BOYS' ADVICE ON EQUALITY

advice to adults in schools about well-being for boys

CHANGE FACTORY

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Changefactory Knowledge Centre
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The photos are of participants in the advice collection*
*there is no connection between the participants' experiences and the placement of the photos

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ABOUT THE ADVICE COLLECTION

The advice collection BOYS' ADVICE ON EQUALITY was conducted in autumn 2024. 186 boys, aged 13–19, from lower and upper secondary school, have participated. All participants were pupils who had not previously taken part in knowledge collection conducted by Changefactory.

Background
Several studies have shown that boys perform worse in subjective assessments in school than in objective assessments like exams and national tests. In addition, some boys are less motivated, which can make it more difficult to be at school. With this as a starting point, Changefactory has asked boys themselves to give advice to adults in schools.

The UN Convention on the Rights of the Child applies to everyone under the age of 18
The advice collection was conducted based on Article 12 of the UN Convention on the Rights of the Child and Section 104 of the Norwegian Children's Rights Act, which gives all children the right to express their views freely on matters affecting them individually and as a group. Well-being for boys at school is a matter that affects children and the responses from the boys in the advice collection can be used to make decisions in this area.

About the participants
All participants are boys attending lower and upper secondary school. The boys went to schools in Bodø, Trondheim, Kristiansand, Vennesla, Drammen, Lørenskog, Nordre Follo, Lillestrøm and Nesodden.

Thank you to the schools who contributed to the advice collection. We are incredibly grateful that we were allowed to visit you!

About the method
To collect and systematise summarised experiences and advice from children and young people, a participatory and practice-oriented qualitative method is used. CF has called it the Changemethod. The Changemethod was developed in close collaboration with children and young people. It takes children's right to express their opinion in ways that feel safe for them, very seriously. The method consists of process descriptions and tools that help many different children and young people to participate. It's closely based on a participatory method used in action research, called Participatory Learning and Action (PLA).

Professor of Political Science Marit Skivenes, on Changefactory's board, is responsible for the methodology and oversees and ensures the quality of Changefactory's work with all knowledge acquisition, in collaboration with Professor of Community Medicine Arild Bjørndal.

Questions and topics
A semi-structured interview guide was designed, based on responses from children in previous qualitative surveys, and on questions from professionals and politicians.

The topic of the interview guide was how school feels like for boys, how emotions can be expressed in different ways, and what adults can do to make sure that pupils feel they are treated equally.

Professionals reviewed the interview guide and provided input to ensure that the knowledge professionals needed was collected. The questions were tested through pilot sessions. The interview guide was adjusted before the advice collection began.

The facilitators also developed a methodology for the sessions. They linked various methodological tools to the specific questions, to ensure everyone had the opportunity to share experiences and give advice.

Privacy
A Data Protection Impact Assessment was prepared prior to the start of the project. The risk is considered to be low. The advice collection does not store or process personal data that could link the boys' answers to them, other adults or the pupils' lives. In the sessions, no names of the participants or other information that could help identify people directly or indirectly, like names of third parties, place names or names of schools, were written down. The facilitators who conducted the advice collection are well trained in this practice.

Out of concern for the privacy of each participant, the facilitators worked throughout the session to ensure that the pupils' history, family, or adults at school didn't become the focus of their answers. The focus was on their experience of being a boy in school.

All photos in this advice collection have been approved for use, and written consent has been obtained. There is no connection between the boys' experiences and the placement of the photos.

Conducting the sessions
Participants were recruited through schools. The facilitators asked to speak with all boys in a class. They were invited based on a desire for a spread in age and geographical affiliation. 16 sessions were held, which lasted about 2 school hours each. The sessions were held in classrooms, with no adults other than the facilitators present. There were an average of 12 boys in each session, with 2-3 facilitators. The facilitators explained to the boys that they had come to visit to ask them questions, because boys currently attending lower and upper secondary schools know best how this feels.

