



# TIME TO LISTEN TO THE VIEWS OF CHILDREN?



Save the Children

SWEDEN

YOUNG VOICES 2022





## BEHIND THE REPORT

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**Special thanks to everyone who contributed to the report.**

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Photos: Unsplash, Shutterstock, Mostphotos, Saman Saidi/Save the Children Sweden, Sacha Myers/Save the Children Sweden



# FOREWORD



## TERRIFYING SILENCE ON ISSUES OF IMPORTANCE TO CHILDREN AND YOUNG PEOPLE

2022 is an election year in Sweden. It is an election that will see numerous issues brought to the fore and discussed. Issues that are largely decided by those eligible to vote. However, there is a large group of people in Sweden, no less than two million in fact, who are not eligible to vote. I'm talking, of course, about Sweden's children.

According to the UN Convention on the Rights of the Child – which entered into Swedish law in 2020 – children are entitled to express their views in all matters that affect them. A number of political issues up for discussion affect children and young people to a considerable degree – school, healthcare, the environment and violence in public spaces. Yet there is a terrifying silence when it comes to the views of children and young people on these issues. It is for that reason that Save the Children Sweden has carried out this survey – to find out what life is like today for almost 8,000 children and young people, what issues matter most to them, and how they think things can be improved.

As I study the results of Young Voices, I'm struck by just how many children are actually experiencing hardship in Sweden – children subjected to racism and bullying, children who feel unsafe or are worried about their family's finances, children who are not feeling well, and children who do not receive the support they need in school. Of particular concern to me are

children who identify as other than a boy or a girl, who seem to be far more vulnerable than other children.

There are also positive notes, however – many children are learning about the Convention in school, with the result that more are becoming aware of their rights. Perhaps most importantly – almost all children have a positive view of their future!

The world around us is changing rapidly, with events that affect children in ways we could never have predicted. Two years ago a pandemic swept the world, while this year there is a war not far from our borders. The Young Voices survey was conducted before war broke out in Ukraine. It is possible that if we carried out the survey now, some responses would change. Nevertheless, the responses we have received are still relevant – they illustrate the situation facing children in Sweden today, with or without a war raging close by.

I would like to thank everyone who has contributed to producing this report. My special thanks go to all the children and young people who have participated in this survey and in the focus groups. Without you, there would be no report!

A handwritten signature in black ink, appearing to read 'Helena Thybell'.

**Helena Thybell**  
Secretary General Save the Children Sweden


**MAKING THE CONVENTION ON  
THE RIGHTS OF THE CHILD A  
REALITY FOR EVERY CHILD**

**SAVE THE CHILDREN SWEDEN'S VISION**



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*“Adults must listen to us more,  
and they must accept our choices  
and not force us to change. If we  
have an opinion on something,  
they ought to let us express it...”*  
**- Boy in focus group**

# YOUNG VOICES IN BRIEF

## THE FUTURE

**83%** regard their future in a fairly positive or very positive light

## INFLUENCE

**67%** believe that politicians/decision-makers seldom or never listen to the views of children

**37%** feel that they have seldom or never been able to discuss/influence issues that are important to them at school

**79%** feel that they have seldom or never been able to discuss/influence issues in the area where they live

**69%** want to be able to influence equal rights for girls and boys

**12%** think that politicians/decision-makers in Sweden are doing enough for the environment and climate

## SCHOOL AND LEISURE TIME

**9%** seldom or never get the help they need at school to manage their assignments

**34%** of the boys have been hit, kicked, shoved or locked in at school

**27%** of the girls have been subjected to sexual harassment at school

**12%** have been unable to participate in a leisure activity because they could not get to the activity

**38%** of those who identify as other than a boy or a girl have been mistreated because they are homosexual/bisexual

**25%** of children with a foreign background have been mistreated at school because of their skin colour, culture, religion or where they or their families come from

## SECURITY AND HEALTH

**11%** have in the past year worried about being subjected to violence in the area where they live, or this happening to a family member or someone they know

**12%** have in the past year worried about their family not having enough money to get by

**33%** have in the past year felt sad or down for a period of two weeks or more

**11%** have been contacted on social media by an adult who wanted to talk to them about sex



# ABOUT YOUNG VOICES





# WHAT IS YOUNG VOICES?

Young Voices is a survey conducted by Save the Children Sweden to ascertain whether children and young people throughout Sweden feel that their rights are being respected and fulfilled in everyday life. In all, 7,939 children aged 12, 14 and 16 years old have responded to the survey. The survey has also been supplemented with interviews in focus groups.

**The questions in Young Voices** are based primarily on the recommendations Sweden received from the UN Committee on the Rights of the Child in Geneva. They also cover other areas where Save the Children Sweden would like to understand how children perceive their situation. The survey is conducted from a children's rights perspective and provides a knowledge base for those who in some way work with or make decisions that affect children and young people.

The results of Young Voices are also submitted to the Committee and are an important element in its assessment of how well Sweden complies with the Convention.

**This is the third time** that children and young people have been asked to respond to Young Voices. The previous surveys were conducted in 2011 and 2014. The idea for Young Voices came from Save the Children Sweden's members in Stockholm County in 2010. The Young Voices survey is also conducted by Save the Children in other countries. •

## ABOUT THE CONVENTION ON THE RIGHTS OF THE CHILD

The Convention on the Rights of the Child sets out the rights of all children. These are to some extent the same rights as adults have, but there are also some rights that are specific to children. The rights are set out in 42 articles. All rights are deemed equal and indivisible.

Four of the articles are regarded as the general principles of the Convention and must feature in all work with and on behalf of children:

- The child's right to equal treatment and non-discrimination (Article 2)
- The best interests of the child shall be a primary consideration in all actions concerning children (Article 3)
- The child's right to life, survival and development (Article 6)
- The child's right to express views and to have those views considered (Article 12) •

## EXAMINATION OF SWEDEN BY THE UN COMMITTEE ON THE RIGHTS OF THE CHILD

The Convention was adopted by the UN in 1989. Sweden was one of the first countries to ratify (agree to comply with) the Convention in 1990, when we promised to fulfil the rights in it “to the maximum extent of our resources”. The Convention was officially incorporated into Swedish legislation in 2020. This established additional requirements to realise the rights that follow from the Convention.

The UN Committee on the Rights of the Child examines how well countries comply with the Convention. Sweden’s government must report to the Committee every five years or so. The Committee then submits its recommendations to the government on areas that can be improved in implementing the Convention.

Sweden has previously received recurrent recommendations on to do more to ensure:

- children being listened to more on issues that concern them
- children being aware of their rights to a greater extent than at present
- children having the same opportunities for education and support, irrespective of where in Sweden they live •

## HOW CAN YOUNG VOICES BE USED?

The goal of Young Voices is to help make the Convention a reality for all children. In order to do this, we need greater insight into how children and young people perceive their lives and living conditions and how their rights are fulfilled.

We hope that Young Voices will be taken seriously by decision-makers and other adults who influence conditions for children and young people, and that the voices of these youngsters will lead to action. How the rights work is perceived differently by different children, which is confirmed in the survey. Therefore, we want to encourage continued conversations with children. This may enable you to gain a deeper understanding of the results among the children and young people you meet.

Acting on Young Voices is one way to realise the Convention. As is complying with the recommendations of the Committee.

Owing to considerations of space, not all results can feature in the report, but the results of all questions are provided in the appendix. The survey includes, in all, a national report, 19 reports at county level and 31 reports at municipal level.

All the reports can be found at [raddabarnen.se/ungrost2022](https://raddabarnen.se/ungrost2022) •



# METHOD – HOW WE CONDUCTED THE SURVEY

Enkätfabriken has been commissioned by Save the Children Sweden to carry out the national survey Young Voices among children and young people in different age groups (ages 12, 14 and 16 years). The survey was conducted between 26 October 2021 and 7 January 2022, as the Covid-19 pandemic in Sweden was subsiding and before war broke out in Ukraine. All responses reflect children's experiences during 2021. Young Voices is a survey that is sent out to children and young people to enable Save the Children Sweden to learn more about how children and young people perceive their lives and living conditions. There follows a brief description of the survey method used. More information about the method is provided in a separate method appendix: [raddabarnen.se/ungrost2022](https://raddabarnen.se/ungrost2022).

## SURVEY QUESTIONS

The survey comprises 32 closed questions and one open-ended question. The topics for questions included in Young Voices have been chosen by Save the Children Sweden and are based on the Convention. Save the Children Sweden has opted to ask questions about school and leisure time, security and health, being listened to by adults, scope for influence, view of the future, and what respondents would change if they were politicians. The wording of the questions was tested by Enkätfabriken on children and young people in the same age groups.

## SELECTION

In October 2021 a stratified random selection of a total of 27,892 people from the Swedish state personal address register (Statens personadressregister, SPAR) was performed. This register includes all persons who are registered as resident in Sweden, both Swedish and foreign citizens, as well as those with a coordination number and a confirmed identity<sup>1</sup>. It therefore does not include undocumented children or persons with a protected identity. Stratification (division of the population) was based on where Save the Children Sweden has local branches. The aim of stratification was to enable

reports to be produced at national, county and municipal level for local branches. The selection is based on a total of 89 selected geographic areas (municipality or county) and the three age groups (12, 14 and 16 years). These formed a total of 267 strata (groups), intended to provide a sufficient number of responses for both municipal reports and county reports. Children and young people in 263 municipalities have contributed to Young Voices. The selection is also the basis for the national report. However, the response rate was insufficient to enable local reports to be produced as planned for all the municipalities and regions. A list of the 31 municipalities with a separate municipal report, and 19 counties with a county report, is provided on page 15.

## DATA COLLECTION

Data collection has been carried out using postal questionnaires, with the option to respond online. Reminders were sent by post and by text message. In all, there were four postal mailings/reminders and three text message reminders. Data collection was carried out by various means, depending on the age of the child. We have observed ethical guidelines as per Swedish industry standards for surveys, which include seeking permission from parents/guardians for children under the age of 15 years to participate in a survey. For this reason, in the case of children aged 12 and 14 years, the questionnaire was sent to the parent/guardian, who was asked to pass it on to their child in the relevant age group, which also constituted consent. The survey was sent directly to 16-year-old participants.

## RESPONSE RATE AND NON-RESPONSE ANALYSIS

Data collection has been carried out using postal questionnaires, with the option to respond online. Reminders were sent by post and by text message. In the case of children aged 12 and 14 years, the questionnaire was sent to the parent/guardian, who could then pass it on to their child, which also constituted consent. The survey was sent directly to 16-year-old participants.

It is common industry practice for surveys involving children under the age of 15 years to need parental consent. Children aged 15 and over can decide for themselves whether or not to participate. Save the Children Sweden has also determined that children aged 16 years and over should be able to decide themselves whether or not to participate in a survey like Young Voices. We also deem this to be an age at which it may be reasonable, as per the Swedish Children and Parents Code, to consider giving the child greater scope to make decisions on similar matters. Ethical approval has not been sought, as this is not considered to be scientific research. Data collection has been carried out in accordance with GDPR.

## **NATIONAL REPORT: RESPONSE RATE, BACKGROUND VARIABLES AND NON-RESPONSE ANALYSIS**

A total of 7,939 children and young people responded to the survey, making the response rate 28.5%.

The non-response analysis shows that children irrespective of age group responded in similar numbers. Girls have responded slightly more; in all, the response by gender is as follows: 54% girls, 44% boys, and 2% who stated other as their response. We can also see that the response distribution by age is fairly consistent. Girls are more overrepresented than boys in the age group 16 years than in the younger age groups. Overall, the analysis shows some bias that has been introduced through the selection method. In the questionnaire, children have been able to identify as a girl, a boy or other, with the latter being a frequently used response option for transgender identity. Those who have identified as “other” have been consistently described in the report as “those who identified as other than a boy or a girl”. In connection with quotes they are described as a “young person”. Those who have identified as a girl or a boy have been described as girls or boys. These background factors have been included based on previous evidence that they are important factors in observable differences in the living conditions of children.

In addition to comparison by age and gender, we have also looked at other background variables as a means of gaining increased insight into, and further analysing, children’s diverse living conditions. These are: the residential

area’s socioeconomic conditions, classification of urban area, Swedish/foreign background and type of family. We have tried to use the various background factors to ascertain the differences between our selection and the larger population that we have tried to comment on in order to obtain information about non-response to the survey. This is presented under each background variable below.

### **Socioeconomic conditions**

In the report we have analysed responses based on the socioeconomic composition of the child’s residential area by establishing three area categories (see below). Demographic statistical areas (DeSO) are areas that, at the time of writing, had between 700 and 2,700 inhabitants<sup>2</sup>. The areas are smaller than the municipalities, but follow the division pattern.

Once the areas have been categorised, we have looked at the proportion of children aged 0-17 years living at home in low-income families, which is an absolute poverty measure and means that incomes are insufficient to cover necessary living costs (e.g. housing, electricity and childcare)<sup>3</sup>. Save the Children Sweden also uses this measure in its child poverty reports<sup>4</sup>. The information on low income standard for each area has been obtained from the Segregation Barometer (Segregationsbarometern)<sup>5</sup>.

We have established three categories based on demographic statistical areas (DeSO)<sup>2</sup> and information about the proportion of low-income families from the Segregation Barometer. In this, we also use the same concepts as used in their area categorisation<sup>5</sup>. A more detailed description of how the categories are defined is provided in the method appendix.

- 1) Areas with socioeconomic challenges/major socioeconomic challenges = areas where 16.5% or more of families with children have a low income standard
- 2) Socioeconomically mixed areas = areas where 4-16.5% of families with children have a low income standard
- 3) Areas with good economic conditions/areas with very good socioeconomic conditions = areas where 4% or fewer families with children have a low income standard

Children living in areas with socioeconomic challenges have responded to the survey to a lesser degree and are somewhat underrepresented. Here



we can see that 11% of those who responded to the survey live in areas with socioeconomic challenges, compared to 14% nationally. 51% of respondents live in socioeconomically mixed areas, compared to 46% nationally, and 38% of respondents live in areas with good economic conditions, compared to 40% nationally.

### **Classification of urban areas as per DeSO**

In order to identify differences between rural areas, urban areas and cities, we used Statistics Sweden's (SCB) demographic statistical areas (DeSO), which divide Sweden into almost 6,000 areas. We have used the following three categories based on DeSO classification: 1) Rural area – areas outside large population concentrations or urban areas 2) Urban area – areas largely in a population concentration or urban area – but not in the municipality's regional centre 3) Regional centre – areas in the municipality's regional centre. We can see that children living in rural areas have, to a greater extent, been sent the survey and have responded to the survey. For example, 75% of Sweden's children live in regional centres, but only 66% of the respondents do. The corresponding figures for rural areas are 15% and 20% respectively.

### **Swedish and foreign background**

In order to compare living conditions for children with a Swedish and a foreign background, children have told the survey whether they and their parents were born in Sweden or in another country. Consequently, we have created three categories:

- 1) born in Sweden with at least one parent born in Sweden,
- 2) born in Sweden with two foreign-born parents,
- 3) foreign born.

According to Statistics Sweden's definition, persons belonging to category one are defined as persons with a Swedish background. Persons belonging to category two and three are defined as persons with a foreign background. These terms appear regularly in the report.

A detailed non-response analysis has been carried out, in which we have tried to use known background factors to ascertain the differences

between our selection and the larger population that we have tried to comment on. We can see that 18% of those participating in the survey have a foreign background, compared to almost 27% of the total population of children aged 12, 14 and 16 years, according to Statistics Sweden.<sup>6</sup>

### **Type of family**

To compare children's type of family, we have established four categories based on the following survey question: What is your living arrangement? 1) With both your parents 2) Half the time with one parent and half with the other 3) Mostly or only with one parent 4) With a relative/in a foster home/other. Given the report's limited space, this is only included in some questions. We can see that 74% live with both their parents, compared to 65.5% nationally. We can see that 1% live somewhere other than with parents, compared to 0.8% nationally. As regards single parents, we found 14% of our selected participants live with a single parent, compared to 23.7% nationally (7). However, this may possibly be explained by the fact that our response options differed from those of Statistics Sweden.

## **ANALYSIS**

The results have been processed using statistical software. Our analysis has been based on comparisons of unweighted proportions. No additional analyses have been performed. Free-text responses have been analysed by first creating word classes and then counting them.

