



UNICEF

Nordic Study on Child Rights  
to Participate  
2009-2010

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## 1. INTRODUCTION

### 1.1. General information on the survey

This document is a Nordic study<sup>1</sup> on children's rights to participate by UNICEF. The survey was carried out by Innolink Research Ltd.

November 2009 marked the 20th Anniversary of the United Nations Convention on the Rights of the Child. The United Nations General Assembly adopted the Convention on November 20th in 1989. The Convention is a universally acknowledged collection of statements and standards on the rights of each child "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" (UNCRC 2nd Article). This Nordic study on children's rights to participate was carried out to highlight the 20th Anniversary of the Convention.

According to the United Nations Convention on the Rights of the Child adults have the responsibility to hear the opinion of the child. Every child under the age of 18 has a right to participate in decision-making and the parties of the UNCRC "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" (UNCRC Article 12).

In practice this should entail an opportunity to express one's views and opinions freely. Thus adults should listen to the views and opinions of the child and take them into account in decision-making. A will and skills to influence are developed gradually over the years and therefore trust in children's own views, skills and knowledge should be encouraged. Acquired citizenship skills will be reflected through active participation and attitude toward one's living environment and surrounding society.

The purpose of this study is to advocate and increase awareness of the rights of the child and challenge adults to listen to and take into account the views and opinions of children in decision-making concerning children and youth.

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<sup>1</sup>*In addition to a combined Nordic Research Report country specific results are presented in separate reports.*

## 1.2. Aims and methods of the survey

The aims of the survey are listed below:

- find out how informed secondary school students in Nordic countries (aged 12 to 16) are of the rights of the child as well as human rights in general
- receive information on the participation of secondary school aged students related to every-day life and daily decision-making
- obtain information on students' views and opinions on media, information and participation
- find out how various channels and methods are used for participation
- collect feedback from the respondents related to e.g. environmental issues

*The overall objective of the survey is to find out to what extent children are heard and in which issues children wish to be heard; thus the study consequently aims to improve and enhance the participation of children in their everyday life at home, at school and in surrounding society.*

Data collection was carried out through the Internet and traditional paper and pencil questionnaire mode between August 2009 and February 2010. Data collection was organized by Innolink Research Ltd. The target group consists of secondary school aged (12 to 16 years of age) students in Nordic countries. The respondents participated in the survey during school hours.

The method of sampling used in this survey was stratified sample in order to allow a representation of all Nordic provinces or administrative areas through the selection of schools. The sampling also took into account school size (small, medium size, large). Further, when recruiting schools for this survey the size of the town and number of students in the school were used as background information.

In the results of this study the data has been weighted in order to represent as truthfully as possible the reality of distribution of population in age groups 12 to 16 in Nordic countries. Weighted sample is used as a method of calculation because this allows the generalisation of the results in relation to actual Nordic child and youth population. The weight has been calculated from the 2008 population statistics from each participating country.

The weighted combined Nordic results are presented in the first part of the report followed by unweighted results by each participating country.

This Nordic study on children's right to participate is based on the total of 5775 respondent answers.

The overall margin of error is  $\pm 1,3\%$ .

In the table below are presented country specific margin of error, number of respondents and the number of schools participating in this survey.

COUNTRY	MARGIN OF ERROR	NUMBER OF RESPONDENTS (n)	NUMBER OF SCHOOLS
Finland	$\pm 3,0\%$	1044	33
Sweden	$\pm 2,4\%$	1697	44
Norway	$\pm 2,8\%$	1199	31
Denmark	$\pm 3,1\%$	1008	27
Iceland	$\pm 3,3\%$	827	20
<b>Overall</b>	<b><math>\pm 1,3\%</math></b>	<b>5775</b>	<b>155</b>

## 2. DESCRIPTION OF SURVEY DATA

The survey information is depicted with percentage divisions, which gives a general picture of the distribution of the responses.

The following tables present unweighted distribution of background information.

ANSWERING METHOD	2009
internet	81,3% (4697)
letter	18,7% (1078)
<b>Total</b>	<b>100,0% (5775)</b>

### REGISTER INFORMATION

COUNTRY	2009
Finland	18,1% (1044)
Sweden	29,4% (1697)
Norway	20,8% (1199)
Denmark	17,5% (1008)
Iceland	14,3% (827)
<b>Total</b>	<b>100,0% (5775)</b>

PROVINCE (FINLAND)	2009
South Karelia	1,9% (20)
Ostrobothnia	3,0% (31)
North Karelia	2,9% (30)
Central Finland	4,9% (51)
Lapland	3,9% (41)
Pirkanmaa	8,7% (91)
Päijänne Tavastia	3,8% (40)
Southern Ostrobothnia	3,9% (41)
Kymenlaakso	2,9% (30)
Kainuu	1,9% (20)
Northern Ostrobothnia	7,8% (81)
Satakunta	3,8% (40)
Central Ostrobothnia	1,0% (10)
Uusimaa	29,2% (305)
Southern Savonia	2,9% (30)
Eastern Uusimaa	1,9% (20)
Tavastia Proper	3,0% (31)
Northern Savonia	4,8% (50)
Finland Proper	7,9% (82)
<b>Total</b>	<b>100,0% (1044)</b>

PROVINCE (SWEDEN)	2009
Norrbottn county	2,9% (50)
Södermanland county	2,9% (49)
Dalarna county	2,9% (50)
Värmland county	2,9% (49)
Västra Götaland county	16,4% (278)
Västernorrland county	2,9% (49)
Gävleborg county	2,9% (50)
Västerbotten county	2,9% (49)
Jönköping county	3,8% (65)
Halland county	2,9% (49)
Uppsala county	3,9% (66)
Jämtland county	1,0% (17)
Västmanland county	2,9% (50)
Skåne county	12,6% (213)
Blekinge county	1,9% (33)
Kronoberg county	2,0% (34)
Örebro county	2,9% (50)
Stockholm county	20,3% (344)
Kalmar county	2,9% (50)
Gotland county	1,2% (20)
Östergötland county	4,8% (82)
<b>Total</b>	<b>100,0% (1697)</b>

PROVINCE (NORWAY)	2009
Buskerud	4,9% (59)
Hedmark	3,9% (47)
Hordaland	9,9% (119)
Oppland	3,9% (47)
Vestfold	4,9% (59)
Aust-Agder	2,9% (35)
Troms	2,9% (35)
Møre og Romsdal	4,9% (59)
Østfold	6,0% (72)
Vest-Agder	4,0% (48)
Finnmark	2,0% (24)
Akershus	12,0% (144)
Oslo	9,0% (108)
Rogaland	9,0% (108)
Sogn og Fjordane	2,0% (24)
Telemark	4,0% (48)
Nord-Trøndelag	3,0% (36)
Nordland	5,0% (60)
Sør-Trøndelag	5,6% (67)
<b>Total</b>	<b>100,0% (1199)</b>

PROVINCE (DENMARK)	2009
Region of Southern Denmark	22,0% (222)
Region Zealand	18,6% (187)
Central Denmark Region	21,1% (213)
North Denmark Region	12,3% (124)
Capital Region of Denmark	26,0% (262)
<b>Total</b>	<b>100,0% (1008)</b>

PROVINCE (ICELAND)	2009
South	8,5% (70)
Southern Peninsula	7,5% (62)
East	6,2% (51)
West	6,7% (55)
Westfjords	2,8% (23)
Northwest	1,8% (15)
Northeast	9,4% (78)
Capital Region of Iceland	57,2% (473)
<b>Total</b>	<b>100,0% (827)</b>



REGION	Finland	Sweden	Norway	Denmark	Iceland
north	13,6% (142)	5,8% (99)	9,9% (119)	12,3% (124)	14,0% (116)
east	10,5% (110)	44,8% (760)	48,3% (579)	44,5% (449)	6,2% (51)
south	42,7% (446)	26,2% (444)	15,9% (191)	22,0% (222)	73,2% (605)
west	33,1% (346)	23,2% (394)	25,9% (310)	21,1% (213)	6,7% (55)
<b>Total</b>	<b>100,0% (1044)</b>	<b>100,0% (1697)</b>	<b>100,0% (1199)</b>	<b>100,0% (1008)</b>	<b>100,0% (827)</b>

SIZE OF MUNICIPALITY	Finland	Sweden	Norway	Denmark	Iceland
under 15 000	42,1% (440)	22,7% (386)	44,5% (533)	39,6% (399)	33,4% (276)
15 000 - 30 000	12,4% (129)	21,4% (363)	22,7% (272)	26,9% (271)	9,4% (78)
30 001 - 50 000	12,8% (134)	18,8% (319)	5,5% (66)	3,2% (32)	0,0% (0)
50 001 - 70 000	6,5% (68)	9,3% (157)	2,8% (34)	17,7% (178)	0,0% (0)
70 001 - 100 000	8,9% (93)	3,5% (59)	0,0% (0)	0,0% (0)	0,0% (0)
over 100 000	17,2% (180)	24,3% (413)	24,5% (294)	12,7% (128)	57,2% (473)
<b>Total</b>	<b>100,0% (1044)</b>	<b>100,0% (1697)</b>	<b>100,0% (1199)</b>	<b>100,0% (1008)</b>	<b>100,0% (827)</b>

SIZE OF SCHOOL	Finland	Sweden	Norway	Denmark	Iceland
small	18,6% (194)	31,2% (530)	33,6% (403)	30,7% (309)	16,7% (138)
medium	45,3% (473)	32,6% (554)	32,2% (386)	25,8% (260)	40,5% (335)
big	36,1% (377)	36,1% (613)	34,2% (410)	43,6% (439)	42,8% (354)
<b>Total</b>	<b>100,0% (1044)</b>	<b>100,0% (1697)</b>	<b>100,0% (1199)</b>	<b>100,0% (1008)</b>	<b>100,0% (827)</b>

*NB! School size classification varies between Nordic countries*

## **BACKGROUND INFORMATION**

AGE	Finland	Sweden	Norway	Denmark	Iceland
12	3,7% (38)	6,2% (104)	5,6% (67)	6,0% (60)	13,3% (109)
13	26,6% (275)	27,1% (458)	31,0% (369)	28,2% (282)	26,6% (219)
14	39,0% (402)	32,2% (545)	33,3% (397)	29,4% (294)	27,0% (222)
15	29,7% (307)	30,2% (511)	27,4% (327)	29,2% (292)	29,3% (241)
16	1,0% (10)	4,1% (70)	2,5% (30)	6,8% (68)	1,3% (11)
other	0,0% (0)	0,2% (3)	0,2% (2)	0,4% (4)	2,4% (20)
<b>Total</b>	<b>100,0% (1032)</b>	<b>100,0% (1691)</b>	<b>100,0% (1192)</b>	<b>100,0% (1000)</b>	<b>100,0% (822)</b>

SEX	Finland	Sweden	Norway	Denmark	Iceland
girl	47,2% (489)	51,4% (871)	49,1% (587)	51,6% (515)	49,6% (408)
boy	52,8% (547)	48,6% (823)	50,9% (609)	48,4% (483)	50,4% (414)
<b>Total</b>	<b>100,0% (1036)</b>	<b>100,0% (1694)</b>	<b>100,0% (1196)</b>	<b>100,0% (998)</b>	<b>100,0% (822)</b>

EDUCATIONAL BACKGROUND OF PARENTS	Finland	Sweden	Norway	Denmark	Iceland
both have college/university education	17,6% (182)	36,6% (611)	30,8% (366)	31,9% (316)	29,0% (237)
one has college/university education	22,3% (231)	21,0% (351)	25,8% (306)	23,0% (228)	27,1% (221)
neither has college/university education	12,7% (131)	6,1% (101)	9,5% (113)	15,7% (156)	14,9% (122)
I don't know	47,4% (490)	36,3% (605)	33,9% (402)	29,4% (292)	29,0% (237)
<b>Total</b>	<b>100,0% (1034)</b>	<b>100,0% (1668)</b>	<b>100,0% (1187)</b>	<b>100,0% (992)</b>	<b>100,0% (817)</b>

ETHNIC BACKGROUND - I AM...	Finland	Sweden	Norway	Denmark	Iceland
born in Finland/Sweden/Norway/Denmark/Iceland	96,3% (992)	92,1% (1556)	93,2% (1088)	93,2% (926)	86,9% (714)
born abroad	3,7% (38)	7,9% (134)	6,8% (79)	6,8% (68)	13,1% (108)
<b>Total</b>	<b>100,0% (1030)</b>	<b>100,0% (1690)</b>	<b>100,0% (1167)</b>	<b>100,0% (994)</b>	<b>100,0% (822)</b>

BORN ABROAD, WHERE?	Finland	Sweden	Norway	Denmark	Iceland
Asia	10,8% (4)	28,8% (36)	33,3% (25)	40,3% (25)	18,7% (20)
Africa	16,2% (6)	17,6% (22)	12,0% (9)	9,7% (6)	5,6% (6)
Australia	2,7% (1)	0,0% (0)	1,3% (1)	0,0% (0)	0,9% (1)
North-America	8,1% (3)	2,4% (3)	4,0% (3)	1,6% (1)	7,5% (8)
Somewhere else in Europe	59,5% (22)	46,4% (58)	45,3% (34)	45,2% (28)	62,6% (67)
South-America	2,7% (1)	4,8% (6)	4,0% (3)	3,2% (2)	4,7% (5)
<b>Total</b>	<b>100,0% (37)</b>	<b>100,0% (125)</b>	<b>100,0% (75)</b>	<b>100,0% (62)</b>	<b>100,0% (107)</b>

ETHNIC BACKGROUND - MY PARENTS...	Finland	Sweden	Norway	Denmark	Iceland
were born in Finland/Sweden/Norway/Denmark/Iceland	93,3% (957)	82,3% (1313)	84,4% (975)	81,6% (793)	83,4% (680)
were born abroad	1,8% (18)	9,0% (143)	7,0% (81)	11,0% (107)	7,6% (62)
one of my parents was born in Finland/Sweden/Norway/Denmark/Iceland and the other one abroad	5,0% (51)	8,7% (139)	8,6% (99)	7,4% (72)	9,0% (73)
<b>Total</b>	<b>100,0% (1026)</b>	<b>100,0% (1595)</b>	<b>100,0% (1155)</b>	<b>100,0% (972)</b>	<b>100,0% (815)</b>

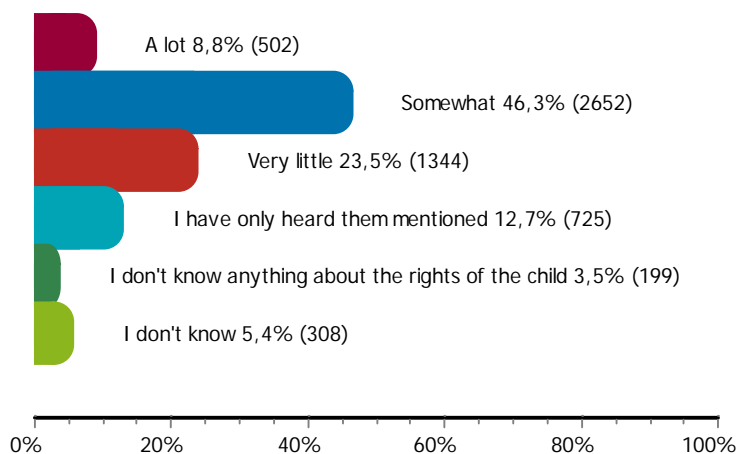
WERE BORN ABROAD, WHERE?	Finland	Sweden	Norway	Denmark	Iceland
Asia	11,1% (2)	36,5% (46)	51,4% (38)	52,1% (50)	26,2% (16)
Africa	11,1% (2)	11,9% (15)	10,8% (8)	14,6% (14)	4,9% (3)
Australia	5,6% (1)	0,0% (0)	0,0% (0)	0,0% (0)	0,0% (0)
North-America	5,6% (1)	0,8% (1)	2,7% (2)	0,0% (0)	1,6% (1)
Somewhere else in Europe	66,7% (12)	47,6% (60)	33,8% (25)	33,3% (32)	60,7% (37)
South-America	0,0% (0)	3,2% (4)	1,4% (1)	0,0% (0)	6,6% (4)
<b>Total</b>	<b>100,0% (18)</b>	<b>100,0% (126)</b>	<b>100,0% (74)</b>	<b>100,0% (96)</b>	<b>100,0% (61)</b>

ONE OF MY PARENTS WAS BORN ABROAD, WHERE?	Finland	Sweden	Norway	Denmark	Iceland
Asia	11,4% (5)	17,2% (20)	21,4% (18)	20,7% (12)	21,3% (13)
Africa	13,6% (6)	3,4% (4)	7,1% (6)	3,4% (2)	3,3% (2)
Australia	0,0% (0)	0,9% (1)	1,2% (1)	1,7% (1)	0,0% (0)
North-America	6,8% (3)	6,9% (8)	8,3% (7)	12,1% (7)	11,5% (7)
Somewhere else in Europe	63,6% (28)	62,9% (73)	61,9% (52)	62,1% (36)	57,4% (35)
South-America	4,5% (2)	8,6% (10)	0,0% (0)	0,0% (0)	6,6% (4)
<b>Total</b>	<b>100,0% (44)</b>	<b>100,0% (116)</b>	<b>100,0% (84)</b>	<b>100,0% (58)</b>	<b>100,0% (61)</b>

### 3. CHILD RIGHTS

#### 3.1. How much do you feel you know about the rights of the child?

##### All Nordic Countries



**Pic. 1. How much do you feel you know about the rights of the child?**

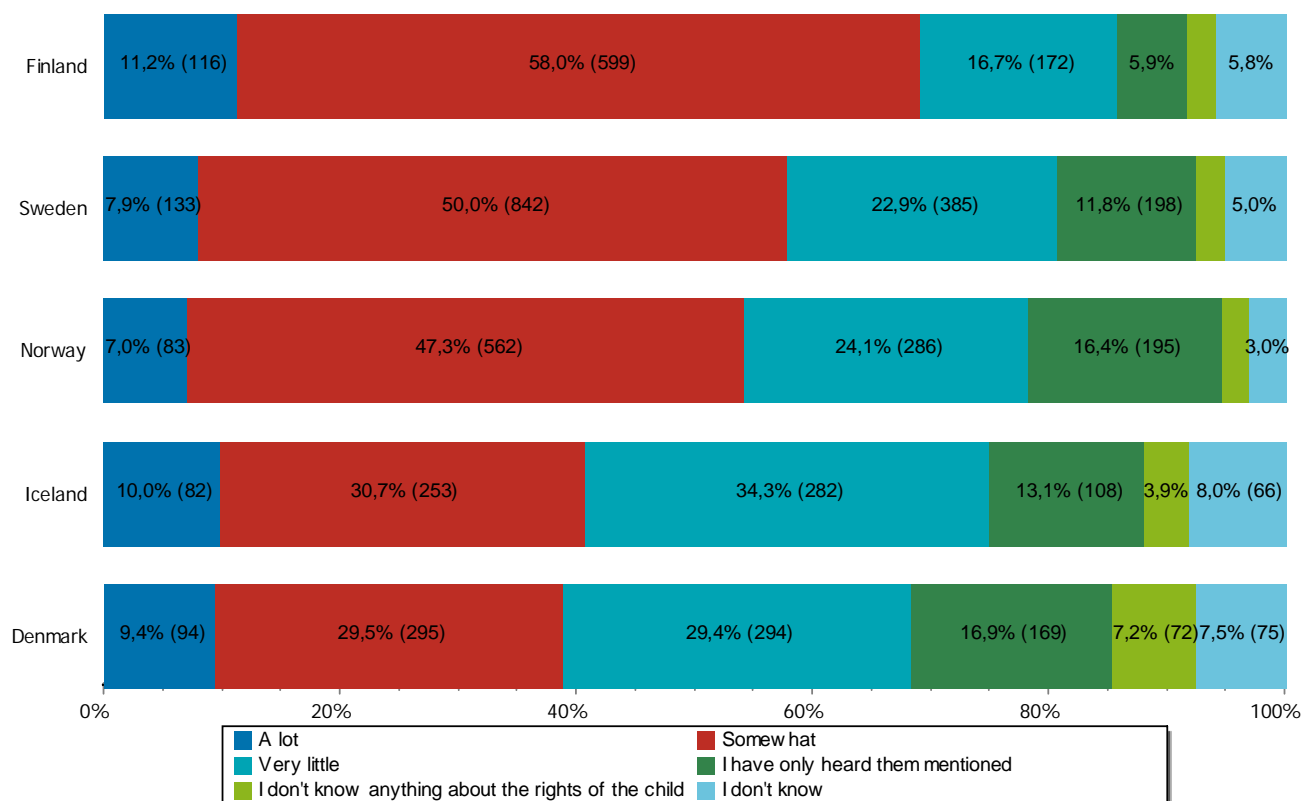
52 percent of the respondents feel that they know a lot about (9%) or are at least somewhat familiar (46%) with the rights of the child. 24 percent consider knowing very little about the rights of the child and 13 percent have only heard them mentioned before. 4 percent of the respondents had no previous knowledge about the rights of the child.

When the results are examined by gender, 57 percent of the boys consider knowing a lot or to be at least somewhat familiar with the rights of the child whereas the percentage of corresponding answers from girls is 53. On the other hand, a slightly greater number of boys state not to know anything about the rights of the child or are otherwise unable to answer the question.

When the results are examined by age, twelve- and sixteen-year-old respondents seem to have the weakest knowledge on the rights of the child. About 50 percent of them consider being somewhat familiar with the rights or knowing a lot about them. When compared to 13 to 15-year-old respondents, the percentage varies between 54 and 57.

When examined by the educational background of parents\* the respondents whose both parents have university education (62%) seem to be most aware of the rights of the child. The difference between this group and students with neither parent having university education is 13 percent units.