Based on knowledge from children, the facilitators spent some time at the beginning of the sessions getting the boys and the facilitators to get to know each other a bit, through games and conversation. The boys were also given contact information for the facilitators, which they could use to ask questions or get in touch for other reasons after the session.

The boys were given information about:
- why the advice collection was being conducted
- that what they said was written down and processed anonymously
- that they could choose how much or how little they wanted to answer
- that no answer was right or wrong
- that all their answers are equally important
- what their answers would be used for
- that they could withdraw from the session if they wanted to

The advice collection was conducted using both qualitative and quantitative methods. Quantitative questions aimed to map the participants and their experiences. Qualitative questions were open-ended and focused on in-depth explanations. The qualitative approach was most important, to collect a range of experiences, and to ensure in-depth understanding.

The facilitators actively participated in giving of themselves and asking questions. In addition to talking, creative and visual tools were used to ensure that as many boys as possible were able and willing to answer. The facilitators responsible for the program are well trained in using these types of tools.

Tools used:

- Four corners: The facilitator read out statements with four answer alternatives. The boys went to the corner with the answer they agreed with. The boys were invited to comment on why they went where they went.
- Ball in a circle: The facilitator and the boys sat in a circle and threw a ball between them. Whoever had the ball answered the question.
- Note in a box: The boys each got a note where they checked off various options, or wrote their own answers, and put the note in a closed box.
- Advice photos: The boys went into smaller groups and took pictures that illustrated the advice they wanted to give adults.
- Icebreakers: small games to get to know each other and move the body.

Feedback from the boys was that it was fun, enjoyable and that they especially liked the methodology where they could move around or throw the ball.

Summarising the knowledge

The experiences and advice collected were sorted thematically. Answers that were repeated the most were summarised as knowledge from pupils. The main answers are in headings, and in-depth explanations are summarised in paragraphs and bullet points. The language used is as similar as possible to what the boys used. The knowledge from the boys is not tied to theory. The percentages are calculated based on how many boys answered quantitative questions.

THANK YOU TO THE BOYS

A million thanks to you boys who gave the advice! Thank you for being brave, sharing your feelings, and giving wise advice that can contribute to change. Thank you for helping Norway understand more about how boys can experience school, and how schools can do a better job of motivating, including, and supporting boys. We hope that your advice is taken seriously by everyone working with, and in, schools.

CHILDREN HAVE RIGHTS

The UN Convention on the Rights of the Child (UNCRC) gives children some procedural rights, which describe how children should be met, in all actions and decisions that concern them, so that adults can assess what's best for the child.

Children's right to information

- Implicitly follows from UNCRC art. 12 cf. CRC no. 12 sections 16, 25 and 41

The UN Committee on the Rights of the Child states that children have the right to receive all the information necessary to be able to express their views freely and determine what's best for them in the situation. The right to information is a prerequisite for the child to be able to express their views freely about actions and decisions to be taken.

Children's right to express their views freely

- UNCRC art. 12 and Norwegian constitution (Grl.) § 104

Children have the right to express themselves freely in all matters that concern them, and their opinion shall be given weight. The authorities have a duty to secure this right for all children, without exception. This is an independent right that children have, it has no age limit and neither parents nor other adults can restrict this right.

Children's right to privacy

- UNCRC art. 16, Grl. § 102 and ECHR art. 8

No child shall be subjected to arbitrary or unlawful interference with their privacy. This means, among other things, that adults cannot automatically share information from or about the child with other adults, in a service, with other services or with parents. There must be a legal basis that permits sharing, and the interference with the child's privacy must be necessary.

The best interests of the child

- UNCRC art. 3 and Grl. § 104

After the child has been given information, the opportunity to express themself freely and their respect for privacy has been ensured, an assessment can be made of what's in the best interests of the child. The UNCRC states that the best interests of the child shall be a fundamental consideration in actions and decisions affecting a child. What's best for the child must be decided based on a concrete assessment. The child's own opinions should be a central factor.