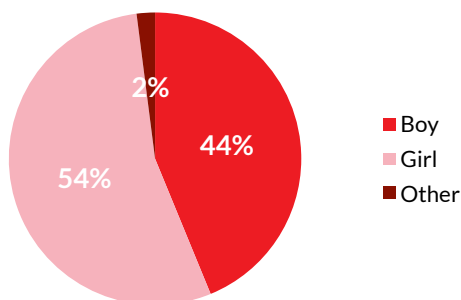
## **MUNICIPAL AND REGIONAL REPORTS**

At county and municipal level we have opted to create reports solely for the municipalities with more than 100 survey participants. Two county reports have only 99 participants, and it was decided that this would not have a measurable impact on the result, and so the minimum number for creating county reports was set at 99 respondents. The minimum number was set at 100 and 99 respectively because a number of the outcomes we measure are so unusual that there is significant uncertainty in presenting very small selections and to protect the privacy of children and young people. Non-responses were not analysed for county and municipal reports.

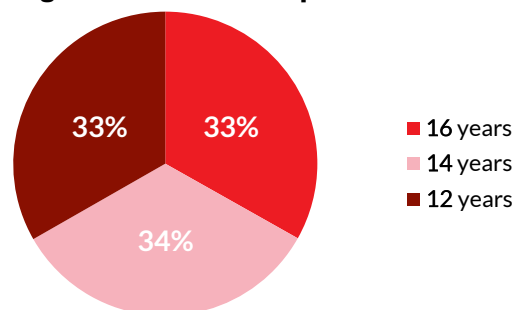
## FOCUS GROUPS

Save the Children Sweden's activities for children in vulnerable situations throughout Sweden help us to access children's and young people's own descriptions, thoughts and reflections on their everyday life. In producing Young Voices we have therefore also spoken directly with children and young people who use our services in order to gain greater insight from a small number of them. We conducted two focus groups at two different sites involving a total of 13 youngsters, both girls and boys, aged 14-15 years, who use our services. The focus groups discussed the the same themes as in the report. We asked about school and leisure time, security and health, being listened to by adults, scope for influence, view of the future, and what the youngsters would change if they were politicians. Many of the quotes featured in the report comes from these discussions. Prior to the focus groups meeting, all participants were informed of their purpose, that responses would be rendered anonymous, that they could participate in a manner that suited them, and that they could withdraw at any time. Their usual service leaders also attended the meetings. The quotes shared in this report are valuable because they are examples of children's and young people's experiences, views and thoughts, which are what lie behind the figures. However, they should not be deemed to express the thoughts of all children and young people in general. The quotes have not been analysed using any specific scientific method. Nonetheless, they provide us with insight, important information and a greater understanding of the living conditions of these children and young people.

Gender distribution of respondents



Age distribution of respondents



## HOW TO READ THIS REPORT

To make the material more comprehensible, the most relevant comparisons and breakdowns have been used, with the aim being to highlight matters where more needs to be done in order to fulfil children's rights. It is important to note that some response options have been excluded in diagrams in favour of those of note. Please note also that on occasion there may be some automatic rounding up or down of percentages in the report. At the end of the national report there is an appendix containing all the results by age and gender. The report's quotes comes from the focus groups and from responses to the open-ended question in the questionnaire about what politicians ought to focus on during the election year.

## REFERENCES

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4. Save the Children Sweden (Rädda Barnen). 2022. Barnfattigdom i Sverige. [Child poverty in Sweden.] <https://www.raddabarnen.se/rad-och-kunskap/arbeta-med-barn/barnfattigdom/> (Accessed 16-05-2022).
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6. Statistics Sweden (SCB). 2022. Antal personer med utländsk eller svensk bakgrund (grov indelning) efter region, ålder och kön. [Number of persons with foreign or Swedish background (rough division) by region, age and sex.] [https://www.statistikdatabasen.scb.se/pxweb/sv/ssd/START\\_BE\\_BE0101\\_BE0101Q/UtISvBakGrov/table/tableViewLayout1/?loadedQueryId=124935&timeType=from&timeValue=2020](https://www.statistikdatabasen.scb.se/pxweb/sv/ssd/START_BE_BE0101_BE0101Q/UtISvBakGrov/table/tableViewLayout1/?loadedQueryId=124935&timeType=from&timeValue=2020) (Accessed 16-05-2022).
7. Statistics Sweden (SCB). 2022. Familjetyp för hemmaboende barn och unga 0-21 år efter kön, ålder, familjetyp, utländsk/svensk bakgrund och föräldrarnas utbildningsnivå. [Type of family for children and young persons aged 0-21 and living at home by sex, age, type of family, Swedish/foreign background and parents' level of education.] [https://www.statistikdatabasen.scb.se/pxweb/sv/ssd/START\\_LE\\_LE0102\\_LE0102B/LE0102T17/table/tableViewLayout1/?loadedQueryId=124934&timeType=from&timeValue=2020](https://www.statistikdatabasen.scb.se/pxweb/sv/ssd/START_LE_LE0102_LE0102B/LE0102T17/table/tableViewLayout1/?loadedQueryId=124934&timeType=from&timeValue=2020) (Accessed 16-05-2022).





**RESULTS**  
**INFLUENCE**  
**AND PARTICIPATION**



## SUMMARY INFLUENCE AND PARTICIPATION

This section reports on responses to questions about how children view their influence and participation. The questions relate to knowledge about the Convention, the scope children think they have to influence society, issues they want to be able to influence, and climate issues. We have also asked what children think politicians should focus on during the 2022 election year.

Of all the children who responded, **almost eight out of ten have heard of the Convention**. The younger children, the 12-year-olds, knew more about it and have also worked with the Convention and/or children's rights most at school. A larger proportion of the 12-year-olds, around half, have worked with the Convention at school in the past year, compared to around one third of 14 and 16-year-olds.

**Two out of three children believe that politicians seldom or never listen to the views of children.** Trust in politicians listening to what children and young people have to say fell noticeably with age. Among 12-year-olds, four out of ten believe that politicians listen to the views of children, while among 14-year-olds it is three in ten, and among 16-year-olds just two in ten.

Approximately six out of ten children report that in the past year they have been able to discuss and influence matters at school and during leisure activities. Four out of ten say that they have seldom or never been able to influence issues at school. When it comes to being able to influence issues in the area where they live and in their municipality, the response from children is significantly lower, being 20% and 15% respectively for having been able to influence/discuss issues. A majority of children, 56%, think that children should not be allowed to vote from the age of 16. Specific issues that children and young people want to be able to discuss and influence are equal rights for girls and boys, tackling racism, and the health and wellbeing of children. In an open-ended question about what politicians should focus on, most children said the environment, climate and schools.

**Just over half of all those surveyed worry about the environment and climate change.** A difference was observed between genders, with girls and those who identify as neither a girl nor a boy being more concerned than boys. **More than half of all children don't think that politicians in Sweden are doing enough for the environment and climate.** •

### Article 12

## ACCORDING TO THE CONVENTION CHILDREN HAVE THE RIGHT TO INFLUENCE

Children have the right to express their views on all matters affecting them, from specific issues to major decisions taken in a municipality, for example. To do this, children need to receive information about matters that concern them.

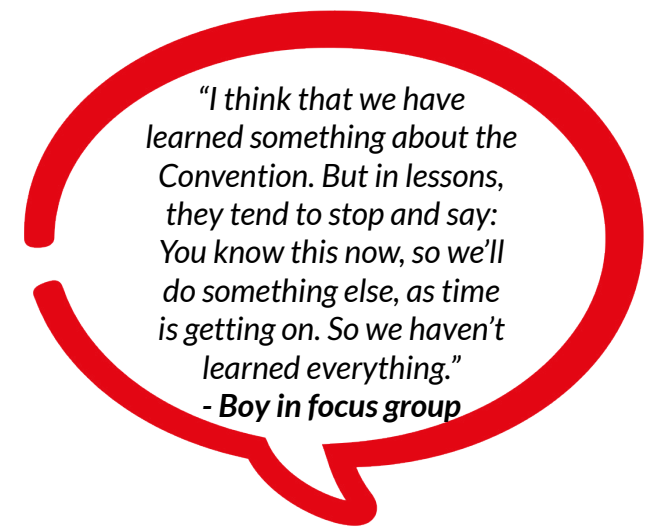
Decision-makers must give the views of children due weight in accordance with the child's age and maturity. Children are the real experts when it comes to judging real-world compliance with the Convention. That is why it is essential that we listen to them – to know which rights are being fulfilled in everyday life. •



## KNOWLEDGE ABOUT THE CONVENTION

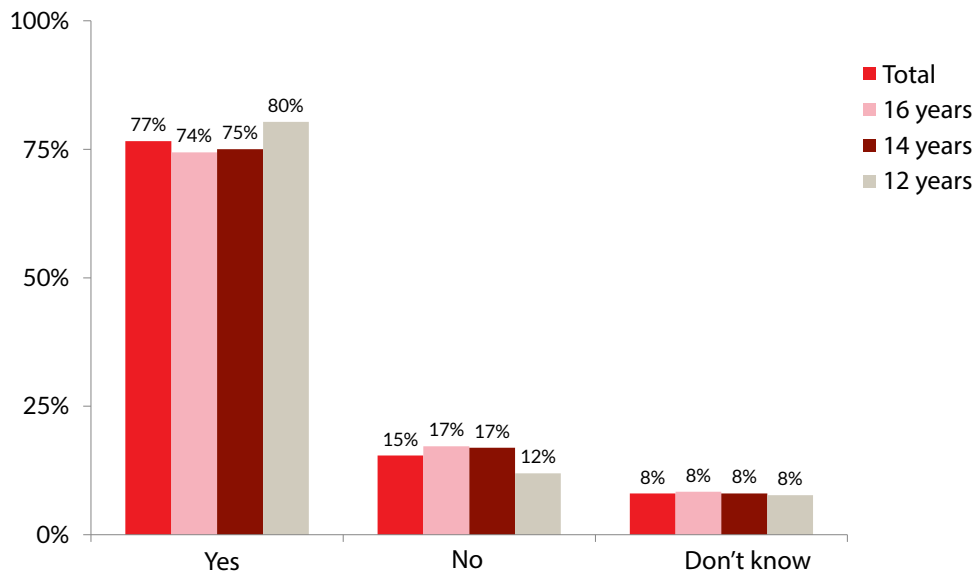
To begin with, we asked about children's knowledge of the Convention. A total of 77% say that they have heard of the Convention. More 12-year-olds have heard about the Convention than 14 and 16-year-olds (Diagram 1).

To the question about whether children have worked with the Convention and/or children's rights, the same difference was observed as for knowledge of the Convention. 12-year-olds have worked with the Convention significantly more than 14 and 16-year-olds (Diagram 2).



### 1. Have you heard about the Convention on the Rights of the Child?

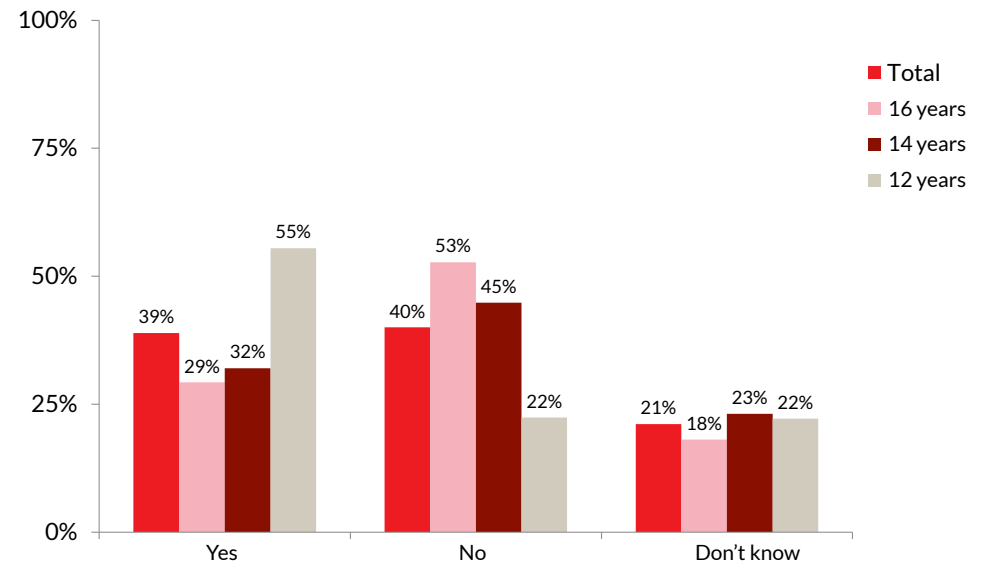
By age



Number of responses: 7880

### 2. This term or last term, have you worked with the Convention/children's rights at school?

By age

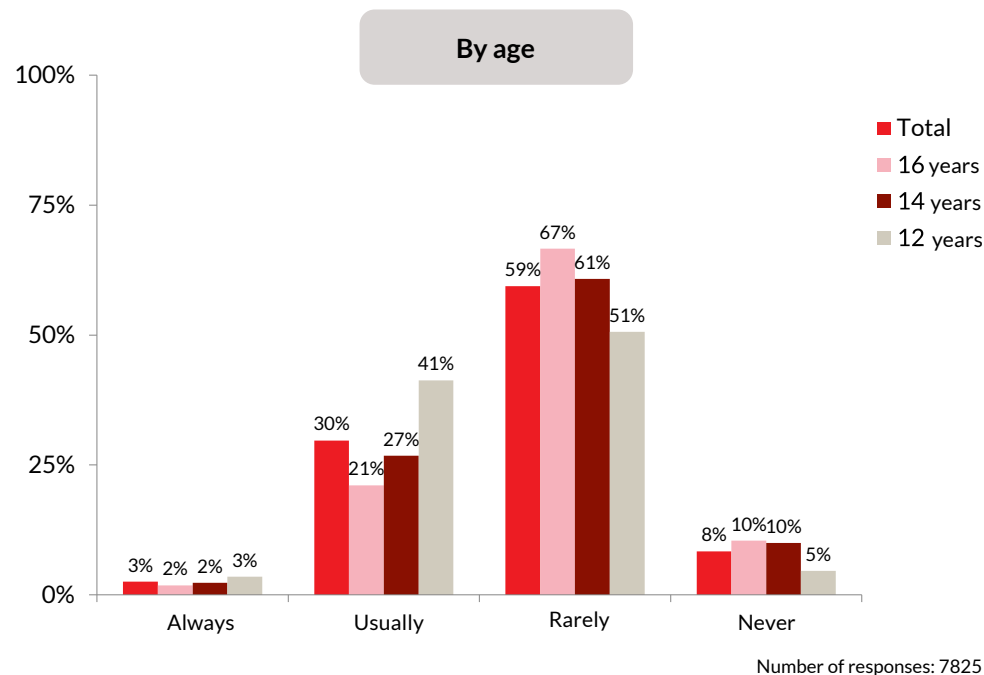


Number of responses: 7879

## EXPERIENCES OF INFLUENCE AND PARTICIPATION

The following two pages report children's experiences of influence and participation. A relatively high proportion, 67% in all, believe that politicians seldom or never listen to the views of children. In this case, there appear to be differences based on age; 12-year-olds, to a greater degree than the other age groups, answered that they usually believe that politicians listen to the views of children (Diagram 3).

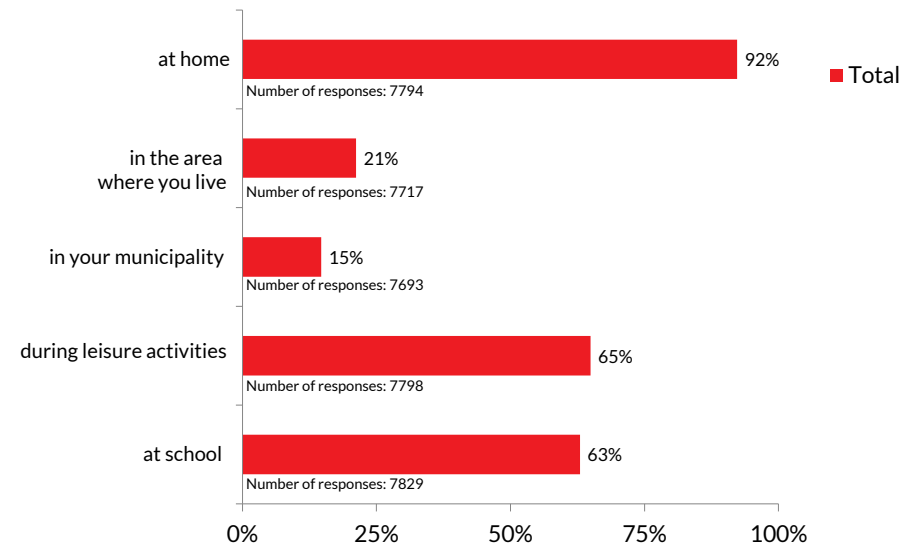
### 3. Do you believe that politicians/decision-makers listen to the views of children?