*\*NB! Approximately one third of the respondents were not able to specify the educational background of their parents*

**By country**

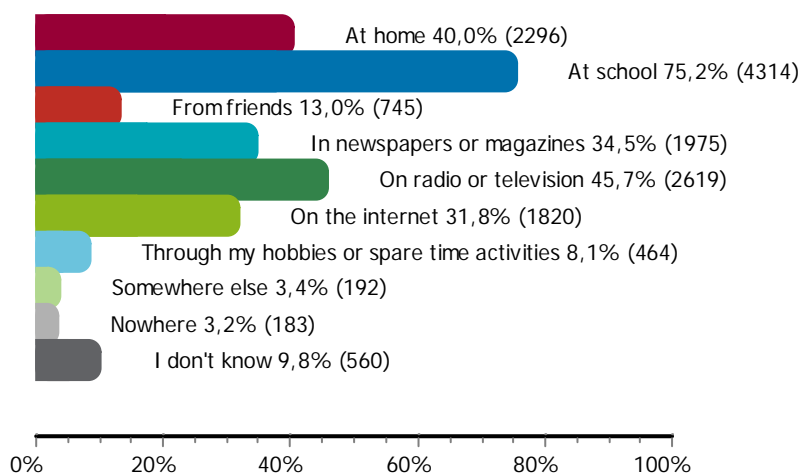
**Pic. 2. How much do you feel you know about the rights of the child?**

Children living in Finland seem to know more about the rights of the child when compared to other Nordic countries. Altogether 69 percent of secondary school students consider being at least somewhat familiar or knowing a lot about the rights of the child. Corresponding percentages are 58% in Sweden, 54% in Norway, 41% in Iceland and 39% in Denmark.

A slightly larger number of boys than girls state knowing a lot about the rights of the child in all Nordic countries. On the other hand, a greater number of boys explain knowing nothing about the rights of the child or cannot answer the question. However, the difference is not significant between boys and girls.

### 3.2. Where have you heard about child rights?

#### All Nordic Countries



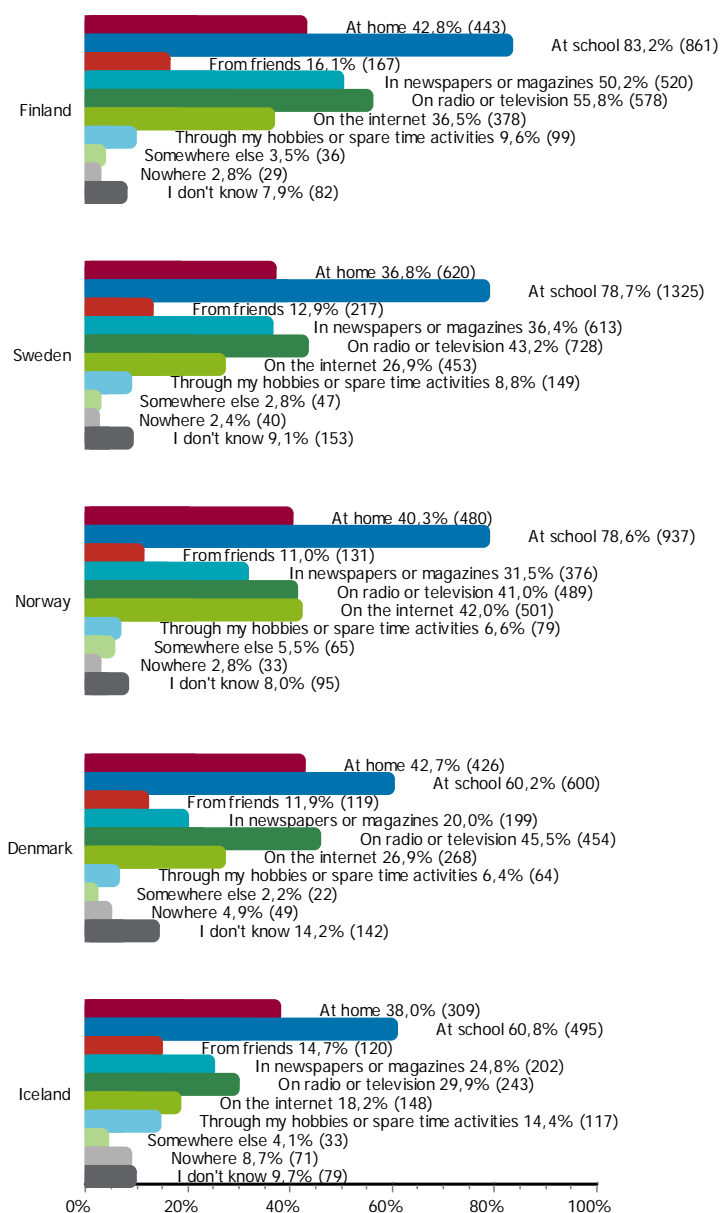
**Pic. 3. Where have you heard about child rights?**

A majority of the students (75%) respond to have learned about the rights of the child at school, followed by radio/television (46%), home (40%), newspapers or magazines (35%) and the Internet (32%). 3 percent of the respondents have not heard of the rights of the child before.

The girls have received information on the rights of the child from school and through newspapers and magazines as well as television/radio more often than boys. Other channels of information do not reveal significant differences between boys and girls.

The respondents whose both parents have university education (47%) in particular, explain to have received information on the rights of the child at home. Corresponding percentage is approximately ten units lower among respondents whose parents do not have university education (neither parent has university/college education).

14- and 15-year-old students in particular respond to have received information on child rights at school. However, the differences are not significant between age groups. Additionally, 14- and 15-year-old respondents have received information through the Internet (appr. one third). Approximately 25 percent of the younger students have received information through the Internet. Information acquisition via other media (incl. television, magazines, newspapers) increases as the child grows older.

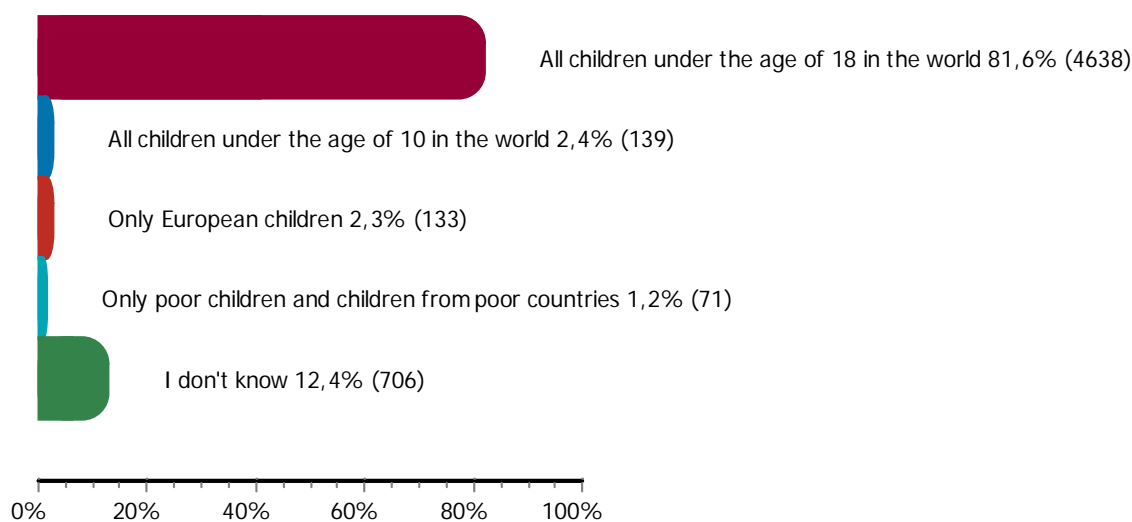
**By country****Pic. 4. Where have you heard about child rights?**

Finnish respondents in particular have received information about child rights at school (83%), magazines and newspapers (50%) and through television/radio (56%). The Danish (60%) and Icelandic (61%) respondents have received least information at school.

42 percent of Norwegian children have searched information on child rights from the Internet while 43 percent of children have received information on child rights at home in Finland and Denmark. 9 percent of children in Iceland have not received information about the rights of the child at all.

### 3.3. Who do the rights of the child concern?

#### All Nordic countries

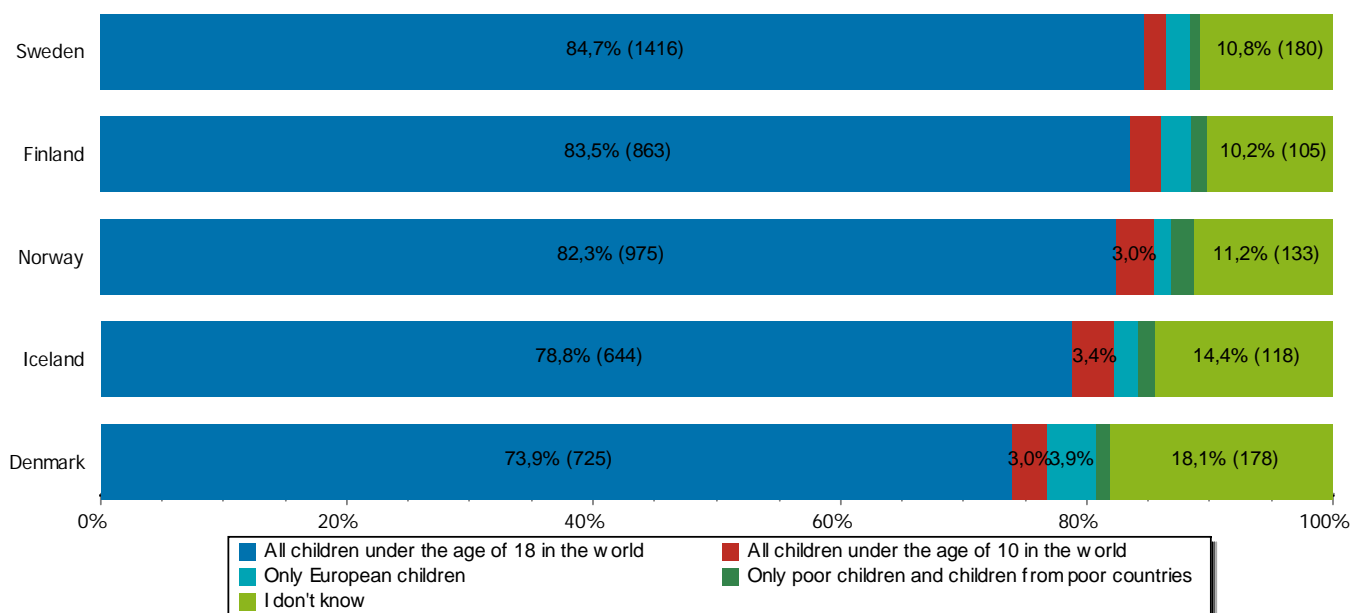


**Pic. 5. Whom do the rights of the child concern**

The majority of children in Nordic countries (82%) know that the rights of the child concern all children under the age of 18 in the world. 12 percent cannot say at all whom the rights concern. 2 percent of the respondents believe the rights concern European children only or children under the age of ten. 1 percent of the respondents believe the rights concern only poor children or children in the developing countries.

Girls know more often (85%) than boys (79%) that the rights of the child concern all children under the age of 18 in the world.

When examined by age the results do not reveal significant differences between age groups. 15-year-old students (84%) are most aware of child rights whereas 12- and 16-year-old students score a slightly lower percentage.

**By country*****Pic. 6. Whom do the rights of the child concern***

The respondents in Sweden (85%), Finland (84%) and Norway (82%) are most aware of child rights. In Iceland 79% of the respondents know that child rights apply to all children under the age of 18 in the world. The level of knowledge is slightly lower among Danish respondents: 18 percent of Danish students do not know whom child rights concern.

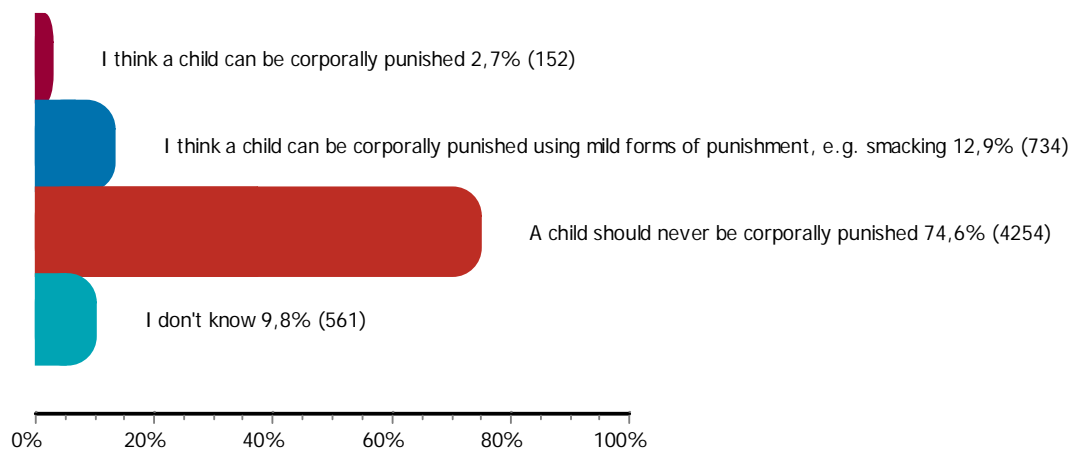
In all Nordic countries awareness of child rights is on average weaker among boys than girls.

The results do not reveal significant difference in awareness of child rights within the age groups of 13 to 15-year-olds, with the exception of Denmark and Iceland where awareness seems to increase as the children grow older.



### 3.4. What do you think of the rearing of children by using physical / corporal punishment?

#### All Nordic countries



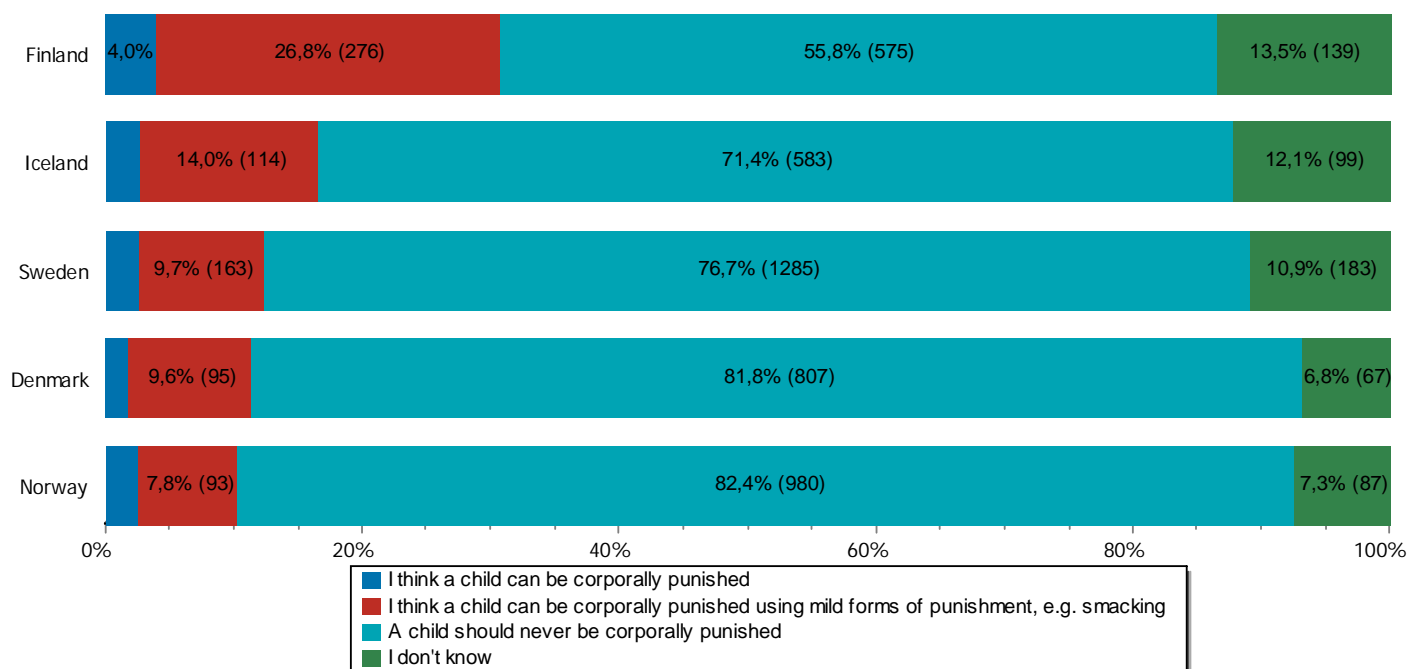
**Pic. 7. What do you think of the rearing of children by using physical / corporal punishment?**

Three out of four (75%) Nordic secondary school aged students are of the opinion that physical punishment of a child is not acceptable in any circumstances. 13 percent are of the opinion that mild forms of punishment are acceptable whereas 3 percent feel that a child may be physically punished. 10 percent of the respondents cannot provide an answer for this question.

Girls take a clearer stand concerning physical punishment. 82 percent of the girls participating in this survey are of the opinion that a child must never be physically punished whereas the corresponding percentage among boys is 68. Boys (21%) seem to have a more permissive attitude toward both mild forms of physical punishment and physical punishment in general than girls (10%).

Physical punishment, including mild forms of punishment, is seen most acceptable among 12- and 16-year-old respondents of which approximately one fifth consider it acceptable to some extent. In other age groups the percentage varies between 13 and 15 percent and thus the results do not reveal a significant difference in this respect.

Educational background of parents seems to have some significance: physical punishment (incl. mild forms) is seen as slightly more acceptable among respondents whose parents do not have university/college education (neither has university degree 23%, at least one has university degree 17%, both parents have university degree 12%).

**By country**

***Pic. 8. What do you think of the rearing of children by using physical / corporal punishment?***

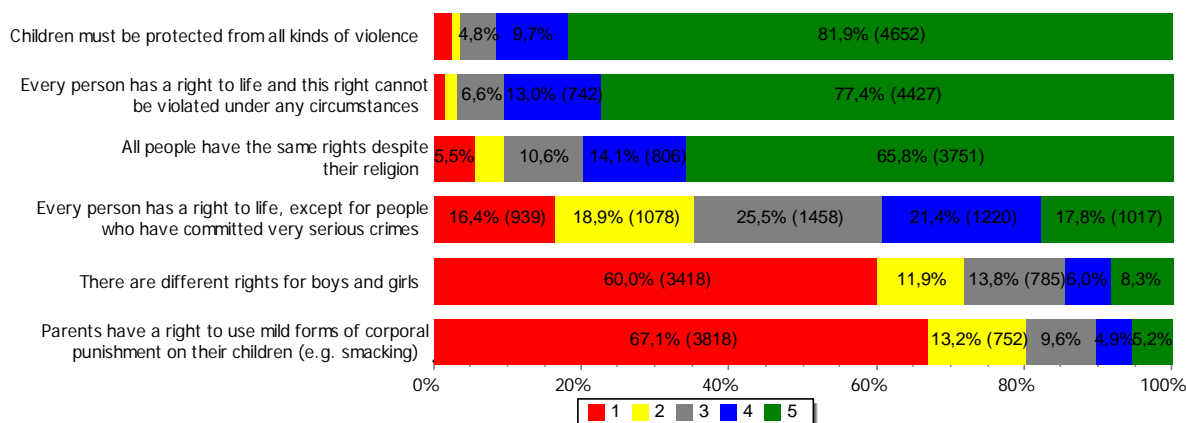
Children living in Finland have clearly a more permissive attitude toward physical punishment than respondents from other Nordic countries: 31 percent of the Finnish respondents are of the opinion that physical punishment is acceptable to some extent. In other Nordic countries the corresponding percentage is approximately ten. Norwegian and Danish respondents express a more negative attitude in permitting physical punishment.

When compared by gender it can be seen that girls have a clearly more negative approach in allowing physical punishment in all Nordic countries than boys.

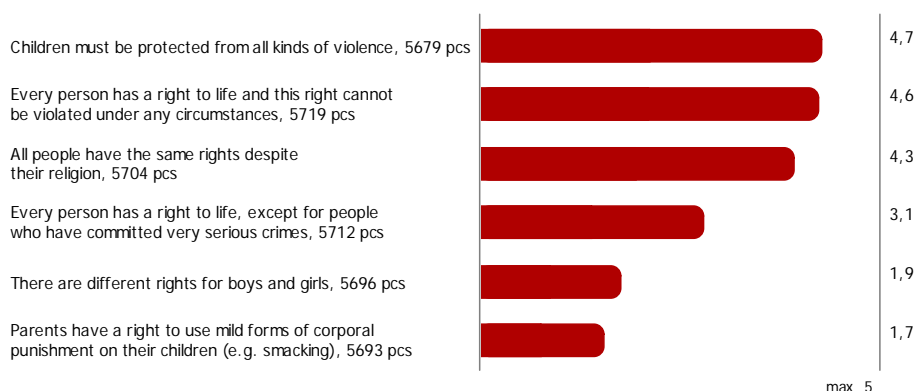
13 to 15-year-old children provide somewhat similar responses from all participating countries. The least negative seem to be 12-year-olds and 16-year-olds with some country specific exceptions.

## 4. HUMAN RIGHTS

### All Nordic countries



**Pic. 9. Following is a number of statements concerning human rights. Please indicate for each one of them whether or not you fully agree with the statement (5), partially agree with the statement (4), don't agree or disagree (3), partially disagree (2), completely disagree (1).**



**Pic. 10. Means**

The respondents agree most with statements "Children must be protected from all forms of violence" (92% fully agree or partially agree) and "Every person has a right to life and this right cannot be violated under any circumstances" (90% fully agree or partially agree).

However, when asked does the right to life still apply also for those people who have committed very serious crimes, the opinions were much more divided including an increase in the amount of neutral answers (don't agree or disagree).

The respondents disagreed most often with the statement "Parents have a right to use mild forms of physical punishment" (80% completely or partially disagree).

When examined by gender it is evident that girls experience more often than boys that there are different rights for boys and girls. The average for boys regarding this statement is 2,1 and for girls 1,7.

Girls (1,5) have a more critical attitude on physical punishment than boys (1,9). The average for both boys and girls is clearly negative, however.

Both boys and girls most often agree on the statement that children must be protected from all forms of violence. They also most often disagree on the statement that parents have a right to use mild forms of physical punishment.

Girls seem to have a more humane attitude toward statements about human rights.