KNOWLEDGE FROM PUPILS

ADVICE TO ADULTS

ADVICE

The boys went into smaller groups to think of advice about what adults can do to make boys feel that school is just as good for boys as it is for girls. After thinking for a bit, they left the room and took pictures to illustrate their advice. Then everyone gathered, and each group presented their advice photos. A facilitator asked follow-up questions along the way for more detailed explanations. This section includes headlines with bullet points that elaborate on topics that many boys presented, and quotes from boys.

show kindness

show trust and respect

show positivity and engagement

get to know the class

treat boys and girls equally

varied school days with practical learning

understand and adapt to individual needs

HOW ADULTS CAN BE TO MEET BOYS IN GOOD WAYS

Show kindness

What adults can do:

- be kind to all pupils
- be understanding and patient, give more chances and don't be strict
- show that it's okay to make mistakes or not understand something

What difference this could make:

- the pupils look forward to lessons with the adult
- there will be a good vibe in the class
- it becomes easier to learn
- pupils become more keen to learn

QUOTES

Kinder teachers and not so serious punishment. Not just boys, but girls too.

He's not a robot teacher. He's a human being. Be happy, don't look so grumpy all the time.

What's being kind? Being understanding and patient.

The pupil you are talking to has missed a submission, it's okay, you can have an extra day. Give them more chances. Be patient.

He's more calm, not too strict, but not too kind. Perfect teacher for boys and girls.

Show trust and respect

What adults can do:

- show that you trust the pupils
- show that you listen carefully to the pupils and their suggestions and opinions
- avoid yelling at pupils

What difference this could make:

- if the teacher doesn't yell, pupils give more respect
- it's safer with a teacher you trust

QUOTES

If we can trust them, it's easier to speak up if we're having a hard time.

If you give me trust, I don't want to abuse it.

It could be that if some boys are joking and another boy who didn't do anything gets yelled at. That they often yell at everyone instead of just the ones who did it when it comes to boys.

Don't discriminate, equal consequences. Everyone's on their cell phones, so equal consequences.

I feel that respect is treating a person the way you want them to treat you. For example, if your teacher doesn't treat you with respect, you lose your respect for him.

It's important to feel the respect, because then it's a bit easier to learn and feel that you're not just bad at the subject, that you're actually capable of something.

Show positivity and commitment

What adults can do:

- stay calm and show that you care
- be engaged
- joke around a bit and do something fun in class

What difference this could make:

- it feels safer and it's easier to learn when the teacher is kind
- it's more fun when the teacher is engaged and does something different in class

QUOTES

Then they can feel that they belong there, that they should be there, that they feel that they are worth something.

The teacher has to let the boys talk a bit because they are always strict with the boys and not the girls, and there is always this image that they're after us.

Teachers who are engaged, who actually hang with the pupils and don't just sit and drink coffee, corrects you if you make a mistake.

Learn better, better environment and better relationships with teachers. It becomes more fun.

The teachers are a bit enthusiastic, energetic.

WHAT ADULTS CAN DO TO MEET BOYS IN GOOD WAYS

Get to know the class

What adults can do:

- contribute to a good vibe in the class
- help pupils get to know each other and feel safe with each other

What difference this could make:

- it's important to have a positive and good class environment
- it becomes safer in class

QUOTES

Contribute, talk to the pupils who are excluded, get them involved in things. I only heard about it in primary and lower secondary school. It isn't like that here in upper secondary school, they stop talking about it.

Those who don't make friends are seen as losers, if you sit alone there are many people who sit and stare at you.

Treat boys and girls equally

What adults can do:

- treat everyone with trust and respect
- talk about feelings, both when something has happened and to talk about how the pupil is feeling
- believe boys when they explain what happened
- don't assume that boys have done something right away
- don't compare pupils or hold prejudices against a pupil because he's a boy

What difference this could make:

- it's safer when everyone is treated equally
- it becomes more fair when everyone is treated equally
- pupils gain more respect for the teacher when the teacher treats everyone equally

QUOTES

Be a bit more fair in the way things are done, speak in the same way.

