

SILLAT – BROAR 26-27.9.2016:

EXPECTATIONS
Understanding young people
general, interesting topic



CALLS FOR ACTION AND PROPOSALS

NORDBUK and the Ministry of Education and Culture in Finland organized this youth conference. The main themes were young people's access to rights, social inclusion and well-being in the Nordic countries. The conference aimed to provide a platform for young people and different sectors in society - from public governance to NGO's - to meet and discuss youth issues. The goal was to support every day encounters, creating and spreading best practices and working methods and building new networks for cooperation.

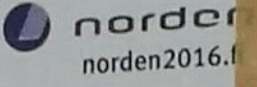
Goal/Expectation
To have
a healthy
discussion
during the
session

Goal to
have healthy
discussions

Expectation:
To learn
something
new

discuss
😊

TO LEARN
SOMETHING NEW



Goal/Expectation
To have
a healthy
discussion
during the
session

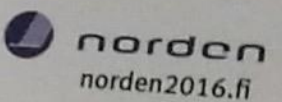
Come up with new
ideas on how to
influence on young
people's well-being



Expectation:
To learn more
about the
situation in
different
Nordic countries

new
examples

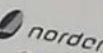
TO HAVE
GREAT DISCUSSION



Learn stuff
from other
countries

Conclude
and
radical
ideas

To get to know
new people



Have a great
time

Great discussions, new
ideas

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KSHOP 1: Easily accessible guidance for the young

**Can civil servants be humans
to another human? "We have**

**no priests or nannies but
almost everyone else.”**

Of
the
youth
who
seek



counseling at Ohjaamo, almost half want to discuss several different issues in their lives.

Ideas, tools and proposals

Reach

- Often the services are not known among young people
- Not a strong enough online/SoMe presence
- More marketing needed

Financing and continuity

- How to make the services permanent outside project financing
- Long-term plan, not only project-based solutions

Individuality

- Maintaining a person as an individual
- Encountering each person (enough resources)

Inclusion

- Young people should be more involved in the process
- Ungdomsråd

Mainstreaming

- Guidance should be normal – everyone needs it throughout life!
- Life coaching, situation mapping in stable life situation
- Low treshhold

Networks

- How to involve civil society?
- How to create more networks?
- Which actors in society should be involved more in guidance?

Call for action from youth participants:

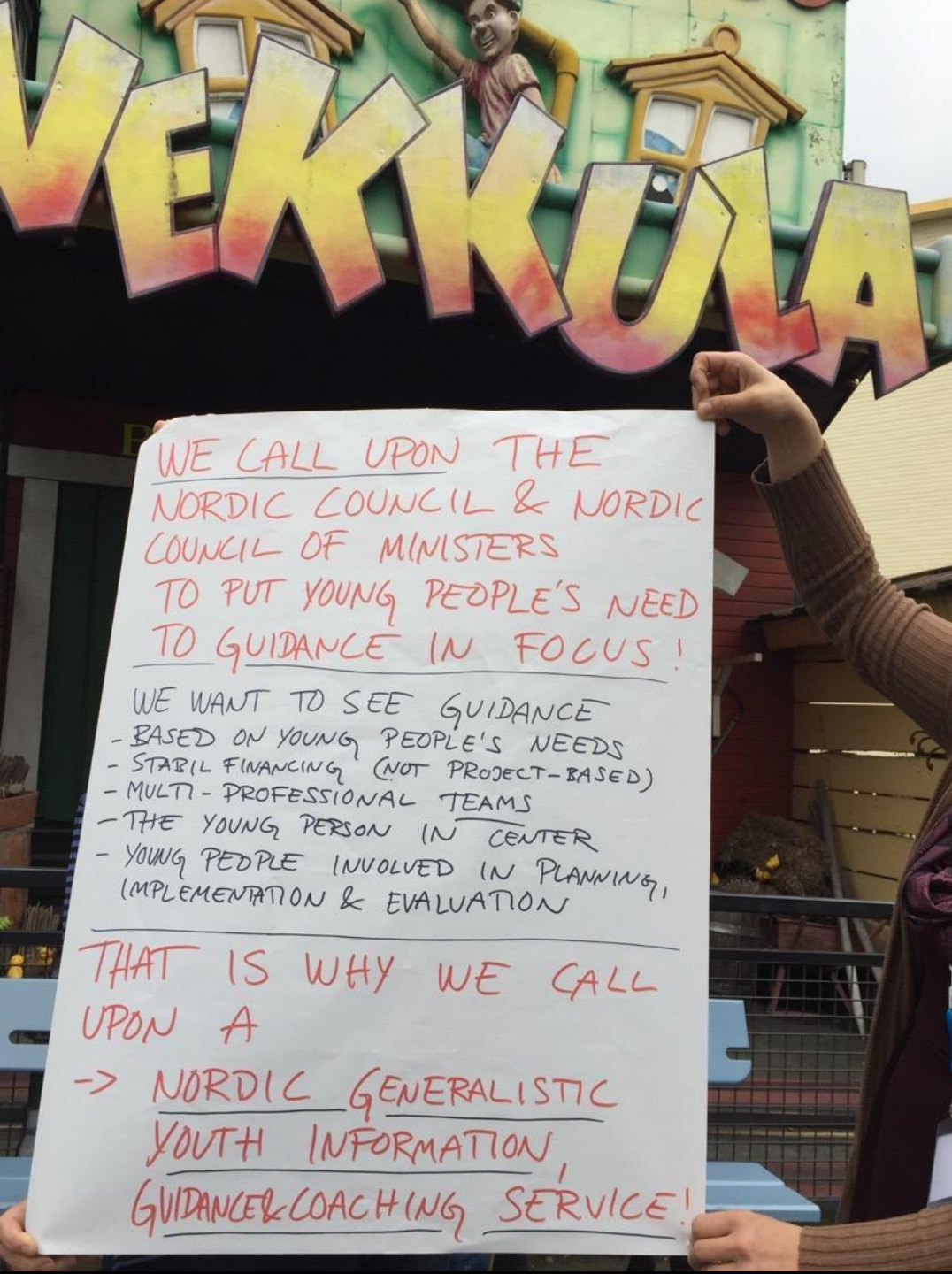
Come talk to us... WE HAVE TIME FOR YOU!

- The participants identified the most pressing issue regarding Nordic youth guidance to be **reaching the youth**.
- Concretely, this means that “Come talk you us, we have time for you” could be the slogan for all Nordic guidance services. - This means that the youth should feel more that guidance is available and people want to listen to them.
- It’s sometimes known that guidance exists, but problems or issues in young people’s life don’t always feel important

enough so that young people would feel it's alright to go get guidance.

- More awareness should be raised of different services that are available for different situations, so that young people know where to go in different situations.





Call for action from "professionals":

"Nordic Generalistic Youth Information Guidance & Coaching Service"

- The participants identified the most pressing issue being putting young people's need to guidance in focus. - The participants also identified concrete key points under this topic.

WE CALL UPON THE
NORDIC COUNCIL & NORDIC
COUNCIL OF MINISTERS
TO PUT YOUNG PEOPLE'S NEED
TO GUIDANCE IN FOCUS!

WE WANT TO SEE GUIDANCE

- BASED ON YOUNG PEOPLE'S NEEDS
- STABLE FINANCING (NOT PROJECT-BASED)
- MULTI-PROFESSIONAL TEAMS
- THE YOUNG PERSON IN CENTER
- YOUNG PEOPLE INVOLVED IN PLANNING, IMPLEMENTATION & EVALUATION

THAT IS WHY WE CALL
UPON A

-> NORDIC GENERALISTIC
YOUTH INFORMATION,
GUIDANCE & COACHING SERVICE!

WORKSHOP 2: Youth as the leaders of future change



**Inclusion and participation –
not just voting. Youth want to
know and change the world.**



Forces acting on youth: education,

**employment, technology, migration, inequality
and climate change – all interconnected!**



Who drives technological change? The

**tech industry or the people whose lives
are changed by technology?**



Education

- Education needs to change, utilize technology and use better methods
- Education is a human right – lack of it leads to unequal opportunities
- More "learning to learn", throughout lifetime
- Recognition of non-formal learning
- Technology does not replace critical thinking and general knowledge



(Un)employment

- Youth unemployment is caused by economic crisis and politics
- It causes regional inequality and prevents young people from developing their skills
- What is the role of digitalisation and AI?
- How to preserve dignity and meaning of life without a stable job?