The children have also responded to a question about whether they have been able to influence issues that are important to them at home, in the area where they live, in their municipality, during leisure activities and at school (Diagram 4). Overall, we can see that a high proportion, 92%, are able to influence important issues at home. A majority state that they are able to discuss issues at school and during leisure activities. The proportion who feel that they are able to influence issues in the municipality and the area where they live is clearly lower, 15% and 21% respectively.

When it comes to the children who identify as other than a boy or a girl, a larger proportion, 17%, compared to boys and girls, 8% and 7% respectively, state that they are seldom or never able to influence issues that are important to them at home.

### 4. This year have you been able to discuss/influence issues that are important to you...? The diagram shows proportion of always + usually

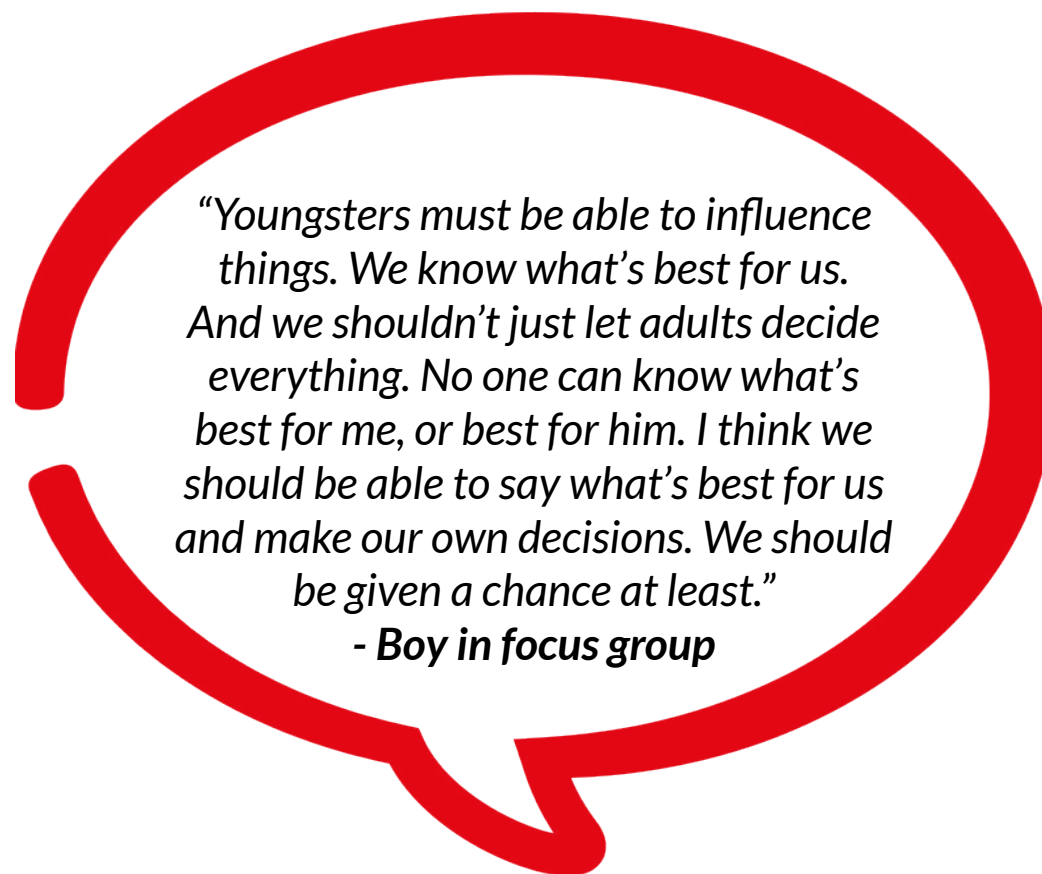
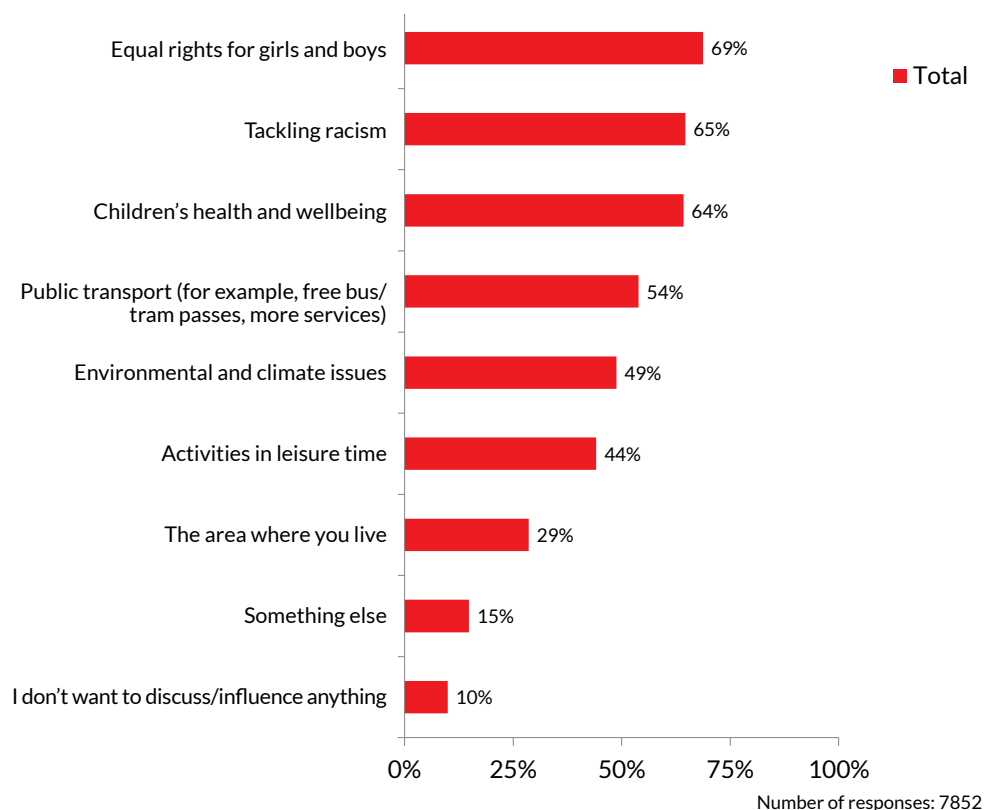


In a multiple choice question children and young people were asked to decide which issues they want to be able to influence. Here it was possible to select more than one answer (Diagram 5). Most, 69%, say that they want to influence equal rights for girls and boys. 65% want to influence issues on tackling racism, and 64% want to influence children’s health and wellbeing.

The issue that most children, irrespective of gender identity, want to be able to influence is equal rights for girls and boys. However, considerably fewer boys, 55%, chose this option than girls, 81%. Of those who identify as other than a boy or a girl, 75% want to influence equal rights for girls

and boys. In this group, we also observed that a larger proportion, 31% compared to 15% among all children and young people, have expressed a desire to influence something else. We can also see that a larger proportion of boys than girls do not want to discuss/influence anything. 14% of the boys say that they do not want to influence any of these issues, compared to 6% of the girls.

### 5. What things would you like to be able to discuss/influence?

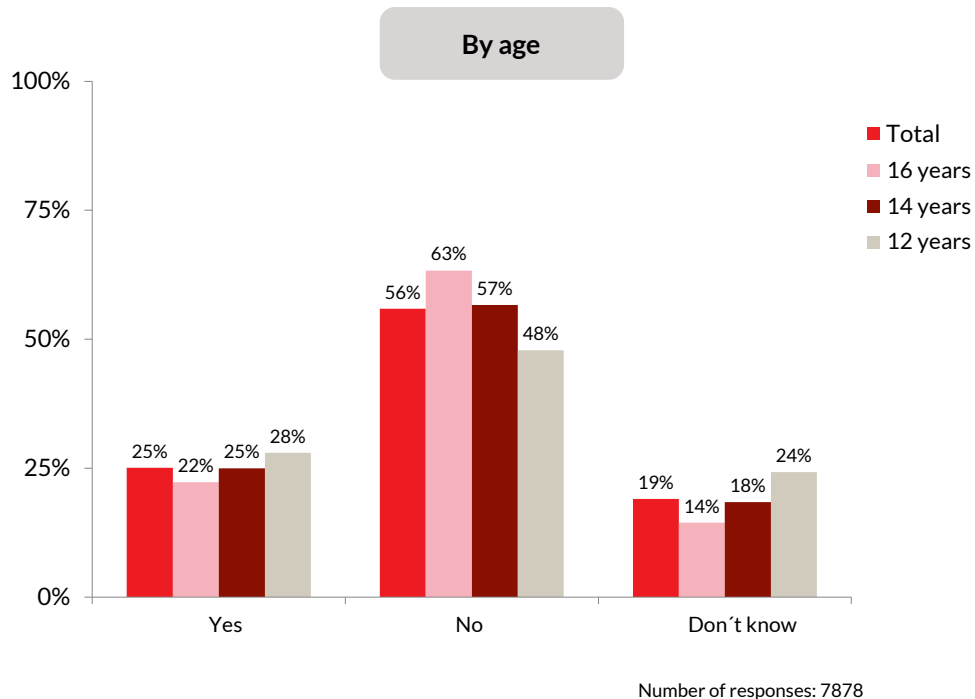




## BEING ALLOWED TO VOTE FROM THE AGE OF 16

Children do not have the right to vote in general elections According to the Convention. However, lowering the voting age has been discussed for a number of years in Sweden, and proposals have been put forward to enable children to vote in municipal and regional elections from the age of 16. For that reason, Save the Children Sweden wanted to know what children themselves think of this (Diagram 6). A total of 25% say that they think children should be allowed to vote from the age of 16. 16-year-olds are the largest group not to think that children should be allowed to vote from the age of 16. Differences were also observed based on where children live; children who live in rural areas or in urban areas responded to a greater degree than children who live in a regional centre or city that children should be allowed to vote from the age of 16.

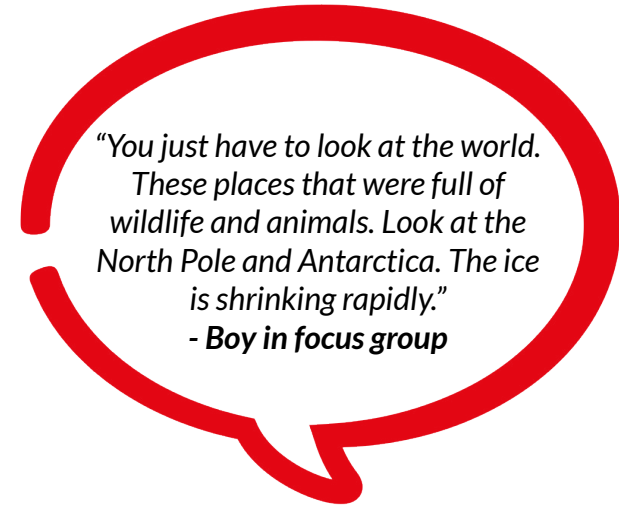
### 6. Do you think that children should be allowed to vote from the age of 16?



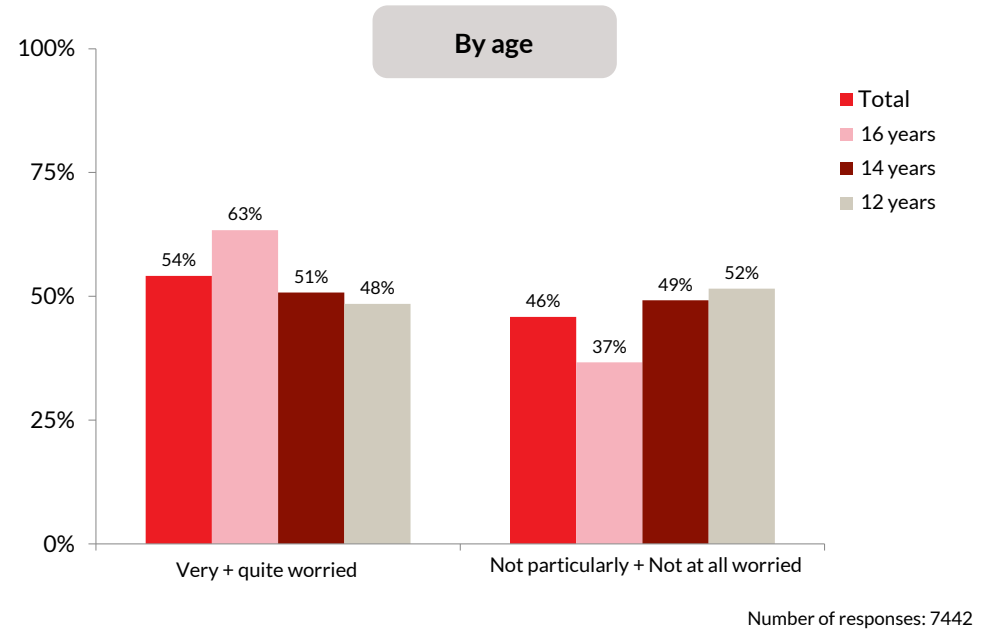
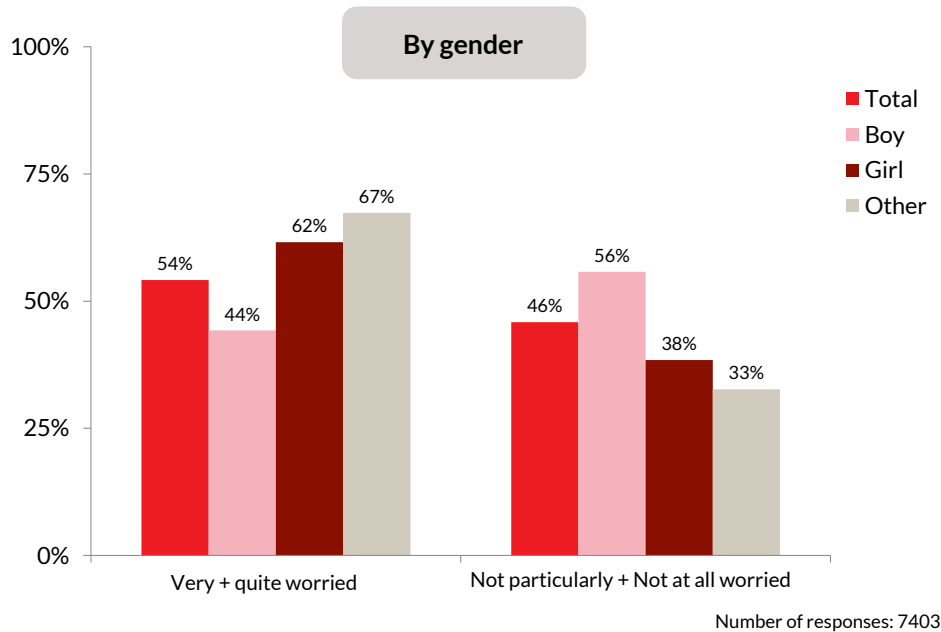
*“Having a chat with a politician might have made him or me think differently.”*  
- Boy in focus group

## CHILDREN'S CONCERNS ABOUT THE ENVIRONMENT AND CLIMATE CHANGE

Children and young people have also been asked to answer two questions about the environment and our climate. In all, 54% responded that they are very or quite worried about the environment and climate change as things stand (Diagram 7). Here a clear difference can be observed between genders: 62% of girls and 67% of those who identify as other than a boy or a girl state that they are very or quite worried. The corresponding figure among boys is 44%. There are also differences between the age groups – 16-year-olds worry more than the younger age groups.

