of young people and those of the town.</li> </ul> <p>The CCJ is a body in its own right and is not linked to the election of the Municipal Council. Its administrator is careful to ensure that there is no political exploitation of the CCJ's activities.</p> <p>The CCJ was created in 2017. The Town Hall called on schools and high schools, but its activities were limited at the beginning. There can be up to 50 members present, but there are currently around twenty. You have to be aged between 15 and 23 for a 2-year term to take part. But former participants are always welcome to keep a link with the CCJ.</p>			<p>CCJ participate to different manifestations and festivals to present Roubaix's culture and talents and at the same time, they bring up important subjects as insertion, employment, racism, gender, etc.</p> <p>Food distribution</p> <p>+ consultation on school bullying, town planning</p>	
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	<p>They meet to discuss issues such as sport, culture, the environment, student life, solidarity and the fight against discrimination. They regularly meet with local councilors of the town hall.</p> <p>The CCJ enables the young people participating to visit and know the environment they are living in by putting in place visits, trips, meetings with different people from the city (students from private schools but also homeless people, etc.). The actions and consultations put in place are done after their proposal and it is supervised by an administrator working for the City Hall.</p> <p>The administrator is supporting the ideas and opinions of these young people. He gives them a frame and support and then they co-construct projects together. He is supporting civic commitment through several forms.</p> <p>They meet when the young people participating are available, not always on the same day and time, it also depends on the projects they are doing at the moment.</p>				
<i>Youth Conference</i>	<p>In 2024, the City of Roubaix organised a Youth Forum.</p> <p>Intended to be repeated every year, the conference brought together 150 young people from Roubaix to discuss and debate the city's youth policy with the elected representatives and partners involved. The young people were mostly between 12 and 16 years old.</p>	City of Roubaix	<p>Funding and organisation of the event</p> <p>Human resources to prepare the event.</p>	<p>Their expectations were sounded out and listened to, giving rise to new proposals that will be put to them shortly.</p> <p>Afterwards, the young</p>	Yes



	<p>8 questions were asked to the young people to understand their needs and expectations on different subjects. After some discussion in groups around a subject, one young person of the group reports everything that is said in the group to the whole audience.</p> <p>This event was organized after the death of a young boy in France who was shot by the police and its death brought vivid reactions from the youth. There was also a Youth conference for professionals organized a few months before.</p> <p>Young people are not aware of the tools available to become civically involved and the city of Roubaix is here to help them stay neutral, politically correct but they let them speak on all matters. So the event is supervised by leaders.</p>			<p>people's proposals will be reviewed by the local councilors and the mayor.</p> <p>They want to put them in place during the summer and see which ones can be applied on the short term and which one will be applied in the long term.</p>	
<i>Participatory budget</i>	<p>Participatory budget 2022-2023 for the well-being of young people in the Somme department. Projects that meet the conditions for participation are put to a vote by the people of the Somme, and those with the most votes are funded by the County. For this participatory budget, the County has earmarked 1 million euros for the development of young people aged 10 to 16, with particular attention given to projects to promote the inclusion of young people with disabilities.</p>	Somme Region	<p>Residents must have the skills and time to set up projects</p> <p>The municipality must be ready to put in place a participatory budget.</p>	<p>All residents of the Somme aged over 10, as well as any not-for-profit entity (association, local authority, etc.) can submit a project.</p>	Yes



## Länsstyrelsen Skåne:

Name of good example:	Description of the good example:	Place of origin/initiator of good example:	Is anything specific (institutions, certain resources, training) required for the good example to be successfully executed or have an impact?	How has the good example contributed to increase children's opportunities for participation?	Is the good example replicable in other countries in the North Sea region?
A. <i>Increased knowledge among adults regarding the rights of the child</i>	<p>To improve the possibilities for children and young people to be able to participate in society, it is important that adult professionals in many different sectors understand and have knowledge of the rights of children. Municipalities and actors in Skåne that have identified knowledge gaps in this regard have come up with methods to strengthen knowledge among adult professionals. The ambition is to remove existing barriers to enable greater participation of young people in society:</p> <ol style="list-style-type: none"> <li>1. <u>Barnrättsstrategutbildning (Child rights training), SKR:</u> The Swedish National Association of Local Authorities and Regions has developed and is arranging educations on the convention of the rights of the child for public servants, politicians, and other actors.</li> <li>2. The regional platform of Barnrättsforum Skåne is offering this training free of charge to around 60 persons each year in Skåne.</li> <li>3. <u>Externally funded skill development of staff in Bromölla:</u> Bromölla Library identified a need to</li> </ol>	<ol style="list-style-type: none"> <li>1. Region Skåne,</li> <li>2. Municipality of Bromölla,</li> <li>3. Municipality of Lund</li> </ol>	<ol style="list-style-type: none"> <li>1. Requires that a regional actor takes the initiative for educational efforts and collaboration initiatives. This cannot be done by individual municipalities and requires a broader strategic focus as well as allocated resources.</li> <li>2. Support (external funding) was necessary for the initiative to be carried out. The grant in this case amounted to approximately 35 000€.</li> <li>3. Staff had acquired the material that was used in the workshop from external sources. In addition to finding the material, only the staff's time</li> </ol>	<p>The three listed examples have all in some extent contributed to increasing adults' knowledge and awareness of children's rights and opportunities for participation. The understanding of the issues among adults who work with the target group of children and young people is a basic prerequisite for being able to work to counteract the problems that exist and improve the situation. Contributes to Article</p>	Yes!