- Solutions: new forms of social security, basic income, DIY careers, startups?

Youth participation

- Young people have knowledge and skills that can be used in creating new services
- Participation from youngsters to the youngsters
- How to make sure that every youngster's voice is heard?
- How to expand youth participation from "young peoples issues" to all issues?

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KSHOP 3: Income and wellbeing for young people

**How much is poverty inherited?
Are statistics making youth**

**poverty invisible? Does education
make you rich?**

Many



**factors affect youth poverty: the
labour market, housing prices,
benefit systems..**

Ideas, tools and proposals

- Youth hearings with national politicians and national unions (other relevant stakeholders)
- Movement for paid internship
- NGOs influencing young people to participate
- Pointing out misrepresentation of young people
- Columns, blogs, texts, articles and research
- Developing e-voting and e-participation

- List of do's and don't's on how to talk about youth with real life examples
- Mapping stakeholders and decision-makers
- Introducing new ideas and solution such as basic income or universal economics
- Lobbying for vote@16
- Lobbying for co-management (youth representation required by law)
- Developing a common Nordic job market and support structures

WORKSHOP 4: Positive mental health



Young men and women express their mental problems differently – girls internalize, boys externalize. And not everyone is comfortable with being forced into one of these genders.

Workshop conclusions

1

Messages:

- Obligatory mental health education in schools is important because early intervention can save lives and money.
- By creating a discussion and erasing stigma about mental health early on, we can prevent more serious mental illnesses later on in life.

- Including mental health education in primary school curriculums and providing mental health support in schools is a good solution.

More professionals in schools:

- We want happy and safe children and youngsters that are given the best possibilities in life and to prevent drop-out and NEETs.

- Trained volunteers and professionals that get trained to have conversations with children and youngsters and that have tools to strengthen mental health
- Lack of low-threshold, youth-friendly and easily accessible services that are non-stigmatising
- Implement hybrid-organisations (such as Headspace in Denmark), including professionals

Workshop conclusions

2

Mental wellbeing one-stop-shops:

- Mental ill-health is increasing in the Nordic countries, causing diverse, costly and long-term problems in youth and young adults
- from municipalities and peer-volunteers (crosssectorial approach)
- No problem is too small or too big - everyone is welcome
- Political priority: governmental funding is crucial

Financial support/income:

- Lack of money creates anxiety for many people
- Current support systems stigmatise and are complicated for people with mental health issues
- One system (like basic income) for everyone on equal terms would increase the mental wellbeing of the entire society

LGBTQ and diversity:

- Knowledge about LGBTQ community is lacking. Many people need to be educated from the perspective of queer youth.
- Create a volunteer-based organization of queers who can educate people of all generations, genders and ages

WORKSHOP 5: Social inclusion and equality in schools and during free



time

When we draw lines between "normal" and "other", we take away the "other's" right to define their identity.

Learn
to
spot



discriminatory discourses – question your sources! Are Muslim women really “brainwashed”, like some media portray them?

"I can
talk
about
the
topic,
but I
can't
talk
about



the handicapped me”



Every human has some challenges, but if we focus on

our abilities and capacity to improve our lives and society, we can make the word "disability" powerless.

Non-

1. Think of examples of discriminatory discourses that you have encountered?
2. How can we learn to better recognize discriminatory discourses?