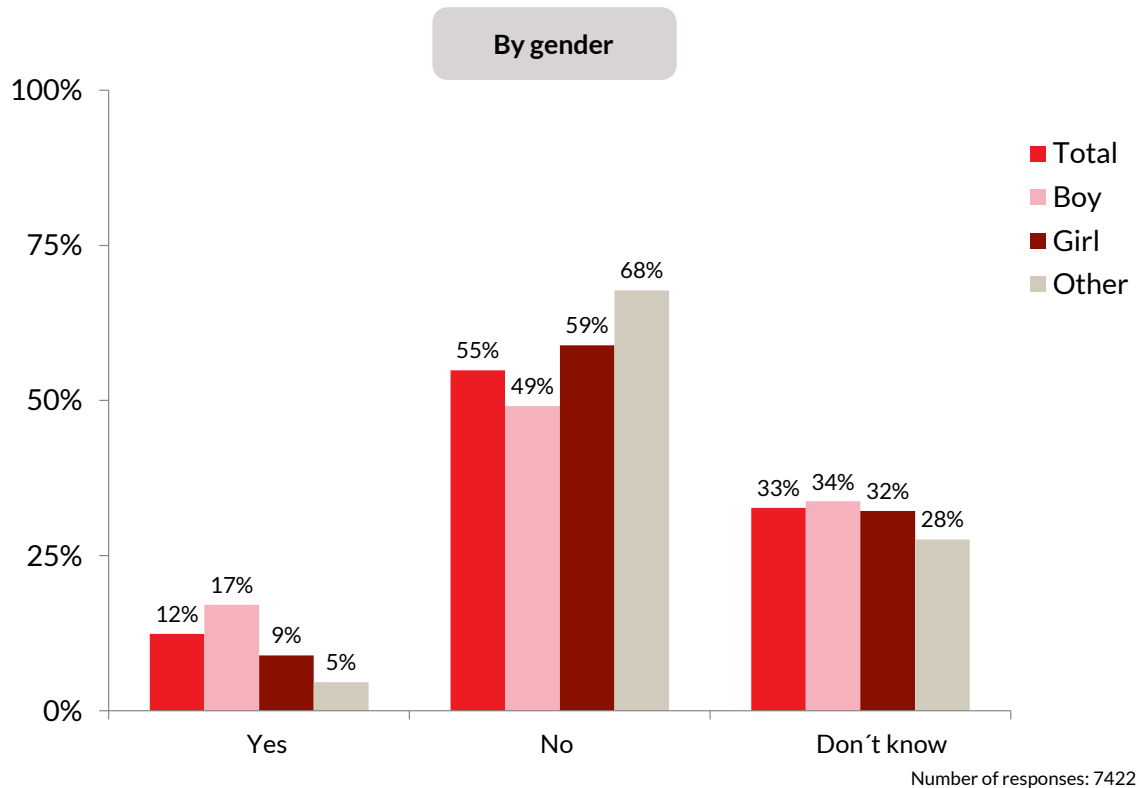


### 7. How worried are you about the environment and climate change as things stand?



To the question about whether politicians/decision-makers in Sweden are doing enough for the environment and climate, only 12% of the children answered yes. Examined by gender, a larger proportion of boys think that politicians are doing enough for the environment and climate, 17%, compared to 9% of the girls and 5% of those who identify as other than a boy or a girl.

### 8. Do you think politicians/decision-makers in Sweden are doing enough for the environment and climate?



*"I've realised just how much of a mess of things the older generation has made for us. How much will affect us, how much we will need to do and all the choices because of their actions. They put everything off, so it's us who will have to deal with it."*  
**- Girl in focus group**



# CHILDREN'S AND YOUNG PEOPLE'S MESSAGES TO POLITICIANS

In the political sphere, children's voices tend not to be heard at all. That is why we have included an open-ended question in Young Voices, asking what children think politicians should focus on during the election year. The quotes in this section come from a selection of the nearly 6,000 children and young people who chose to answer the question.

The overall picture provided here is based on the words that appear the most number of times nationally in the survey responses. By counting words, we can clearly see that some issues come up again and again, regardless of age, gender and residential area.

The main issues that most children want politicians to focus on are the environment, climate and schools. Approx. 2,700 children mention the environment and/or climate in their answers. Just over 1,000 children mention school, schools or school meals.

The quotes presented in this report should not however be viewed as representative of what children and young people think. They are merely examples. Children and young people, like adults, have different views. A more in-depth analysis of the answers remains to be done, but there is insufficient space for it in this report. •

*"More buses out to the villages outside of town."*

*- Girl, 14 years old*

*"Climate issues are what I and a lot of others think are most important right now."*

*- Boy, 16 years old*

*"The immigration issue... How they can improve Swedish society by investing in poor areas and not just 'sweeping problems under the rug'. Actually daring to tackle problems and do something about them."*

*- Boy, 16 years old*

*"I think politicians should focus more on rights for men and women and stop racism in schools and in society."*

**- Girl, 12 years old**

*"Focus more on things like racism, homophobia, discuss issues like anxiety and depression among children and young people more, and explain that things are tough sometimes but that there is help available."*

**- Girl, 12 years old**

*"Change the concept of school so that it works for everyone. A lot of children stay at home today because they can't cope in a school environment, with all the demands, etc. When an adult feels the same way, it's called burnout."*

**- Young person, 16 years old**

*"Listen to children's problems."*

**- Girl, 14 years old**

*"I think that they should help immigrants more with getting residence and jobs."*

**- Boy, 14 years old**

*"Tougher sentences for criminals."*

**- Boy, 12 years old**

*"The migration policy must be kinder to immigrants."*

**- Boy, 16 years old**

*"Increase sentences - particularly gang-related crime and violence against women."*

**- Girl, 16 years old**

*"Youngsters' mental health problems. It's a huge issue that's never discussed. Kids with mental health problems must have easier access to help than they do now. Usually you have to wait to get help, sometimes up to a year! That is definitely not okay!"*

**- Young person, 12 years old**

*"No one understands the pressure we're under at school. Everyone just says we're lazy. But try living our lives for a week. Then perhaps you'll understand the demands and the huge pressure we're under."*

**- Girl, 14 years old**

*"Reduce the price of petrol so my mum can fill up the car and pick us up and take us places."*

**- Girl, 14 years old**

**RESULTS**

**SCHOOL AND LEISURE TIME**





## SUMMARY SCHOOL AND LEISURE TIME

This section reports on responses to questions about children's experiences of support and vulnerability at school and in their leisure time. The questions cover, among other subjects, what help children get in school, insecurity and harassment, and opportunities for and obstacles to participating in leisure activities. The responses show that the majority of children are doing relatively well when it comes to school and leisure time. However, there is marked vulnerability among some groups of children attributable to factors such as gender/transgender identity, socioeconomic conditions in the area where they live, and the child having a Swedish or foreign background.

The vast majority of children say that they get the help they need at school to manage their assignments. **However, one in ten children seldom or never get the help they need at school.** We can also see that **children who live in areas with socioeconomic challenges report that they get help with homework less often** than children who live in areas with mixed or good socioeconomic conditions. To the question about where they usually get help with homework, 70% of the children said that they get help at home. In areas with socioeconomic challenges, however, only around a half, 56%, say that they usually get help with homework at home. When they do get help, it tends to be more at school.

As regards vulnerability to bullying and unsafe situations at school, the majority of children say that they have experienced being called names or being teased, i.e. have experienced harassment. **One in five say that they have been teased repeatedly.**

We can also see that **more than a quarter, 27%, of the girls have been subjected to sexual harassment at school on one or more occasions. Of those who identify as other than a boy or a girl, 38% have been mistreated at school because of their sexuality, and 27% because of their transgender identity.** Questions about experience of being mistreated based on the various grounds for discrimination reveal that children with a foreign background are particularly vulnerable. **One in four children with a foreign background state that they have been mistreated at school because of skin colour, ethnicity or religion.** 12-year-olds report being mistreated at school because of their age more than 14 and 16-year-olds. A similar pattern of mistreatment is observed in questions about leisure time, but the proportion reporting this is lower for leisure time than at school.

When it comes to obstacles to participating in leisure activities, it is clear that **children with a foreign background and those who live in areas with socioeconomic challenges have had to forego a leisure activity because their family cannot afford it to a greater degree than other groups.** There are also differences based on type of family, with those who live with only one parent, with relatives or in a foster home reporting to a greater degree that they have to forego activities for financial reasons. **One in six children in rural areas, one in six children with a foreign background, and one in six children who live mostly with one parent say that they could not participate in an activity because they were unable to get there.** •

Articles 28, 29 and 31

## ACCORDING TO THE CONVENTION CHILDREN HAVE THE RIGHT TO EDUCATION AND LEISURE TIME

According to the Convention, all children have the right to an equal, compulsory and free primary education. It should develop the child's full potential and respect for human rights.

Children also have the right to meaningful leisure time, for example, resting/relaxing, playing and cultural and artistic activities. The UN Committee on the Rights of the Child has highlighted how important it is for children to be able to control their leisure time and develop their abilities through their own discoveries. •

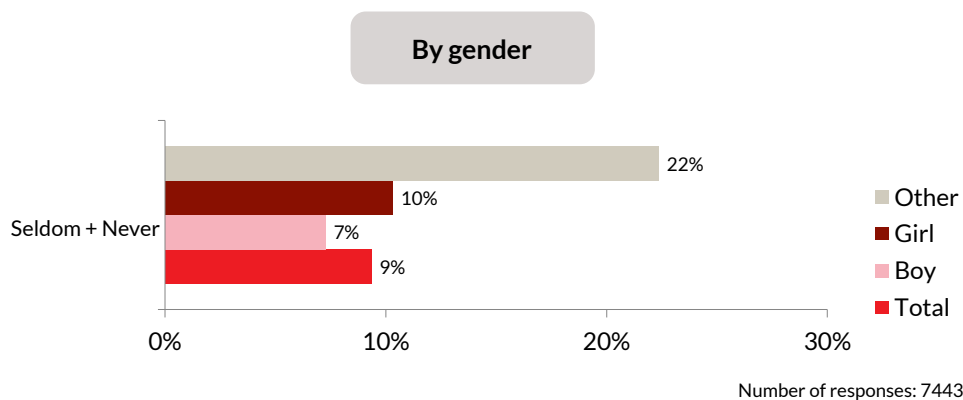
*"There are too many norms about how you should be and look, what you should do and how you should do it. You can't be yourself without being criticised."*  
- Boy in focus group

## HELP AND SUPPORT WITH SCHOOLWORK

This section focuses on responses to questions about help and support at school and when doing homework. In all, one in ten children do not get the help they need at school to manage their assignments. In a gender comparison, 22% of children who identify as other than a boy or a girl say that they seldom or never get the help they need. For boys the corresponding figure is 7%, and for girls 10% (Diagram 9).

*"If, for example, I ask for help with maths, then I might be written off as stupid and no good at maths."*  
- Boy in focus group

### 9. Do you get the help you need at school to manage your assignments?

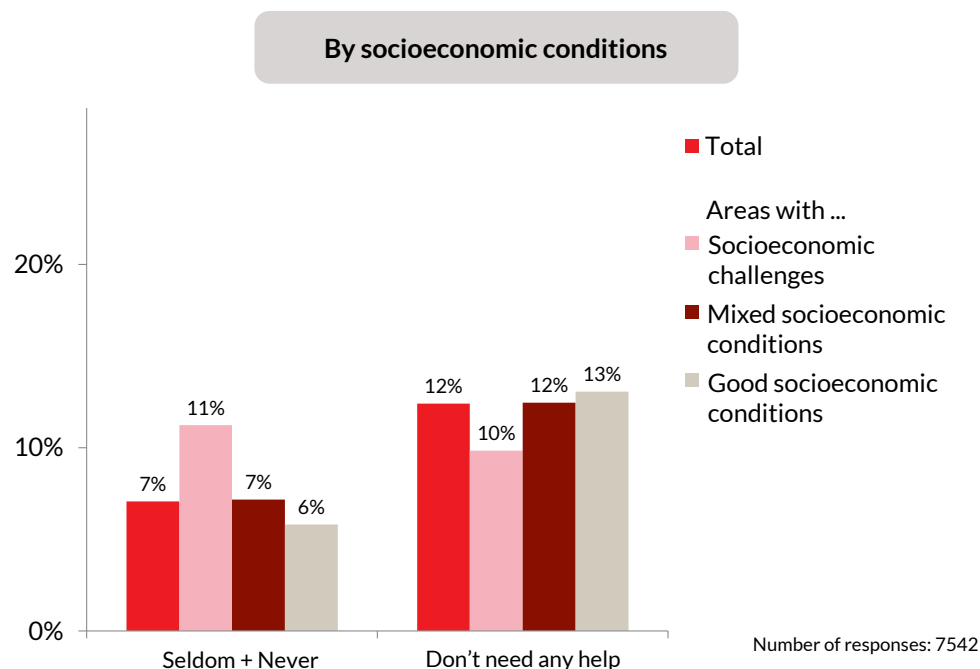


In addition to the above responses, children have also been able to respond "always" or "usually".

When it comes to homework, a total of 7% of children say that they seldom or never get the help they need with their homework. Children who live in areas with socioeconomic challenges report seldom or never getting the help they need with their homework more than children in other areas (Diagram 10).

*"We don't get enough help from some teachers. She says to go and figure it out yourself instead."*  
- Girl in focus group

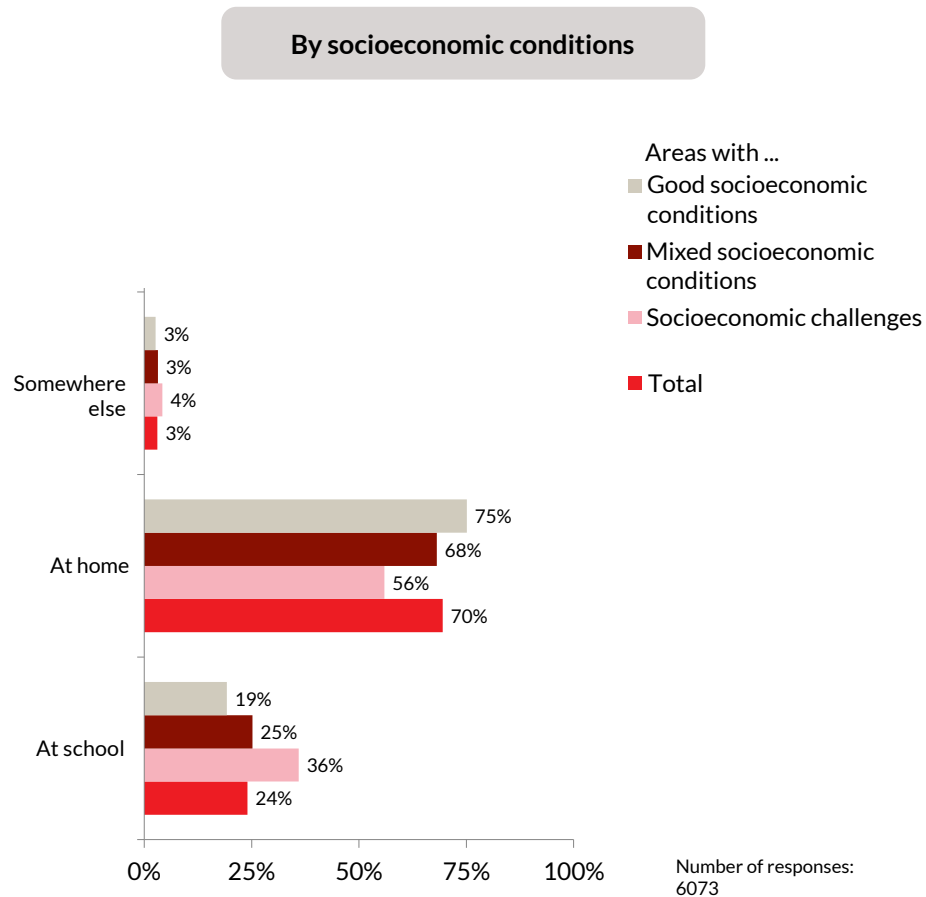
### 10. Do you get the help you need with your homework?



In addition to the above responses, children have also been able to respond "always" or "usually".

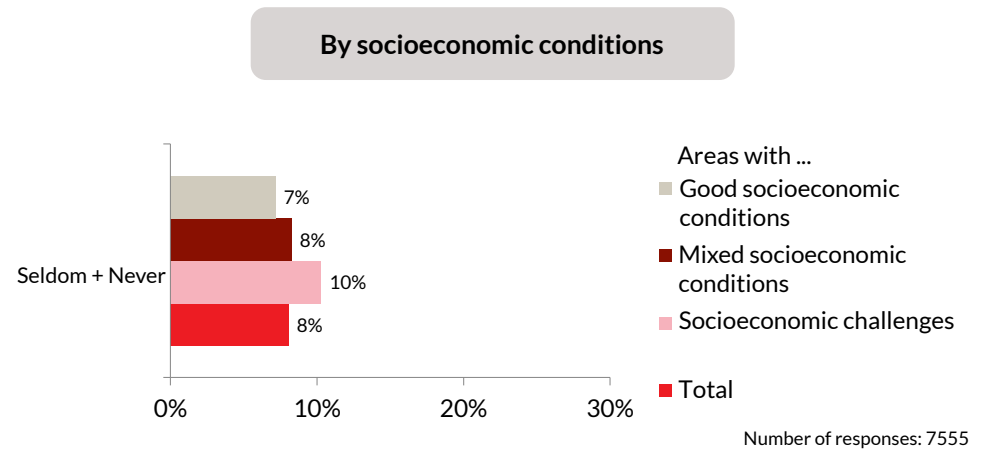
In answer to the question about where children usually get help with homework, 70% usually get help at home, 24% get help at school, and 3% get help somewhere else. In areas with socioeconomic challenges, however, only around a half say that they usually get help with homework at home (Diagram 11). Considerably more children, 75%, get help with homework at home in areas with good socioeconomic conditions, compared to 56% in areas with socioeconomic challenges. In the latter group, a larger proportion report getting help at school instead.