More motivated. Feels like you want to give something back to that teacher. If he's chill with you, you're chill back.

They watch both equally, equal scolding for boys and girls.

They understand what's wrong, pupils say things they wouldn't say out of the blue. What does that mean?

You feel pressured because the teacher doesn't trust you, more safe in your emotions, feel safer at school.

If you start with a clean slate, give another chance if you think other things could happen again, but show that we are just as good as girls.

Varied school days with practical learning

What adults can do:

- do activities and practical things
- have shorter lessons and more breaks for better concentration
- have different school days, like more activity or starting later
- adapt teaching to different needs
- make the lessons more exciting

What difference this could make:

- when you're outside more, it creates engagement and motivation
- movement creates more motivation and concentration

QUOTES

This means that the pupil will want to learn, when it's outside or practical, not just theoretical in the classroom.

You calm down more with breaks. When you get all your energy out, you concentrate and enjoy your classes more because you get a break.

Try to make learning a bit more fun, not just sitting inside writing, but going out more.

You get to air your brain, then you get more motivation when you come back in because you've used your energy. Often when you have a lot of energy, it's more difficult to concentrate.

When I know there's an outdoor lesson coming up, even a relaxing outdoor lesson, it can be what gets me through the day.

I think it's logical. For example, science. Science, why should we have it inside? It's outside. Isn't it logical that we should have science outside in nature?

It becomes easier to look forward to things, and more fun to go to school.

Understand and adapt to individual needs

What adults can do:

- adapt the lessons to what the pupils want
- listen to the pupils and try to understand
- find ways to make the class more calm

What difference this could make:

- pupils can learn in different ways
- it becomes easier to pay attention

QUOTES

Some good strengths are overshadowed by their weaknesses at first, important to see the strengths with the weaknesses. The way you treat them. Gain more understanding.

Teachers have to understand that all pupils are different and not everyone learns in the same way.

If it was a girl she would be more pitied, given more help. It's a bit different when it's facilitated, but there will still be a difference. The lessons now I just feel like I want to go home because they're so boring, but if they had been shorter it wouldn't be like that.

He can understand you and can understand the other side and his argument. Can't just listen to one side.

Then you feel like you are actually being listened to if they listen to you, if you are wrong, I hate. Has to be fair, if teachers show sympathy and want to understand.


KNOWLEDGE FROM PUPILS
EXPERIENCES

SAME FOR BOYS AND GIRLS?

The boys were given different statements. They were asked to choose a corner based on whether they thought the statement that was read out was “always”, “often”, “sometimes” or “never” true. When they stood in the corners, they were asked if they would explain why they had gone there. The percentage that chose the different answer alternatives is shown here. The reasons why they went to the corners they went to are shown in bullet points.

Don’t always learn in the same way

Statement: Boys and girls learn the same way

20% often
- they learn pretty similarly, especially in some subjects
- pupils learn in different ways

64% sometimes
- teachers treats them differently, for example, they are stricter with boys, give girls more help
- some methods of working are better suited for girls than boys
- boys learn better when they are active
- everyone learns differently

16% never
- girls are treated differently than boys, teachers are kinder and more helpful with girls
- it’s easier to concentrate and learn when teaching is more practical

Can struggle with writing, reading, and concentration

Statement: Writing, reading or concentrating can be just as difficult for boys as for girls

17% always
- it depends on the person
- it can be more difficult for boys to concentrate

27% often
- it can be similar, but is often more difficult for boys
- girls are better at concentrating, reading and writing, while boys like to be active and use energy
- girls are more motivated to learn
- being treated differently makes it demotivating

36% sometimes
- girls are calmer and can concentrate longer
- boys have more energy and can’t focus as long
- schools are more adapted for girls
- it feels like there are more expectations for boys

