

106 pupils aged 12-17 on interprofessional collaboration

ALWAYS COLLABORATE WITH ME



CHANGE FACTORY

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Changefactory Knowledge Centre

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The photos are of participants in the survey and have been approved for use*

*there's no connection between the pupils' experiences and the placement of the photos

A big thank you to the Kaare Berg foundation for funding the survey

THANK YOU

Dear those who have participated in the survey.

We are incredibly grateful to all of you. Some told of good experiences and gave advice based on them. We hope that this allows more people to experience the same. Others told of bad experiences and gave advice based on them. We hope that this can help prevent other pupils from experiencing the same.

Thank you for being so brave and giving important advice that is worth its weight in gold. You know best what it feels like when adults at school collaborate with other services, and you are also the ones who know best what it takes to make such collaborations safe and helpful for pupils.

We hope that the advice in the report will be taken very seriously by all adults who work with interprofessional collaboration in schools and by those who determine the laws and rules for how interprofessional collaboration is done.

THANK YOU FROM OUR HEARTS



FOREWORD

Sometimes several adults have to work together to give children and young people the best possible help. But often the collaboration feels unsafe for the children because of the way adults do it.

Children want adults to:

- give enough and understandable information
- allow them to express their opinions in safe ways
- not share any information without telling the child about it and checking that it's okay
- ask children what the adults can do for the child to dare or want to participate in meetings
- let children participate in decisions that concern the child

It's not enough for children to just have their say, what they say has to matter for what is done.

The 106 children in this report put into words rights they already have, but which are all too often not followed up in practice. The advice given and the thoughts shared are invaluable and necessary to make interprofessional collaboration good for children.

A HUGE THANK YOU to all the 106 children who have bravely shared their experiences. And a HUGE THANK YOU to Changefactory, who makes it safe for children to share, and brings out the important voices of children and young people that are affected by the issues.

It's only by listening to those affected by the issues that we can achieve solutions that work.

Joakim Caspersen
Head of Research at NTNU Social Research

BRIEF ABOUT THE QUALITATIVE SURVEY

The qualitative survey ALWAYS COLLABORATE WITH ME was conducted June-November 2024. Experiences and advice were collected from 106 pupils aged 12-17. The average age was 13 years. All participants were pupils who had not previously participated in surveys conducted by Changefactory.

The UN Convention on the Rights of the Child applies to everyone under the age of 18

The qualitative survey was conducted based on Article 12 of the UN Convention on the Rights of the Child and Section 104 of the Norwegian Children's Act, which gives all children the right to express themselves freely on matters that affect children individually and as a group. The fact that adults in schools collaborate with adults in other services is a matter that affects children, and the answers from the pupils in the qualitative survey can be used to make decisions in the best interests of children in this area.

Interprofessional collaboration in schools

In the qualitative survey, we talked about interprofessional collaborations where the school has collaborated with one or more services - with the goal of improving the pupil's school life. We have not talked about interprofessional collaborations where the school is not involved.

Methodology

To collect and systematise summarised experiences and advice from children and young people, a participatory and practice-oriented qualitative methodology is used. CF calls it the Changemethod. It has been developed in collaboration with children and young people.

Professor of political science Marit Skivenes is responsible for the methodology on Changefactory's board, and oversees and ensures the quality of CF's work with all knowledge collection. Head of Research at NTNU Social Research Joakim Caspersen is responsible for the methodology for this survey.

Invitation

Everyone was invited in collaboration with lower- and upper secondary schools. Pilot sessions were also conducted in schools. The pupils attended a total of 12 schools, in Bodø, Trondheim, Voss, Askøy, Elverum, Kongsberg, Asker, Drammen, Fredrikstad, Klepp, Arendal and Grimstad.

A HUGE THANK YOU to the adults at the schools, for taking the time to invite and follow up on the pupils, invited across age groups, gender and experiences. Thank you so much for contributing to children's right to express their views and to be taken seriously.

About the 106 participants

30 sessions were held, with an average of 4 pupils at a time. The sessions lasted 1.5-2 hours, and were held in schools during school hours. The same questions, methods and games were used in the sessions, both with those who were 12 and 17 years old.

Which services the participants have experienced that the school has collaborated with in order to help them:

- 62% Psychologist/Children and Adolescents' Psychiatric Outpatient Services (BUP)
- 54% Extra help/Educational and psychological counselling service (EPS)
- 53% Public health nurse
- 36% Child Protection System
- 25% Health clinics for adolescents (HFU)
- 20% Police
- 5% Youth Outreach Services

Which gender the participants identify as:

- 62% female
- 32% male
- 6% they/them

For more information on privacy, method and implementation, see page 64.

THE EFFECT OF INTERPROFESSIONAL COLLABORATION

Has the interprofessional collaboration helped you feel better at school?

6% much better
11% quite a lot better
28% a little better
31% made no difference
12% a little worse
6% quite a lot worse
6% much worse

Have adults asked you what you think the adults do well, and what should be done differently, in the interprofessional collaboration?

11% often
36% sometimes
15% once
38% never

What do you think about adults who work with different things, wanting to collaborate to help you?

5% It's always a good idea

56% It's only a good idea if they do it in a way that is safe for me

- the pupil has to have their say/be involved in the decisions
- if it's not done safely, it can go wrong or get worse for the pupil
- it's good that the adults know things and want to help
- the pupil has to get to know, and trust, the adults

34% It's an idea that has a high chance of going wrong

- adults can forget, twist, or interpret things the pupil has said
- adults do not always do what the pupil wants or what the pupil thinks will help
- it's a good idea, but the way it's done in Norway today is rarely good

5% It's never a good idea

IN THE FUTURE

ADULTS UNDERSTAND...

In the future, adults understand that pupils know very well what feels safe and helpful for them, and that deciding something without letting the pupil have a say can be bad or wrong

Adults understand that if pupils do not receive enough and honest information, interprofessional collaboration can feel unsafe and useless

Adults understand that it can have major and serious consequences if adults in the collaboration tell something the pupil has said or done to others in the collaboration or to parents, without first making an agreement with the pupil

Adults understand that meetings in interprofessional collaborations can feel unsafe and useless for pupils if adults are serious and talk over the pupil's head

...THEREFORE

In the future, adults in collaborations therefore always let the pupil take part in decisions that concern them

Therefore, adults give pupils all the information, when the collaboration starts, completely honestly, in ways that are understandable to the pupil

Therefore, adults in the collaboration never tell anything the pupil has said or done to other adults in the collaboration or to parents, without first making an agreement with the pupil

Therefore, the adults in the collaboration work a lot to find out together with the pupil how the meetings can feel safe and helpful for the pupil, and make sure that the pupil can choose a safety advocate who can be in meetings for the pupil if the pupil doesn't want to be there themselves



CHILDREN HAVE RIGHTS

The Convention on the Rights of the Child (UNCRC) gives children some procedural rights, which describe how children have the right to be met, in all actions and decisions that concern the child. The child's right to receive information, to express themselves freely and to express themselves before information about the child is shared, must be ensured before the child's best interests can be assessed.