### 11. If you get help with homework, where do you usually get it?



When asked if they have a quiet and private place at home to do homework, almost one in ten children say that they do not (Diagram 12). When we look at the various background factors, no significant differences are observed.

### 12. Do you have a quiet and private place at home to do your homework?



In addition to the above responses, children have also been able to respond "always" or "usually".

## VULNERABILITY AT SCHOOL

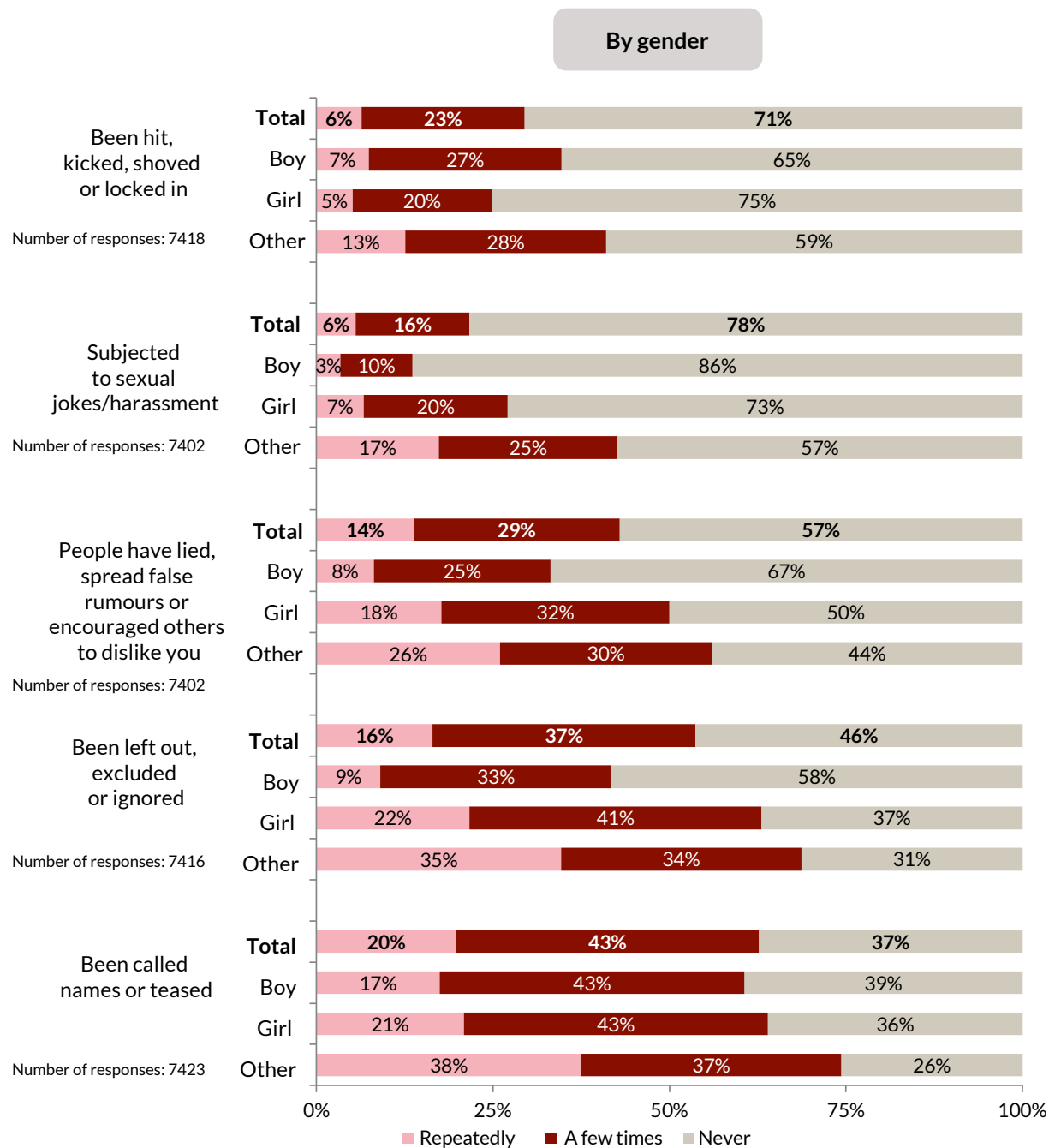
This section looks at children's experiences of harassment and unsafe situations at school. In all, the majority, almost two-thirds, report having experienced harassment at school, such as being called names or being teased. It is clear from the responses that many children are subjected to this in various ways (Diagram 13).

Almost a third, 29%, of all the children have been exposed to violence at school, in the form of being hit, kicked, shoved or locked in. Vulnerability is highest among boys and those who identify as other than a boy or a girl. Looking at socioeconomic conditions, some differences are observed in the proportion subjected to some form of violence: 6% in areas with good socioeconomic conditions, compared to 9% in areas with socioeconomic challenges.

**27% of all girls report having been subjected to sexual jokes/harassment at school, with vulnerability appearing to increase with age. Among 16-year-old girls, 38% say they have been subjected to this at school. 42% of those who identify as other than a boy or a girl report being subjected to sexual jokes/harassment at school.**

We can see that children who identify as other than a boy or a girl are particularly vulnerable to all forms of victimisation, violence and harassment. The majority say that they have experienced harassment. This group, and girls, have to a greater degree than boys experienced being left out, excluded or ignored. They have also more regularly experienced other people lying, spreading false rumours and encouraging others to dislike them.

### 13. Have any of these incidents happened to you at school??

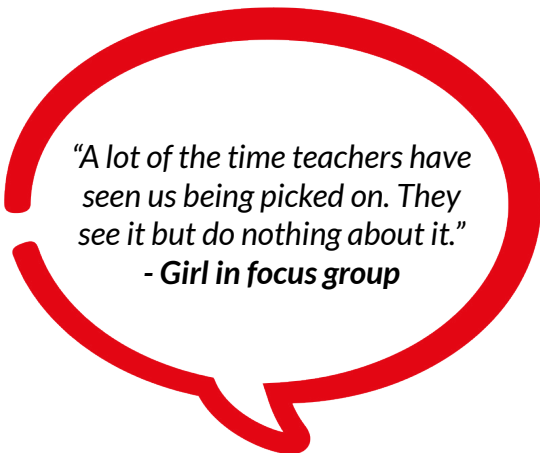




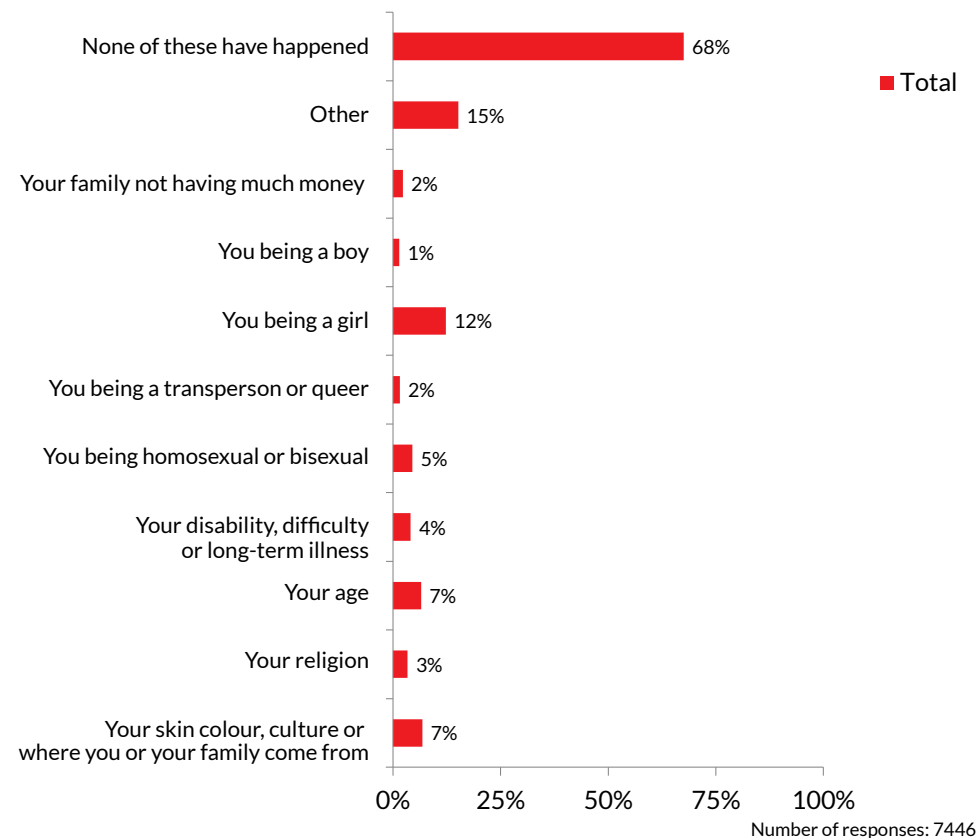
We have also asked children whether they have experienced anyone at school saying unpleasant things or mocking, teasing or mistreating them based on the grounds for discrimination as set out in Swedish discrimination legislation. We have also added a response option based on the family's financial situation, "Your family not having much money", which is also a form of discrimination under Article 2 of the Convention (Diagram 14). A total of 26% report having been mistreated based on one of the grounds for discrimination. Some differences based on background, gender and age have also been observed. The majority affected say that this is because they are girls, because of their age, or because of their skin colour or ethnicity.

Among children with a foreign background, 25% say that their mistreatment is because of their religion, skin colour, culture or where they or their family come from. Among children with a Swedish background, this figure is 4% (Diagram 14a).

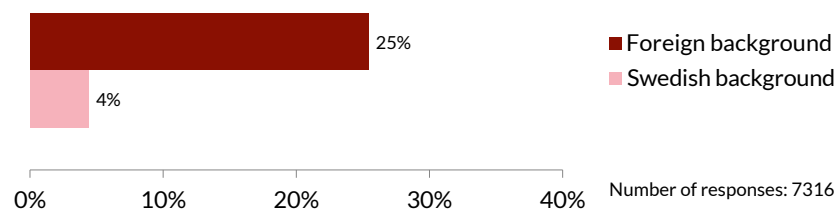
A fifth of the girls, 21%, report having been mistreated because they are girls. 38% of those who identify as other than a boy or a girl say they have been mistreated because they are homosexual or bisexual, and 27% because they are trans/queer.



#### 14. This year have you experienced anyone at school saying unpleasant things or mocking, teasing or mistreating you on account of... (multiple responses possible)



#### 14a. Same question as above. Experience of having been discriminated against at school based on religion, skin colour, culture or where you or your family come from



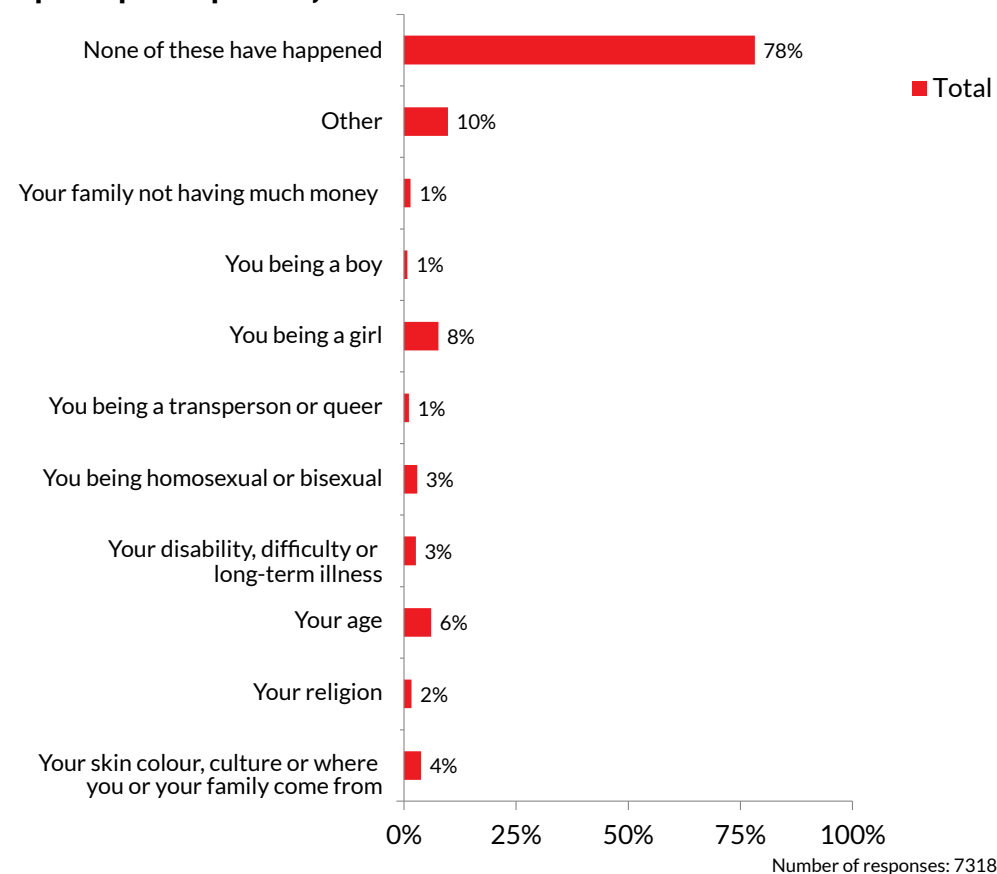
## VULNERABILITY IN LEISURE TIME

We also asked children if they had experienced anyone saying unpleasant things or mocking, teasing or mistreating them in their leisure time for the same reasons as given in the question about school (Diagram 15). There appears to be less vulnerability generally linked to the grounds for discrimination in leisure time, compared to at school. A large majority, 78%, state that they have not been subjected to this in their leisure time.

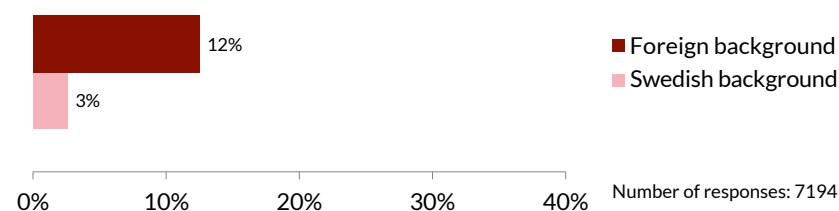
However, as regards vulnerability in leisure time, similar differences in background, gender and age can be observed as in the question about vulnerability at school. 12% of children with a foreign background say that they have been mistreated because of their skin colour, culture or where they or their family come from, compared to 3% of children with a Swedish background.

Among girls, 13% report having been mistreated in their leisure time for being a girl. We can also see that those who identify as other than a boy or a girl, to a greater extent, 27%, feel that they have been mistreated in their leisure time because they are homosexual or bisexual, while 24% say it is because they are trans/queer.

### 15. This year have you experienced anyone in your **leisure time** saying unpleasant things or mocking, teasing or mistreating you on account of... (multiple responses possible)



### 15a. Same question as above. Experience of having been discriminated against in leisure time based on religion, skin colour, culture or where you or your family come from



## OBSTACLES TO LEISURE ACTIVITIES

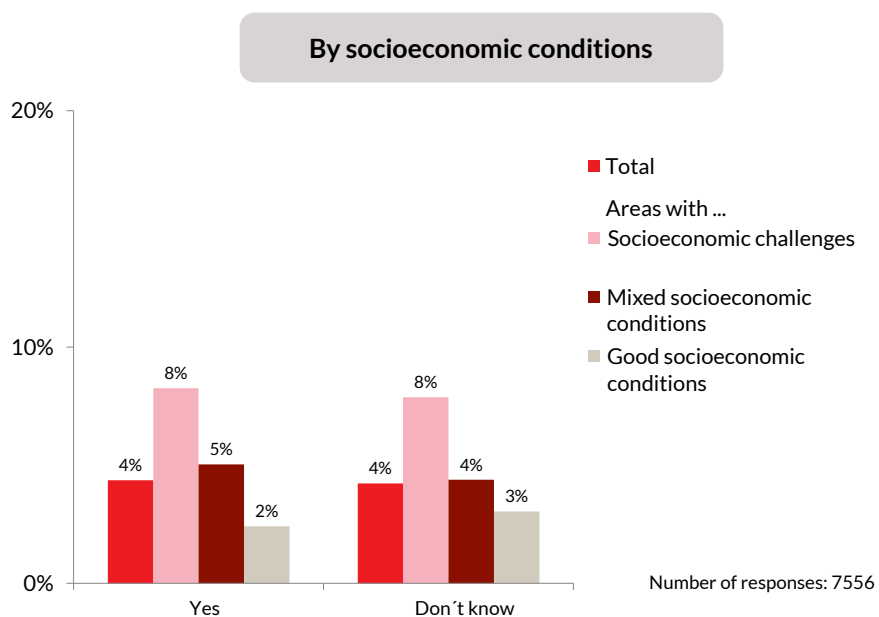
According to the Convention, children have the right to meaningful leisure time. A total of 4% of children say that there have been instances when they couldn't participate in a leisure activity because their family could not afford the training kit, membership fees, equipment, etc. (Diagram 16).