20% never
- boys have more energy, so it’s more difficult to concentrate for a longer period of time, they prefer to learn in an active way
- girls have more motivation and enjoy reading and writing

Sometimes treated differently

Statement: Boys and girls are treated equally by teachers

5% often
- in some situations they are treated differently, but most often equally
- teachers have shorter fuses with boys

46% sometimes
- it's completely individual, everyone is treated a bit differently
- teachers have higher tolerance for girls' behavior
- there are fewer expectations/lower standards for girls, especially in some subjects
- it varies from teacher to teacher

49% never
- girls get away with more and face milder consequences
- teachers treats them differently, especially in PE
- boys are more monitored

Often gets scolded more

Statement: Boys and girls get equally scolded by teachers

2% always
- boys get scolded more often

4% often
- boys do more things that give more reasons to get scolded
- they kind of receive the same amount of scolding, but it depends on the situation

14% sometimes
- teachers scold boys the most, especially if it's not that serious
- it's different with different teachers

80% never
- girls get fewer consequences even if they do the same thing as boys
- it feels like teachers automatically pick on boys more
- girls usually have excuses that the teacher accepts
- it's different with different teachers

Experience less kindness and thoughtfulness

Statement: Teachers are just as kind and thoughtful to boys as they are to girls

2% always
- teachers seem equally kind to everyone

14% often
- they usually seem equally kind, but boys are told off a bit more
- there's a difference from teacher to teacher
- there's a bit of discrimination, adults are often stricter with boys

41% sometimes
- depends on the teacher, but it feels like some teachers care more about girls
- teachers show more consideration for girls if something has happened
- they are usually equally kind to girls and boys

43% never
- more aggressive towards boys, doesn't feel like the teacher cares about boys
- girls are treated with more care
- even if a boy and a girl do the same thing, it's usually the boy who suffers the consequences

Treated differently by male and female teachers

Statement: There is a difference in how male and female teachers treat boys

34% always
- a male teacher has an easier time understanding boys, feels like they are more on their side
- female teachers discriminate less

29% often
- it's easier to talk to male teachers, they understand more and are calmer
- younger teachers are more understanding than older ones, regardless of gender
- it depends on the teacher, not on whether they're female or male

23% sometimes
- it depends on the teacher
- male teachers treat boys better and female teachers treat girls better

14% never
- a lot of pressure and expectations on boys regardless what gender the teacher is, especially in physical and practical subjects
- feels like teachers are kinder to girls no matter what

Are watched more closely

Statement: Teachers watch/"monitor" boys as much as girls

3% always
- doesn't feel like they monitor anything that much

7% often
- most often the same, but watches boys a bit more
- teachers have favorites, don't give as much punishment to those who are the teacher's favorite

24% sometimes
- teachers pay more attention to boys because they are waiting for something bad to happen
- teachers pay more attention to the pupils the teacher thinks are making the most noise
- it depends on the teacher how strict and patient they are

66% never
- teachers are much more often around boys and keep an eye on them
- they think boys don't do what they're supposed to, so they monitor them
- even though girls do the same as boys, it's boys who suffer the most consequences

Experience expectations and pressure

Statement: There are just as many expectations or just as much pressure on boys and girls

7% always
- it's about how well you do in school, not gender

15% often
- most often they have the same expectations
- at home, there are higher expectations for boys
- more expectations for boys when it's something physical

65% sometimes
- depends on the teacher and the subject
- it depends on the situation, it's not necessarily about gender, but other factors
- feel there's a greater expectation for boys to do well, especially when it comes to physical and practical subjects
- more pressure on boys, because the teacher expects girls to do better in more theoretical subjects
- teachers expect boys to make noise and not pay attention

13% never
- there's more pressure on boys to pay attention and do what they are supposed to do

HOW DOES IT FEEL?