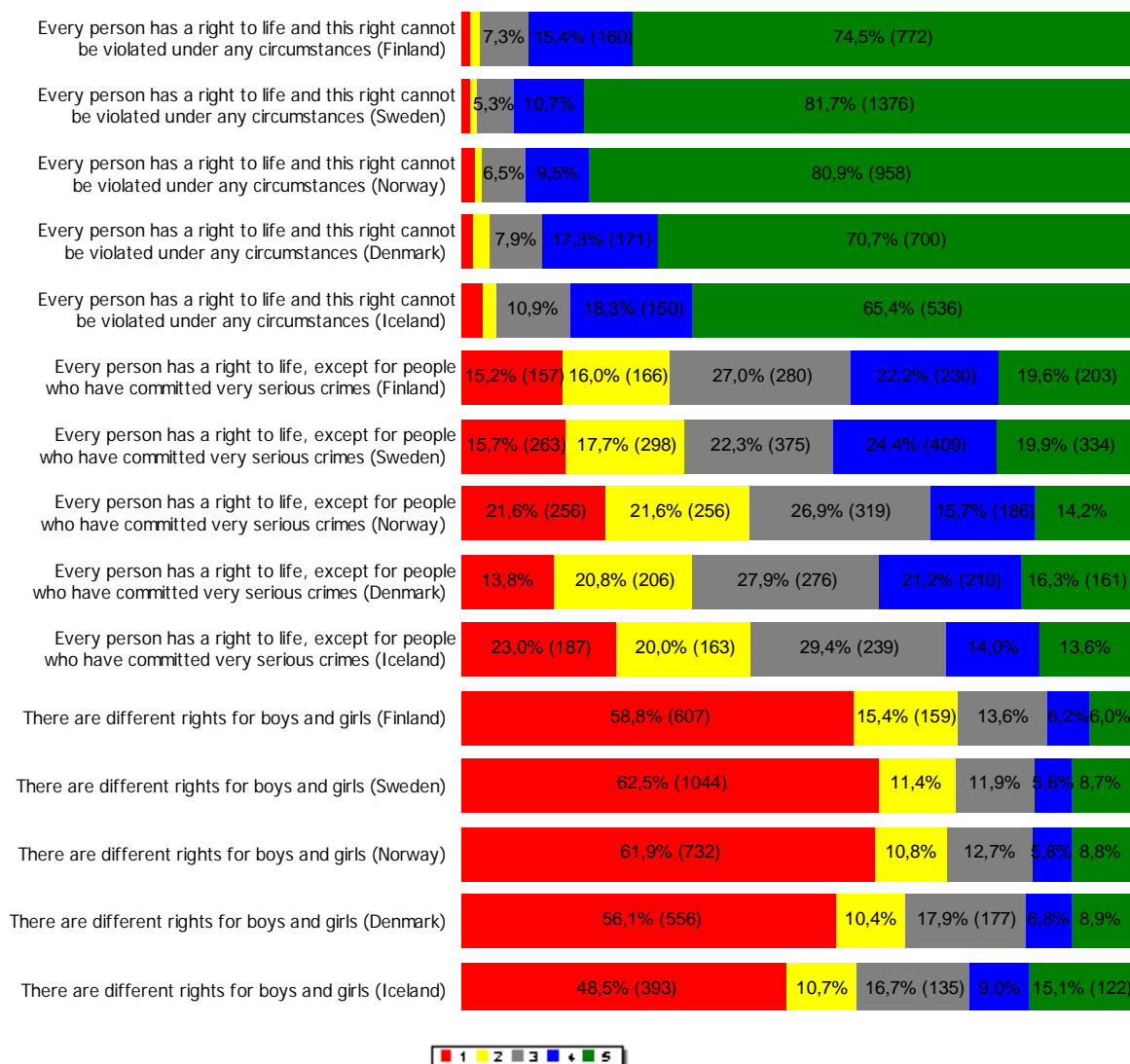
FACTOR OF OPERATION	Average N=5781	girl N=2882	boy N=2870
Every person has a right to life and this right cannot be violated under any circumstances	4,6	4,7	4,6
Every person has a right to life, except for people who have committed very serious crimes	3,1	2,9	3,2
There are different rights for boys and girls	1,9	1,7	2,1
All people have the same rights despite their religion	4,3	4,4	4,2
Children must be protected from all kinds of violence	4,7	4,8	4,5
Parents have a right to use mild forms of corporal punishment on their children (e.g. smacking)	1,7	1,5	1,9
<b>Average</b>	<b>3,38</b>	<b>3,34</b>	<b>3,41</b>

**Table: Comparison by sex**

**Green** = higher / better than the average

**Red** = lower / worse than the average

**By country 1/ 2**



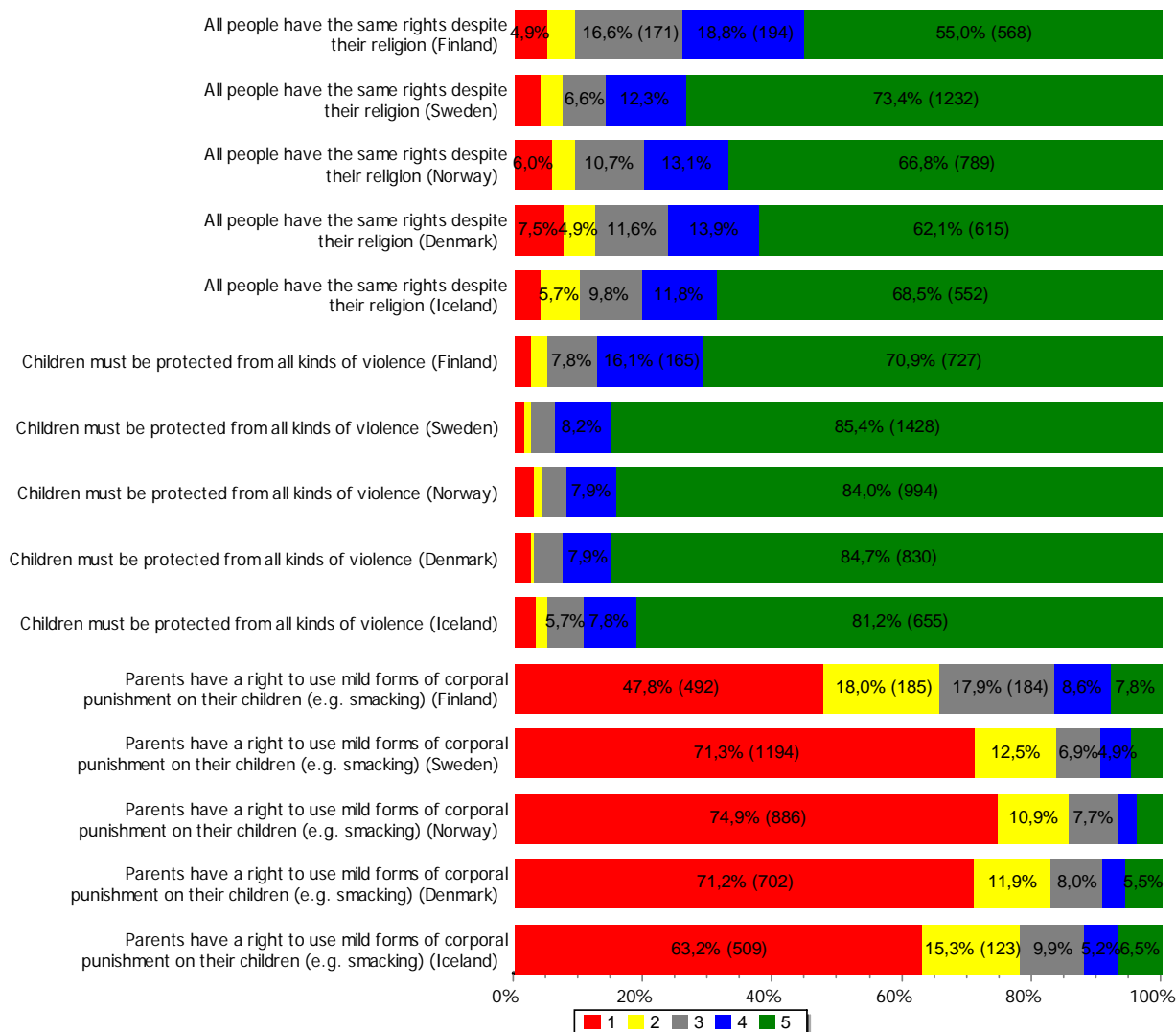
**Pic. 11. Following is a number of statements concerning human rights. (Scale: 1 = completely disagree ... 5 = fully agree with the statement)**

Compared to respondents representing other nationalities, students from Sweden and Norway more often fully agree with the statement "every person has a right to life and this right cannot be violated in any circumstances" whereas Icelandic children fully agree with this statement less often compared to other nationalities.

Swedish respondents most often agree with statement "every person has a right to life except for people who have committed very serious crime" whereas Norwegian and Icelandic respondents most often fully disagree with this statement.

Icelandic respondents in particular are of the opinion that boys and girls have different rights.

**By country 2/ 2**



**Pic. 12. Following is a number of statements concerning human rights. (Scale: 1=completely disagree ... 5=fully agree with the statement)**

A larger proportion of Swedish students are of the opinion that all people have the same rights despite their religion. Finnish students least often fully agree with this statement.

Finnish respondents also less often fully agree with the statement that children must be protected from all forms of violence. Finnish students also have least negative approach to statement concerning parents’ right to use physical punishment. Additionally, Finnish respondents most often chose alternative 3 in scale 1 to 5 – do not agree or disagree (18%). The most negative attitudes toward the right to use physical punishment is found among Norwegian respondents.

## 5. EXAMINING REALIZATION VIA GAP ANALYSIS

The factors affecting the respondents' level of satisfaction can be studied using gap analysis. It indicates how well the factors under examination have been able to fulfil the respondents' expectations.

The green bar in the gap analysis (the long bar pointing to the right) indicates how important respondents rate the factor.

If the green bar is long, the factor in question is important for the respondent, while a short bar indicates relative unimportance.

The short red bar illustrates the gap between realization and importance.

Positive red bars (pointing right) indicate that the realization was estimated to be greater than the importance of the factor.

Negative red bars (pointing left) indicate that the realization was estimated to be weaker than the importance of the factor.

On the basis of the gap analysis, the report divides the factors into three groups:

*Well realized factors: the negative gap is less than 0.5 units or the gap is positive.*

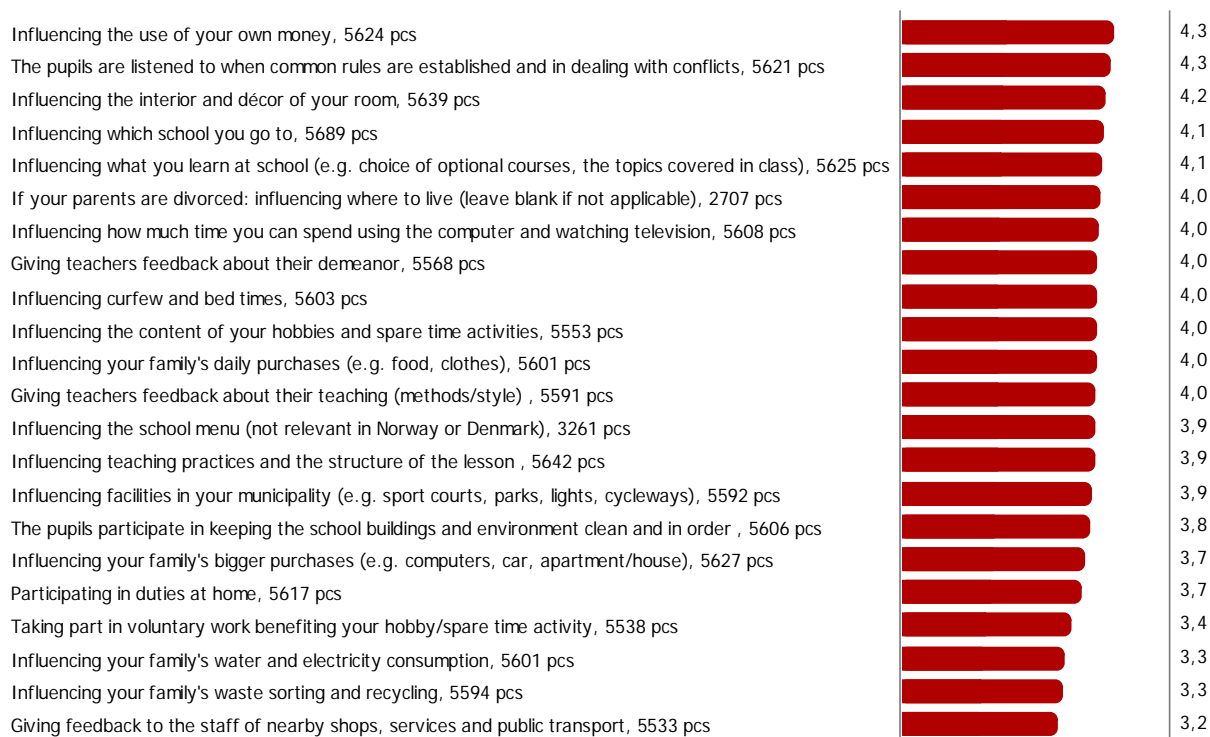
*Factors still to be improved: the negative gap is between 0.5 and 0.9 units.*

*Poorly realized factors: the negative gap is equal to or greater than 1.0 units.*

## 6. PARTICIPATION IN EVERY-DAY LIFE AND DECISION-MAKING

### 6.1. Importance of influencing

#### All Nordic countries



max 5

**Pic. 13. Evaluate how important to you personally is the respective action or your ability to influence it. (Scale: 1= not important at all, 2= only slightly important, 3= indifferent, 4= somewhat important, 5= very important)**

Secondary school aged students participating in this survey were asked to present their views on how they can influence and affect on various issues at home, at school or within their community. The children estimated the importance of certain issues and their influence on those matters.

The most significant factors were:

- Influencing on the use of your own money
- The pupils are listened to when common rules are established and in dealing with conflicts
- Influencing the interior and décor of your room
- Influencing which school you go to
- Influencing what you learn at school



Girls consider most of the above mentioned factors more significant in general than boys.

Influencing school-related issues in particular is more important for girls than it is for boys.

FACTOR OF OPERATION	Average N=5781	girl N=2882	boy N=2870
<b>School-related issues</b>			
Influencing which school you go to	4,1	4,2	4,0
Influencing what you learn at school (e.g. choice of optional courses, the topics covered in class)	4,1	4,1	4,0
Influencing teaching practices and the structure of the lesson	3,9	4,0	3,8
Influencing the school menu (not relevant in Norway or Denmark)	3,9	4,0	3,9
Giving teachers feedback about their demeanor	4,0	4,1	3,9
Giving teachers feedback about their teaching (methods/style)	4,0	4,0	3,9
The pupils participate in keeping the school buildings and environment clean and in order	3,8	4,0	3,7
The pupils are listened to when common rules are established and in dealing with conflicts	4,3	4,4	4,1
<b>Average</b>	<b>4,01</b>	<b>4,11</b>	<b>3,90</b>
<b>Home-related issues</b>			
Influencing the interior and décor of your room	4,2	4,4	3,9
Influencing the use of your own money	4,3	4,4	4,3
Influencing your family's daily purchases (e.g. food, clothes)	4,0	4,0	3,9
Influencing your family's bigger purchases (e.g. computers, car, apartment/house)	3,7	3,7	3,8
Influencing your family's water and electricity consumption	3,3	3,3	3,3
Influencing your family's waste sorting and recycling	3,3	3,3	3,3
Influencing how much time you can spend using the computer and watching television	4,0	4,0	4,0
Influencing curfew and bed times	4,0	4,0	3,9
Participating in duties at home	3,7	3,8	3,5
If your parents are divorced: influencing where to live (leave blank if not applicable)	4,0	4,2	3,8
<b>Average</b>	<b>3,84</b>	<b>3,92</b>	<b>3,76</b>
<b>Spare-time related issues</b>			
Influencing facilities in your municipality (e.g. sport courts, parks, lights, cycleways)	3,9	3,9	3,8
Giving feedback to the staff of nearby shops, services and public transport	3,2	3,1	3,2
Influencing the content of your hobbies and spare time activities	4,0	4,0	3,9
Taking part in voluntary work benefiting your hobby/spare time activity	3,4	3,5	3,4
<b>Average</b>	<b>3,61</b>	<b>3,64</b>	<b>3,59</b>
<b>Average</b>	<b>3,86</b>	<b>3,94</b>	<b>3,78</b>

**Table: Comparison by sex**

**Green** = higher / better than the average

**Red** = lower / worse than the average

According to overall average results from different sectors of the data Swedish and Norwegian respondents rate participation more important than other nationalities. Danish respondents on their part consider participation less important when compared to other sub-sectors in the data. Participation in school-related issues is experienced more important in Sweden than in other participating countries. Country-specific differences are not significant however.

FACTOR OF OPERATION	Average N=5775	Finland N=1044	Sweden N=1697	Norway N=1199	Denmark N=1008	Iceland N=827
<b>School-related issues</b>						
Influencing which school you go to	4,1	3,9	4,2	4,2	4,1	3,9
Influencing what you learn at school (e.g. choice of optional courses, the topics covered in class)	4,0	4,0	4,2	4,1	3,9	3,9
Influencing teaching practices and the structure of the lesson	3,9	3,7	4,1	4,1	3,9	3,9
Influencing the school menu (not relevant in Norway or Denmark)	3,9	3,5	4,2			3,6
Giving teachers feedback about their demeanor	4,0	3,6	4,2	4,0	3,9	4,2
Giving teachers feedback about their teaching (methods/style)	4,0	3,6	4,2	3,9	4,0	4,0
The pupils participate in keeping the school buildings and environment clean and in order	3,7	3,5	3,9	3,9	3,9	3,3
The pupils are listened to when common rules are established and in dealing with conflicts	4,2	3,9	4,4	4,4	4,4	3,9
<b>Average</b>	<b>3,98</b>	<b>3,70</b>	<b>4,15</b>	<b>4,09</b>	<b>4,00</b>	<b>3,84</b>
<b>Home-related issues</b>						
Influencing the interior and décor of your room	4,1	3,9	4,1	4,1	4,5	4,1
Influencing the use of your own money	4,3	4,3	4,4	4,3	4,3	4,0
Influencing your family's daily purchases (e.g. food, clothes)	3,9	4,0	4,1	4,1	3,5	3,7
Influencing your family's bigger purchases (e.g. computers, car, apartment/house)	3,7	3,6	3,9	4,0	3,3	3,5
Influencing your family's water and electricity consumption	3,3	3,6	3,6	3,6	2,3	3,0
Influencing your family's waste sorting and recycling	3,3	3,5	3,6	3,5	2,3	3,1
Influencing how much time you can spend using the computer and watching television	4,0	4,0	3,8	4,1	4,2	3,9
Influencing curfew and bed times	4,0	3,9	4,0	3,9	4,0	3,9
Participating in duties at home	3,7	3,6	3,7	3,7	3,6	3,7
If your parents are divorced: influencing where to live (leave blank if not applicable)	4,0	3,8	3,9	4,2	4,3	3,9
<b>Average</b>	<b>3,82</b>	<b>3,83</b>	<b>3,92</b>	<b>3,94</b>	<b>3,63</b>	<b>3,67</b>
<b>Spare-time related issues</b>						
Influencing facilities in your municipality (e.g. sport courts, parks, lights, cycleways)	3,9	3,8	3,9	4,2	3,5	3,8
Giving feedback to the staff of nearby shops, services and public transport	3,2	3,1	3,2	3,3	3,0	3,3
Influencing the content of your hobbies and spare time activities	4,0	3,8	4,1	4,2	3,6	4,1
Taking part in voluntary work benefiting your hobby/spare time activity	3,5	3,3	3,9	3,5	2,8	3,7
<b>Average</b>	<b>3,64</b>	<b>3,49</b>	<b>3,81</b>	<b>3,81</b>	<b>3,22</b>	<b>3,72</b>
<b>Average</b>	<b>3,85</b>	<b>3,72</b>	<b>3,98</b>	<b>3,97</b>	<b>3,68</b>	<b>3,74</b>

**Table: Comparison by country**

**Green** = higher / better than the average

**Red** = lower / worse than the average

## 6.2. Realization of respective action / influencing



**Pic. 14. evaluate how much you can influence or do the respective action in reality. (Scale: 1= cannot influence at all, 2= can hardly influence, 3= can influence a little, 4= can somewhat influence 5= can influence a lot)**

The respondents evaluated how much they have been able to influence various factors.

Factors that respondents feel they have most influence on:

- Influencing the interior and décor of your room
- Influencing the use of your own money
- Influencing how much time you can spend using the computer and watching television
- Influencing your family's daily purchases (e.g. food, clothes)
- If your parents are divorced: influencing where to live
- Influencing which school you go to

Opportunities to influence are experienced very similarly between boys and girls. Girls seem to experience more influence on home-related matters.

FACTOR OF OPERATION	Average N=5781	girl N=2882	boy N=2870
<b>School-related issues</b>			
Influencing which school you go to	3,8	3,8	3,8
Influencing what you learn at school (e.g. choice of optional courses, the topics covered in class)	3,4	3,5	3,4
Influencing teaching practices and the structure of the lesson	3,5	3,5	3,4
Influencing the school menu (not relevant in Norway or Denmark)	2,5	2,4	2,6
Giving teachers feedback about their demeanor	3,3	3,3	3,3
Giving teachers feedback about their teaching (methods/style)	3,3	3,3	3,3
The pupils participate in keeping the school buildings and environment clean and in order	3,4	3,5	3,4
The pupils are listened to when common rules are established and in dealing with conflicts	3,6	3,7	3,5
<b>Average</b>	<b>3,36</b>	<b>3,37</b>	<b>3,34</b>
<b>Home-related issues</b>			
Influencing the interior and décor of your room	4,1	4,3	4,0
Influencing the use of your own money	4,1	4,2	4,1
Influencing your family's daily purchases (e.g. food, clothes)	3,8	3,9	3,8
Influencing your family's bigger purchases (e.g. computers, car, apartment/house)	3,4	3,3	3,5
Influencing your family's water and electricity consumption	3,2	3,2	3,2
Influencing your family's waste sorting and recycling	3,3	3,3	3,3
Influencing how much time you can spend using the computer and watching television	3,9	3,9	3,9
Influencing curfew and bed times	3,7	3,7	3,6
Participating in duties at home	3,6	3,7	3,5
If your parents are divorced: influencing where to live (leave blank if not applicable)	3,8	3,9	3,7
<b>Average</b>	<b>3,70</b>	<b>3,75</b>	<b>3,65</b>
<b>Spare-time related issues</b>			
Influencing facilities in your municipality (e.g. sport courts, parks, lights, cycleways)	3,4	3,3	3,4
Giving feedback to the staff of nearby shops, services and public transport	2,8	2,7	3,0
Influencing the content of your hobbies and spare time activities	3,7	3,7	3,7
Taking part in voluntary work benefiting your hobby/spare time activity	3,4	3,4	3,3
<b>Average</b>	<b>3,32</b>	<b>3,30</b>	<b>3,35</b>
<b>Average</b>	<b>3,51</b>	<b>3,53</b>	<b>3,48</b>

**Table: Comparison by sex**

**Green** = higher / better than the average

**Red** = lower / worse than the average

When examining overall average results from sub-sectors of data it can be stated that Norwegian respondents feel they have influence over home, school or free time related issues slightly more often than other nationalities. Differences between countries are not significant, however.