Children's right to information

- *Implicitly follows from UNCRC art. 12, see GC no. 12 sections 16, 25 and 41*

Children have the right to receive all information that is necessary to be able to express themselves freely. The right to information is a prerequisite for being able to express themselves freely about actions and decisions that are to be made about them.

Children's right to express themselves freely

- *UNCRC art. 12 and the Norwegian Constitution (Grl.) § 104*

Children have the right to express themselves freely in all matters that concern them, and the child's opinion must be given weight. Children's right to express themselves is an independent right that they have, which neither parents nor other adults can restrict. The authorities have a duty to ensure this right for every child, without exception.

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 can't automatically share information from or about the child with others in the same service, other services or guardians. Sharing may only be done when absolutely necessary and when there is a legal basis.

The best interests of the child

- *UNCRC art. 3 and GrL. § 104*

The best interests of the child must be a fundamental consideration in actions and decisions concerning a child. It must be decided on the basis of a specific assessment. The child's own opinions must be central. Before the best interests of the child can be assessed, the child must have been given sufficient information, be able to express themselves freely about what is to be decided and be allowed to express themselves on how information about them may be shared.

GOOD WAYS TO MEET PUPILS

BASED ON KNOWLEDGE FROM THE REPORT AND CHILDREN'S PROCEDURAL RIGHTS

GIVE PUPILS GOOD INFORMATION

Explain to the pupil what rights they have

Explain what interprofessional collaboration is and what it can help with

Explain why you adults want to collaborate

Explain that the collaboration is to help the pupil and that the pupil should therefore be able to decide a lot about the collaboration

Explain who might get to know something the pupil says

Explain what confidentiality means in specific situations

Explain that you will make an agreement with the pupil before you share any information about them

ENSURE THAT THE PUPIL CAN TALK SAFELY

Get to know the pupil a little and let the pupil get to know you a little

Explain that you want to understand, and show it as best as you can

Show that you are listening by responding with body language

Show that you are listening by asking more or in depth

Be careful not to change the topic when the pupil is talking

Let the pupil choose where you talk

Let the pupil choose who will be in the conversation or meetings

Explain to the pupil that they can bring someone with them that they trust when you talk

Remember to say nice things, for example that the pupil is good and kind

Explain that nothing the pupil says is wrong or stupid

TALK WITH THE PUPIL BEFORE INFORMATION IS SHARED

Explain to the pupil that you are thinking of telling another adult what the pupil has said or done

Explain to whom you want to share and why you want to share it

Ask the pupil what they think about this being shared

If the pupil agrees, make an agreement with them on how you can share

If the pupil says no, try to understand why they don't want to

Evaluate what the pupil says against whether you think it is still in the pupil's best interest that you share it

LET THE PUPIL DECIDE AS FAR AS POSSIBLE

Always let the pupil have their say before making any decisions about the pupil

Listen carefully to what the pupil says in order to understand what they mean

Talk with the pupil enough to make sure you understand correctly

Take the pupil seriously and make sure they understand that you do

Act on what the pupil has said

Follow the pupil's opinion as much as possible

Talk with the pupil about why, if you have to decide something against the pupil's will

Always try to follow some of what the pupil wants



CHALLENGES AND SOLUTIONS

In this part of the report, project workers in CF and experienced Pros have looked at national challenges and how knowledge from the pupils in this survey can contribute to better national solutions.

Interprofessional collaboration has been pointed out for years as an important solution for providing the right help for children. At the same time, the answers from this survey show that collaboration between professionals happens without children having enough trust to be able to tell the most important things to the adults in the services that collaborate.

CHALLENGES

Interprofessional collaboration is carried out without ensuring children's rights under the UN Convention on the Rights of the Child (UNCRC) Art. 3, 12 and 16

Children's rights in relation to adults are the rights to receive information, to express themselves freely and safely, to express themselves before information about them is shared and that the child's opinion is a central element in the assessment of the best interests of the child. This follows from UNCRC Articles 3, 12 and 16, and can be called children's procedural rights. This survey shows that interprofessional collaboration is often carried out without ensuring children's rights in the collaboration.

75% of the children in this survey answered that they know that adults have had meetings about them without them being allowed to participate. When children asked why, the common responses were: "because we are talking about you", "you are not old enough" and "the adults need to talk without you". Children have the right to be able to participate in meetings about themselves, but the answers in this survey shows that in far too many cases this does not happen.

The law that is supposed to ensure collaboration between services does not clarify the obligation to always collaborate with children

In 2021, The Norwegian Parliament passed amendments to 14 laws so that the services would collaborate better. This is the "Act on Amendments to Welfare Service Legislation (Collaboration, Coordination and Child Coordinator)". Some of the amendments require services to collaborate if "collaboration is necessary" to provide children with "integrated and coordinated help services"

Articles 3, 12 and 16 of the UNCRC were not clarified in the provisions. This creates uncertainty about how these rights that children have in the process are to be secured in the collaboration between the services. It is not clear in the provision that the child must receive information, express themselves freely, be informed before information from or about the child is shared and that these three rights must be secured BEFORE the child's best interests can be assessed.

It is of little help that the rights are in the preparatory works for the laws. The descriptions from the preparatory works are not transferred into guides and guidelines used by professionals - and those who are supposed to secure rights in everyday life are most often not jurists.

Lack of training in Articles 3, 12 and 16

Norway has been criticised by the UN Committee on the Rights of the Child for not ensuring systematic training for professionals about children's rights in meetings with adults. Children's rights are constantly talked about as important and initiatives are launched to strengthen their rights. At the same time, this survey shows that professionals in various systems for children struggle to know how to do this in practice.