The boys were asked how it can feel to feel that school is different for girls and boys. The facilitators and the boys sat in a circle and threw a ball between them, whoever had the ball could answer the question. If there were eight boys or more, we divided the group in two. Here are headlines based on answers that many boys gave. Under each headline are quotes from the boys.

Lose motivation

QUOTES

I think it's very demotivating, I get less motivation in class. Not as motivated, because if a girl and a boy work equally well, it's the girl who gets the praise.

That it's harder to learn, that it's unfair and more difficult when we just sit still.

I feel that if you are treated unfairly you lose motivation. A lot of guys give up a little bit. There's that, mostly the fact that you are treated unfairly.

You feel like you can give up very easily. For example, say if there's a math test and you know the teachers are strict with the boys, then you feel like there's no point in doing well because you'll get a bad grade anyway.

Lose motivation. Don't bother working so hard when you think the grades won't come anyway. Lose the will to work.

It's tough, it gets a bit like, it's almost normalised so you don't think about it that much, but it's in the back of your mind. It gets a bit less motivating because you're stereotyped as a boy.

You are treated differently, you get sad and lose motivation, no matter what you do, you feel like you are doing nothing

Bored, sad or heavy

QUOTES

I can get both confused and sad, why is he doing it like that? It can feel like being ignored.

I feel like you're being overlooked a bit and it's hard to feel injustice for a long time without being able to vent and having to work a bit harder for it.

It was sad that it was like that, it's our future and it's the thought that when you know that no matter how much effort you put in, you're somehow treated unfairly, like in terms of the classroom and grades.

I got upset, got depressed, she was just out to get me, and for the smallest thing, she called my mother.

Hurt, get sad, think you're not good enough.

Not worth much and not seen

QUOTES

That the teacher doesn't care about you, treated differently and worthless, and don't want to prepare, because of discrimination.

It's a sensitive topic, when you feel like you're being ignored by your teachers, you feel like you're not being seen.

You don't feel seen as much in society, you feel excluded in a way.

If it feels like teachers don't want anything good for you, and are pushing you to do more and more work, and it doesn't seem like they want anything good for you, then it makes you not want to do anything more in school, that if you don't want to anymore, it makes you not get better.

Angry or mad

QUOTES

Get frustrated, maybe a bit angry. It's no fun to be treated differently.

It can quickly feel a bit like, sad and angry, if you and the girls do the same thing you'll get yelled at, then you'll get angry, because why take me?

Boys are angry, the girls are sad, it can lead to more discrimination, they think they need to comfort, but if they are angry, they see it as a problem.

The boys get angrier or they kind of show a bit more emotion than the girls.

Annoyed or frustrated

QUOTES

It's annoying that boys often get yelled at more than girls, it's an annoying feeling.

Frustration. You can get angry, irritated and then you can't focus.

So the fact that it's kind of unfair the way you're treated is frustrating, and it affects well-being in class, knowing that you're being treated differently.

It can get annoying, so maybe you don't care about the scolding, or you feel like you're doing more wrong than others. You lose faith in yourself. Then you do worse in school.

No feelings there and then. Not until it actually happens. Not long-lasting feelings, but if it happens you get irritated, but not for long. So much has happened that it has become a habit that you don't think about it much in general.

I feel that school is a place for learning, where you should be able to find what you want to do, when the teacher or the school is unable to maintain that, you just get frustrated and irritated by it.

It's pretty annoying because teachers don't take your side, it can make you irritated and ruin your everyday life, because you feel like no one is listening to you.

Bad

QUOTES

It's crazy that it has to be like that, just because we're a different gender they're stricter.

It's a bad feeling, when they care about others and not you, you feel less worthy.

It can feel bad and tiring. Because if you notice that difference, it can be tiring to keep going. And the fact that the teachers favor.

It's annoying if you feel like the teachers are favoring and you get a stricter punishment if you're on your phone and are late, or no punishment at all but scolding.

It's very annoying and boring that they treat us differently.