	<p>improve dialogue with certain groups. They sought external funding (ESF) for staff skill development to better serve groups needing special attention under the Swedish Library Act (children and young people, people with disabilities, national minorities, and people with a mother tongue other than Swedish).</p> <p>1. <u>Workshop on democracy and influence at the local level to raise staff awareness:</u> The preschool in Veberöd (Lund municipality) conducts workshops on the theme of children's rights and how they are interpreted. In groups or pairs attendees get to categorize different real-life examples and evaluate them from the perspective of children's level of participation and influence. The aim is to create a common understanding of how the examples could be worked with, how children are affected by different actions, and how all of this could be understood in the organization.</p>		<p>was required to carry out the workshop and the management's approval.</p>	<p>2, 3, 4 and 42 of the UN convention of the rights of the child</p>	
<p>B. <i>Individual coaching for the future</i></p>	<p>While many children become well-functioning citizens within the normal societal frameworks, some unfortunately fall between the chairs which has impact on their adult life and in the long run also society. This</p>	<p>1. Municipality of Eslöv 2. Möllans Basement in Malmö</p>	<p>1. Project funds from the EU helped the municipality to pilot the method. However, the fact that</p>	<p>The examples have all in some extent contributed to strengthen</p>	<p>Yes</p>



	<p>group of individuals needs special support from society which not always falls within the regular routines and responsibilities of municipalities/other actors. In Skåne various initiatives has surfaced to provide specific support to those individuals most in need:</p> <ol style="list-style-type: none"> <li>1. <u>Individual support for children and young people into working life - Young competence, municipality of Eslöv</u>: The municipality of Eslöv decided to test a method based on individual support to help a growing number of unoccupied children and young people into studies or work. The ESF-funded project began in 2020. The working method is to specifically focus on each young person's specific needs and conditions. Each supported individual gets the time and support needed. If necessary, other operations/functions can become involved (such as social services, study and career counsellors). The project showed great results and the method is now part of the municipality's regular operations.</li> <li>2. <u>Möllans basement</u>: Möllan's Basement is a non-profit organization in Malmö providing a meeting place and network for young people. Their focus is to guide young people to jobs while simultaneously</li> </ol>	<ol style="list-style-type: none"> <li>3. Municipality of Ängelholm</li> </ol>	<p>the method is now part of regular operations shows that external/additional resources is not an absolute necessity for the method to work if the municipal management sees the value in the approach.</p> <ol style="list-style-type: none"> <li>2. To make a place available to youth in a large extent and staff it with competent personnel based on the specific needs of young people in question, as well as having a suitable location and more, requires a lot of resources and specific circumstances. Today, several actors, both private and public, are sponsors of the operation in Malmö as many see the added value for society.</li> <li>3. The example in Ängelholm requires dedicated employees, a</li> </ol>	<p>the abilities of young people and offer support that is needed for them to get a safe and healthy upbringing. The example is in line with Article 2, 3, 4, 6, 26, 28, 29, 31 and 33 of the UN convention of the rights of the child.</p>
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	<p>being available for young people's needs. Möllans basement offers various activities and projects, including homework help, work training, interview techniques, and driving license theory. Möllan's Basement is located in the Möllan area in Malmö and is open for young people every day from afternoon to night according to the needs and wishes of the target group. Since it was started in 2014 the organization has supported over 1000 young people and contributed to combating unemployment and crime in Malmö.</p> <p>3. <u>Aktivitet förebygger (Activity prevents):</u> Aktivitet förebygger is a collaboration between Ängelholm municipality, civil society, and local businesses aiming to improve children's physical and mental health. The method includes mandatory association activities during school hours and targeted efforts to ensure that all children have access to physical activities. The overall goal of the operations is to improve children's physical and mental health through health-promoting and preventive measures that benefit both the individual's well-being and society.</p>		<p>positively inclined management , and an existing/active civic society in the local area.</p>		