SOLUTIONS

The authorities must ensure Articles 3, 12 and 16 in all legislation concerning children

The authorities are obliged to take measures to ensure that children's rights are made known, are easily accessible and understandable. A teacher cannot be expected to look into a law before initiating interprofessional collaboration. Therefore, we believe that a solution would be to include these children's rights in the provisions that regulate collaboration between services. Articles 3, 12 and 16 can then be ensured in legislation for welfare services and consequently also in practice in interprofessional collaboration.

The authorities must ensure Articles 3, 12 and 16 in models and guidelines

In recent years, interprofessional collaboration has been a major focus, including "The team around the pupil" and "Better interprofessional efforts". Models and guidelines have been created, without children's rights for how they should be met being described, step by step.

The authorities must ensure systematic training of adults so that they can ensure Articles 3, 12 and 16 in interprofessional collaboration

Professionals and students must be ensured basic training in how to make it safe for children when interprofessional collaboration is to be implemented. They must be trained in a child perspective that strengthens the fact that children are collaborated with in interprofessional collaboration.

They must also learn how to ensure children's rights under Articles 3, 12 and 16 at each stage of the interprofessional collaboration.

The training must be based on the views of groups of children who have experience of interprofessional collaboration. In this way, professionals will be able to help ensure children's right to receive information, to express themselves freely and safely, to express themselves before information about them is shared and that the child's opinion is a central element in the assessment of the child's best interests in interprofessional collaboration.

Follow up and implement the comment from the UN Children's Committee on the right of children to express themselves before information about them is shared

The UN Committee on the Rights of the child(Children's Committee) monitors how countries comply with children's rights under the UNCRC. Every 5 years, Norway reports to the UN Children's Committee on the follow-up to the UNCRC. In the spring of 2025, Norway was "examined" by the UN to respond to the Children's Committee's questions and concerns. Following this, the Children's Committee has published its concluding observations for Norway. In order to better ensure children's right to be heard, the Children's Committee asked the state to better ensure children's right to express their views before information about them is shared:

With reference to its general comment No. 12 (2009), the Committee recommends that the state (...)

15. (f)

Guarantees that children can speak to services without parental consent, and that they can receive information and express their views before information about them is shared, unless it affects their best interests.

The Committee on the Rights of the Child asks Norway to ensure the right of children to speak to services without parental consent, that children are informed before adults share something they have said or done, that children are given a say about the sharing and that their views are given weight in the decision.

In this survey, 100% of the pupils responded that they want adults to talk to them before sharing any information about them. The main responses from children in Changeactory's previous surveys show that children want to be talked with before anything about them is shared.

The solution would be that the concluding observation from the Children's Committee must be secured in provisions in all laws that were amended in the "Act on Amendments to Welfare Services Legislation" and that it can be secured in guidelines for interprofessional collaboration. In addition, professionals can safely collaborate with children in this way in line with the UNCRC.

ADVICE

FROM PUPILS



GIVE ENOUGH INFORMATION

A main answer from the pupils in the qualitative survey is that adults have to give pupils enough, honest and understandable information in order for the pupil to feel safe. The information has to be given in ways that feel safe for the pupil, and adults have to make sure that the pupil has understood the information. This is important so that the pupil knows what the collaboration is about and what it can be, and so that the pupil can feel that it's safe to tell something and express their opinion to adults in the collaboration.

GIVE INFORMATION IN SAFE WAYS

Find out with the pupil how it can feel safe

- give information early, when the collaboration begins
- let the pupil know that you want to give them information before you give it
- ask the pupil if there's an adult they feel is safest to give them the information. If the pupil doesn't know anyone, the adult who is going to give the information has to work to make it safe enough for the pupil to get information from the adult
- give information in a place where nobody else are present
- do not give all the information at once, figure out with the pupil whether to take breaks or divide it
- be honest and give all the information you have, don't leave anything out

Be kind and calm

- be calm, and don't speak too fast
- be happy and smile, not serious
- show that you want to be kind and nice
- be approachable
- be patient, empathetic and understanding

Make sure the pupil understands

- make sure the pupil understands what you are giving information about
- give information in normal words, not "adult words", like technical terms or concepts
- give examples, so it's easier for the pupil to understand
- give the information in writing as well, so the pupil can read it several times, and have it available

GIVE ENOUGH INFORMATION

Explain how adults share

- explain that all adults in the collaboration have to tell the pupil before they think about sharing information
- explain which other adults, including those not in the collaboration, may get to know what the pupil says, but that the adults have to talk with the pupil about it first
- explain what the adults who collaborate know about the pupil

Explain that the pupil can help decide

- explain what rights the pupil has when the adults collaborate
- explain how the adults in the collaboration will use the pupils' opinion
- explain how the adults and the pupil can find solutions together
- explain that nothing the pupil thinks is wrong or stupid

Explain that it should feel safe

- explain that the pupil has the right to express their opinion about where you're going to talk
- explain that the pupil can choose an adult the pupil trusts (a safety advocate) who can join in conversations or meetings
- tell a little about each of the adults who collaborate and what the different adults can help the pupil with

SHARE INFORMATION SAFELY

A main answer from the pupils in the qualitative survey is that adults in the collaboration have to make an agreement with the pupil every time they think about telling other adults in the collaboration or parents about something the pupil has said or done. This is important so that the pupil feels safe talking to the adults in the collaboration.

100% of the pupils responded that they want adults to talk with them before adults share something the pupil has said or done with other adults in the collaboration

100% of the pupils responded that they want adults to talk with them before adults share something the pupil has said or done with parents

Make an agreement with the pupil before sharing with other adults in the collaboration

What you have to make an agreement with the pupil about:

- whether it's okay for the pupil that you share
- what and how much you can share
- how and when you can share it
- who can find out

Why you have to make an agreement with the pupil:

- to maintain trust and safety
- because not all the adults in the collaboration need to know everything
- so you don't tell anything that is secret or too personal for the pupil
- so that there are no mistakes or misunderstandings
- so that you don't say the wrong thing or tell in ways that are wrong for the pupil

- because the pupil needs to know who can find out and what others know
- because then the pupil can prepare for the fact that something will be shared
- because it's not the adults who can decide whether something about the pupil can be shared, it's the pupil

Make an agreement with the pupil before sharing with parents

What you have to make an agreement with the pupil about:

- what and how much you can share
- which parent you can share with
- how and when you can share

Why you have to make an agreement with the pupil:

- to maintain trust and safety
- so it can feel safer for the pupil
- because pupils have the right to be involved in deciding what to share and not
- so you don't tell something that is secret or too personal for the pupil
- so the pupil knows that you are going to share something and what you're going to share
- because some things pupils don't want their parents to hear or know
- so you don't share the wrong thing or share in a wrong way for the pupil
- because then the pupil can prepare for it to be shared
- because it might become difficult at home if you don't
- to check with the pupil that the information is correct and will be conveyed in the correct way for the pupil
- because there's a reason why pupils don't tell everything to everyone

MAKE MEETINGS SAFE

A main answer from the pupils in the qualitative survey is that the adults in the collaboration have to make sure that it feels safe for the pupil to take part in the meetings. This is important in order for the pupil to want to be part of the meetings and to be able to be honest and express their opinions.