HOW DO FEELINGS COME OUT?

The boys were asked how the feelings they get when school doesn't feel as good for them as for girls can come out in the things they do or say. They were each given a piece of paper where they ticked off different options. The paper had been created based on knowledge from pupils. They could also write their own answers. The paper was placed in a closed box. The percentage of boys who chose the different options is shown here.

71% Doesn't pay attention in class

64% Becomes difficult to learn

56% Jokes around a lot

53% Doesn't feel like going to school

48% Stops listening to that teacher

46% Gets loud

36% Gets rude/screams at the teacher

33% Gets quiet/doesn't dare to speak loudly in class

30% Gets rude/screams at other pupils

28% Dreads school

27% Dreads class

27% Skips class

27% Leaves class a lot

20% Skips school days

20% Fights/pushes other pupils

17% Tries to do everything right for the teacher

13% Does bad/hurtful things to themselves

10% Hits/kicks/pushes the teacher

CHANGE FACTORY KNOWLEDGE CENTRE

Why knowledge directly from children?
Children and young people have to feel that schools, kindergartens, support services, the police and the legal system are safe and useful for them. Children and young people all over Norway have experiences from meeting these systems and advice on how they can be the best possible. Authorities, professionals and students often lack this knowledge from representative groups of children and young people, when frameworks and what constitutes good practice are to be determined, locally and nationally. Therefore, it has to be brought in to a much greater extent. Knowledge from children and young people, together with other knowledge, has to be part of the knowledge base for research an practice, in order to develop good initiatives and measures for children and young people, and in the work of further developing schools and services.

More than 10 years of knowledge acquisition
Changefactory (CF) has for more than ten years systematically collected experiences and advice from children and young people about how they experience school, kindergarten, support services, the police and the legal system. In 2017, the Prime Minister opened Changefactory Knowledge Centre. The goal was to collect knowledge from children and young people in different life situations, about the public systems created for them, in the best possible way. As far as we know, there are few knowledge centres in Europe whose main purpose is to collect and disseminate knowledge directly from children and young people, about the systems they are in. CF is now seeking collaboration with similar organisations in other countries.

Participatory and practice-oriented method
To collect, systematise and disseminate summarised experiences and advice from children and young people, a participatory and practiceoriented method is used. CF has called it the Change Method. The Change Method has been developed in close collaboration with children and young people. It takes children's right to express their opinions, in ways that are felt safe for them, very seriously. The method consists of process descriptions and tools that contribute to the participation of many different children and young people. It's closely based on a participatory methodology used in action research, called Participatory Learning and Action (PLA).

Safety is most important
The experiences and advice are collected directly from children and young people at sessions or in interviews. The sessions are organised with an emphasis on ensuring that they are experienced as engaging, important and as safe as possible for the children who participate. The adults who facilitate are, among other things, trained by children to meet children and young people with openness and human warmth. This is based on the main answers from children about how adults have to be, in order for children to be able to tell honestly.

Experiences and advice are summarised
Experiences and advice from the sessions are documented in transcripts and other written and visual documentation. The data is summarised and systematised. No links are made to theory. Experiences and advice that are repeated by many children and young people, in many places in the country, become the main answers. We call this knowledge from children.

Children and young people present
The knowledge from children is presented in reports, films, podcasts, books and online. Participants in surveys can also be invited, as Pros, in dissemination and professional development work. The Pros present knowledge directly from children to

Selected publications

Let us talk about feelings
Advice from 259 young people on how to work on mental health in school

Talking safely in school
Advice from 1962 children on what has to be done for children to be able to tell what's most important

Queer in school
Advice from 54 young people on how to make school safe for queer pupils

Meet absence safely
Advice from 120 young people on how adults in school can meet children who are away a little or a lot from shool

Safe in class
Tools for a safe and good learning environment in grade 1.-10.

Life skills
Tools for the class LIFE SKILLS, a talking-class where children and young people get to practice putting feelings into words