Significant differences can be observed in terms of socioeconomic conditions. The proportion of children in areas with socioeconomic challenges who have been unable to participate in a leisure activity is 8%. When combined with those who answered "don't know", the figure rises to 16%.

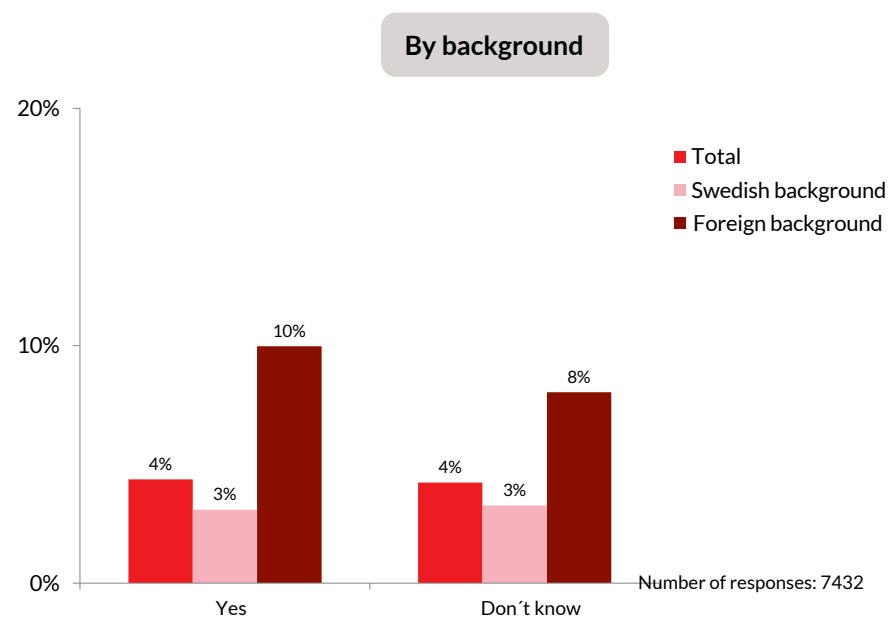
**Children with a foreign background** have, to a greater extent than children with a Swedish background, been unable to participate in a leisure activity because their family could not afford it. Of children with a foreign background, 10% have experienced not being able to afford something, compared to 3% of children with a Swedish background.

**Looking at type of family**, there are also differences in the responses. 9% of children who mostly or only live with a single parent said that they have not been able to afford a leisure activity. Among children who live with a relative, in a foster home or somewhere else, 13% say that they haven't been able to afford an activity. Among those who live permanently or alternately with two parents, 4% report experiencing being unable to participate in a leisure activity.

### 16. This year have you been unable to participate in a leisure activity because your family could not afford the training kit, membership fees, equipment, etc. that you would need?



In addition to the above responses, children have also been able to respond "no".

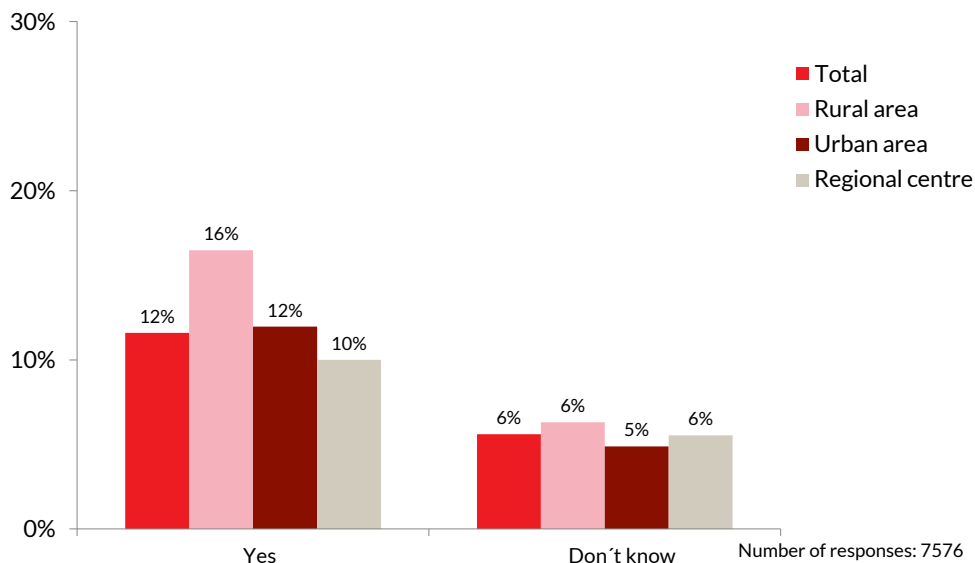


In addition to the above responses, children have also been able to respond "no".

**We have also asked children** whether they have been unable to participate in a leisure activity because they could not get there (Diagram 17). A total of 12% have experienced this. In rural areas, almost one in six children, 16%, say that they could not get to an activity. Children who live mostly or only with one parent are also affected by obstacles to a greater extent, with 18% having been unable to participate in a leisure activity, compared to 10% of those who live with both parents or alternate between them. Differences can also be observed in how children have answered based on background, with 17% of those with a foreign background, compared to 11% of those with a Swedish background, having had difficulty getting to a leisure activity.


### 17. This year have you been unable to participate in an activity in your leisure time because you were unable to get to the activity?

By rural area/urban area/regional centre



In addition to the above responses, children have also been able to respond "no".





*“I used to play sport. School got in the way and now I’m getting back into it because I’ve got to grips with school /.../ I think there ought to be activities closer to home and that are easier to get in touch with.”*

**- Girl in focus group**



**RESULTS**

**SECURITY AND HEALTH**





## SUMMARY SECURITY AND HEALTH

This section deals with questions about children's experiences of security and health. The questions cover, among other subjects, things that children worry about, experiences of security in their residential area, vulnerability on social media, and whether children know where to turn if they are not feeling well.

A large majority, 84%, state that they feel safe in their residential area in the evenings. However, girls and those who identify as other than a boy or a girl feel the least safe. **Twice the proportion of children and young people in areas with socioeconomic challenges state that they seldom or never feel safe in the evenings compared to children in areas with good socioeconomic conditions.**

One in seven 16-year-olds has worried about being subjected to violence, or this happening to a family member or someone they know. **Almost one in ten children with a foreign background worries about being deported or someone in their family or that they know being deported.**

12% of children have worried about their family not having enough money to get by. The proportion of children with a foreign background who worry about this is twice that of children with a Swedish background, 20% and 10% respectively. There is clearly a high level of concern, 25%, about family finances among children who live mostly or only with one parent. **Twice the proportion of children in areas with socioeconomic challenges worry about their family's finances than in areas with good socioeconomic condi-**

tions.

In all, 2% said that they had worried about not being able to be together with, or marry, the person they choose. **Of those who identify as other than a boy or a girl, 9% have worried about not being able to be together with, or marry, the person they choose.** The corresponding figure for girls is 3%, and 1% for boys.

On the subject of vulnerability on social media, we can see that all forms of vulnerability are most common among girls. For instance, **one in four 16-year-old girls say that they have been contacted by an adult wanting to talk about sex.**

Looking at how children feel, we can see that the proportion of children who felt sad or low for at least two weeks is higher among older children. **Of 16-year-olds, almost half reported having felt sad or low for at least two weeks in the past year.** The highest rate of depression was reported by those who identify as other than a boy or a girl, 67%, compared to 43% of the girls and 19% of the boys.

**Most of the children, 87%, know where to turn to get support and advice if they are not feeling well.** A clear majority talk to a parent or a friend. However, there are differences in where children and young people turn. Girls and those who identify as other than a boy or a girl tend to turn more to a friend than is the case for boys. Those who identify as other than a boy or a girl would also turn more to a youth guidance centre, but less to their parents. 9% of the children state that they do not turn to anyone if they feel sad or low. ●

### Articles 19 and 24

## ACCORDING TO THE CONVENTION CHILDREN HAVE THE RIGHT TO SECURITY AND HEALTH

All children are entitled to a safe childhood, protected from violence, abuse, neglect and all forms of exploitation.

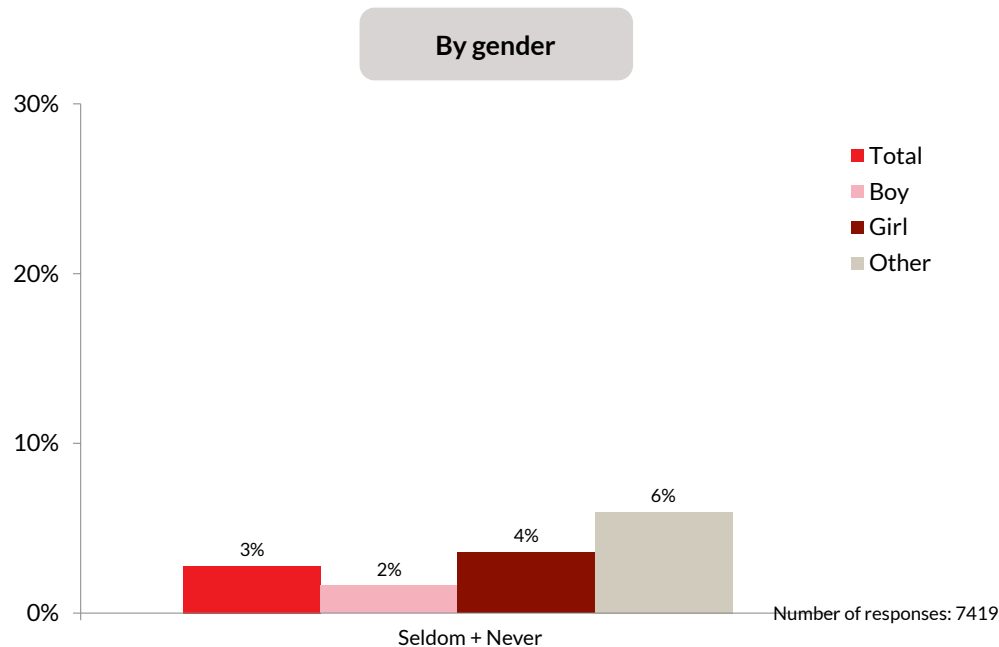
Every child also has the right to the best possible health. Health in this context means both mental and physical health. Every child must have access to the health care and treatment they need. Parents must be given support to ensure that no child is exposed to violence or abuse, and that children really do get access to the best possible health. ●

## SECURITY IN THE RESIDENTIAL AREA DURING THE DAYTIME

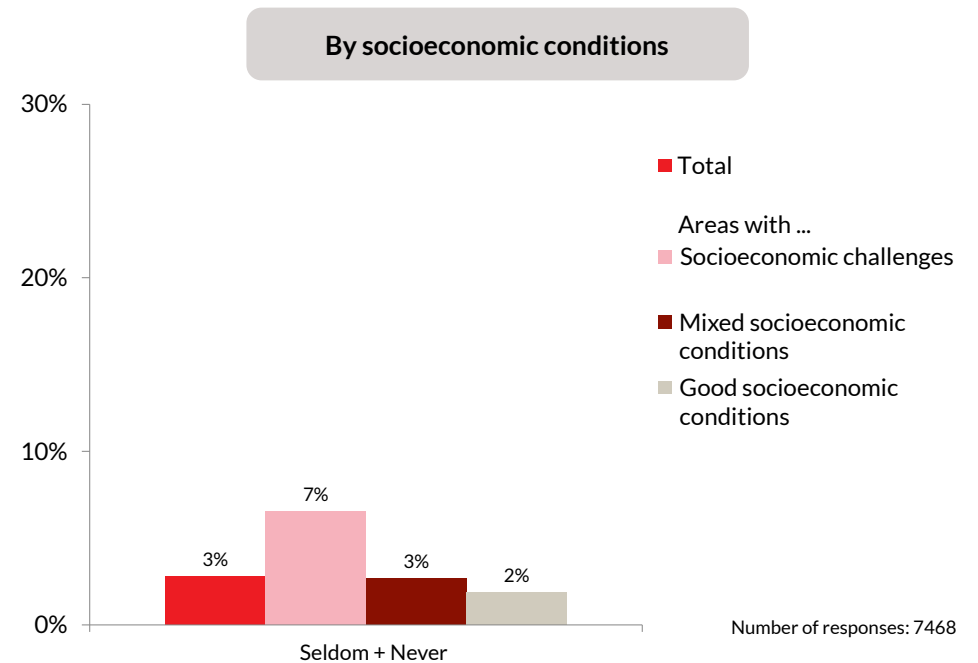
This page and the next looks at questions about security in the child's residential area during the daytime and in the evenings. When it comes to security in the residential area during the day, 96% say that they often or always feel safe, 3% that they seldom or never feel safe, and 1% that they don't know. Girls report feeling less safe than boys (Diagram 18, by gender). The response from children who live in areas with socioeconomic challenges who say they feel safe is significantly lower than in other areas (Diagram 18, by socioeconomic conditions).



### 18. Do you feel safe in the area where you live during the daytime?



In addition to the above responses, children have also been able to respond "always" or "usually".



In addition to the above responses, children have also been able to respond "always" or "usually".

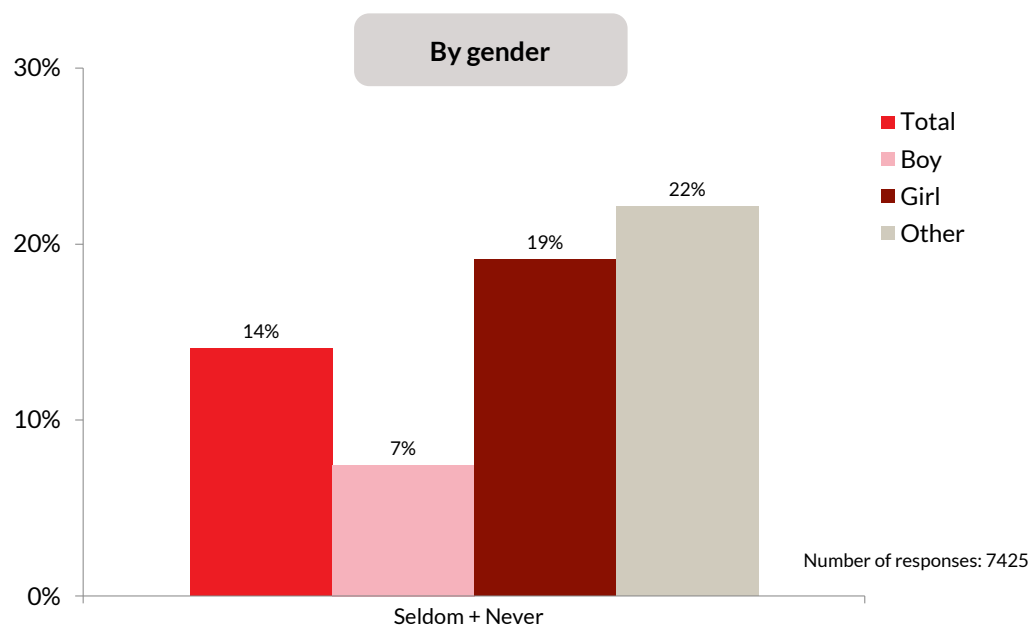


## SECURITY IN THE RESIDENTIAL AREA IN THE EVENINGS

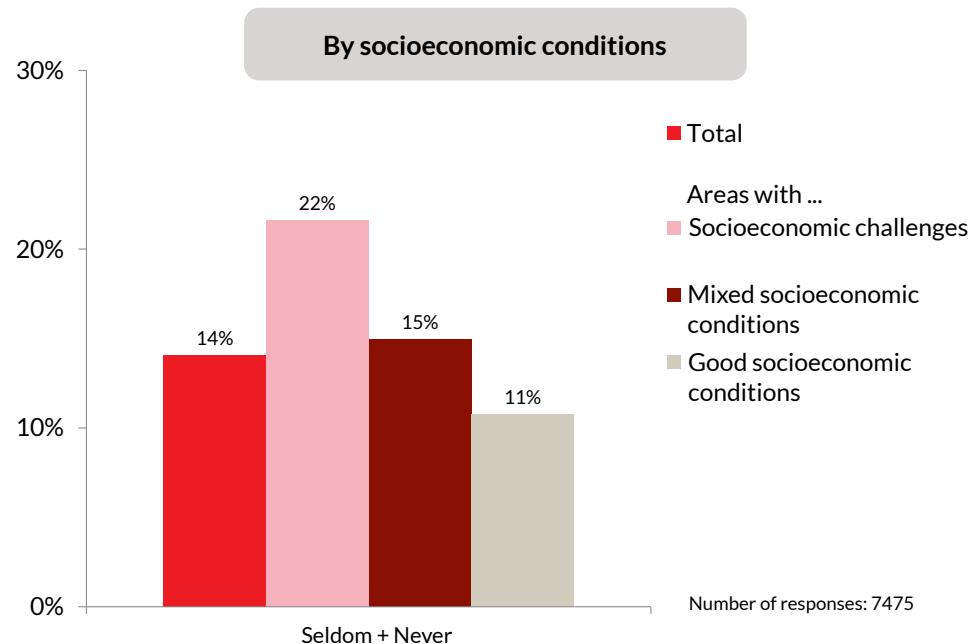
A total of 84% say that they always or often feel safe in their residential area in the evenings. However, 14%, or one in seven children, say that they seldom or never feel safe in the evenings. 2% replied that they don't know. It can also be observed that a smaller percentage of girls than boys feel safe in their residential area in the evenings (Diagram 19, by gender). 19% of girls and 22% of those who identify as other than a boy or a girl seldom or never feel safe in the evenings, compared to 7% of boys.