Make it safe BEFORE meetings

- ask the pupil when you are alone, don't ask in front of others
- ask the pupil which adult they feel safe talking to and ask them questions before meetings. If the pupil doesn't know anyone, the adult who will be talking to the pupil has to work on making it safe enough
- let the pupil help decide who will be in the meetings
- give the pupil information about what you will talk about in the meetings
- give the pupil the opportunity to bring a safety advocate of their own choosing, after you have given information about the meeting

Make it safe IN meetings

- find out with the pupil how the meetings can feel safe
- make sure that the conversations in the meeting feel more like a conversation than a meeting or an interview
- let the pupil finish talking
- don't assume anything about the pupil
- be calm and open
- show that you are kind
- be curious about what the pupil says and thinks
- make an agreement with the pupil before anything is shared further



DECIDE WITH THE PUPIL

THE PUPIL HAS TO BE A PART IN DECISION-MAKING

A main answer from the pupils in the qualitative survey is that pupils have to be allowed to take part in decisions made in interprofessional collaborations that concern them. This is absolutely crucial for whether the help that adults will give in the collaboration will feel helpful and safe for the pupil, and for whether the pupil will accept the help.

94% of the pupils answered that the adults in the collaboration can't decide alone without the pupil

77% of the pupils answered that it's not good enough that the pupil is allowed to express their opinion and that the adults make the decision afterwards

96% answered that the pupil has to be allowed to choose to be in the entire meeting and to choose whether they want to be there alone or have a safety advocate with them

70% answered that the pupil has to be allowed to choose whether they want an adult of their own choosing to participate in the meeting instead of the pupil and to make sure that the pupil's opinion is important when something is to be decided

Adults can't decide without the pupil

- remember that it's the pupil who will receive the help and for whom the collaboration is for, so you can't decide without the pupil
- if adults decide without the pupil, the pupil can feel that they are losing control
- if adults decide without the pupil, the adults may decide something the pupil doesn't want or something that makes things worse for the pupil

It's not enough to be allowed to express their opinion

- if adults only listen to the pupil's opinion and then decide, the adults may decide something the pupil does not want or something that will not help the pupil
- if adults only hear the pupil's opinion and then decide, it's not certain that they will listen to the pupil and include the pupil's opinion when making a decision

The pupil has to be involved in the decision

- let the pupil be involved in the actual decision
- let the pupil hear what the adults think and believe
- ask if the pupil wants to bring a safety advocate with them, since it can be difficult to understand what is said in meetings, so it can be good to have someone with them who can explain

The pupil has to be able to choose to have a safety advocate there for them

- let the pupil choose a person they trust completely
- make sure that the pupil can talk to or meet the safety advocate in advance of the meeting
- remember that if a pupil doesn't dare to participate in the meeting or express their opinion themselves, it is safe for a person of the pupil's choice to be involved and help the pupil express it

THE PUPIL HAS TO BE ALLOWED TO SHARE THEIR OPINION IN A SAFE WAY

A main answer from the pupils in the qualitative survey is that the adults in the collaboration have to find out with each pupil how they want to express their opinion when something is to be decided. This is important because if the adults don't make it safe for each pupil to express their opinion, they may end up deciding something that is bad or wrong for the pupil.

Explanation of the answers:

The pupils were presented with different scenarios of how pupils can express their opinion in interprofessional collaboration and say whether these are ways that could feel safe or unsafe for them. The pupils answered based on whether it was a meeting with four adults, or ten adults, and gave explanations for their answers.

Although this can give an image of what can feel safe or not for pupils, it's important to remember that the main answer is that this has to be found out with each individual pupil.

In the scenarios with four and ten adults, the pupils also had the opportunity to answer that they did not want the adults to collaborate. In the scenario with four adults, 22% answered that they did not want adults to collaborate. With ten adults, 28% responded that they did not want adults to collaborate.

The pupil tells their opinion to one adult they trust the most, and that adult tells the pupil's opinion in a safe way to the other adults

4 adults in the collaboration: 87% Safe, 13% Not safe
10 adults in the collaboration: 79% Safe, 21% Not safe

Why it's safe:

- it's safest to tell your opinion to one adult you trust, not in front of many people
- the one you trust will not ruin or change your story
- it takes the shortest time and is easiest to tell one adult than to tell it to several adults

Why it's not safe:

- there can be misunderstandings when one adult is going to tell to several other adults what the pupil thinks
- it depends on the adult the pupil is sharing their opinion to

The pupil tells their opinion to the adults in the collaboration that the pupil already trusts

4 adults in the collaboration: 72% Safe, 28% Not safe
10 adults in the collaboration: 71% Safe, 29% Not safe

Why it's safe:

- it's good to tell the adults the pupil trusts

Why it's not safe:

- the pupil may not trust several of the adults
- there can be misunderstandings or different interpretations from the adults the pupil shares it with

The pupil tells their opinion to all the adults in the collaboration, at the same time

4 adults in the collaboration: 24% Safe, 76% Not safe
10 adults in the collaboration: 21% Safe, 79% Not safe

Why it's safe:

- it's better to tell together than to tell alone
- it's safe for the pupil to express their opinion in their own words

Why it's not safe:

- it can feel scary, embarrassing or uncomfortable
- the pupil may not know all the adults that well

The pupil tells their opinion to all the adults in the collaboration, one by one

4 adults in the collaboration: 25% Safe, 75% Not safe
10 adults in the collaboration: 13% Safe, 87% Not safe

Why it's safe:

- the pupil can express their opinion in their own words

Why it's not safe:

- it can be boring or tiring to tell the adults one by one
- there can be misunderstandings or the adults can interpret the opinion in different ways
- it takes a lot of time to tell the adults one by one



EXPERIENCES FROM PUPILS



INFORMATION

A main answer from the pupils in the qualitative survey is that there is a great deal of variation in how much and how understandable information pupils receive about why adults at school and in services want to collaborate, and what the different adults' roles are in the collaboration.