Possibilities to influence school-related issues are experienced more positively in Norway and Denmark. Norwegian children also are of the opinion that they can largely influence on matters related to spare-time activities. Icelandic and Danish respondents experience their possibilities to influence on home-related matters weaker in comparison to other nationalities.

FACTOR OF OPERATION	Average N=5775	Finland N=1044	Sweden N=1697	Norway N=1199	Denmark N=1008	Iceland N=827
<b>School-related issues</b>						
Influencing which school you go to	3,8	3,5	3,9	3,9	3,9	3,5
Influencing what you learn at school (e.g. choice of optional courses, the topics covered in class)	3,4	3,5	3,5	3,4	3,4	3,2
Influencing teaching practices and the structure of the lesson	3,4	3,2	3,6	3,6	3,5	3,2
Influencing the school menu (not relevant in Norway or Denmark)	2,5	2,2	2,7			2,6
Giving teachers feedback about their demeanor	3,3	2,9	3,3	3,5	3,5	3,3
Giving teachers feedback about their teaching (methods/style)	3,3	2,9	3,3	3,5	3,5	3,3
The pupils participate in keeping the school buildings and environment clean and in order	3,4	3,2	3,4	3,5	3,5	3,2
The pupils are listened to when common rules are established and in dealing with conflicts	3,5	3,1	3,7	3,7	3,8	3,2
<b>Average</b>	<b>3,33</b>	<b>3,06</b>	<b>3,42</b>	<b>3,58</b>	<b>3,60</b>	<b>3,19</b>
<b>Home-related issues</b>						
Influencing the interior and décor of your room	4,1	4,0	4,2	4,1	4,3	4,0
Influencing the use of your own money	4,1	4,1	4,2	4,1	4,1	3,8
Influencing your family's daily purchases (e.g. food, clothes)	3,8	3,8	4,0	3,9	3,5	3,5
Influencing your family's bigger purchases (e.g. computers, car, apartment/house)	3,4	3,2	3,6	3,5	3,1	3,1
Influencing your family's water and electricity consumption	3,2	3,6	3,4	3,3	2,4	3,0
Influencing your family's waste sorting and recycling	3,3	3,6	3,5	3,4	2,4	3,1
Influencing how much time you can spend using the computer and watching television	3,9	4,0	3,8	3,9	4,0	3,8
Influencing curfew and bed times	3,6	3,7	3,7	3,6	3,7	3,4
Participating in duties at home	3,6	3,7	3,7	3,6	3,4	3,7
If your parents are divorced: influencing where to live (leave blank if not applicable)	3,8	3,6	3,7	3,8	4,1	3,6
<b>Average</b>	<b>3,68</b>	<b>3,72</b>	<b>3,78</b>	<b>3,74</b>	<b>3,51</b>	<b>3,52</b>
<b>Spare-time related issues</b>						
Influencing facilities in your municipality (e.g. sport courts, parks, lights, cycleways)	3,4	3,1	3,4	3,8	3,2	3,5
Giving feedback to the staff of nearby shops, services and public transport	2,9	2,9	2,8	2,9	2,8	2,9
Influencing the content of your hobbies and spare time activities	3,7	3,5	3,8	4,0	3,4	3,8
Taking part in voluntary work benefiting your hobby/spare time activity	3,4	3,2	3,7	3,4	2,8	3,5
<b>Average</b>	<b>3,34</b>	<b>3,19</b>	<b>3,45</b>	<b>3,52</b>	<b>3,05</b>	<b>3,41</b>
<b>Average</b>	<b>3,49</b>	<b>3,39</b>	<b>3,59</b>	<b>3,64</b>	<b>3,45</b>	<b>3,38</b>

**Table: Comparison by country**

**Green** = higher / better than the average

**Red** = lower / worse than the average

### 6.3. Gap analysis



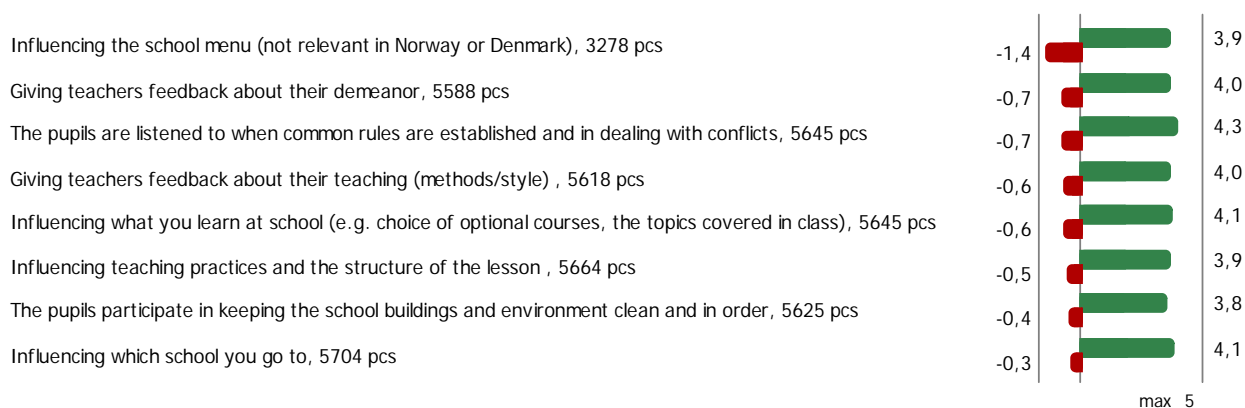
**Pic. 15. Gap analysis**

According to the gap analysis factors that allow least possibilities to influence for the respondents in relation to the estimated importance of the issue are:

- Influencing the school menu (not relevant in Norway or Denmark)
- Giving teachers feedback about their demeanor
- The pupils are listened to when common rules are established and in dealing with conflicts
- Giving teachers feedback about their teaching (methods/style)
- Influencing what you learn at school

More specific sector related results will be presented in the following.

## 6.4. School related issues



**Pic. 16. School related issues; gap**

Well realized factors in relation to importance: (gap -0,4 or less)

- Influencing which school you go to
- The pupils participate in keeping the school buildings and environment clean and in order

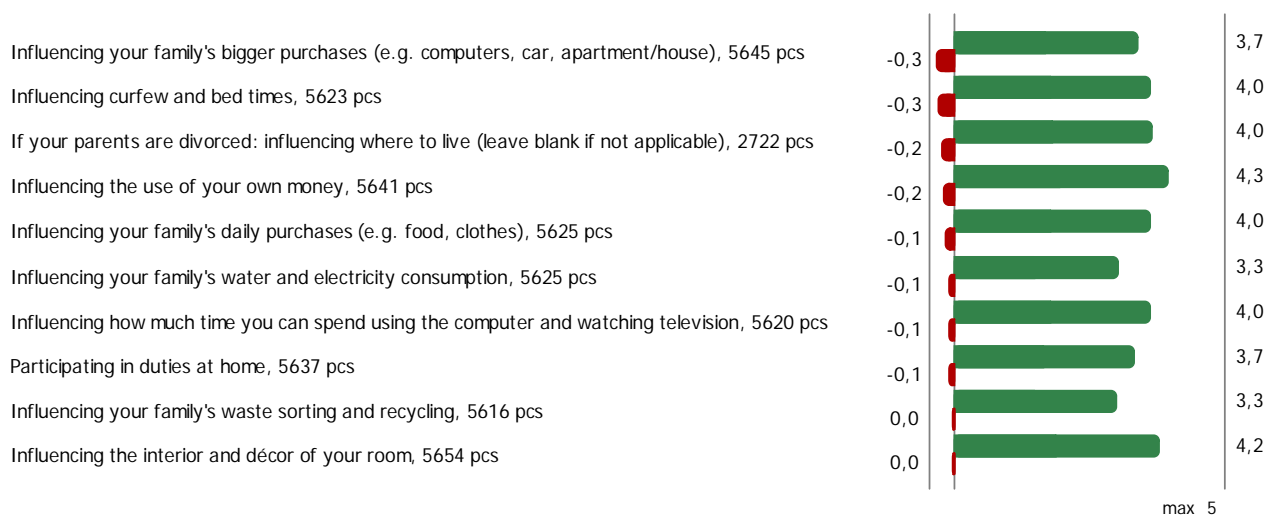
Factors that need improvement in relation to possibilities to influence are: (gap -0,5 – -0,9)

- Giving teachers feedback about their demeanor
- The pupils are listened to when common rules are established and in dealing with conflicts.
- Giving teachers feedback about their teaching (methods/style)
- Influencing what you learn at school
- Influencing teaching practices and the structure of the lesson

Poorly realized factors: (gap -1,0 or greater)

- Influencing the school menu (not relevant in Norway or Denmark)

## 6.5. Home related issues



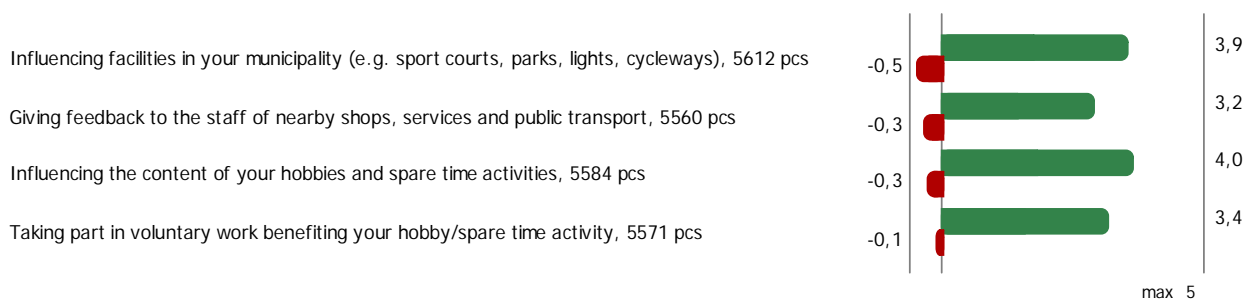
**Pic. 17. Home related issues; gap**

Opportunities to influence in relation to factor importance have been realized well for all home-related issues (gap -0,4 or less).

Factors that need improvement or poorly realized factors were not present in the data for home-related issues.



## 6.6. Spare-time related issues



**Pic. 18. Spare-time related issues; gap**

Well realized factors: (gap -0,4 or less)

- Taking part in voluntary work benefiting your hobby/spare time activity
- Influencing the content of your hobbies and spare time activities
- Giving feedback to the staff of nearby shops, services and public transport

Factors that need improvement: (gap between -0,5 and -0,9)

- Influencing facilities in your municipality

Poorly realized factors do not appear in the data in spare time related issues. (gap -1,0 or greater).

## 6.7. Comparison by sex

The average results from the gap analysis reveal slight difference in possibilities to influence in relation to the importance of the factors between boys and girls. Girls experience their influence to be weaker in all sectors, particularly in school-related issues.

FACTOR OF OPERATION	Average N=5781	girl N=2882	boy N=2870
<b>School-related issues</b>			
Influencing which school you go to	-0,3	-0,3	-0,3
Influencing what you learn at school (e.g. choice of optional courses, the topics covered in class)	-0,6	-0,7	-0,5
Influencing teaching practices and the structure of the lesson	-0,5	-0,5	-0,4
Influencing the school menu (not relevant in Norway or Denmark)	-1,4	-1,6	-1,3
Giving teachers feedback about their demeanor	-0,7	-0,8	-0,6
Giving teachers feedback about their teaching (methods/style)	-0,6	-0,7	-0,5
The pupils participate in keeping the school buildings and environment clean and in order	-0,4	-0,5	-0,3
The pupils are listened to when common rules are established and in dealing with conflicts	-0,7	-0,7	-0,6
<b>Average</b>	<b>-0,65</b>	<b>-0,73</b>	<b>-0,56</b>
<b>Home-related issues</b>			
Influencing the interior and décor of your room	0,0	-0,1	0,1
Influencing the use of your own money	-0,2	-0,2	-0,2
Influencing your family's daily purchases (e.g. food, clothes)	-0,1	-0,2	-0,1
Influencing your family's bigger purchases (e.g. computers, car, apartment/house)	-0,3	-0,4	-0,3
Influencing your family's water and electricity consumption	-0,1	-0,1	-0,1
Influencing your family's waste sorting and recycling	0,0	0,0	0,0
Influencing how much time you can spend using the computer and watching television	-0,1	-0,1	-0,1
Influencing curfew and bed times	-0,3	-0,3	-0,3
Participating in duties at home	-0,1	-0,1	0,0
If your parents are divorced: influencing where to live (leave blank if not applicable)	-0,2	-0,3	-0,1
<b>Average</b>	<b>-0,14</b>	<b>-0,17</b>	<b>-0,11</b>
<b>Spare-time related issues</b>			
Influencing facilities in your municipality (e.g. sport courts, parks, lights, cycleways)	-0,5	-0,5	-0,4
Giving feedback to the staff of nearby shops, services and public transport	-0,3	-0,4	-0,3
Influencing the content of your hobbies and spare time activities	-0,3	-0,3	-0,2
Taking part in voluntary work benefiting your hobby/spare time activity	-0,1	-0,1	0,0
<b>Average</b>	<b>-0,29</b>	<b>-0,34</b>	<b>-0,24</b>
<b>Average</b>	<b>-0,35</b>	<b>-0,41</b>	<b>-0,30</b>

**Table: Comparison by sex**

In the gap analysis, the gap value is formed by the difference between the influence and importance rating. The greater the factor's negative gap value, the more unsatisfied respondents were concerning this factor.

**Green** = well realized factor, **yellow** = 'could be improved', **red** = poorly realized factor

## 6.8. Comparison by age

According to the average results from the gap analysis possibilities to influence in relation to the estimated importance of the factor are experienced very similarly within different age groups.

Experiences in influencing school-related issues are more positive among younger students and seem to be more negative among older students. The differences are not significant, however.

FACTOR OF OPERATION	Average N=5781	12 N=322	13 N=1608	14 N=1901	15 N=1684	16 N=214
<b>School-related issues</b>						
Influencing which school you go to	-0,3	-0,2	-0,3	-0,3	-0,3	-0,4
Influencing what you learn at school (e.g. choice of optional courses, the topics covered in class)	-0,6	-0,5	-0,6	-0,6	-0,6	-0,6
Influencing teaching practices and the structure of the lesson	-0,5	-0,3	-0,5	-0,5	-0,4	-0,5
Influencing the school menu (not relevant in Norway or Denmark)	-1,4	-1,3	-1,3	-1,5	-1,5	-1,3
Giving teachers feedback about their demeanor	-0,7	-0,4	-0,6	-0,7	-0,8	-0,8
Giving teachers feedback about their teaching (methods/style)	-0,6	-0,4	-0,6	-0,7	-0,7	-0,8
The pupils participate in keeping the school buildings and environment clean and in order	-0,4	-0,4	-0,4	-0,4	-0,4	-0,4
The pupils are listened to when common rules are established and in dealing with conflicts	-0,7	-0,5	-0,6	-0,7	-0,7	-0,7
<b>Average</b>	<b>-0,65</b>	<b>-0,51</b>	<b>-0,63</b>	<b>-0,67</b>	<b>-0,67</b>	<b>-0,69</b>
<b>Home-related issues</b>						
Influencing the interior and décor of your room	0,0	0,0	0,0	0,0	0,0	0,0
Influencing the use of your own money	-0,2	-0,2	-0,2	-0,2	-0,2	-0,2
Influencing your family's daily purchases (e.g. food, clothes)	-0,1	-0,2	-0,2	-0,1	-0,1	-0,1
Influencing your family's bigger purchases (e.g. computers, car, apartment/house)	-0,3	-0,3	-0,4	-0,3	-0,3	-0,1
Influencing your family's water and electricity consumption	-0,1	-0,2	-0,1	-0,1	0,0	0,0
Influencing your family's waste sorting and recycling	0,0	0,0	-0,1	0,0	0,0	-0,1
Influencing how much time you can spend using the computer and watching television	-0,1	-0,1	-0,1	-0,1	-0,1	-0,1
Influencing curfew and bed times	-0,3	-0,4	-0,4	-0,3	-0,3	-0,2
Participating in duties at home	-0,1	-0,1	-0,1	-0,1	0,0	-0,2
If your parents are divorced: influencing where to live (leave blank if not applicable)	-0,2	0,0	-0,3	-0,2	-0,2	-0,1
<b>Average</b>	<b>-0,14</b>	<b>-0,17</b>	<b>-0,19</b>	<b>-0,12</b>	<b>-0,12</b>	<b>-0,12</b>
<b>Spare-time related issues</b>						
Influencing facilities in your municipality (e.g. sport courts, parks, lights, cycleways)	-0,5	-0,5	-0,5	-0,5	-0,5	-0,3
Giving feedback to the staff of nearby shops, services and public transport	-0,3	-0,3	-0,3	-0,3	-0,4	-0,4
Influencing the content of your hobbies and spare time activities	-0,3	-0,2	-0,3	-0,3	-0,3	-0,2
Taking part in voluntary work benefiting your hobby/spare time activity	-0,1	-0,1	-0,1	-0,1	0,0	-0,1
<b>Average</b>	<b>-0,29</b>	<b>-0,29</b>	<b>-0,31</b>	<b>-0,28</b>	<b>-0,29</b>	<b>-0,26</b>
<b>Average</b>	<b>-0,35</b>	<b>-0,32</b>	<b>-0,37</b>	<b>-0,35</b>	<b>-0,35</b>	<b>-0,35</b>

**Table: Comparison by age**

In the gap analysis, the gap value is formed by the difference between the influence and importance rating. The greater the factor's negative gap value, the more unsatisfied respondents were concerning this factor.

**Green** = well realized factor, **yellow** = 'could be improved', **red** = poorly realized factor

## 6.9. Comparison by country

According to the average results from the gap analysis the best possibilities to influence are found among Danish respondents. The weakest influencing possibilities are among Swedish respondents.

NB! Gap analysis also includes the estimated importance of the issue.

FACTOR OF OPERATION	Average N=5775	Finland N=1044	Sweden N=1697	Norway N=1199	Denmark N=1008	Iceland N=827
<b>School-related issues</b>						
Influencing which school you go to	-0,3	-0,4	-0,3	-0,4	-0,2	-0,4
Influencing what you learn at school (e.g. choice of optional courses, the topics covered in class)	-0,6	-0,5	-0,7	-0,7	-0,5	-0,7
Influencing teaching practices and the structure of the lesson	-0,5	-0,5	-0,5	-0,5	-0,3	-0,7
Influencing the school menu (not relevant in Norway or Denmark)	-1,3	-1,4	-1,5			-1,0
Giving teachers feedback about their demeanor	-0,7	-0,7	-0,9	-0,5	-0,4	-0,9
Giving teachers feedback about their teaching (methods/style)	-0,6	-0,6	-0,8	-0,5	-0,5	-0,8
The pupils participate in keeping the school buildings and environment clean and in order	-0,4	-0,3	-0,5	-0,3	-0,3	-0,1
The pupils are listened to when common rules are established and in dealing with conflicts	-0,7	-0,8	-0,7	-0,7	-0,5	-0,7
<b>Average</b>	<b>-0,65</b>	<b>-0,64</b>	<b>-0,73</b>	<b>-0,51</b>	<b>-0,40</b>	<b>-0,66</b>
<b>Home-related issues</b>						
Influencing the interior and décor of your room	0,0	0,1	0,0	0,0	-0,2	0,0
Influencing the use of your own money	-0,2	-0,2	-0,2	-0,2	-0,2	-0,2
Influencing your family's daily purchases (e.g. food, clothes)	-0,1	-0,2	-0,1	-0,2	0,0	-0,1
Influencing your family's bigger purchases (e.g. computers, car, apartment/house)	-0,3	-0,4	-0,3	-0,4	-0,2	-0,3
Influencing your family's water and electricity consumption	-0,1	0,0	-0,2	-0,2	0,1	0,0
Influencing your family's waste sorting and recycling	0,0	0,1	-0,1	-0,1	0,1	0,1
Influencing how much time you can spend using the computer and watching television	-0,1	-0,1	0,0	-0,1	-0,2	-0,1
Influencing curfew and bed times	-0,3	-0,3	-0,3	-0,3	-0,3	-0,5
Participating in duties at home	-0,1	0,0	0,0	-0,1	-0,2	0,0
If your parents are divorced: influencing where to live (leave blank if not applicable)	-0,2	-0,2	-0,2	-0,3	-0,2	-0,3
<b>Average</b>	<b>-0,15</b>	<b>-0,11</b>	<b>-0,14</b>	<b>-0,21</b>	<b>-0,12</b>	<b>-0,15</b>
<b>Spare-time related issues</b>						
Influencing facilities in your municipality (e.g. sport courts, parks, lights, cycleways)	-0,5	-0,6	-0,5	-0,4	-0,3	-0,4
Giving feedback to the staff of nearby shops, services and public transport	-0,3	-0,2	-0,4	-0,4	-0,2	-0,4
Influencing the content of your hobbies and spare time activities	-0,3	-0,3	-0,3	-0,2	-0,2	-0,3
Taking part in voluntary work benefiting your hobby/spare time activity	-0,1	-0,1	-0,1	-0,1	0,0	-0,2
<b>Average</b>	<b>-0,29</b>	<b>-0,30</b>	<b>-0,36</b>	<b>-0,28</b>	<b>-0,17</b>	<b>-0,31</b>
<b>Average</b>	<b>-0,36</b>	<b>-0,34</b>	<b>-0,40</b>	<b>-0,33</b>	<b>-0,22</b>	<b>-0,36</b>

**Table: Comparison by country**

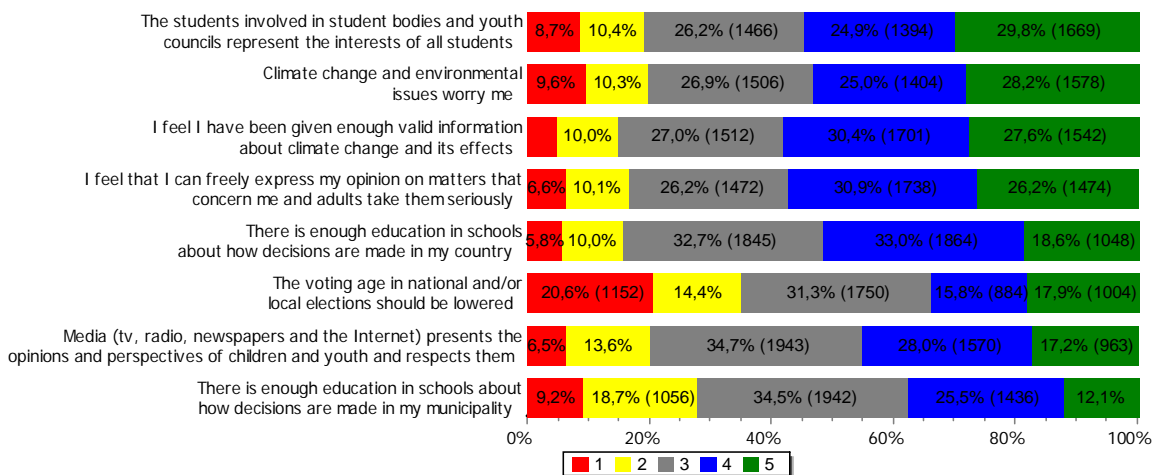
In the gap analysis, the gap value is formed by the difference between the influence and importance rating. The greater the factor's negative gap value, the more unsatisfied respondents were concerning this factor.