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<p>C. <i>Letting young people be the leaders and teachers</i></p>	<p>Engaging children and young people in Skåne to participate on activities is a challenge for many municipalities. One approach that has been successfully tested by several actors is to improve engagement by letting the target group themselves do the planning and arranging of activities, creation of associations and development of knowledge material. Some examples in Skåne where this has been tested are:</p> <ol style="list-style-type: none"> <li>1. <u>Preschool children in the municipality of Eslöv educate each other about Children's rights:</u> Children and staff at seven preschools in Eslöv municipality have been helping UNICEF since 2013 to develop educational material about the Rights of the Child. The children who are involved in developing the material are between one and five years old. The material being developed will be distributed via UNICEF Sweden and can be used for free by preschools and adapted primary schools throughout Sweden. The idea is that the material should also be available internationally in the future.</li> <li>2. <u>Youth council, municipality of Ystad:</u> Ystad has had an official youth council since 2008 run by children and young people under the age of 18. All schools in the municipality (including private</li> </ol>	<ol style="list-style-type: none"> <li>1. Municipality of Eslöv</li> <li>2. Municipality of Ystad</li> <li>3. Municipality of Landskröna</li> </ol>	<ol style="list-style-type: none"> <li>1. The development of educational material has been initiated by UNICEF, but applying the principle of allowing younger children to participate in the development of educational material to better understand and educate children and young people about the perspectives that younger children possess can be done in many contexts where it is relevant. It requires nothing more than the will from the steering level.</li> <li>2. Political will and engagement are required as well as quite a lot of resources in the form of premises, engaged schools, cost coverage for salaries and more.</li> <li>3. Political will is required as well as resources in the form of</li> </ol>	<p>Young people who are given the opportunity to express themselves based on their own ideas and needs, and that learns to manage projects and spread knowledge to others, learn to take responsibility at the same time as they influence other young people to also get involved. The mentioned examples are in line with the following Articles in the Convention on the Rights of the Child: 2, 3, 4, 6, 12, 13, 23, 28-29, 31, 42</p>	<p>yes</p>
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	<p>schools and schools for pupils with intellectual disabilities) are invited to be represented. All schools have a designated democracy teacher who supports the individuals who participate. At the youth council, the participant gets information about ongoing initiatives in the municipality, responds to official referrals to express their opinions on issues and plans activities. The council can also demand answers on specific issues from local politicians and officials. The youth council normally meets 4 times a year.</p> <p>3. <u>“Snabba Cash (fast cash) – financial support for project ideas for young people:</u> The municipality of Landskrona offers targeted support to young people (under the age of 26) who want to get involved or start a cultural project. The support includes advice, access to a large network of people, premises, coaching, and grants for project costs. The initiative is designed to be simple, straight forward and welcoming to the target group.</p>		<p>staff that can guide young people, funding for projects and also premises that can be used for need that could arise in the project ideas created.</p>		
D. Involvement of children and young people in	The need to include children's perspectives on decisions or in planning processes is a recurring task for municipalities. The topics of	<ol style="list-style-type: none"> <li>1. Municipality of Bjuv</li> <li>2. Halmstad</li> </ol>	<ol style="list-style-type: none"> <li>1. Resources and political willingness (and understanding</li> </ol>	It is important that children's perspective	Yes



<p>planning processes and decision-making</p>	<p>focus might not always be easy to create commitment on or to communicate about with young people. Therefore, despite the desire to include children and young people, interest among children and young people to participate and contribute to these processes with their knowledge is low. Therefore, methods are called for by many local authorities. These are some initiatives that are taking place in the area in Skåne and Halland:</p> <ol style="list-style-type: none"> <li>1. <u>Including design process of Brogård School in Bjuv:</u> The Brogård School opened in 2019. The design process of the school involved dialogue with students, educators, parents, architect, and municipal representatives, guided by a process leader with a background in pedagogy and school operations. The dialogue continued throughout the process and at all stages. The thoughts and ideas about learning environments that emerged during these conversations guided the design of the building and interior. The aim was to create some more than just a “schoolhouse”, which could benefit the entire local community (which had been affected by industrial shutdown in the area).</li> <li>2. <u>Input from children on hospital environments in the hospital of</u></li> </ol>	<p>hospital , Region Halland BRIS</p> <ol style="list-style-type: none"> <li>3.</li> </ol>	<p>g of the benefits) to involve children and young people in a planning process such as the one of Brogård School, is required.</p> <ol style="list-style-type: none"> <li>2. Engaged personnel and an allowing work environment where thinking outside the box is allowed is required.</li> <li>3. Knowledge of the method which is developed by BRIS.</li> </ol>	<p>s are taken in account also in more technical topics and processes. Children should be listened to, and their perspectives should be met where it is possible. After all, it is today's youth and children who will live and work in the society that is being planned today. Especially the voices and opinions of the youngest children is missing in these contexts. Usually because this target group cannot always express their opinions verbally. This calls for methods where alternative forms of expression is offered so that these individuals also are</p>