52% of the pupils were not told what the different adults involved in the collaboration were going to do to help the pupil

46% of the pupils were told what the different adults involved in the collaboration were going to do to help the pupil

64% of the pupils were told why the adults wanted to collaborate

65% of them felt that the adults explained it in an understandable way to the pupil

35% of them did not feel that the adults explained it in an understandable way to the pupil, because the adults did not explain the information well enough and did not give the pupil enough information

28% of the pupils were not told why the adults wanted to collaborate

The pupils were told in different ways that the adults would collaborate:

- some were told that the collaboration was decided
- some were abruptly taken out to meetings without any information in advance
- some were asked if they wanted the adults to collaborate

Adults said that it was decided

- parents told the pupil that it was decided
- adults at school told the pupil that it was decided
- adults in a service told the pupil that it was decided

QUOTES

My parents said I had to.

I didn't know at first, but my mom said it like that a long time later, like "I'm going to meet with those people" and I was like "who's that?".

The school said they were collaborating with them to help me.

Then they just said "by the way, they're coming and you're going to do something".

I was warned that it was best for me and that things would be better.

Adults took the pupil away abruptly

- adults took the pupil into a meeting at school, without giving the pupil any information in advance
- adults took the pupil out of class and into a group room, without giving the pupil any information in advance

QUOTES

Walked into the school, and then into an office, and then there were a lot of adults sitting around a table, and then they said "we're going to have a meeting, you don't have to be here, but it's about you and school" (...) I was the only one under eighteen, probably under thirty.

Got pulled out of class by one of the teachers, who said "you're going with me" (...) a bit awkward that a teacher comes in, looks a bit grumpy and says "you're coming with me out of class right now".

The teacher came and picked me up. They said "there's a meeting now". Then I come in here and there are so many people sitting here.

I didn't know I was going to a meeting, and I didn't know there would be so many people there. It got stressful, I ran away from the meeting because there were too many people.

I got a message from my mother in the morning saying "we're going to a meeting with the school, with the child protection and the psychologist" and I'm going to the meeting.

Adults asked if the pupil wanted the adults to collaborate

- parents asked the pupil if they wanted the adults to collaborate
- adults at the school asked the pupil if they wanted the adults to collaborate

QUOTES

They asked me if I wanted them to collaborate or inform each other.

The public health nurse said she thought it was the smartest thing, then she listened to me and what I thought.

They said and asked me what I wanted and they made suggestions on how they could make it work. I was very eager for help, so I told them who they could talk to and so on.

It took a while but eventually they asked if it was okay for them to take it up with the school, and then I could pass it on, so that the teacher could take it further.

It was actually my sister, she went to this person, I don't know if she noticed any difference, and then my mom asked if I wanted to try going to her and just try to see if it helped.

INFORMATION-SHARING

A main answer from the pupils in the qualitative survey is that adults in interprofessional collaborations usually share something the pupil has said or done with other adults in the collaboration or with parents, and that pupils usually don't get to know what the adults share and how they share between themselves.

Adults share information with other adults in the collaboration without talking to the pupil first

70% have experienced that adults have shared something the pupil has said or done with other adults in the collaboration, without talking with pupil about it first

How this has made the pupil feel:

- the pupil lost trust
- the pupil became irritated
- the pupil became angry/frustrated/furious
- the pupil became disappointed
- it felt bad or like adults are doing something not good
- it didn't feel fun for the pupil
- it felt uncomfortable or unpleasant
- it felt painful and icky for the pupil

QUOTES

I just feel "do you really have that little time?", it breaks a lot of trust.

It's a breach of trust and it becomes difficult to talk to other people afterwards, and I'm afraid they'll share more.

I lose trust and don't want to talk to them afterwards, because it could make it worse, even if they try to help me.

It can feel like they're backstabbing.

Very annoying, because I want to know who knows what about me, in a way, without people going around telling my story without me knowing.

It makes me a little stressed, if they tell so and so without asking first, they might have told it to more people too.

I get really angry, why do they do that? At least listen to me before they say it so I can say no, I don't want to.

I just get frustrated that they sit around saying they won't share and then they say they've shared it with someone else.

It's not a good thing to do, there are reasons why we're talking about it, because they have a duty of confidentiality and then they've broken it.

I think it's pretty unfair, because then I don't get to say what they can share or not.

No fun when the whole department knows and you haven't been told a damn thing.

It was actually pretty bad and the issue got bigger. I didn't want to talk about it from the start, and then at the first meeting it was brought up with everyone else involved.

I feel uncomfortable because they might misunderstand what I'm saying and then they take what I'm saying as something completely different than what I actually mean, and then it could lead to the completely wrong things.

30% have not experienced that adults have shared something they have said or done with other adults in the collaboration, without talking to the pupil about it first

What adults have done:

- adults have asked the pupil if they can share something
- adults have asked the pupil who they can share something to
- adults have asked if the pupil wants to review what was written with them

QUOTES

She has asked if she can share what we've talked about. If there's something I want to leave out, they've left it out.

They ask me before they tell, if it's okay with me.

If I have been in a meeting, they say something like "is it okay for me to share information with others?"

"What we are talking about now, can I tell it to blahblah or can I tell it to them or let them know about this?"

A public health nurse has asked "is it okay for me to tell your teacher?"

They often say things like, "Do you agree that this is well written?", "Can I tell those people?".

At the end, they ask, "Can you review it to see if it's okay?".

Adults share information with parents without talking to the pupil first

70% have experienced that adults have shared something the pupil has said or done with parents, without talking to the pupil about it first

How this has made the pupil feel:

- the pupil wanted to know before telling the parents
- the pupil considered to stop talking to the adult in the collaboration
- the pupil became angry or frustrated
- the pupil gave up or was disappointed
- the pupil lost trust and safety in adults
- things got worse at home or in the pupil's life
- it felt painful and bad for the pupil
- it felt annoying or bothersome for the pupil

QUOTES

Then they might say things to mom and dad that I have talked to the public health nurse about, and then they get angry, and then it ruins things at home.