**Green** = well realized factor, **yellow** = 'could be improved', **red** = poorly realized factor

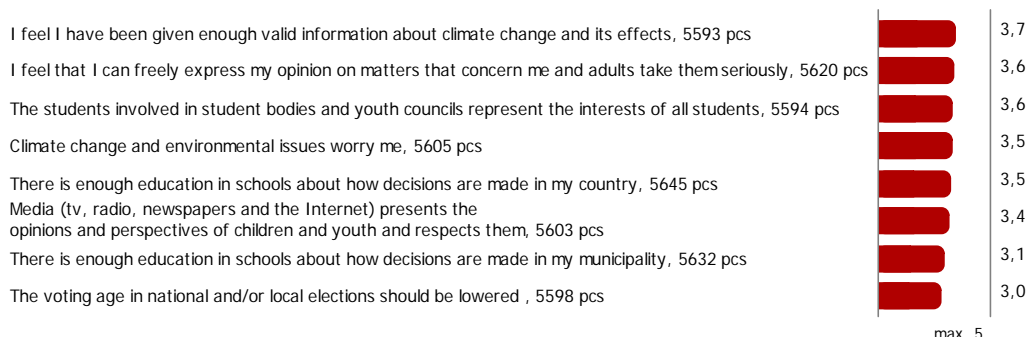
## 7. OPINIONS ON MEDIA, INFORMATION AND PARTICIPATION

### 7.1. Statements on media and young people’s participation

#### All Nordic countries



**Pic. 19. Following are statements on media and young people’s participation. (Scale: fully agree with the statement (5), partially agree with the statement (4), don’t agree or disagree (3), partially disagree (2), completely disagree (1))**



**Pic. 20. Means**

According to the average results, the respondents most often agree with the statement "I feel I have been given enough valid information about climate change and its effects". The respondents least often agree with the statement that "voting age in national and local elections should be lower"; on the other hand one third of the students do not provide an answer for this statement (do not agree or disagree).

Approximately one third of the respondents cannot say whether schools provide enough education on local and national decision-making processes or whether media represents the opinions and perspectives of children and youth.

Girls agree with the presented statements slightly less often than boys.

Girls also have a more critical approach on lowering voting age and are more concerned about climate change and environmental issues in general.

FACTOR OF OPERATION	Average N=5781	girl N=2882	boy N=2870
There is enough education in schools about how decisions are made in my country	3,5	3,4	3,6
There is enough education in schools about how decisions are made in my municipality	3,1	3,0	3,2
The voting age in national and/or local elections should be lowered	3,0	2,8	3,1
The students involved in student bodies and youth councils represent the interests of all students	3,6	3,6	3,6
I feel that I can freely express my opinion on matters that concern me and adults take them seriously	3,6	3,6	3,6
Media (tv, radio, newspapers and the Internet) presents the opinions and perspectives of children and youth and respects them	3,4	3,3	3,4
I feel I have been given enough valid information about climate change and its effects	3,7	3,6	3,7
Climate change and environmental issues worry me	3,5	3,7	3,4
<b>Average</b>	<b>3,41</b>	<b>3,37</b>	<b>3,45</b>

**Table: Comparison by sex**

**Green** = higher / better than the average

**Red** = lower / worse than the average

Older students less often agree with the presented statements than the younger 12-13-year-old students.

The older students have a more critical attitude toward the statement "Media presents the opinions and perspectives of children and youth and respects them" in particular.

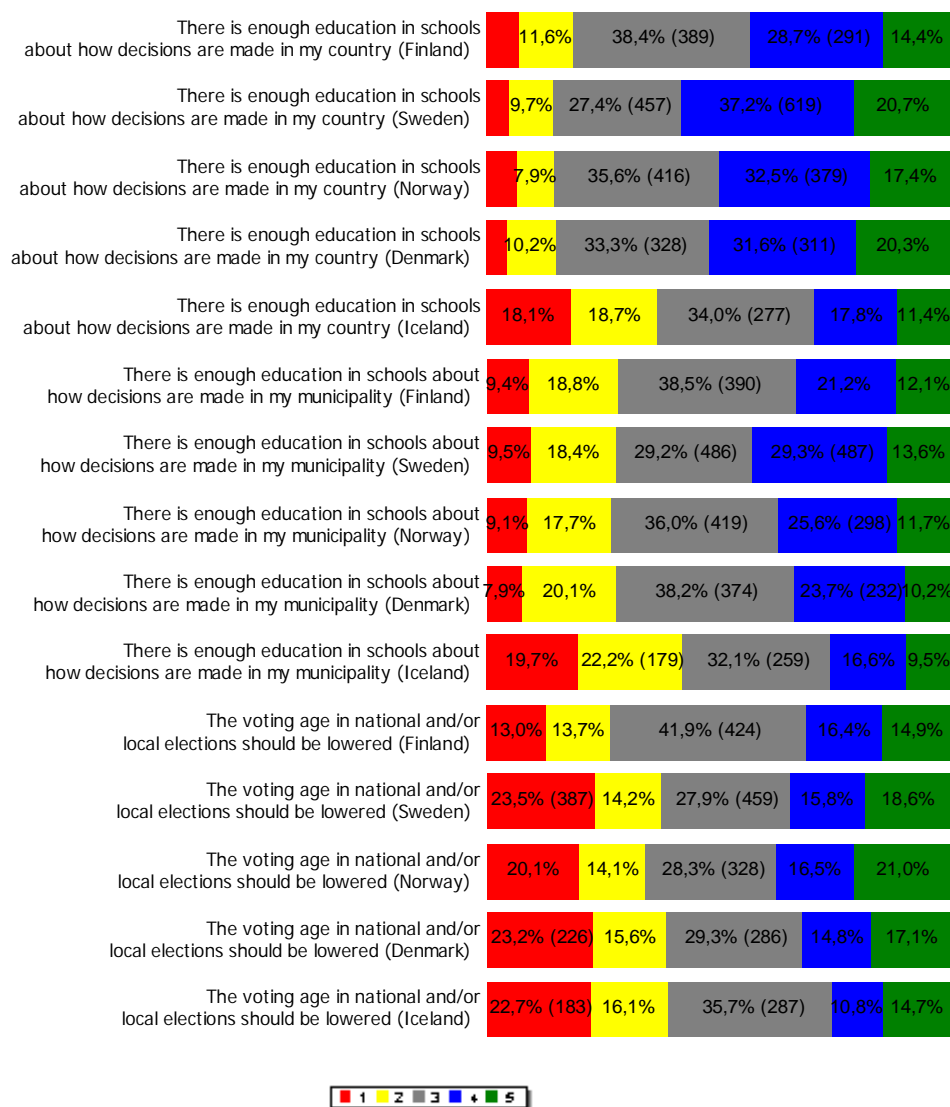
FACTOR OF OPERATION	Average N=5781	12 N=322	13 N=1608	14 N=1901	15 N=1684	16 N=214
There is enough education in schools about how decisions are made in my country	3,5	3,6	3,5	3,5	3,5	3,6
There is enough education in schools about how decisions are made in my municipality	3,1	3,2	3,2	3,1	3,1	3,2
The voting age in national and/or local elections should be lowered	3,0	3,0	3,0	2,9	2,9	3,0
The students involved in student bodies and youth councils represent the interests of all students	3,6	3,6	3,7	3,6	3,5	3,4
I feel that I can freely express my opinion on matters that concern me and adults take them seriously	3,6	3,7	3,7	3,6	3,5	3,5
Media (tv, radio, newspapers and the Internet) presents the opinions and perspectives of children and youth and respects them	3,4	3,6	3,5	3,3	3,2	3,2
I feel I have been given enough valid information about climate change and its effects	3,7	3,7	3,7	3,6	3,6	3,7
Climate change and environmental issues worry me	3,5	3,5	3,6	3,5	3,5	3,5
<b>Average</b>	<b>3,41</b>	<b>3,50</b>	<b>3,50</b>	<b>3,39</b>	<b>3,34</b>	<b>3,37</b>

**Table: Comparison by age**

**Green** = higher / better than the average

**Red** = lower / worse than the average

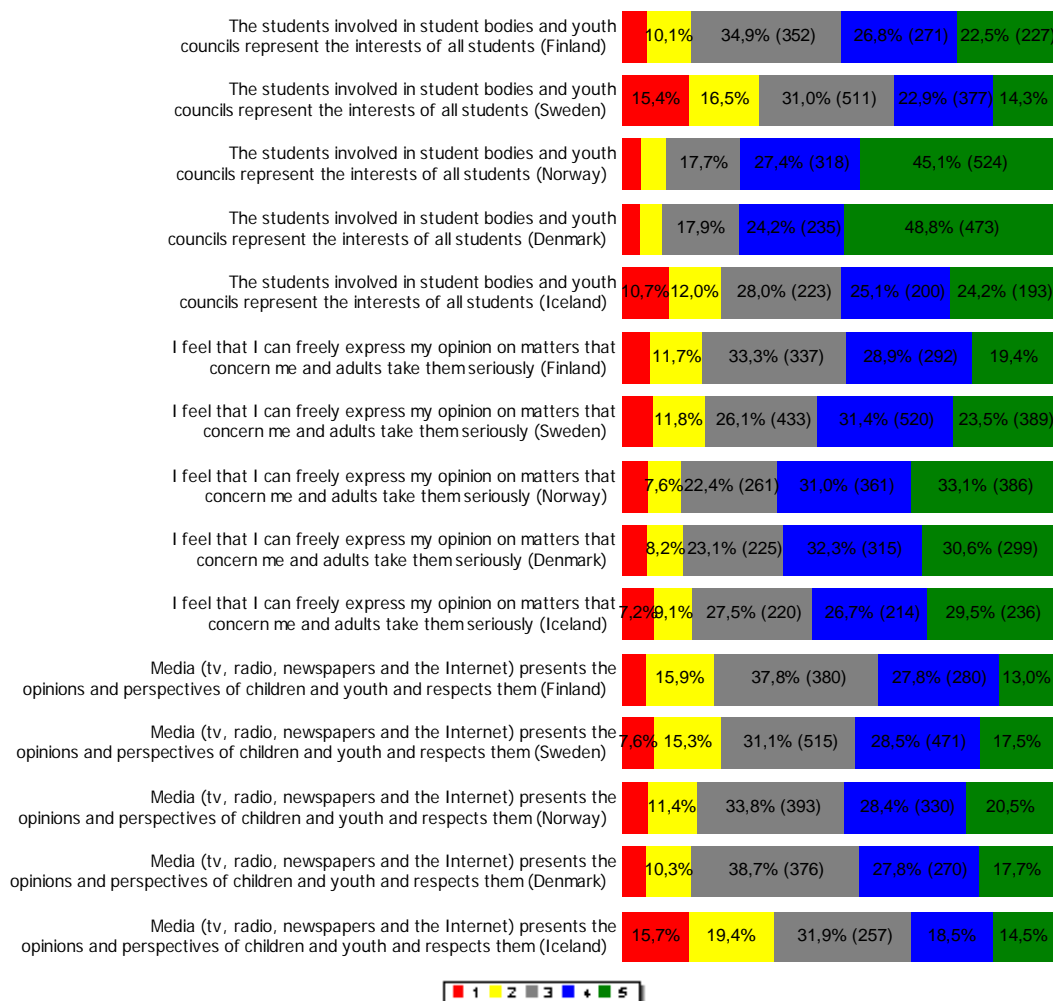
**By country 1 / 3**



**Pic. 21. Following are statements on media and young people’s participation. (Scale: fully agree with the statement (5), partially agree with the statement (4), don’t agree or disagree (3), partially disagree (2), completely disagree (1))**

Icelandic students most often disagree with the statement on schools providing enough education on local and national decision-making whereas Swedish students agree most often with this statement.

Norwegian respondents have a more positive attitude toward lowering the voting age whereas Icelandic students have a more negative approach toward this statement. In Finland 42 percent of the students are not able to share an opinion related to this statement.

**By country 2 / 3**

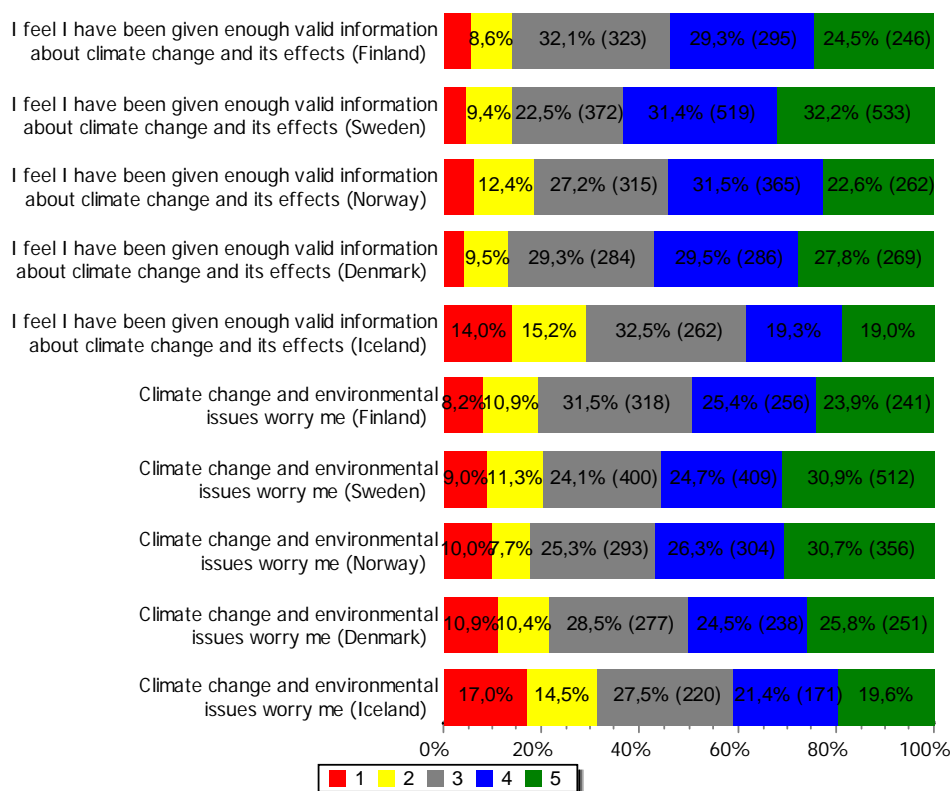
**Pic. 22. Following are statements on media and young people's participation. (Scale: fully agree with the statement (5), partially agree with the statement (4), don't agree or disagree (3), partially disagree (2), completely disagree (1))**

A relatively large percentage of students representing Denmark and Norway are of the opinion that student bodies represent the interests of all students whereas only 14 percent of Swedish students share this view.

Norwegian and Danish students also most often agree with the statement that they can freely express their opinions and that adults take them seriously. Finnish students least often agree with this statement.

Norwegian and Danish children also most often agree with the statement that media presents the opinions and perspectives of children and youth and respects them. The Icelandic children have the most critical view regarding this statement. However, approximately one third of the respondents in each country does not agree or disagree with this statement.



**By country 3 / 3**

**Pic. 23. Following are statements on media and young people's participation.**  
**(Scale: fully agree with the statement (5), partially agree with the statement (4), don't agree or disagree (3), partially disagree (2), completely disagree (1))**

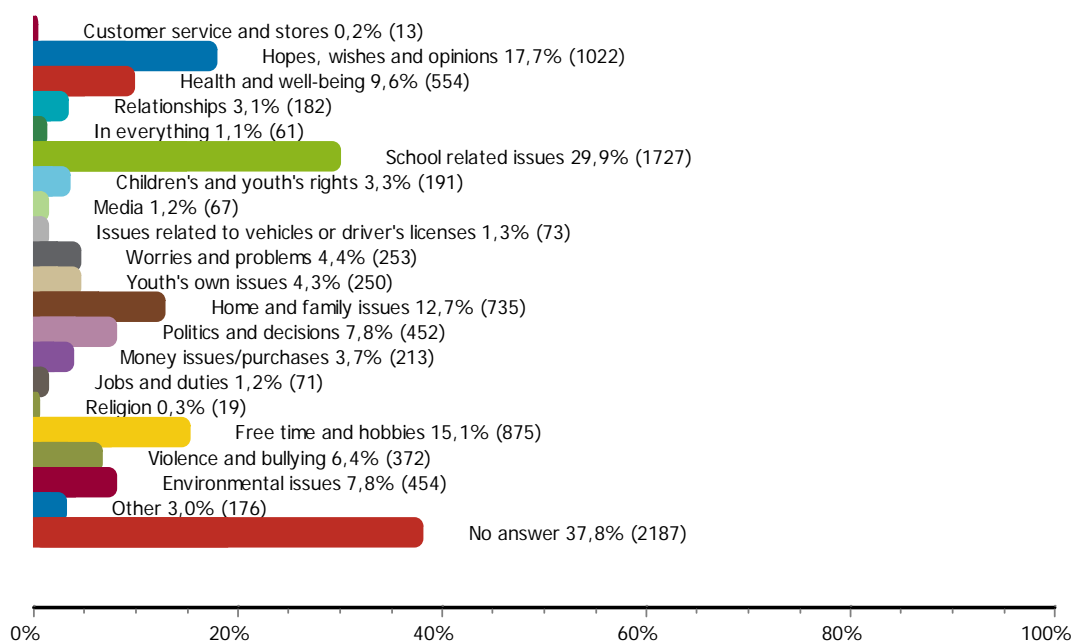
Icelandic students least often agree with the above statements related to climate change and environmental issues. They in particular feel to have received less information on these issues than students from other participating countries. However, it is notable that one third of Icelandic students cannot provide a view or opinion on whether they have been given enough information.

According to these results Swedish and Danish students have received most information on environmental issues. Climate change arouses most concern among children in Sweden and Norway.

Approximately one third of the children in Finland are not able to share an opinion on statements related to environmental issues (don't agree or disagree). This is slightly more often than in other Nordic countries.

## 7.2. The most important issues where young people should be heard and have influence on

### All Nordic countries



**Pic. 24. In your opinion, what are the three most important issues where young people should be heard and have an influence on? (1.-3. mentioned issues altogether)**

Nordic children and youth participating in this survey were asked to list the three most important issues on which they should be heard.

Most commonly school-related issues were seen as the most important matters on which children and youth should be heard; 30 percent of the respondents included school-related matters in the three most important issues. Also, hopes, wishes and opinions (18%), free time and hobbies (15%) and home-related issues (13%) received several responses. Additionally, politics and decision-making as well as health and well-being were mentioned often.

38 percent of the students did not provide an answer for this question.