We can also see differences based on the area's socioeconomic conditions (Diagram 19, by socioeconomic conditions). Just over one in five children who live in areas with socioeconomic challenges say that they seldom or never feel safe in the evening in the area where they live, compared to one in ten children in areas with good socioeconomic conditions. In addition to the differences shown in the diagrams, there are also differences between rural areas/urban areas/regional centres. Those that live in a regional centre or urban area say, to a greater extent, 16% and 14% respectively, that they seldom or never feel safe in their residential area in the evenings. The corresponding figure among children who live in rural areas is 9%.

### 19. Do you feel safe in the area where you live in the evenings?



In addition to the above responses, children have also been able to respond "always", "usually" or "don't know".



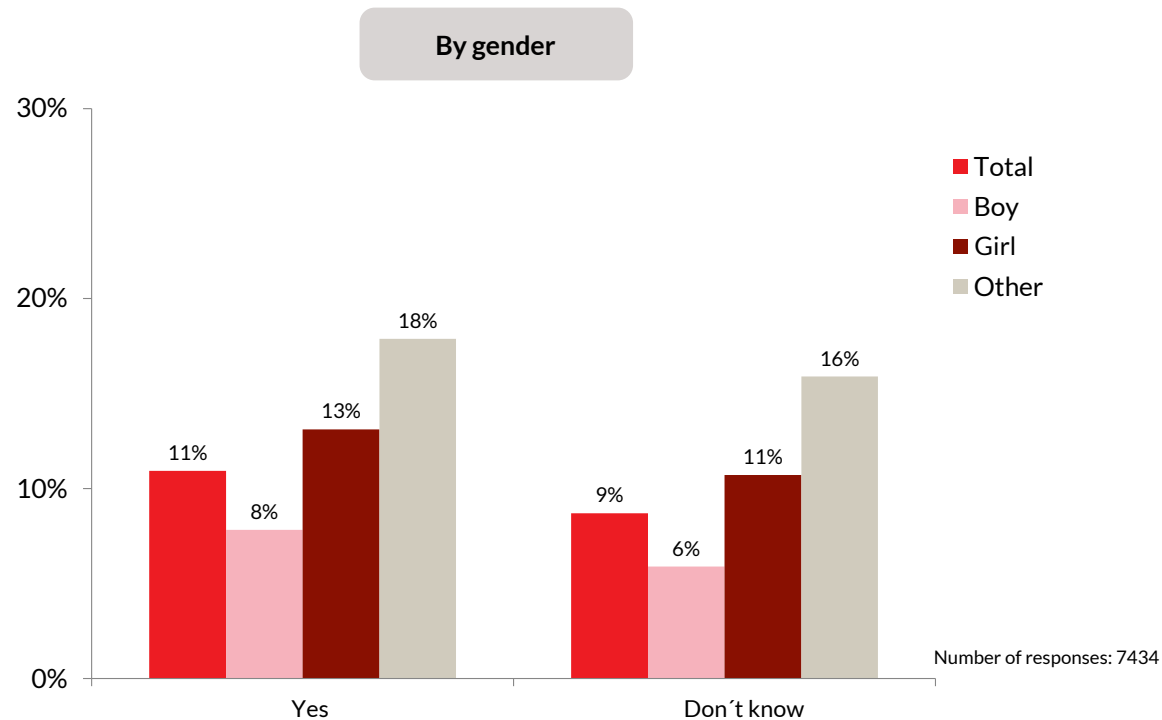
In addition to the above responses, children have also been able to respond "always", "usually" or "don't know".

## WHAT CHILDREN WORRY ABOUT

A total of 11% have in the past year worried about being subjected to violence in the area where they live, or this happening to a family member or someone they know. Those who identify as other than a boy or a girl have worried the most about this, while more girls than boys report having been worried (Diagram 20).

Concerns about violence in the residential area increase with age, and 16-year-olds worry more about violence than 12 and 14-year-olds. As far as this question is concerned, there are no major differences based on socioeconomic conditions.

### 20. This year have you been worried about being subjected to violence in the area where you live, or this happening to a family member or someone you know?



In addition to the above responses, children have also been able to respond "no".

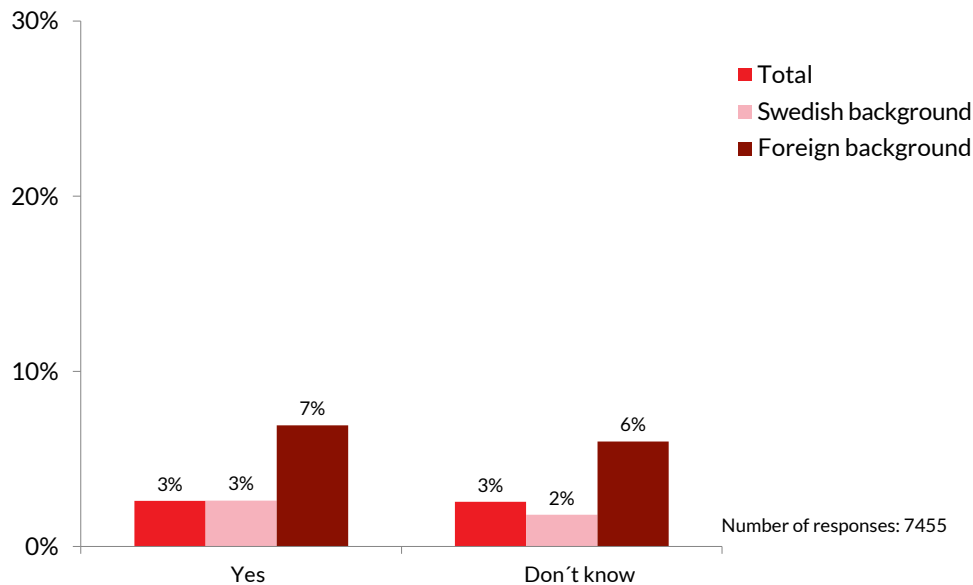
**We have also asked** children whether they have been worried about they or their family not having somewhere to live or being forced to move. In all, 3% say that they have worried about this.

7% of children with a foreign background have worried about not having somewhere to live or being forced to move (Diagram 21, by background). The corresponding figure among children with a Swedish background is 3%. There are differences based on the area's socioeconomic conditions too. 5% of children in areas with socioeconomic challenges have worried about not having somewhere to live or being forced to move. The corresponding figure in areas with good socioeconomic conditions is 2% (Diagram 20, by socioeconomic conditions).

**There are also differences** based on type of family. A total of 19% of the children who live with a relative/in a foster home or somewhere else have worried about not having somewhere to live or being forced to move. Of those who live mostly or only with one parent, 8% say that they have worried about this, compared to 2% among those who live with both parents, and 4% among those who split their time equally between both parents.

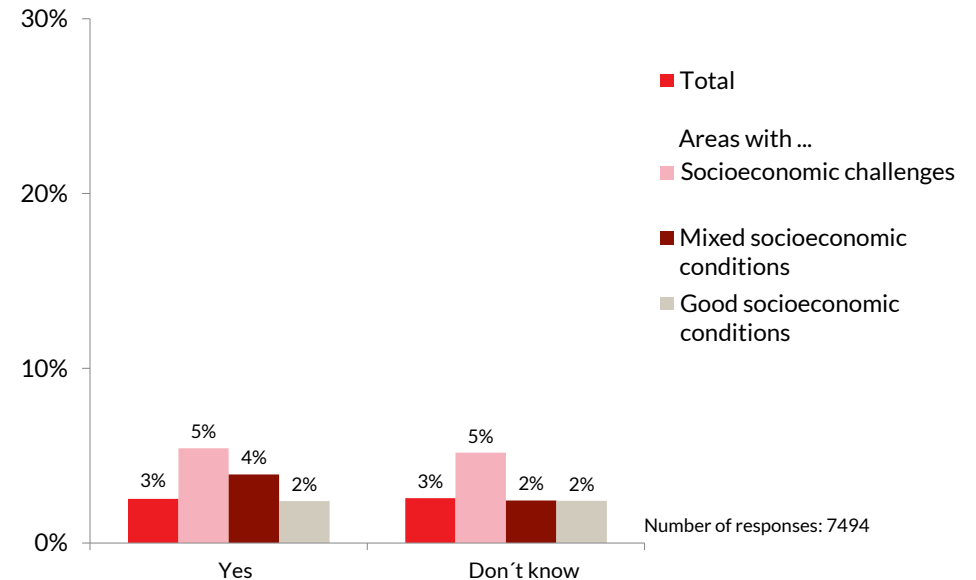
## 21. This year have you been worried about you or your family not having somewhere to live or being forced to move?

By background



In addition to the above responses, children have also been able to respond "no".

By socioeconomic conditions



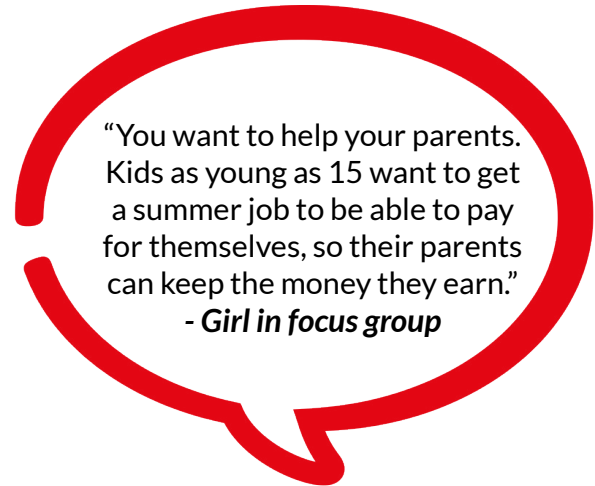
In addition to the above responses, children have also been able to respond "no".

A total of 12% of all children have been worried about their family not having enough money to get by. Twice the proportion of children with a foreign background, 20%, have worried about this compared to children with a Swedish background, 10% (Diagram 22, by background).

Girls more than boys have worried about their family not having enough money, 14% compared to 8%. The corresponding percentage among those who identify as other than a boy or a girl is 27%.

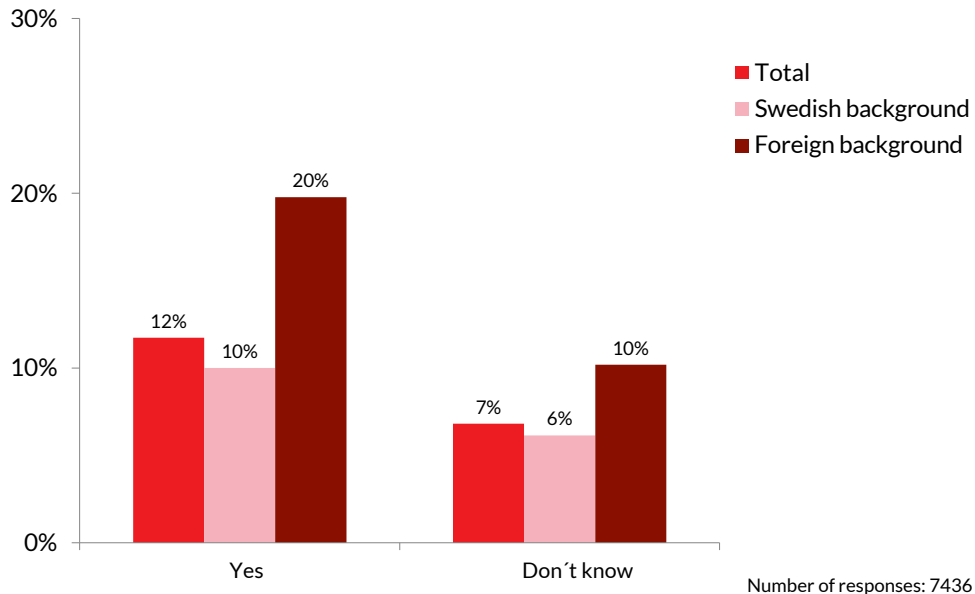
There are also differences based on socioeconomic conditions (Diagram 22, by socioeconomic conditions). Children who live in areas with socioeconomic challenges report to a greater extent that they have worried about their family not having enough money to get by.

Looking at type of family, we can see that children who live mostly or only with one parent report being worried about not having enough money to get by to a greater extent, 26%, than those who live with both parents, 8%. The percentage for children who split their time equally between both parents is 13%. The children who live with relatives/in a foster home worry the most, 33%, about not having enough money to get by.



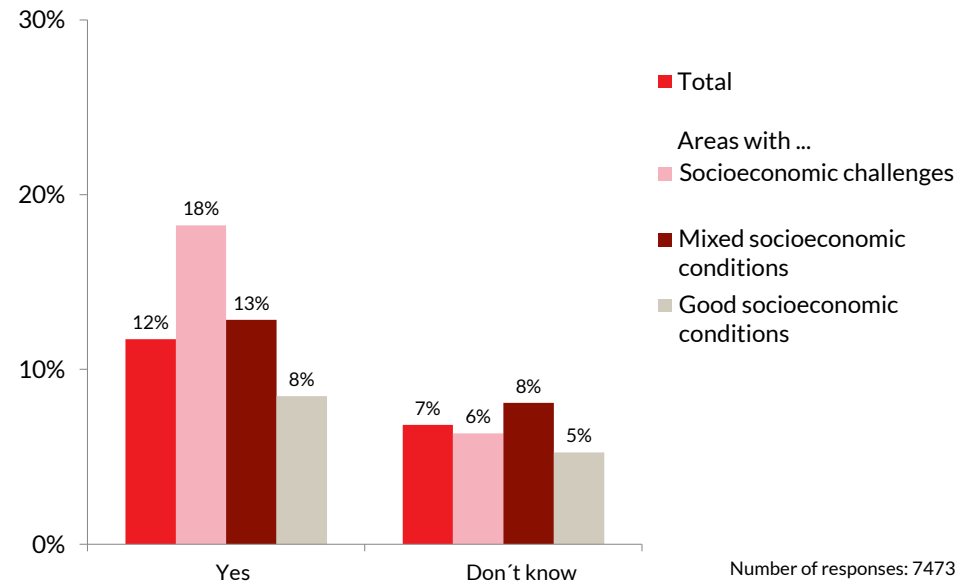
## 22. This year have you been worried about your family not having enough money to get by?

By background



In addition to the above responses, children have also been able to respond “no”.