The seriousness is that it actually leads to things getting worse, and when things get worse it can lead to self-harm, suicide, it can basically ruin a life with a little comment to the parents.

I said "don't tell mom and dad, because we don't need to talk about that", so they said it and then I got really mad at them.

You basically feel betrayed, and I personally just snap.

Then my mom gets worried, then I have that problem.

Very annoying. It's like if you've had the conversation, and suddenly parents hear it, then they also have to have a whole conversation with you, so it's just a conversation on a conversation that's not fun to talk about.

I don't want to collaborate with someone who has told my parents, they can suddenly share something else.

I stopped going to the public health nurse.

Disappointed, because they say that what I say here stays here and that I'm safe here.

Almost worse, because there are some specific things we share that we can't share with parents, and then there are consequences.

There are some things I don't want my mom to know, because she gets really stressed, it won't get any better if I come home and she's stressed out.

I said I would tell my mom when I got home, but then she said the teacher had called, then they had said it, when I said I wanted to say it.

I told child protection that it's not safe to stay at home, so they told dad that I didn't think it was safe to stay at home and that I didn't think he was kind. It only makes the situation worse.

Pupils usually don't get to see what adults write

85% usually don't get to see what adults write down from conversations or meetings

How it's turned out for the pupil:

- adults in the collaboration have written a lot of things wrong in the papers
- adults in the collaboration have written things the pupil didn't want to be written
- adults in the collaboration have said that the pupil can't or doesn't need to see what is written
- it has felt bad or awkward for the pupil
- it has felt annoying
- the pupil has preferred to know what adults in the collaboration write down from the conversations

QUOTES

Scary, I don't know if they write down exactly what I said, or what they think I said. Then it just gets worse, the whole situation.

There are a lot of lies in those papers over the years.

They sit and write in front of me, so I know they are writing, but it could be that what they are writing is wrong, that they are paraphrasing.

They write it down, and I hope they're doing the right thing.

It doesn't feel good, because I want to see what they've written down about what I have said.

When I meet a new person and I'm going to tell them my whole life story, they write it down, and I don't know if they have changed it.

"No, you can't read it now, you're not mature enough, you're not mentally ready, you won't handle it", that is what you often get.

I told the social pedagogue that he shouldn't write it down, but he has. They don't listen to it.

It's a bit annoying, I don't know if they write down everything I say.

Sometimes I can sneak a peek, but it can be a bit difficult.

Pupils aren't told how the information is shared

75% do not know how what adults write down is sent between adults

How it's turned out for the pupil:

- it felt bad because they didn't know who it was being sent to
- it felt bad because they didn't know what information was being sent
- the pupil didn't know how they were sending it
- it's not been that important for the pupil to know
- the pupil hasn't thought about it before
- the pupil hasn't cared

QUOTES

I don't know who it's being sent to, that it only goes to one person or if it's being forwarded.

Those who write down the information, I don't know where that information is being sent. Is it safe where it's being sent? I know nothing.

You're afraid that they will say something and it's also sent to the wrong person and it ruins their life, that it ends up with their parents.

I am stressed about who she's going to send it to and who will know about what we've talked about, or if it's to the teacher I'm okay with knowing.

I feel a bit left in the dark. It's about me and at the same time I don't know about my rights. Should I involve myself and ask, or is it supposed to be their responsibility and not involve the young person?

If they spell a few words wrong, it'll be bad, it'll sound like I said something else.

I kind of have a hunch that they have a shared document or folder, but I don't care that much. It's not that important to me.

It's strange to think about what could happen if someone got into the adults' computer or email, because there's quite a lot of information that could be used against me.

25% know how what adults write down is sent between adults

What adults have done:

- adults have sent what's written down by email
- adults write down and send it on a computer
- adults share on the phone or in meetings
- adults send what's written down on digital platforms

Pupils are usually not allowed to decide what's written

81% are usually not allowed to decide what's written down before the adults send it between themselves

How it's turned out for the pupil:

- the pupil hasn't been told what they are writing
- the pupil has felt it was sad or bad
- the pupil has been provoked, angry, irritated or insulted
- the pupil has felt like they were talking behind their back
- the pupil has become afraid that adults have misunderstood or written down something other than what the pupil said
- the pupil has felt let down
- the pupil has lost a lot of trust in adults
- it has felt unfair and unpleasant
- adults have misunderstood or been mistaken

QUOTES

They don't go to me and say "what do you think about what I've written?".

You don't know what and who they're sending it to, if it's stored at the end of the year.

A bit bad when you can't say no to who it's going to be sent to.

It's like bullshit.

I kind of feel a bit offended when I don't get to know what they're writing.

Almost feel a bit like being talked about behind my back, but you're aware that it's going to happen, but you're sitting there waiting for that phone call where they're going to tell you everything about you, but you don't know what they're going to say.

Uncomfortable and in a way thinking that someone is sending something behind my back without talking to me.

I'm a bit worried that they've written something completely different than what I've said, and they're going to show it to mom and dad and then there's complete chaos and then everything goes wrong.

If they've interpreted something wrong, then they send it and everyone else interprets it wrong.

19% usually get to help decide what to write down, before the adults send it between them

What adults have done:

- adults in the collaboration ask the pupil what they can write down
- adults ask the pupil how they can write it
- adults write key words
- adults write themselves, if the pupil says no
- adults in the collaboration go through what's written down and ask the pupil if anything should be changed
- adults in the collaboration go through and ask the pupil if what they've written down is okay

QUOTES

They say they're going to send a message to "blahblah" and then they read it to me, so I can confirm what they should send.

I get to see what they're going to write in the transcript so that I can sort of decide for myself what the most important information they need is.

They ask nicely "is it okay if we write this?", and if I say no I see that they erase it.

She sat next to me so that I would know how it should be written.

I get asked "can we write this down?".



MEETINGS

A main answer from the pupils in the qualitative survey is that many pupils have experienced that adults who collaborate to help them, have meetings without them. Many of the pupils who have been allowed to participate in meetings have experienced that it doesn't feel safe to participate.

Adults have meetings without the pupil

75% know that the adults in the collaboration have had meetings about them without them being allowed to participate

70% of them did not know before the meeting what the adults were going to talk about

73% of them did not know after the meeting what the adults had talked about

61% of them haven't experienced that adults have explained why the pupil was not allowed to participate

What adults have said:

- "the adults have to talk without you"
- "you're not old enough"
- "because we're talking about you"

QUOTES

They said I was not able to participate.