**By country**

	Finland	Sweden	Norway	Denmark	Iceland
Customer service and stores	0,3% (3)	0,3% (5)	0,2% (2)	0,1% (1)	0,4% (3)
Hopes, wishes and opinions	13,9% (145)	17,3% (294)	18,8% (226)	20,1% (203)	25,9% (214)
Health and well-being	6,9% (72)	13,4% (227)	6,0% (72)	9,1% (92)	8,9% (74)
Relationships	3,8% (40)	1,8% (30)	3,5% (42)	4,3% (43)	5,9% (49)
In everything	3,0% (31)	0,3% (5)	1,1% (13)	0,5% (5)	1,1% (9)
School related issues	30,6% (319)	27,2% (461)	38,1% (457)	27,3% (275)	14,5% (120)
Children's and youth's rights	3,5% (37)	2,8% (47)	3,6% (43)	3,4% (34)	8,1% (67)
Media	2,3% (24)	0,5% (9)	2,3% (27)	0,2% (2)	0,2% (2)
Issues related to vehicles or driver's licenses	0,9% (9)	1,9% (32)	0,3% (4)	1,3% (13)	4,0% (33)
Worries and problems	8,6% (90)	3,2% (54)	2,8% (33)	4,1% (41)	1,1% (9)
Youth's own issues	7,5% (78)	3,5% (60)	3,3% (40)	3,8% (38)	1,6% (13)
Home and family issues	20,0% (209)	5,7% (97)	23,1% (277)	8,5% (86)	5,6% (46)
Politics and decisions	5,4% (56)	5,8% (98)	13,2% (158)	8,8% (89)	4,6% (38)
Money issues/purchases	5,9% (62)	1,8% (31)	3,7% (44)	4,6% (46)	5,6% (46)
Jobs and duties	1,6% (17)	0,5% (8)	1,2% (14)	2,0% (20)	3,4% (28)
Religion	0,5% (5)	0,1% (1)	0,6% (7)	0,4% (4)	0,4% (3)
Free time and hobbies	21,4% (223)	10,4% (176)	19,5% (234)	13,2% (133)	15,1% (125)
Violence and bullying	3,6% (38)	5,1% (86)	8,3% (99)	9,8% (99)	2,7% (22)
Environmental issues	4,8% (50)	6,7% (113)	9,8% (118)	11,1% (112)	3,1% (26)
Other	3,8% (40)	1,6% (27)	3,3% (40)	3,9% (39)	11,2% (93)
No answer	32,8% (342)	46,2% (784)	30,0% (360)	35,6% (359)	41,4% (342)
<b>Total</b>	<b>181,0% (1890)</b>	<b>155,9% (2645)</b>	<b>192,7% (2310)</b>	<b>172,0% (1734)</b>	<b>164,7% (1362)</b>

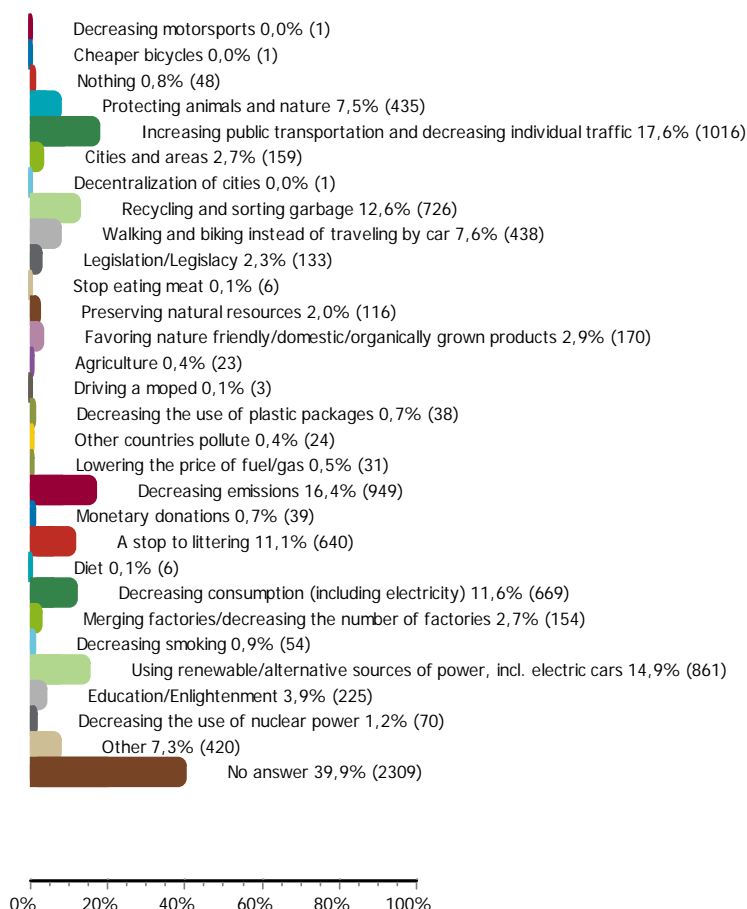
***Pic. 25. In your opinion, what are the three most important issues where young people should be heard and have an influence on? (1.-3. mentioned issues altogether)***

The three most important issues by country were:

- Finland: school-related issues (31%), free time and hobbies (21%) and home and family issues (20%)
- Sweden: school-related issues (27%), hopes, wishes and opinions (17%) and health and well-being(13%)
- Norway: school-related issues (38%), home and family issues (23%), free time and hobbies (20%) and hopes, wishes and opinions (19%)
- Denmark: school-related issues (27%), hopes, wishes and opinions(20%) and free time and hobbies (13%)
- Iceland: hopes, wishes and opinions (26%), free time and hobbies (15%) and school-related issues (15%)

### 7.3. The most important things that should be done to combat climate change / to protect the environment

#### All Nordic countries



**Pic. 26. In your opinion, what are the three most important things that should be done in your country to combat climate change and / or to protect the environment? (1.-3. mentioned issues altogether)**

The respondents were asked to name the three most important actions to be taken in their country to combat climate change or/and to protect the environment. The overall most important action is increasing public transport and decreasing individual traffic (18%). Also using renewable sources of energy (15%), decreasing emissions (16%) and recycling and sorting waste (13%) were mentioned often. Decreasing consumption and not littering were also often mentioned actions.

Four out of ten (40%) children did not answer this question.

**By country**

	Finland	Sweden	Norway	Denmark	Iceland
Decreasing motorsports	0,1% (1)	0,0% (0)	0,0% (0)	0,0% (0)	0,0% (0)
Cheaper bicycles	0,0% (0)	0,1% (1)	0,0% (0)	0,0% (0)	0,1% (1)
Nothing	1,5% (16)	0,6% (10)	0,7% (8)	0,6% (6)	2,9% (24)
Protecting animals and nature	6,5% (68)	7,0% (119)	6,1% (73)	10,4% (105)	10,3% (85)
Increasing public transportation and decreasing individual traffic	24,0% (251)	12,3% (208)	28,9% (346)	10,4% (105)	13,9% (115)
Cities and areas	0,1% (1)	0,0% (0)	0,0% (0)	12,3% (124)	0,4% (3)
Decentralization of cities	0,0% (0)	0,0% (0)	0,0% (0)	0,1% (1)	0,0% (0)
Recycling and sorting garbage	19,0% (198)	11,7% (199)	17,3% (208)	3,7% (37)	13,7% (113)
Walking and biking instead of traveling by car	6,9% (72)	8,7% (148)	10,0% (120)	3,8% (38)	13,3% (110)
Legislation/Legislacy	0,9% (9)	2,2% (38)	3,4% (41)	2,8% (28)	1,8% (15)
Stop eating meat	0,2% (2)	0,2% (3)	0,0% (0)	0,0% (0)	0,0% (0)
Preserving natural resources	3,8% (40)	1,3% (22)	2,3% (27)	1,2% (12)	3,0% (25)
Favoring nature friendly/domestic/organically grown products	3,8% (40)	4,7% (80)	1,1% (13)	1,0% (10)	1,8% (15)
Agriculture	0,2% (2)	0,2% (4)	0,1% (1)	1,2% (12)	0,0% (0)
Driving a moped	0,3% (3)	0,0% (0)	0,0% (0)	0,0% (0)	0,0% (0)
Decreasing the use of plastic packages	1,1% (12)	0,6% (11)	0,9% (11)	0,0% (0)	0,6% (5)
Other countries pollute	0,4% (4)	0,1% (2)	0,7% (8)	0,7% (7)	0,7% (6)
Lowering the price of fuel/gas	0,9% (9)	0,4% (6)	0,5% (6)	0,5% (5)	1,1% (9)
Decreasing emissions	18,5% (193)	13,4% (228)	19,0% (228)	17,4% (175)	11,1% (92)
Monetary donations	1,1% (11)	0,4% (7)	1,3% (15)	0,3% (3)	0,2% (2)
A stop to littering	18,0% (188)	8,5% (145)	10,0% (120)	9,6% (97)	13,3% (110)
Diet	0,1% (1)	0,1% (2)	0,2% (2)	0,0% (0)	0,6% (5)
Decreasing consumption (including electricity)	13,3% (139)	8,5% (145)	14,1% (169)	13,1% (132)	4,7% (39)
Merging factories/decreasing the number of factories	6,1% (64)	0,8% (14)	2,2% (26)	2,9% (29)	3,5% (29)
Decreasing smoking	1,8% (19)	0,9% (15)	0,4% (5)	0,5% (5)	3,5% (29)
Using renewable/alternative sources of power, incl. electric cars	8,7% (91)	15,5% (263)	20,9% (250)	14,0% (141)	19,5% (161)
Education/Enlightenment	4,4% (46)	4,7% (79)	2,8% (33)	3,1% (31)	5,6% (46)
Decreasing the use of nuclear power	1,5% (16)	1,6% (28)	0,8% (9)	0,7% (7)	0,4% (3)
Other	5,9% (62)	4,1% (69)	9,7% (116)	10,9% (110)	16,7% (138)
No answer	34,0% (355)	49,9% (846)	30,9% (370)	37,7% (380)	35,1% (290)
<b>Total</b>	<b>183,2% (1913)</b>	<b>158,6% (2692)</b>	<b>183,9% (2205)</b>	<b>158,7% (1600)</b>	<b>177,8% (1470)</b>

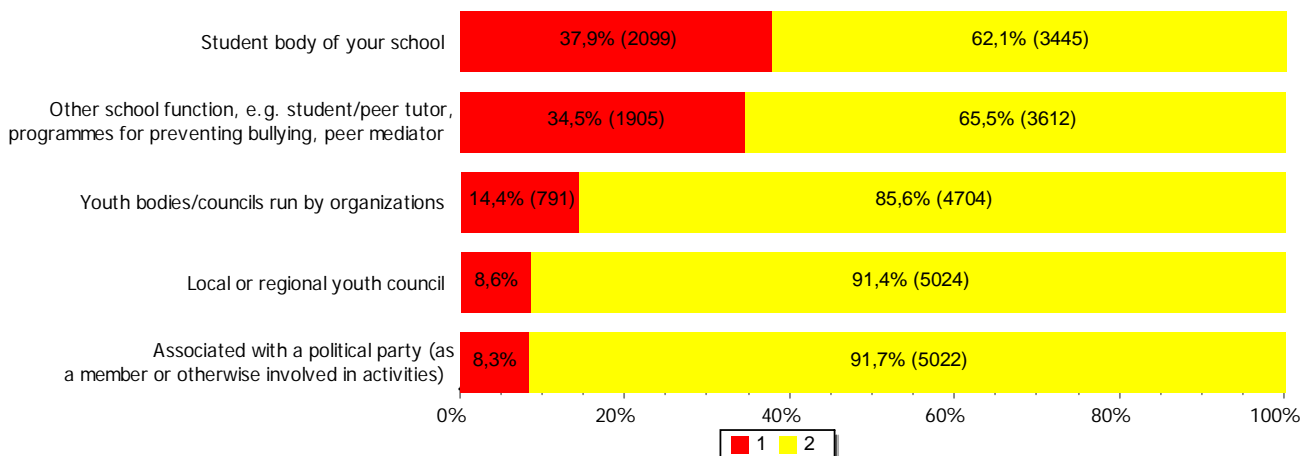
***Pic. 27. In your opinion, what are the three most important things that should be done in your country to combat climate change and / or to protect the environment? (1.-3. mentioned issues altogether)***

The three most important issues were:

- Finland: increasing public transportation and decreasing individual traffic (24%), decreasing emissions (19%) and recycling and sorting waste (19%)
- Sweden: using renewable/alternative sources of energy (16%), decreasing emissions (13%), increasing public transportation and decreasing private traffic(12%) recycling and sorting waste(12%)
- Norway: increasing public transportation and decreasing individual traffic (29%), using renewable/alternative sources of energy (21%) and decreasing emissions (19%)
- Denmark: decreasing emissions (17%), using renewable/alternative sources of energy (14%) and decreasing consumption (13%)
- Iceland: using renewable/alternative sources of energy (20%), recycling and sorting waste (14%) and increasing public transportation and decreasing individual traffic (14%)

## 7.4. Participation

### All Nordic countries

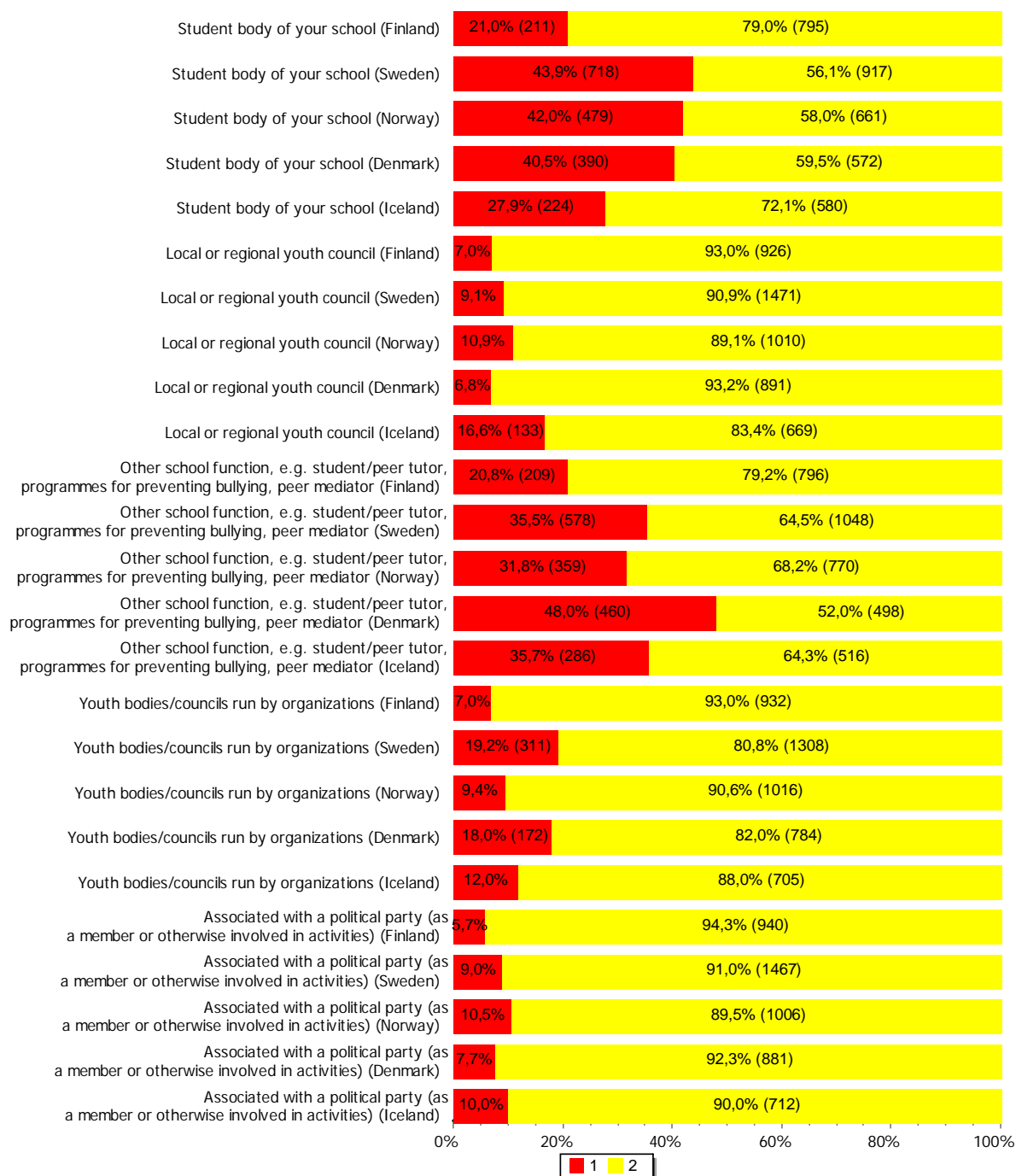


**Pic. 28. Have you been part of the following functions?  
(Scale: 1=yes, 2=no)**

Approximately four out of ten (38%) respondents explain to have participated in student council activity. 35 percent of the students have taken part in other school activities/functions (e.g. peer tutor programme, programmes for preventing bullying, peer mediator)

Only 14 percent of the respondents agree to have participated in organizational youth council, 9 percent in local or regional youth council and 8 percent in activity associated with a political party.

Boys are slightly more active in taking part in activities organized outside school (e.g. organizational activities, political parties, youth councils). Student councils of schools have attracted mainly the same amount of boys and girls whereas girls have been more active in other school-related activities.

**By country**

**Pic. 29. Have you been part of the following functions? (Scale: 1=yes, 2=no)**

Students from Sweden, Norway and Denmark have most often participated in the activities of student councils. Norwegian students have been most active in other school-related activities.

Participation in student councils and other school-related activities is less frequent in Finland in comparison to other Nordic countries. Approximately four out of ten students in Norway, Sweden and Denmark express participation in student councils.

Youth councils have attracted similar numbers of children in Nordic countries with the exception of Iceland where almost a fifth of the respondents have taken part in youth council activities.

Organizational activities have attracted most participation in Sweden and Denmark where approximately one fifth of the students have taken part in a related activity.

The data does not reveal significant differences in political activity between nationalities.

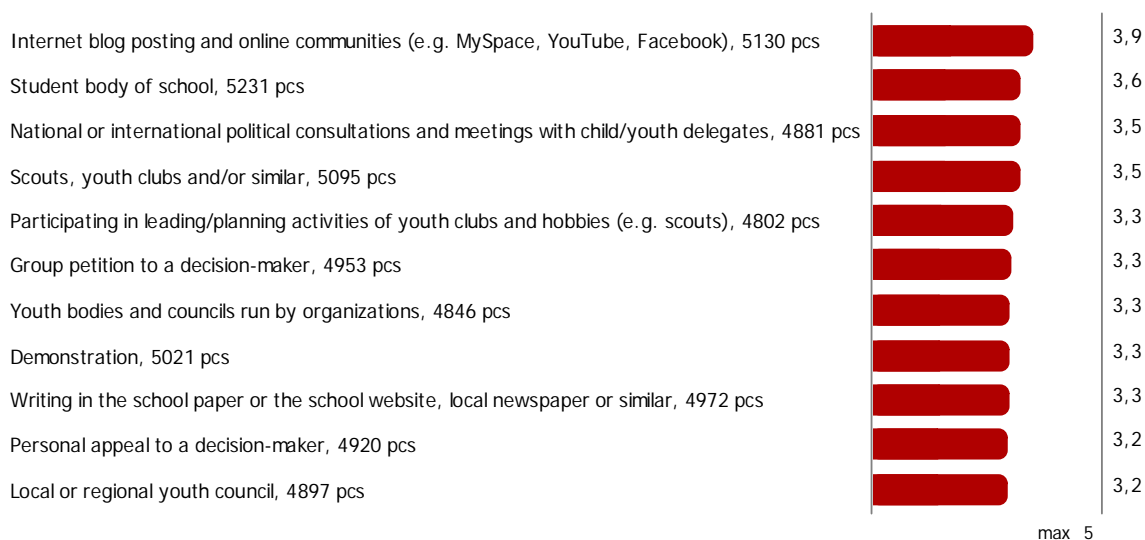
Participation in most of the above mentioned activities has been clearly less frequent among the respondents in Finland.



## 8. CHILDREN AND YOUTH AS CITIZENS

### 8.1. Importance of channels or methods of participation

#### All Nordic countries



**Pic. 30. Evaluate how important the following channels or methods of participation are in your opinion. (Scale: 1= not important at all, 2= only slightly important, 3= neither meaningless nor important, 4= somewhat important, 5= very important)**

Participation is defined here as acting to create a desired change. Often the ultimate goal is to influence public authorities and/or decision makers.

The most important channels of participation are:

- Internet blog posting and online communities (e.g. MySpace, YouTube, Facebook)
- Student body of school
- National or international political consultations and meetings with child/youth delegates
- Scouts, youth clubs and/or similar

Girls experience almost all channels of participation more relevant than boys. Nevertheless, the approach and attitudes can mainly be described as neutral and these factors are seen somewhat important.

FACTOR OF OPERATION	Average N=5781	girl N=2882	boy N=2870
<b>Channels of youth participation</b>			
Student body of your school	3,6	3,7	3,4
Local or regional youth council	3,2	3,3	3,1
Youth bodies and councils run by organizations	3,3	3,4	3,1
Scouts, youth clubs and/or similar	3,5	3,7	3,4
<b>Average</b>	<b>3,39</b>	<b>3,54</b>	<b>3,25</b>
<b>Methods of youth participation</b>			
Demonstration	3,3	3,3	3,2
Group petition to a decision-maker	3,3	3,4	3,3
Personal appeal to a decision-maker	3,2	3,3	3,1
National or international political consultations and meetings with child/youth delegates	3,5	3,7	3,4
Internet blog posting and online communities (e.g. MySpace, YouTube, Facebook)	3,9	4,0	3,7
Writing in the school paper or the school website, local newspaper or similar	3,3	3,4	3,1
Participating in leading/planning activities of youth clubs and hobbies (e.g. scouts)	3,3	3,4	3,3
<b>Average</b>	<b>3,40</b>	<b>3,51</b>	<b>3,30</b>
<b>Average</b>	<b>3,40</b>	<b>3,52</b>	<b>3,28</b>

**Table: Comparison by sex**

**Green** = higher / better than the average

**Red** = lower / worse than the average

The importance of various channels of participation decreases as the students grow older with the exception of 13-year-old children to whom the channels of participation have more significance than for 12-year-old children.