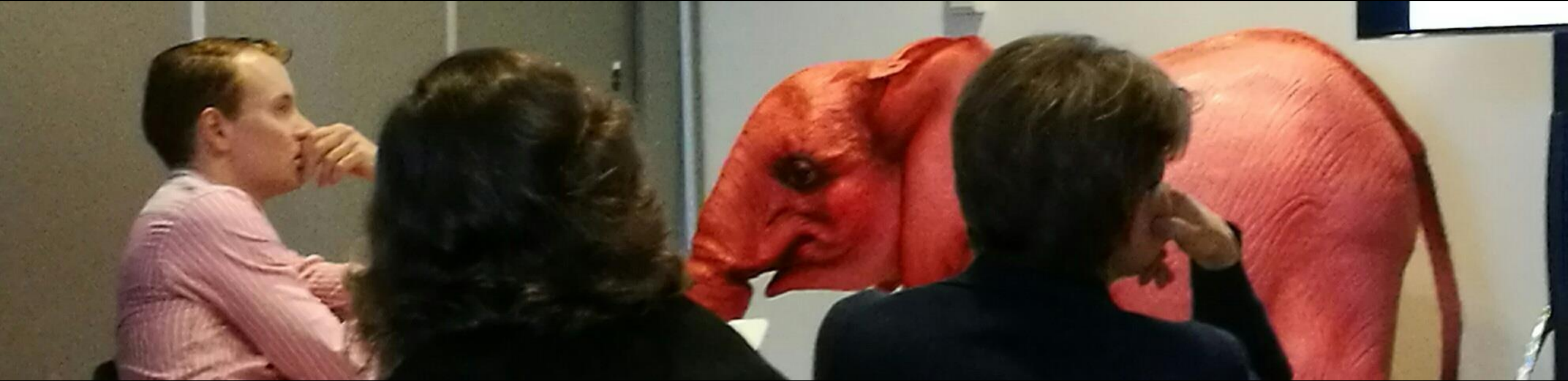
**whites are "migrants", but whites are
"expats". Diversity in positions of power
helps change discourses – we need diverse
teachers, journalists, decision makers..**

Do we only have two choices for how to be a



human being? Learn the meaning of words like

"heteronormative" and use them as tools to
question the way things are.
Is "queering" a part of your



toolkit for changing the world?

Our manifesto 1

How can we prevent discriminatory categorization in schools?

1. Be a role model and meet everyone with openmindedness and without prejudice
2. Start a campaign that makes people reflect on categorizations in order to break stereotypes
3. Get involved in peer education to create an

4. Engage with your student council and work from within to promote inclusive values in your own school

What do we need to change in the Nordic educational policies and practices or at school levels to promote inclusion and social justice?

Inclusion is ensured through active participation. This

Our manifesto

2

inclusive and accepting environment in classrooms and engage with children as a “youth with younger” person

can be achieved through administrative representation, real participatory power, peer learning and co-teaching. If these rights are not immediately provided, students should demand them for themselves.

How to make education and working life more inclusive?

Excluded people are often seen as a nuisance instead of people who are able to contribute. So how to make education and working life more inclusive? We need to realize that when you see minorities or disabled people getting excluded in social groups, like in a classroom or workplace – it is very important that you act in your personal life every day.

Because it's going to be a very hard and long process to get inclusion for everyone. It's probably not a problem that's going to be solved tomorrow or next year or in five years. But maybe in 20 years if we start now, start making small changes together we can eradicate the problem completely by focusing on what we can do for each other every day.

How to break norms around gender & sexuality?

1. Involve young people in the decision making in schools, in i.e. planning of classes
2. Introduce different role models in society
3. Companies have a responsibility not to market children's products in a gender specific way
4. Take initiatives from young people about how society should be
5. Make a difference in school environments, such as unisex bathrooms
6. Involve youth organizations in norm breaking activities

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KSHOP 6: Secondary school pupils'
participation in art and culture activities

**Two-way communication between art
institutions and the youth?
There's an app for that.**

"As
long
as
you
keep
on



**targeting culture just for the youth in general,
you are not going to find anyone.”**

Ideas and proposals

- Involve youth in planning. They are the only people who
 - can reliably tell you what youth are interested in.Don't do for the youth, do with the youth!
- This means shifting some of the decisionmaking power to the youth. Just listening to them is not enough, the dialogue must be visible in the end results.
- The youth want to hear from young people, too. Pay attention to diversity among the performers and let the young perform for the young!
- Culture producers, pay more attention to detail! The young cannot be treated as one big target group, they are several different groups. Not even smaller age groups like 10-20 or 18-29 are homogenous. The young want to stand for much more than just their generation.
- The element of surprise! All audiences, even young ones, want to be surprised. Everyone wants to leave their comfort zone once in a while. Strange and different content often turns out to be the most interesting stuff.

Help turn youth from passive receivers to active interpreters. active engagement and constructing new meaning. This
What makes content interesting is often the possibility of is particularly true with young audiences.

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<http://norden2016.fi/en/event/nordic-youth-conference-sillat-broar-bridges/>

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