They said it was "adult stuff" which is weird since I'm a child.

That I wasn't old enough, I was fourteen, but I wasn't old enough, because it was "adult talk".

I asked why I wasn't allowed to join, and they didn't answer anything.

I was told that they were going to talk about me and what things they could do to help me.

Just that they were going to talk about me.

It doesn't feel safe for pupils to participate in meetings

70% have participated in one or more meetings with the adults who collaborate

69% of them have not been asked if they wanted a safety advocate to participate in the meeting

70% of them have not been allowed to decide if there's someone they want or don't want to be in the meeting

70% of them have not experienced an adult checking with them after the meeting if they understood most of what was discussed

How it feels to participate in meetings:

- scary
- unpleasant
- uncomfortable
- awkward
- strange
- boring
- like the adults think they know the pupil best or know best what's good for the pupil
- scary at first but better later
- nice to have their say
- nice to hear everything the adults talked about

QUOTES

A little scary to have adults look at you when you talk and maintain eye contact, it was a little difficult to talk.

Uncomfortable because you just sit there and most of the time you don't say much. So they talk more to each other than to you.

You just sit there and do nothing. I feel my head getting really hot. My face turns red. I hardly dare to say anything, you meet a lot of people at the meeting, so you hardly dare to say anything.

There are so many people talking about your situation and they all have different ideas about what it should be like.

I just felt like the adults asked a lot of questions and I didn't really have time to think about what I wanted to say.

It was a bit scary because there were so many different people from so many different services, my mum and dad were there too. And when they ask questions I get a bit anxious about what I'm going to say, because everyone just looks at me.

I'm the only kid there, and there's a table full of adults. There are some I don't know, and some I've just met. And then I'm going to sit there and talk about myself. It gets very uncomfortable.

Just lots of questions and stuff, and transcripts. I don't want to talk to someone I don't know. If I don't know them and they're going to talk to someone, I don't trust them because it makes me a bit scared of what they're going to say. Are they going to tell my whole life situation or just a little bit? Suddenly my whole story is spread, things I don't want.

Incredibly boring every time, they say the same thing every time.

They are boring meetings, but sometimes they don't explain things simply and take so long to get to the point.

30% have never been in meetings with the adults who collaborate

What adults have done:

- adults asked the pupil, but the pupil didn't want to because they felt like there was no point, or they felt pressured
- adults didn't tell the pupil about the meetings
- adults didn't ask the pupil to be in the meetings

QUOTES

He said the next time there was a meeting I could come, I said yes, but then I found out that my mom was going to be there so I said no.

I didn't know they had meetings most of the time.

I've been asked, but I can feel it's uncomfortable and there's pressure that something you say might be wrong.

I found out about it before I got the transcripts from my parents' meeting that they talked about this and that.



DECISIONS

A main answer from the pupils in the qualitative survey is that many pupils are not asked what they want and what they think when it comes to deciding whether adults should start collaborating, what the collaboration should help the pupil with, and how the help should be given.

22% Wanted adults to collaborate to help them

42% Wanted help, but didn't know if adults collaborating would help

12% Didn't want adults to collaborate, because they didn't know enough about it to know whether they wanted it or not

24% Didn't want adults to collaborate

Pupils are often not asked if they want adults to collaborate

61% were not asked if they wanted adults to collaborate to help them, before adults started to collaborate

39% were asked if they wanted adults to collaborate to help them, before adults started to collaborate

Who asked the pupil:

- adult at school asked (teacher, public health nurse, school social worker)
- parents asked
- several people asked together (school and service or school and parents)

Pupils are often not asked what they want help with

51% have been asked what they want help with

49% have not been asked what they want help with

Who asked the pupil:

- adults at school asked
- adults in a service asked
- school and service asked together

Pupils often don't get to decide what they should get help with

55% have been allowed to decide what they should get help with

What pupils have been allowed to decide:

- how the pupil wanted help
- what the pupil wanted help with
- whether the pupil should get help
- tests

QUOTES

I got to decide what I wanted to do to get better, but my teacher also decided what I should do.

I got to decide on the helping tools and then the teachers were forced to show me them and how they worked.

I would say I got to decide most of it, there was nothing I disagreed with or didn't want.

I got to decide what was best for me.

I was allowed to decide a little bit of everything, not everything.

I was included in parts of it, but some things were decided without me.

It was more that they made a plan and then I had to look at the plan afterwards.

They asked "do you want to do this?" and then they listened to me.

45% have not been allowed to decide what they should get help with

How it's turned out for the pupil:

- the pupil has become angry, upset or irritated
- the pupil has felt bad or stupid
- the pupil has not felt heard
- the pupil has felt that the adults do not care
- the pupil has felt that they have no say in their own lives
- the pupil has lost trust, and stopped talking, attending meetings or asking for help

QUOTES

It was a bit bad that I had never been allowed to decide what was going to happen in a way, it has been decided for me.

It kind of sucks. "I don't want to do it here, can't I do it here instead?" And then they say no.

I've been given the opportunity to say what I think, they've asked what I think, but they just hear it, they never bring it up again.

I as a person know myself best, and I know what I feel, and I know when I go through those things. So they don't quite have that understanding, because they don't know us that way. So when they think they're doing the best thing because they think it, it's not always the case.

They may think they're doing the best thing considering what experiences we have, but they're not always able to change their mindset like that because adults kind of get pretty stuck in their old thoughts so they're not as open to other answers.

Feels like they think they're doing the best thing for you, but it's not really the best thing because they're not listening to you.



MORE ABOUT THE QUALITATIVE SURVEY

The Changemethod has been developed in close collaboration with children and young people. It takes very seriously that children have the right to express their opinion, in ways that feel safe for them. The methodology consists of process descriptions and tools that contribute to the participation of many different children and young people. It is closely based on a participatory methodology used in action research, called Participatory Learning and Action (PLA).

Questions and themes

A semi-structured interview guide was designed. This was based on the UN Convention on the Rights of the Child (UNCRC), questions from professionals and politicians, and answers from children in previous surveys. Professionals went through the interview guide and gave input to ensure that the knowledge professionals need was collected. The questions were tested in collaboration with children and young people. The interview guide was adjusted based on input from children and professionals, before the qualitative survey began. The researchers also developed methods for the sessions. They linked different method tools to the specific questions, to ensure that all children would have the opportunity to share experiences and give advice. The questions and method were again adjusted after the first sessions were completed, following feedback from the participants and from the person responsible for the method.