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	<p><u>Halmstad</u>: The hospital in Halland has appointed a reference group consisting of young people who have spent a lot of time in hospitals and are familiar with the environment. This group is invited to participate/give insights on decisions that affects hospital environment and healthcare.</p> <p>3. <u>Expertgrupp Barn (Children expert group)</u>, BRIS: BRIS (Children's Rights in Society), a Swedish politically and religiously independent children's rights organization, have developed a child-proofed method that describes how one can work to ensure the inclusion of children and young people in 10 steps (regardless of topic and type of organization, more or less). The steps of the method includes aspects such as how the user of the method should: Evaluate the need for dialogue, select participants for child expert groups, ensure safe conditions for participants, ensure correct information towards the expert group, document dialogue, create a creative environment and process, implement input and feedback/evaluation.</p>			<p>given the opportunity to express themselves. The mentioned examples are in line with the following Articles in the Convention on the Rights of the Child: 2, 3, 4, 12, 13, 23, 24, 42</p>	
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<p>E. Organizational structures to help strengthen children's rights</p>	<p>Methods to improve youth participation are often carried out in conventional organizational structures on the local level in Sweden. This is not always optimal as processes and routines is not designed to involve children &amp; young people firsthand. There are however examples where Swedish municipalities has implemented specialized organizational structures to allow for improved youth participation. Here are some examples of how this has been done in Skåne:</p> <ol style="list-style-type: none"> <li>1. <u>Barnrättsforum Skåne (Rights of the Child Forum Skåne)</u>: Completers of SKR's child rights strategist training in the county of Skåne is offered to join the "Child Rights Forum Skåne"-network which is a regional collaboration across organizational boundaries with children's best interests in focus that consists of about 400 professionals from different municipalities/organizations in Skåne. The network offers experience exchange and annual meetings. The goal of the network is to find solutions to common problems and difficulties linked to the Convention on the Rights of the Child, and to share experiences through cooperation.</li> <li>2. <u>Ung i Lund (Young in Lund)</u>: Since the beginning of the 2000s, Lund Municipality has been working with</li> </ol>	<ol style="list-style-type: none"> <li>1. Municipality of Lund</li> <li>2. Municipality of Ängelholm</li> <li>3. Municipality of Landskrona and municipality of Helsingborg</li> </ol>	<p>These examples where organizations are specifically structured to work with the rights of the child is in general more resource demanding. The effects are however fruitful in the long run.</p> <ol style="list-style-type: none"> <li>1. Political will, regional cooperation and resources are important success factors. Shared understanding of the benefits such a platform can give is also important.</li> <li>2. In the case of Lund, the example has required political will and resources over a long period of time in the form of staff who can lead the municipality's work to create participation for young people. As the method has been active for so long it would be politically difficult to cut back ambition as the organizational structure has proven successful.</li> <li>3. This case is not</li> </ol>	<p>The organizational structures exemplified helps the municipalities in question to become better suited and to act on the requirements of the UN convention on the rights of the child. The different forms of specialized organizations are specifically structured to enable municipalities to strengthen the opportunity for young people to participate in the community development on the local level. The mentioned examples are in line with the following Articles in the Convention on the Rights of the Child: 2, 3, 4, 12, 13, 23</p>	<p>Yes</p>
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	<p>youth influence and with giving young people a greater opportunity to be heard and to influence the municipality. The municipality has two full-time employed "Youth Ombudsmen", who are young adults who work actively to increase young people's influence and to voice the concerns of the young people they meet. Among other things, The Youth Ombudsmen organize several events. Two examples are the Influence Café, which is arranged specifically for children and young people who have experience of attending adapted schooling, and the Youth Assembly, which is a free event in Lund city hall planned and carried out by young people twice a year.</p> <p>3. <u>Citizen dialogue with a special focus on children and young people:</u>          Ängelholm municipality has developed a complement to the regular citizen dialogue in the municipality to specifically highlight children and young people's opinions about life in the municipality. The dialogue is conducted at schools, city events, and with established reference groups. The citizen dialogue</p>		<p>particularly resource dependent. It requires political willingness and some resources to make time in school schedules and among personnel to explain, distribute and collect the questions. It also requires that the political level is open towards the inputs and make use of them.</p>		
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	<p>is based on four questions: What is the best thing about Ängelholm? What do you miss? What does your dream city look like? Do you feel that you can influence political issues?</p>				
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