FACTOR OF OPERATION	Average N=5781	12 N=322	13 N=1608	14 N=1901	15 N=1684	16 N=214
<b>Channels of youth participation</b>						
Student body of your school	3,6	3,6	3,8	3,5	3,4	3,3
Local or regional youth council	3,2	3,2	3,4	3,2	3,1	3,0
Youth bodies and councils run by organizations	3,3	3,3	3,4	3,3	3,2	3,1
Scouts, youth clubs and/or similar	3,5	3,7	3,7	3,4	3,4	3,5
<b>Average</b>	<b>3,39</b>	<b>3,47</b>	<b>3,59</b>	<b>3,35</b>	<b>3,27</b>	<b>3,22</b>
<b>Methods of youth participation</b>						
Demonstration	3,3	3,3	3,3	3,3	3,2	3,2
Group petition to a decision-maker	3,3	3,4	3,4	3,3	3,3	3,2
Personal appeal to a decision-maker	3,2	3,2	3,3	3,2	3,2	3,1
National or international political consultations and meetings with child/youth delegates	3,5	3,6	3,7	3,5	3,4	3,2
Internet blog posting and online communities (e.g. MySpace, YouTube, Facebook)	3,9	3,8	4,0	3,8	3,8	3,7
Writing in the school paper or the school website, local newspaper or similar	3,3	3,4	3,4	3,2	3,2	3,1
Participating in leading/planning activities of youth clubs and hobbies (e.g. scouts)	3,3	3,5	3,5	3,4	3,2	3,2
<b>Average</b>	<b>3,40</b>	<b>3,44</b>	<b>3,51</b>	<b>3,40</b>	<b>3,32</b>	<b>3,24</b>
<b>Average</b>	<b>3,40</b>	<b>3,45</b>	<b>3,54</b>	<b>3,39</b>	<b>3,30</b>	<b>3,23</b>

**Table: Comparison by age**

**Green** = higher / better than the average

**Red** = lower / worse than the average

When compared by country various channels and methods for participation are experienced most important among Swedish and Norwegian respondents.

Nevertheless, mainly all channels and methods of participation are considered somewhat important or they are seen as neutral; on average the responses emphasize option 3 (neither meaningless nor important).

In all Nordic countries the children consider internet blog posting and online communities as the most important channels of participation.

FACTOR OF OPERATION	Average N=5775	Finland N= 1044	Sweden N= 1697	Norway N= 1199	Denmark N= 1008	Iceland N=827
<b>Channels of youth participation</b>						
Student body of your school	3,5	3,3	3,6	3,8	3,5	3,3
Local or regional youth council	3,2	3,1	3,3	3,3	3,1	3,1
Youth bodies and councils run by organizations	3,3	3,1	3,3	3,5	3,2	3,1
Scouts, youth clubs and/or similar	3,5	3,5	3,5	3,7	3,5	3,4
<b>Average</b>	<b>3,38</b>	<b>3,26</b>	<b>3,42</b>	<b>3,56</b>	<b>3,32</b>	<b>3,21</b>
<b>Methods of youth participation</b>						
Demonstration	3,3	3,0	3,4	3,4	3,2	3,1
Group petition to a decision-maker	3,3	3,1	3,4	3,5	3,2	3,1
Personal appeal to a decision-maker	3,2	3,1	3,4	3,4	3,0	3,1
National or international political consultations and meetings with child/youth delegates	3,5	3,3	3,7	3,7	3,4	3,1
Internet blog posting and online communities (e. g. MySpace, YouTube, Facebook)	3,8	3,7	3,9	4,0	3,8	3,6
Writing in the school paper or the school website, local newspaper or similar	3,3	3,1	3,3	3,4	3,1	3,2
Participating in leading/planning activities of youth clubs and hobbies (e.g. scouts)	3,4	3,3	3,5	3,4	3,1	3,4
<b>Average</b>	<b>3,39</b>	<b>3,25</b>	<b>3,50</b>	<b>3,54</b>	<b>3,28</b>	<b>3,25</b>
<b>Average</b>	<b>3,38</b>	<b>3,25</b>	<b>3,47</b>	<b>3,55</b>	<b>3,29</b>	<b>3,23</b>

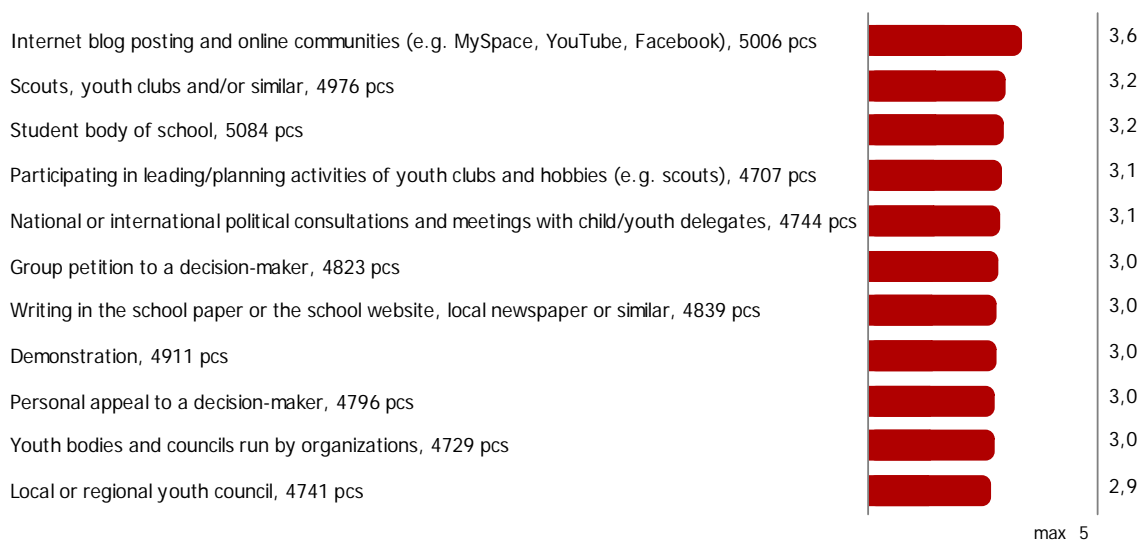
**Table: Comparison by country**

**Green** = higher / better than the average

**Red** = lower / worse than the average

## 8.2. Realization in influencing matters

### All Nordic countries



**Pic. 31. Evaluate how well these channels or methods of participation have worked for you in influencing matters. (Scale: 1= very poorly, 2= quite poorly, 3= neither poorly nor well, 4= quite well, 5= very well)**

The most successful channels for participation in the opinion of the respondents have been:

- Internet blog posting and online communities (e.g. MySpace, YouTube, Facebook)
- Scouts, youth clubs and/or similar
- Student body of school

When compared by gender, girls consider most channels for participation to have been more successful in practice. Both boys and girls consider internet blog posting and online communities as the most successful channels or methods to participate.

FACTOR OF OPERATION	Average N=5781	girl N=2882	boy N=2870
<b>Channels of youth participation</b>			
Student body of your school	3,2	3,3	3,1
Local or regional youth council	2,9	2,9	2,9
Youth bodies and councils run by organizations	3,0	3,0	2,9
Scouts, youth clubs and/or similar	3,2	3,3	3,2
<b>Average</b>	<b>3,07</b>	<b>3,13</b>	<b>3,00</b>
<b>Methods of youth participation</b>			
Demonstration	3,0	3,0	3,0
Group petition to a decision-maker	3,0	3,1	3,0
Personal appeal to a decision-maker	3,0	3,0	2,9
National or international political consultations and meetings with child/youth delegates	3,1	3,2	3,1
Internet blog posting and online communities (e.g. MySpace, YouTube, Facebook)	3,6	3,7	3,6
Writing in the school paper or the school website, local newspaper or similar	3,0	3,1	2,9
Participating in leading/planning activities of youth clubs and hobbies (e.g. scouts)	3,1	3,2	3,1
<b>Average</b>	<b>3,12</b>	<b>3,16</b>	<b>3,09</b>
<b>Average</b>	<b>3,10</b>	<b>3,15</b>	<b>3,06</b>

**Table: Comparison by sex**

**Green** = higher / better than the average

**Red** = lower / worse than the average

The older the respondent, the weaker the success in evaluation of participation channels in practice, with the exception of 13-year-old children who consider channels to have been more successful than do 12-year-old children.

FACTOR OF OPERATION	Average N=5781	12 N=322	13 N=1608	14 N=1901	15 N=1684	16 N=214
<b>Channels of youth participation</b>						
Student body of your school	3,2	3,2	3,3	3,2	3,1	3,1
Local or regional youth council	2,9	3,0	3,0	2,9	2,8	2,8
Youth bodies and councils run by organizations	3,0	2,9	3,1	3,0	2,8	2,8
Scouts, youth clubs and/or similar	3,2	3,4	3,4	3,2	3,2	3,2
<b>Average</b>	<b>3,07</b>	<b>3,12</b>	<b>3,20</b>	<b>3,04</b>	<b>2,99</b>	<b>2,97</b>
<b>Methods of youth participation</b>						
Demonstration	3,0	3,0	3,0	3,0	3,0	2,9
Group petition to a decision-maker	3,0	2,9	3,1	3,0	3,0	3,0
Personal appeal to a decision-maker	3,0	2,9	3,0	3,0	2,9	2,9
National or international political consultations and meetings with child/youth delegates	3,1	3,1	3,2	3,1	3,0	2,9
Internet blog posting and online communities (e.g. MySpace, YouTube, Facebook)	3,6	3,6	3,7	3,6	3,6	3,5
Writing in the school paper or the school website, local newspaper or similar	3,0	3,0	3,1	3,0	3,0	2,8
Participating in leading/planning activities of youth clubs and hobbies (e.g. scouts)	3,1	3,2	3,2	3,1	3,1	2,9
<b>Average</b>	<b>3,12</b>	<b>3,10</b>	<b>3,19</b>	<b>3,12</b>	<b>3,09</b>	<b>2,98</b>
<b>Average</b>	<b>3,10</b>	<b>3,11</b>	<b>3,19</b>	<b>3,09</b>	<b>3,05</b>	<b>2,98</b>

**Table: Comparison by age**

**Green** = higher / better than the average

**Red** = lower / worse than the average

When compared by country Norwegian and Swedish students rate methods and channels of participation more successful. Country specific differences are not significant, however.

In all Nordic countries the most effective methods of participation are internet blog posting and online communities.

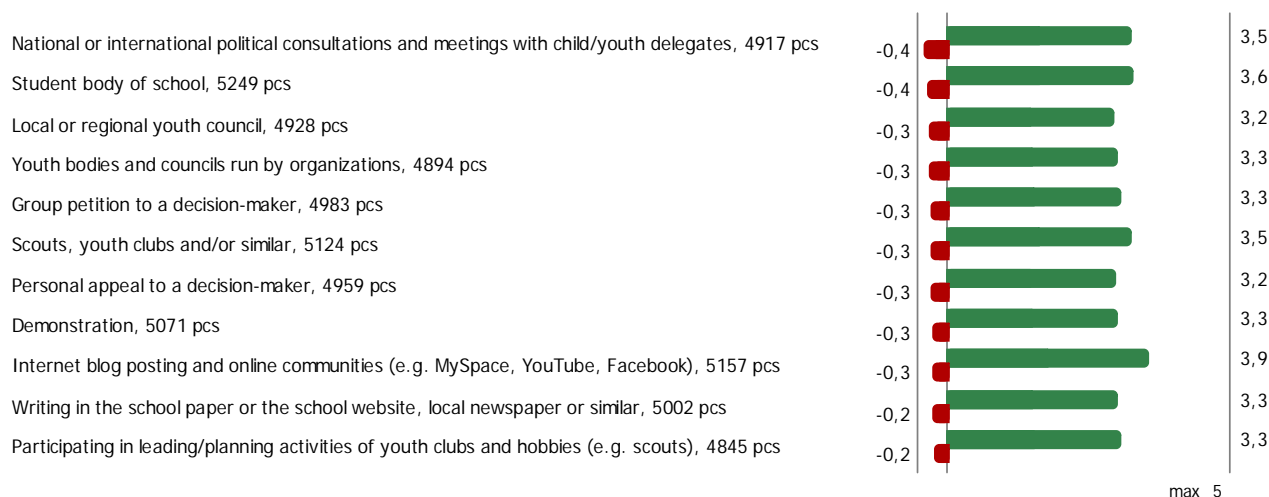
FACTOR OF OPERATION	Average N=5775	Finland N=1044	Sweden N=1697	Norway N=1199	Denmark N=1008	Iceland N=827
<b>Channels of youth participation</b>						
Student body of your school	3,2	3,1	3,2	3,3	3,2	3,2
Local or regional youth council	2,9	2,9	2,9	2,9	2,8	3,0
Youth bodies and councils run by organizations	3,0	2,9	3,0	3,0	2,8	3,0
Scouts, youth clubs and/or similar	3,2	3,2	3,2	3,3	3,2	3,2
<b>Average</b>	<b>3,07</b>	<b>3,01</b>	<b>3,11</b>	<b>3,14</b>	<b>2,99</b>	<b>3,07</b>
<b>Methods of youth participation</b>						
Demonstration	3,0	2,8	3,1	3,0	3,0	3,0
Group petition to a decision-maker	3,0	2,9	3,1	3,1	2,9	2,9
Personal appeal to a decision-maker	2,9	2,9	3,1	3,1	2,8	2,9
National or international political consultations and meetings with child/youth delegates	3,1	3,0	3,2	3,2	3,0	2,9
Internet blog posting and online communities (e.g. MySpace, YouTube, Facebook)	3,6	3,5	3,6	3,8	3,5	3,5
Writing in the school paper or the school website, local newspaper or similar	3,0	2,9	3,1	3,1	2,9	3,0
Participating in leading/planning activities of youth clubs and hobbies (e.g. scouts)	3,2	3,1	3,2	3,2	3,0	3,2
<b>Average</b>	<b>3,12</b>	<b>3,01</b>	<b>3,21</b>	<b>3,22</b>	<b>3,01</b>	<b>3,05</b>
<b>Average</b>	<b>3,10</b>	<b>3,01</b>	<b>3,17</b>	<b>3,19</b>	<b>3,00</b>	<b>3,06</b>

**Table: Comparison by country**

**Green** = higher / better than the average

**Red** = lower / worse than the average

### 8.3. Gap analysis



**Pic. 32. Gap analysis**

According to the gap analysis the channels for participation that have been least successful in relation to the estimated importance of the method are:

- National or international political consultations and meetings with child/youth delegates
- Student body of school

In overall the various channels and methods for participation are considered fairly effective in relation to their significance. According to the division presented on page 23 channels or methods that are poorly realized or need to be improved are not present in the data.

#### 8.4. Comparison by sex

According to the gap analysis the experiences from various channels and methods of participation in relation to the estimated importance are on average more positive among boys

Girls feel that national or international political consultations with child delegates have not been successful in relation to the expectations.

FACTOR OF OPERATION	Average N=5781	girl N=2882	boy N=2870
<b>Channels of youth participation</b>			
Student body of your school	-0,4	-0,4	-0,3
Local or regional youth council	-0,3	-0,4	-0,2
Youth bodies and councils run by organizations	-0,3	-0,4	-0,2
Scouts, youth clubs and/or similar	-0,3	-0,4	-0,2
<b>Average</b>	<b>-0,33</b>	<b>-0,41</b>	<b>-0,24</b>
<b>Methods of youth participation</b>			
Demonstration	-0,3	-0,3	-0,2
Group petition to a decision-maker	-0,3	-0,3	-0,2
Personal appeal to a decision-maker	-0,3	-0,3	-0,2
National or international political consultations and meetings with child/youth delegates	-0,4	-0,5	-0,3
Internet blog posting and online communities (e.g. MySpace, YouTube, Facebook)	-0,3	-0,3	-0,2
Writing in the school paper or the school website, local newspaper or similar	-0,2	-0,3	-0,2
Participating in leading/planning activities of youth clubs and hobbies (e.g. scouts)	-0,2	-0,3	-0,1
<b>Average</b>	<b>-0,28</b>	<b>-0,35</b>	<b>-0,21</b>
<b>Average</b>	<b>-0,30</b>	<b>-0,37</b>	<b>-0,22</b>

**Table: Comparison by sex**

In the gap analysis, the gap value is formed by the difference between the influence and importance rating. The greater the factor's negative gap value, the more unsatisfied respondents were concerning this factor.

**Green** = well realized factor, **yellow** = 'could be improved', **red** = poorly realized factor



## 8.5. Comparison by age

When compared by age, almost all channels and methods of participation are estimated to have been realized well. 13-year-old children are of the opinion that national or international consultations with child delegates in particular have not been successful in relation to the expectations.

On the basis of the averages from the gap analysis the estimates are nevertheless least positive among the youngest children (12- and 13-year-olds)

FACTOR OF OPERATION	Average N=5781	12 N=322	13 N=1608	14 N=1901	15 N=1684	16 N=214
<b>Channels of youth participation</b>						
Student body of your school	-0,4	-0,4	-0,4	-0,4	-0,3	-0,2
Local or regional youth council	-0,3	-0,2	-0,4	-0,3	-0,3	-0,2
Youth bodies and councils run by organizations	-0,3	-0,4	-0,4	-0,3	-0,3	-0,3
Scouts, youth clubs and/or similar	-0,3	-0,4	-0,4	-0,3	-0,2	-0,3
<b>Average</b>	<b>-0,33</b>	<b>-0,35</b>	<b>-0,39</b>	<b>-0,32</b>	<b>-0,28</b>	<b>-0,26</b>
<b>Methods of youth participation</b>						
Demonstration	-0,3	-0,3	-0,3	-0,3	-0,2	-0,2
Group petition to a decision-maker	-0,3	-0,4	-0,3	-0,3	-0,3	-0,2
Personal appeal to a decision-maker	-0,3	-0,3	-0,3	-0,3	-0,2	-0,2
National or international political consultations and meetings with child/youth delegates	-0,4	-0,4	-0,5	-0,4	-0,4	-0,4
Internet blog posting and online communities (e.g. MySpace, YouTube, Facebook)	-0,3	-0,2	-0,3	-0,2	-0,2	-0,2
Writing in the school paper or the school website, local newspaper or similar	-0,2	-0,4	-0,3	-0,3	-0,2	-0,2
Participating in leading/planning activities of youth clubs and hobbies (e.g. scouts)	-0,2	-0,3	-0,3	-0,2	-0,1	-0,3
<b>Average</b>	<b>-0,28</b>	<b>-0,34</b>	<b>-0,32</b>	<b>-0,29</b>	<b>-0,23</b>	<b>-0,25</b>
<b>Average</b>	<b>-0,30</b>	<b>-0,34</b>	<b>-0,35</b>	<b>-0,30</b>	<b>-0,25</b>	<b>-0,25</b>

**Table: Comparison by age**

In the gap analysis, the gap value is formed by the difference between the influence and importance rating. The greater the factor's negative gap value, the more unsatisfied respondents were concerning this factor.

**Green** = well realized factor, **yellow** = 'could be improved', **red** = poorly realized factor

## 8.6. Comparison by country

When compared by country almost all channels and methods of participation are considered to have been realized well in relation to expectations

Responses among Icelandic children include the most positive views and the weakest realizations is found among the answers from Norwegian respondents. The gap analysis also takes into account the estimated importance of the factor.

Norwegian and Swedish respondents feel that improvement is needed in methods of participation concerning national/international meetings. In Norway the students are also of the opinion that student bodies/councils have not met the expectations in relation to the importance of the factor.

FACTOR OF OPERATION	Average N=5775	Finland N= 1044	Sweden N=1697	Norway N=1199	Denmark N=1008	Iceland N=827
<b>Channels of youth participation</b>						
Student body of your school	-0,3	-0,3	-0,3	-0,5	-0,4	-0,1
Local or regional youth council	-0,3	-0,3	-0,3	-0,4	-0,3	-0,1
Youth bodies and councils run by organizations	-0,3	-0,3	-0,3	-0,4	-0,3	-0,1
Scouts, youth clubs and/or similar	-0,3	-0,3	-0,3	-0,4	-0,3	-0,2
<b>Average</b>	<b>-0,31</b>	<b>-0,26</b>	<b>-0,31</b>	<b>-0,43</b>	<b>-0,33</b>	<b>-0,14</b>
<b>Methods of youth participation</b>						
Demonstration	-0,3	-0,2	-0,3	-0,3	-0,3	-0,2
Group petition to a decision-maker	-0,3	-0,2	-0,3	-0,4	-0,3	-0,2
Personal appeal to a decision-maker	-0,3	-0,2	-0,3	-0,3	-0,3	-0,3
National or international political consultations and meetings with child/youth delegates	-0,4	-0,4	-0,5	-0,5	-0,4	-0,2
Internet blog posting and online communities (e.g. MySpace, YouTube, Facebook)	-0,2	-0,2	-0,3	-0,3	-0,3	-0,1
Writing in the school paper or the school website, local newspaper or similar	-0,2	-0,2	-0,3	-0,3	-0,2	-0,2
Participating in leading/planning activities of youth clubs and hobbies (e.g. scouts)	-0,2	-0,2	-0,2	-0,2	-0,2	-0,2
<b>Average</b>	<b>-0,27</b>	<b>-0,23</b>	<b>-0,30</b>	<b>-0,32</b>	<b>-0,27</b>	<b>-0,19</b>
<b>Average</b>	<b>-0,28</b>	<b>-0,24</b>	<b>-0,30</b>	<b>-0,36</b>	<b>-0,29</b>	<b>-0,17</b>

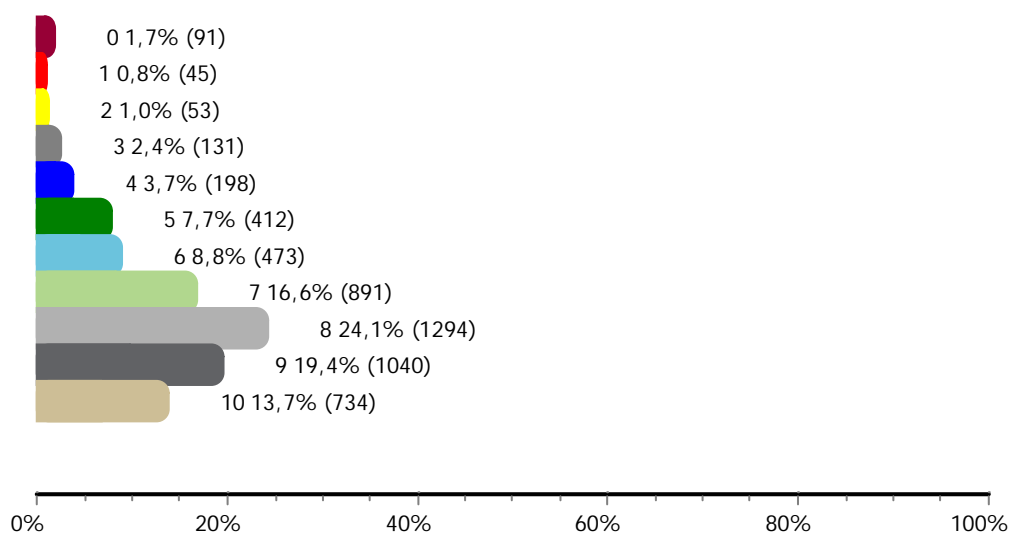
**Table: Comparison by country**

In the gap analysis, the gap value is formed by the difference between the influence and importance rating. The greater the factor's negative gap value, the more unsatisfied respondents were concerning this factor.