Privacy

A privacy impact assessment was prepared prior to the start of the project. The risk is considered to be low. The qualitative survey does not store or process personal data that could link the pupils' answers to them, or other adults or pupils in their lives. At the sessions, no names of the participants or other information that could help to identify people directly or indirectly, such as names of third parties, place names or names of schools, were written down. The researchers who conducted the qualitative survey are well trained in this practice.

In consideration of the privacy of the individual participants, the researchers worked throughout the session to ensure that the pupils' history, family or adults at the school or after-school club did not become the focus when they gave their answers. The focus was on their experience with interprofessional collaboration and their advice to adults.

Invitation and information

The participants were recruited through lower- and upper secondary schools. Pupils who knew that the school collaborated with one or more services to help them, either currently or during the previous school year, were invited.

The pupils were invited based on a desire for representation in experiences with collaboration between the school and various services. The pupils were invited based on a desire for a spread in age, gender and geographical affiliation. The schools were sent information about the qualitative survey.

In advance of the sessions, the researchers asked adults at the schools to invite pupils with this type of experience. The adults were asked to distribute an invitation letter and a film of the researchers and children who have previously helped to give advice to Norway through CF. Information was also given to parents of pupils under 16 who wanted to participate.

The pupils were given information about what Changefactory is, why the qualitative survey is being conducted, that the qualitative survey is anonymous and that the pupils choose what they want to answer and how much they want to answer and what it will be used for. Pupils and parents were also given the researchers contact information, which they could use to ask questions or contact them for other reasons before or after the session.

Introduction to session

We met with the pupils in smaller rooms, with as few disturbances as possible. No other adults were in the room when the sessions were conducted. This was done based on feedback from children and young people who said that if this is not done, it could make it unsafe for pupils. The goal was to make it as safe as possible for everyone and to ensure that the answers were collected as similarly as possible in all sessions.

The researchers explained to the pupils that they had come to visit to ask them questions, because children know better than adults what it feels like to be a child in an interprofessional collaboration.

The pupils were given information about:

- why the survey was being conducted
- what their answers would be used for
- that what they said would be written down and processed anonymously
- that they could choose how much or little they wanted to say
- that no answer was right or wrong
- that all their answers were equally important
- that they could withdraw if they wished

Based on children's knowledge about safety, the researchers spent time at the beginning of the sessions so the pupils and the researchers could get to know each other a little, through play and conversation.

Conducting the knowledge collection

The qualitative survey 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, in order to elicit a range of experiences, and to ensure in-depth understanding.

30 sessions were conducted, with an average of 4 pupils at a time. The sessions lasted 1.5-2 hours. The same questions, methods and games were used in the sessions, both with those aged 12 and 17.

Both the researcher who led the sessions and the researcher who wrote the transcript actively participated in giving their input and asking questions. In addition to sitting around a table and talking, creative and visual tools were used to ensure that as many pupils as possible were able and willing to respond. The researchers and pupils also did icebreakers or games together in the sessions.

Tools that were used:

- Red/green sign: pupils were given one red and one green sign to hold up as answers to yes-no questions
- Poster with options: the researchers held up posters with different answer options for the pupils to choose from
- Ipad: pupils ticked off different questions
- Sorting notes: pupils sorted different notes under a headline
- Tip-list on poster: pupils collectively created a list of tips for adults
- Voting with stickers: pupils stuck red and/or green stickers on a note with different answer options
- Post-it on poster: pupils wrote different advice on post-it notes and hung them on posters under different headlines
- Figures: the researchers used wooden figures to illustrate different scenarios that the pupils could answer whether they felt could be safe or not
- Good box and bad box with ranking: pupils were given notes that they ranked with numbers as good or bad, and put them in good box and bad box



Summary of knowledge from children

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

The photos in this report

After all the sessions were completed, some of the pupils who had participated were asked to be included in pictures for the report. Consent forms were distributed to the pupils, and to caregivers if the pupils were under 16 years old. The pupils were asked again if they wanted to be in photos just before the photos were taken. All the photos in this report have been approved for use. There is no connection between the pupils' experiences and the placement of the pictures.

Experience directly from the researchers

Three researchers from CF have in total met all the pupils. The sessions were conducted with the same questions, methods and ice breakers with all the pupils, 12-17 years old.

Across age and experiences with interprofessional collaboration, the pupils were concerned that if the collaboration is to feel safe and helpful for the pupil, it HAS TO be a real collaboration WITH the pupil, not mostly between the adults.

When we invited schools to participate, we experienced that many adults thought it was an important topic and were committed to ensuring that the pupils' voices were heard. We also experienced that some adults expressed concern or uncertainty about pupils sharing experiences and advice in front of each other, and felt that few pupils would want to participate in this.

Our experience was that the pupils who participated in the sessions were good at helping each other to talk equally, express their own opinions and give each other space. The pupils kept the services they had experience with anonymous if they wanted to.

During the sessions, the researchers received feedback from the pupils that the sessions were good, fun, exciting, and that it felt important to express their opinion. The pupils also said that it was positive that the researchers were young and showed understanding for the pupils. When asked what could have been done better, some pupils responded that it was a bit difficult to answer some questions because they didn't always know enough about what had happened in the collaboration.

Our most important experience from this qualitative survey is that all the pupils who participated have given crucial advice. If adults listen to this advice, it can help ensure that interprofessional collaboration for pupils across Norway is done in ways that feel safe and helpful for the pupil.

We hope adults always
COLLABORATE
with each individual pupil
on how to create the
safest and most helpful
collaboration
WITH the pupil

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 must be brought in to a much greater extent. Knowledge from children and young people, together with other knowledge, must be part of the knowledge base for research and 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 practice-oriented method is used. CF has called it the Changemethod. The Changemethod 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 is 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 politicians, national authorities, professionals and students.

Selected publication



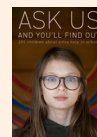
Talking safely in school

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



Angry on the outside, hurting n the inside

Advice from 101 children on how to meet children and young people who are angry and use violence



Ask us, and you'll find out

Advice from 201 children on how to decide extra help in ways that feel helpful



Safe with each other

Advice from 240 pupils on what adults in schools can do to contribute to less bullying and more inclusion.



Talking kindly

Advice from 900 children on how public health nurses can make it safe for children to talk to them



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

