Inclusion of vulnerable and marginalized children in participatory processes
Lassi, 18 and Leevi, 16
Vaasa, Finland
The Five Goal Areas of the CFCI

The right to be heard
Vulnerable and marginalized children?
Equality doesn’t mean equal treatment for everyone

Source: Craig Froehle
You can’t be, what you can’t see.

Images that change the world by municipality of Gävle, Sweden and Tomas Gunnarsson.
Lassi, 18 and Leevi, 16
Vaasa, Finland
Getting to know each other & eating chocolate

Pick a chocolate matching the color of the question you want to answer:

- My favorite film?
- & My favorite place in the world?
- Someone I admire?
- One thing I’ve learned in the CFCl Summit so far?
- What I hope to learn during this session?
“My story”

Gelson, Rio de Janeiro, Brazil

Hau, Vietnam
Move in the room, find 3-4 people and discuss these questions

1. What struck you the most about Gelson’s and Hau’s stories?
2. Do you recognize the same in your context?
3. How could we ensure that everyone is heard?
Lightening talks

1. Virginia Ossana, member of META, movement of youth with disabilities Latin America, Argentina

2. Eija Ruohomäki, Senior Advisor, CFCl coordinator, City of Oulu, Finland
Inclusion of Vulnerable and Marginalized Children and Youth in Participatory Processes
- some practices

Ms Eija Ruohomäki
Senior Advisor for Education,
CFC co-ordinator
City of Oulu, Finland
City of Oulu: 250,000 inhabitants
Oulu, city of young people

Average age 37.9 years
Oulu got its first CFC recognition from UNICEF in 2018.

Process of capacity building as a city: attitudes, skills, knowledge and willingness to act.
UNICEF CFCl/structure for collaboration in Oulu

Educational and Cultural services

Social and Family Services (Welfare services)

The Urban and Environmental Services

The Department of Central Administration

CFC steering group (meets c. 3-4 times a year)

CFC co-ordination group=working group (meets regularly)
Strategic level

Strategies, major plans

Decision making, child impact assessment

Operational level

Development of regional and centralized services

Grassroot level

Units (eg. a school, a welfare centre, a youth house, an early education and care centre, community centres)
”I want to do things together with my family. I want to be with my friends and have a lot of possibilities for free-time activities.”

”I want to live in a safe and clean environment.”

”Adults should encourage me and I must be able to trust them. I am happy if I can be who I feel I am.”

”My parents and I should have possibilities to choose from several options for services, plan ja assess services.”
The Living Library is a tool that seeks to challenge prejudice and discrimination. It works just like a normal library: visitors can browse the catalogue for the available titles, choose the book they want to read, and borrow it for a limited period of time. The only difference is that in the Living Library, books are people. Reading a living book equals conversation. Personal life stories are of great importance!

Experts by Experience Programmes
Experience-based knowledge is needed for developing services, changing attitudes and creating an understanding of challenges which people meet during their lifespan.
Article 31 (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.
Tackling experiences of being excluded and feeling vulnerable

Summary

Individual and collective experiences

The school welfare group

Changes in the operational culture

Workshops on welfare issues

Individual and collective experiences as a basis for development (schools)
Each **home nest area** has a multi-professional team consisting of, for example, pre-primary and classroom teachers, special needs teachers and early childhood special needs teachers, as well as a sufficient number of early childhood education and school assistants.

Concrete actions at the operational level -> high involvement of all children because we can reach them in their daily lives at a schools, early education centres, youth centres, community centres.
All schools have an equality promotion plan and a gender equality plan that are updated every three years.

CFC practices and trained experts:
- Quidance through the participatory process: training, materials
- Evaluation of the plan
Collaboration with parents

A deck of cards to help children verbalise their thoughts

Designed by the Parents’ League in Finland
Collaboration with youth work/afternoon activities
“Näppäippi” an App for young people

Eg. on-line campaigns and voting

Minutes of the Youth Council meetings are always to be read online on city website
Strategic level

Child Impact Assessment; Town planning

Child and youth welfare plan:

different children’s and youth groups involved in preparation and evaluation processes

(eg. youth with a background of been taken into custody)

All political boards have a youth member that has a right to speak at the meetings but not vote

Youth councils: changing their own attitudes, gaining knowledge about vulnerable children
"I know who I am and I have a feeling of belonging."

"I have a confidence in my studies and I trust adults."

"I am self-confident."

"I trust my future to be bright."
Thank you!

UNICEF
CFC co-ordinator in Oulu, Finland
Ms Eija Ruohomäki
eija.ruohomaki@ouka.fi

Website

Article 13
Discuss in table groups:

1. To enable everyone a chance to participate, it is important to...

2. What are the best practices ensuring the participation of the most vulnerable children?

Together write down one conclusion or a best practice on a flip chart
Write down

1. One key takeaway message from this session

2. One concrete thing you will do in the future in order to engage every child
Child Friendly Cities Summit
Cologne, October 2019

Thank you!