**Green** = well realized factor, **yellow** = 'could be improved', **red** = poorly realized factor

## 9. QUALITY OF LIFE

### All Nordic countries



**Pic. 33. Imagine a ladder with 10 steps. If step 10 is the best possible life for you and the bottom, 0, is the worst possible life for you. In general, where on the ladder do you feel you stand at the moment?**

Altogether 57 percent of the respondents have chosen the highest steps (8-10) when assessing their quality of life whereas four percent of the respondents have chosen the lowest steps (0-2).

The average total assessment for quality of life among the respondents is 7,4.

The overall assessment of the quality of life is only slightly higher among boys than girls.

FACTOR OF OPERATION	Average N=5781	girl N=2882	boy N=2870
Quality of life	7,4	7,3	7,5
Average	7,37	7,27	7,47

**Table: Comparison by sex**

**Green** = higher / better than the average

**Red** = lower / worse than the average

Additionally, younger students (12-13 years) provide more positive answers concerning the quality of life than the older students (14-16 years)

FACTOR OF OPERATION	Average N=5781	12 N=322	13 N=1608	14 N=1901	15 N=1684	16 N=214
Quality of life	7,4	7,5	7,6	7,3	7,3	7,2
Average	7,37	7,51	7,55	7,30	7,30	7,20

**Table: Comparison by age**

**Green** = higher / better than the average

**Red** = lower / worse than the average

Discontent on one's quality of life is more common among older students for both boys and girls. It can also be seen from the data that the difference between boys and girls is greater among older students.

FACTOR OF OPERATION	Average N=2882	12 N=162	13 N=828	14 N=928	15 N=853	16 N=93
Quality of life	7,3	7,5	7,5	7,3	7,1	7,1
Average	7,27	7,46	7,47	7,27	7,08	7,07

**Table: Comparison by age - girls**

**Green** = higher / better than the average

**Red** = lower / worse than the average

FACTOR OF OPERATION	Average N=2870	12 N=159	13 N=777	14 N=966	15 N=825	16 N=121
Quality of life	7,5	7,6	7,6	7,3	7,5	7,3
Average	7,47	7,56	7,65	7,32	7,52	7,31

**Table: Comparison by age - boys**

**Green** = higher / better than the average

**Red** = lower / worse than the average

**By country**

FACTOR OF OPERATION	Average N=5775	Finland N=1044	Sweden N=1697	Norway N=1199	Denmark N=1008	Iceland N=827
Quality of life	7,3	7,8	7,1	7,1	7,6	7,2
Average	7,34	7,79	7,15	7,12	7,57	7,16

***Pic. 34. Imagine a ladder with 10 steps. If step 10 is the best possible life for you and the bottom, 0, is the worst possible life for you. In general, where on the ladder do you feel you stand at the moment?***

The highest ratings for quality of life are given by Finnish respondents the average being 7,8. The second highest rates are among Danish respondents (average 7,6). The lowest average ratings are among Icelandic, Swedish and Norwegian respondents (average 7,1-7,2).

It can be seen from the data that in all Nordic countries girls rate their quality of life lower than boys. The ratings by gender are closest to each other in Denmark and furthest away in Sweden, Norway and Iceland.

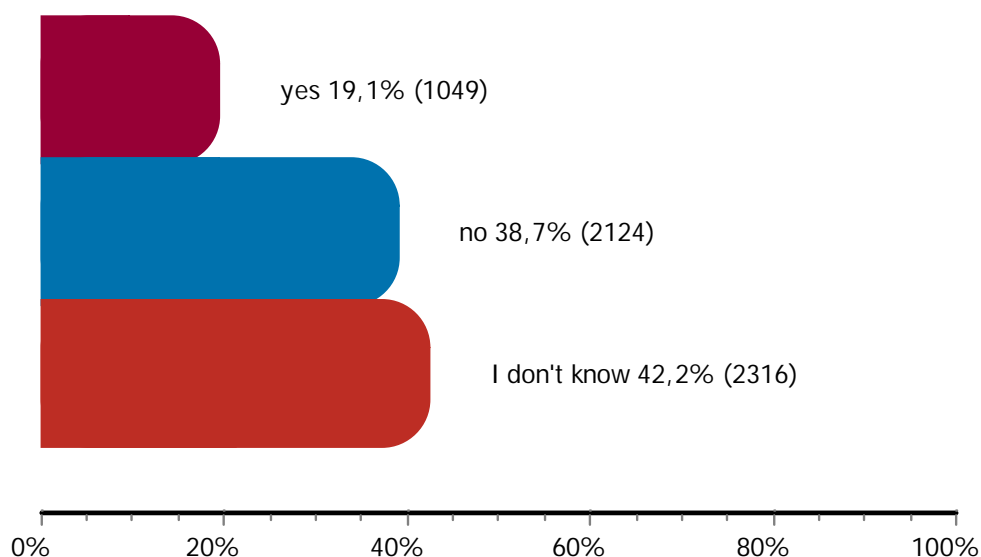
The data reveals that younger Finnish and Swedish students, 12 to 13-year-olds, rate their quality of life higher than the older students. The same phenomenon can also be seen in the data on the part of Norwegian students; 14-year-olds are more contented to their quality of life and 15-year-olds clearly least contented.

In Denmark the highest rate for quality of life is given by 15-year-old students. The weakest quality of life is among 12- and 14-year-old students according to the data.

In Iceland 13- and 15-year-old students rate their quality of life higher than other age groups. 14-year-olds in particular provide ratings lower than younger and older children.

## 10. DO YOU THINK DIFFERENTLY OF PARTICIPATION AFTER HAVING COMPLETED THIS QUESTIONNAIRE?

### All Nordic countries

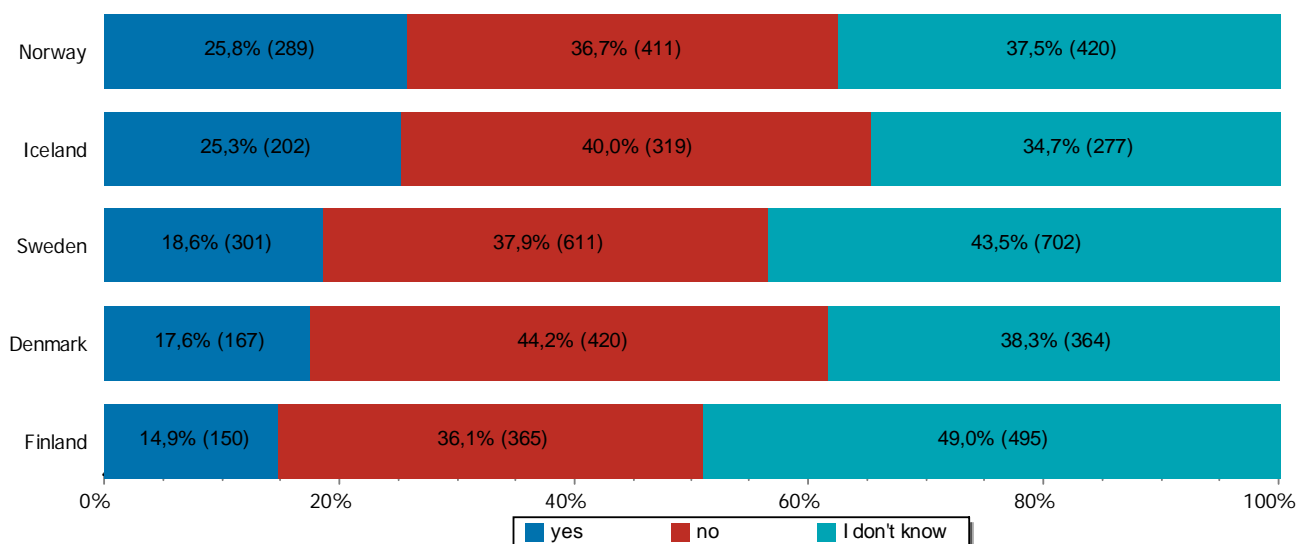


**Pic. 35. Do you think of participation differently after having completed this questionnaire?**

39 percent of the respondents explain not to think of participation differently after completing the questionnaire. 19 percent of the respondents agree to have a different view on participation.

43 percent of the boys respond not to notice a change in attitudes toward participation after completing the questionnaire. The corresponding percentage among girls is 34%. Approximately one fifth of both boys and girls agree noticing a change. A larger number of girls (46%) cannot say whether they think of participation differently after completing the questionnaire. The corresponding percentage among boys is 38%.

The younger students in particular (12 to 13-year-olds) agree more often than other age groups to notice a change in attitude toward participation after completing the questionnaire. On the basis of the data, it seems that the older the student the fewer changes are reported.

**By country**

***Pic. 36. Do you think of participation differently after having completed this questionnaire?***

Norwegian (26%) and Icelandic (25%) students in particular seem to have experienced a change in their attitudes toward participation.

Participating in this survey has had least effect on the attitudes toward participation of Finnish, Swedish and Danish children.

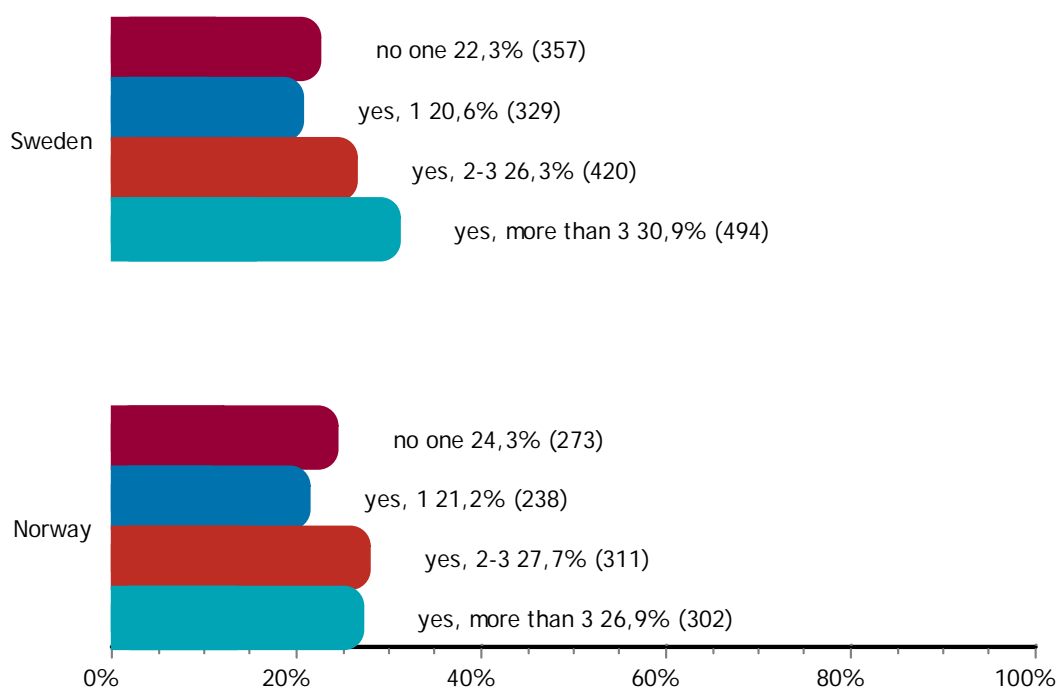
In all Nordic countries boys in particular state that participating in the survey does not have any impact on their attitudes toward participation. Girls state more often that they do not know whether completing the questionnaire has made a difference or not.

In all countries the difference between before and after completing the questionnaire is less significant for older students whereas most changes in attitudes are reported by younger, mainly 12- and 13-year-old students.

## ADDITIONAL QUESTIONS: NORWAY AND SWEDEN

### 11. ADULT SUPPORT

#### 11.1. Availability of adult support



***Kuva 37. Do you have a grown up except your parents and teachers that you can talk to if you are in difficulties?***

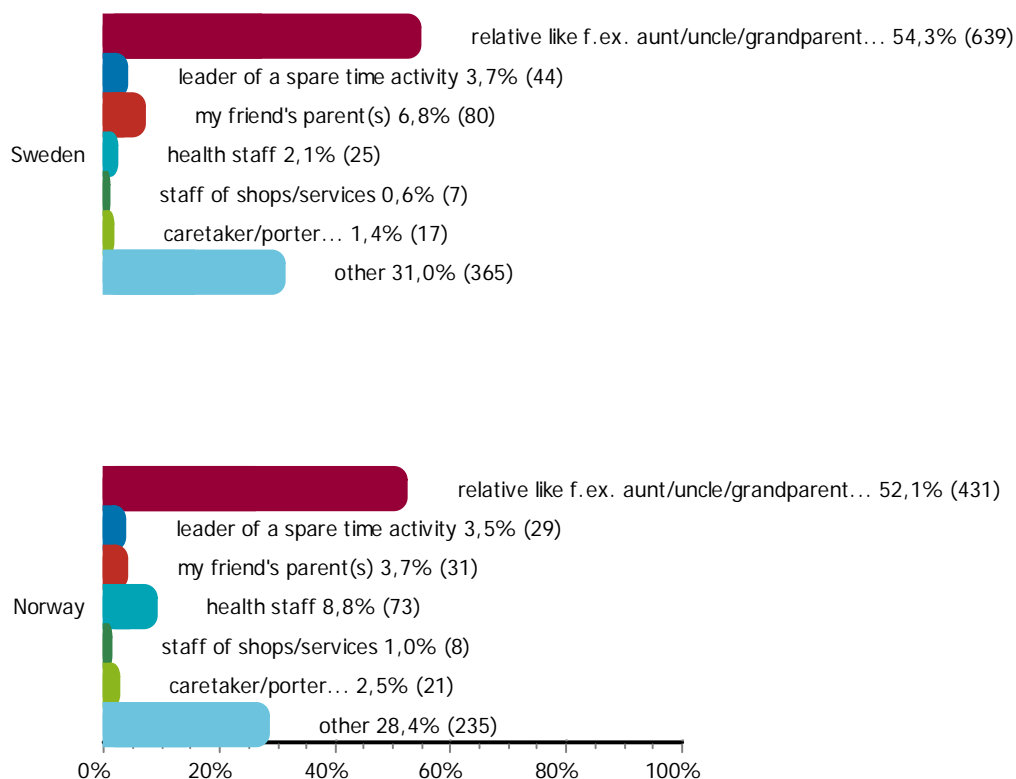
31 percent of respondents in Sweden and 27 percent in Norway experience to have more than three adults in their life to whom they can confide in and with whom they can discuss difficulties in their life (excluding parents and teacher). Slightly more than 25 percent in both countries have 2 -3 such adult contacts and approximately 20 percent one such adult contact. 22% of the respondents in Sweden and 24% in Norway do not have an adult in addition to parents or teacher to whom they can confide their troubles.

In both Sweden and Norway girls have slightly more often at least one adult contact than boys. Differences between genders are not significant though.

The data does not reveal significant differences between age groups either. In Sweden adult support is most often missing from 16-year-olds (30%). In Norway adult support is most often missing from 12-year-olds (29%).



## 11.2. Where to find adult support



### **Kuva 38. If yes on the previous question: Who would you go to?**

Over 50 percent of the students in Sweden and Norway feel they can discuss even difficult issues with an adult relative or a family member if needed. Additionally Swedish children feel they can confide in the parents of their friends (7%) and Norwegian children in health staff (9%).

When compared by gender, the data does reveal significant differences in this respect.

In both Sweden and Norway younger children in particular (12 to 13-year-olds) would discuss difficult issues with a relative/family member (appr. 60 percent) whereas only one third of 16-year-olds would confide in a family member and less than half of 15-year-old students.

## 12. SUMMARY OF RESULTS BY COUNTRY

The weighted combined Nordic results as well as unweighted country-specific results have been presented in this report.

The most significant differences between participating countries: Finland, Sweden, Norway, Denmark and Iceland, will be presented in this chapter. These differences will be examined through unweighted data.

The survey data reveals some country specific difference with regard to **knowledge and awareness on the rights of the child**.

- When compared to other participating countries Finnish children seem to be more aware of the rights of the child. Altogether 69 percent of secondary school aged Finnish students consider knowing a lot about, or being at least somewhat familiar with child rights. Corresponding percentages are 58% in Sweden, 54% in Norway, 42% in Iceland and 39% in Denmark.
- In Sweden (85%), Finland (84%) and in Norway (82%) the students are most aware of whom the rights of the child concern. 79% of Icelandic children know that the rights of the child concern all children under the age of 18 in the world. The awareness on child rights is the weakest in Denmark, 18 percent of the Danish respondents are not able to say whom the rights of the child concern.
- Swedish, Finnish and Norwegian children in particular have learned about the rights of the child at school (overall approximately 80 percent). The difference to corresponding percentages from Iceland and Denmark is approximately 20 percent units.

The data also reveals country specific differences in attitudes toward **physical punishment**.

- Finnish respondents have clearly a more tolerant approach toward physical punishment of children; altogether 31% seem to accept physical punishment to some extent. In other Nordic countries the corresponding percentage is approximately ten.
- Norwegian and Danish respondents share the most negative approach toward physical punishment; over 80 percent of the respondents are of the opinion that a child cannot be physically punished under any circumstances. In Finland the corresponding percentage is slightly under fifty and in Sweden and Iceland approximately 75.

**Opportunities to influence** in school, home and free time related issues are experienced as most important among the Swedish and Norwegian respondents. The Danish respondents rate these issues least important. However, the country specific differences are not significant.

- According to the overall average results based on gap analysis the possibilities to influence are rated best among the Danish respondents whereas the Swedish respondents estimate to have the weakest possibilities. The gap analysis includes the estimated importance of the factor in the results.

The results reveal country specific differences in the respondents' estimation on their **quality of life**.

- The highest ratings for quality of life are given among Finnish respondents; the average being 7,8. The corresponding figure in Denmark is 7,6. The weakest ratings are given among Swedish, Norwegian and Icelandic respondents (average between 7,1 and 7,2).
- In Finland 88 percent and in Denmark 86 percent of the children rate their quality of life between six and ten on a scale from 0-10. In other Nordic countries the corresponding figures are given by slightly less than 80 percent of the children.

### 13. KEY RESULTS

The target group of this study consists of Nordic secondary school aged (12-16 years) students. The data was collected from the answers of 5775 students altogether from 155 Nordic schools.

The main objective of this study was to find out how well aware Nordic secondary school students are of the rights of the child as well as to map the participation of and possibilities for participation for the respondents in their daily life at home, at school and in the surrounding society.

#### *Child rights / human rights*

Slightly over half of the respondents altogether feel they are well aware and know a lot (9%) about the rights of the child or are at least somewhat familiar with them (46%). A quarter of the respondents feel they know very little about the rights of the child and tenth of the respondents have only heard them mentioned. Four percent of the respondents state to have no knowledge on child rights. When compared by gender, boys consider knowing a lot or being at least somewhat familiar with child rights more often than girls. On the other hand, a slightly larger number of boys respond not to be at all familiar with child rights or cannot provide an answer.

The majority of the respondents (75%) have learned about the rights of the child at school followed by radio/television (46%), newspapers and magazines (35%) and the Internet (32%). Only 3 percent of the respondents have not heard of child rights before.

The majority of Nordic children and youth (82%) are aware of the fact that the rights of the child concern all children under the age of 18 in the world. Slightly over ten percent cannot say whom the rights concern. 2 percent of the respondents believe the rights of the child only concern European children or children under the age of ten. Girls (85%) are more aware than boys of whom the rights of the child concern (79%).

Three out of four Nordic secondary school aged students are of the opinion that a child must not be physically punished under any circumstances. 13 percent consider mild forms of physical punishment acceptable. 3 percent of the respondents would allow physical punishment whereas ten percent of the respondents cannot provide an answer. Girls take a firmer stand on the issue of physical punishment – 82 percent of the girls do not accept physical punishment of children in any circumstances whereas the corresponding percentage among boys is 68.

The respondents mostly agree on the statements related to human rights in general – children must be protected from all forms of violence. The majority also is of the opinion that all people have a right to life. A minority of the respondents are of the opinion that also people who have committed a serious crime have a right to life.

### *Opportunities to influence*

Nordic children and youth wish to have influence over the use of their own money. They also want to be heard and involved in decision-making and when solving conflicts. On the one hand, the choice of school and possibility to be heard with regard to the content of school curricula and lessons is of significance for the respondents. On the other hand, home-related issues such as influencing the décor of one's room are seen important.

Possibilities to influence school-related matters in particular are not seen as successful as the respondents would hope for. For example giving feedback for the teachers and influencing the topics covered in class are not realized well in relation to the expectations.

Girls experience possibilities to influence on average as more important than boys but feel they have slightly less opportunities to make a difference and influence.

The Internet is an important channel of participation for Nordic children and youth. In addition to being considered significant it is also considered an effective method of influencing.

### *Participation*

Nordic children and youth are active in participating in school-related activities, approximately one third of the respondents have taken part in these activities. Participation in political activities and youth councils is less common, however. Boys seem to be slightly more active than girls in taking part in activities organized outside school.

The respondents were asked to describe their opinions on various social and environmental issues and to state whether they have received adequate information related to these issues. It was somewhat difficult for the respondents to take a position in regarding many of the statements which may be caused by the fact that children are not yet very well aware of many societal issues such as decision-making processes or voting.

The respondents most often agreed with the statements on receiving truthful information on climate change and its impacts. The respondents least often agreed with the statement "voting age in national and local elections should be lowered".

### *Quality of life*

Nordic children and youth rate their quality of life relatively high; altogether 83 percent of the respondents choose options between 6 and 10 on a scale 0-10. The overall average on quality of life is 7,4.

Boys rate their quality of life slightly higher than girls. Additionally, younger students (12 to 13-year-olds) estimate their quality of life to be slightly better than among the older students.