By socioeconomic conditions

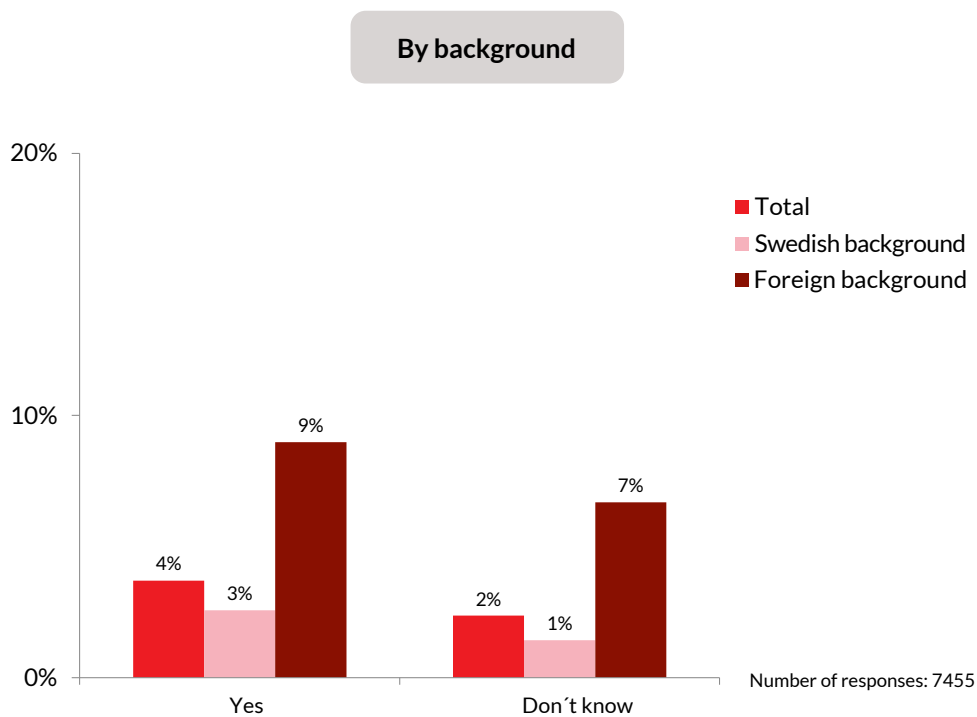


In addition to the above responses, children have also been able to respond “no”.



A total of 4% of all children have worried about being deported or about someone close to them being deported. It is apparent that worry is far more common among children with a foreign background, where 9% have felt worried, compared to 3% of children with a Swedish background (Diagram 23).

**23. This year have you been worried about you, your family or someone you know being deported (not being able to stay in Sweden)?**

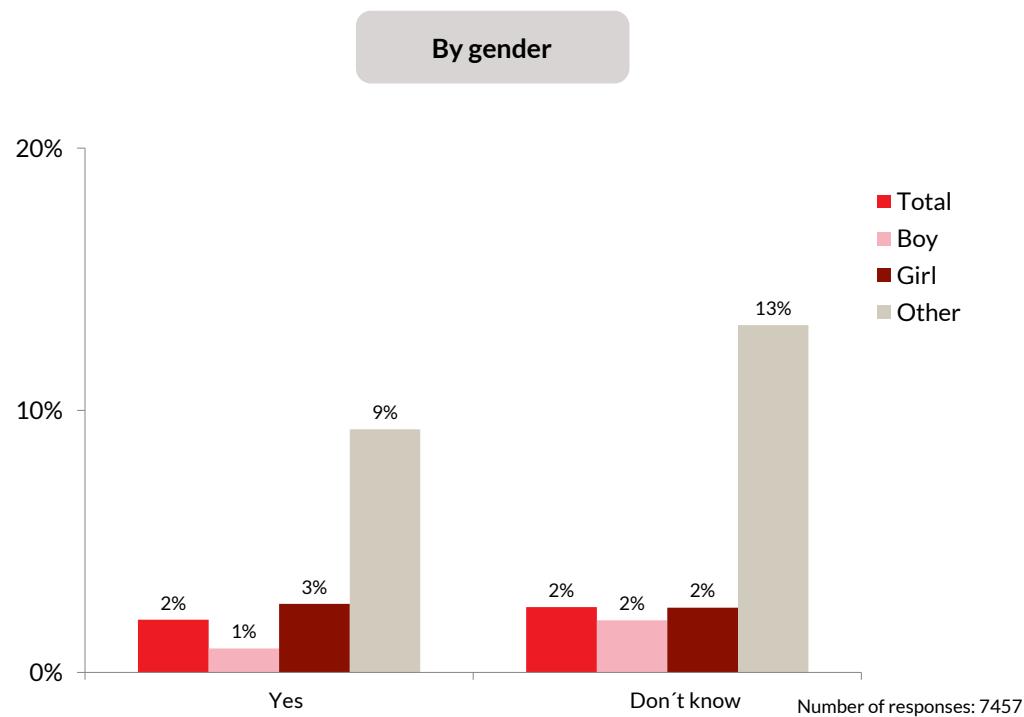


In addition to the above responses, children have also been able to respond "no".

The proportion of children who have worried about not being able to decide for themselves who they want to be together with or marry in the future is 2% (Diagram 24). Almost one in ten children who identify as other than a boy or a girl have worried about this. If we combine the figures for yes and don't know in this group, the result is just over one in five children.

Among children with a foreign background who answered yes (4%) or don't know (7%), the figure is a total of 11%. The total for children with a Swedish background is 4%, with 2% saying yes and 2% don't know. If we look at girls with a foreign background, 5% say that they have been worried, compared to 2% of girls with a Swedish background.

**24. This year have you been worried about not being able to decide who you will be together with or marry in the future?**



In addition to the above responses, children have also been able to respond "no".

## LOW FOR AT LEAST TWO WEEKS

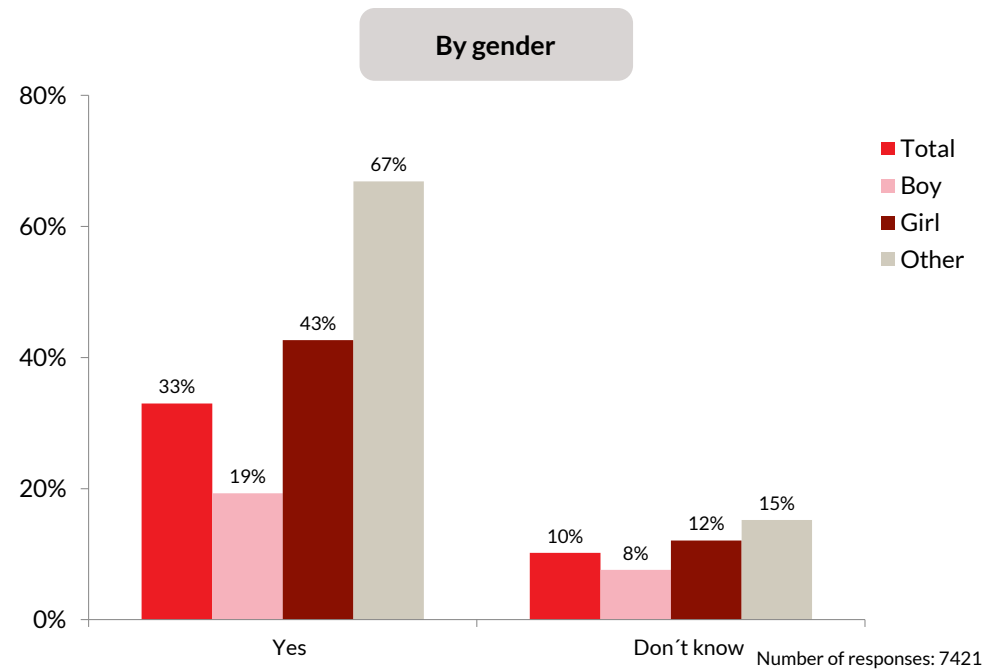
The survey asked children whether they had been sad or low for at least two weeks or more in the past year. There are clear differences in the gender responses (Diagram 25). More than twice the proportion of girls than boys, 43% and 19% respectively, say that they have felt sad or low for at least two weeks or more. Among those who identify as other than a boy or a girl, the figure is 67%.

We can also see that the proportion who said that they had felt sad or low is higher among the older age groups. A fifth of 12-year-olds say that they have felt sad or low for at least two weeks, compared to a third of

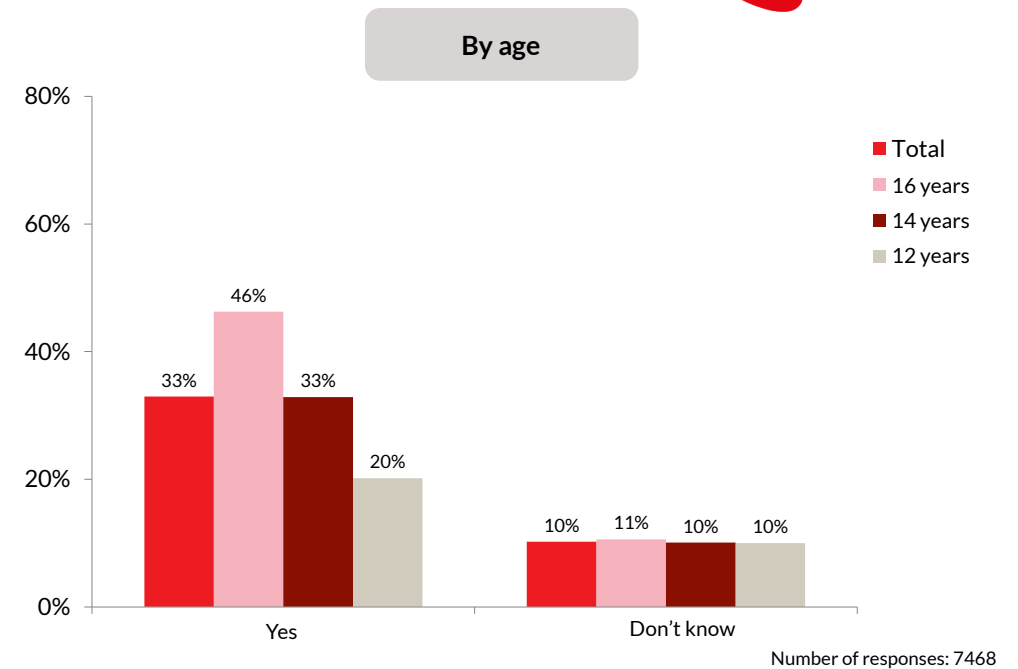
14-year-olds and almost half of 16-year-olds. 57% of 16-year-old girls report having been sad or low for at least two weeks or more. No major differences were observed in the survey responses that could be attributed to socioeconomic conditions or background.



### 25. This year have you been sad or low for at least two weeks or more?



In addition to the above responses, children have also been able to respond “no”.

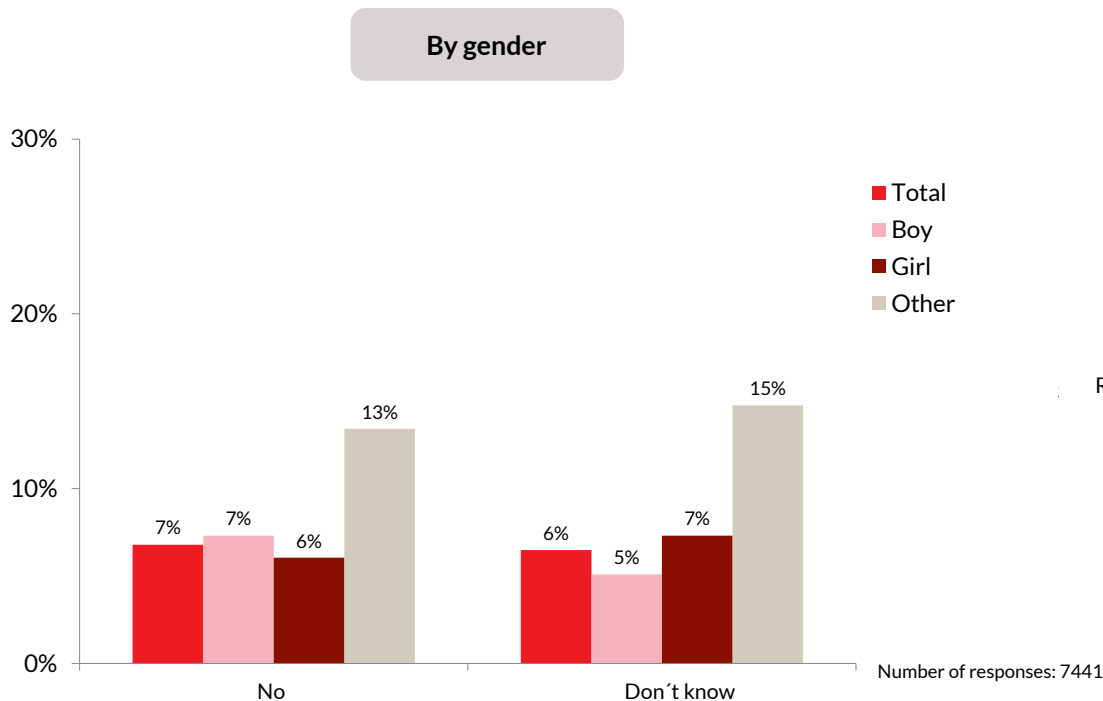


In addition to the above responses, children have also been able to respond “no”.

## SUPPORT AND ADVICE

Most children, 87%, say that they know where to turn to get support if they not feeling well, are being mistreated or need to talk to an adult. There are no major differences based on age, unlike gender (Diagram 26). 13% of those who identify as other than a boy or a girl have said that they don't know where to turn, compared to 7% of the boys and 6% of the girls. A slightly lower percentage of children with a foreign background than those with a Swedish background, 79% and 88% respectively, say that they know where to turn.

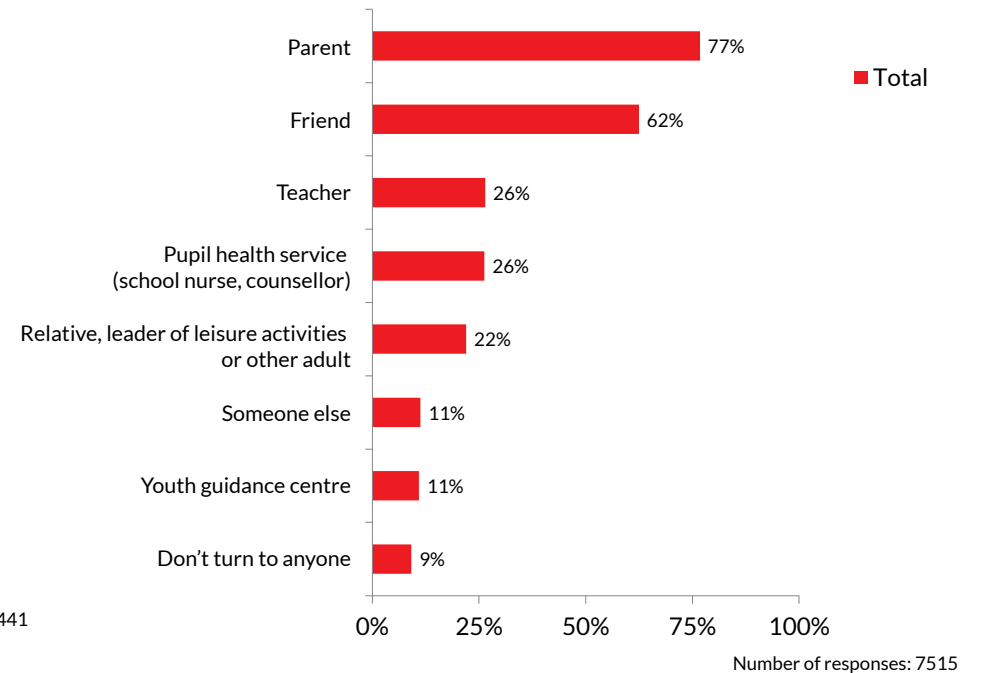
### 26. Do you know where you can turn to get support if you are not feeling well, are mistreated or need an adult to talk to?



In addition to the above responses, children have also been able to respond "yes".

We have also asked where children turn if they not feeling well and need to talk to someone. Multiple answers were possible. Most, three-quarters, turn to a parent. Almost two-thirds choose to talk to a friend. One in four children say that they would turn to a teacher or to pupil health services. A similar number would turn to a relative, a leader of leisure activities or another adult. 16-year-olds turn less to a parent or a teacher than younger children. 16-years-old tend instead to turn to someone else or don't speak to anyone. Almost one in ten children don't turn to anyone if they not feeling well or need to talk.

### 27. Where do you turn if you are not feeling well or need to talk to someone? (Multiple answers possible)



"We girls support one another."  
- Girl in focus group

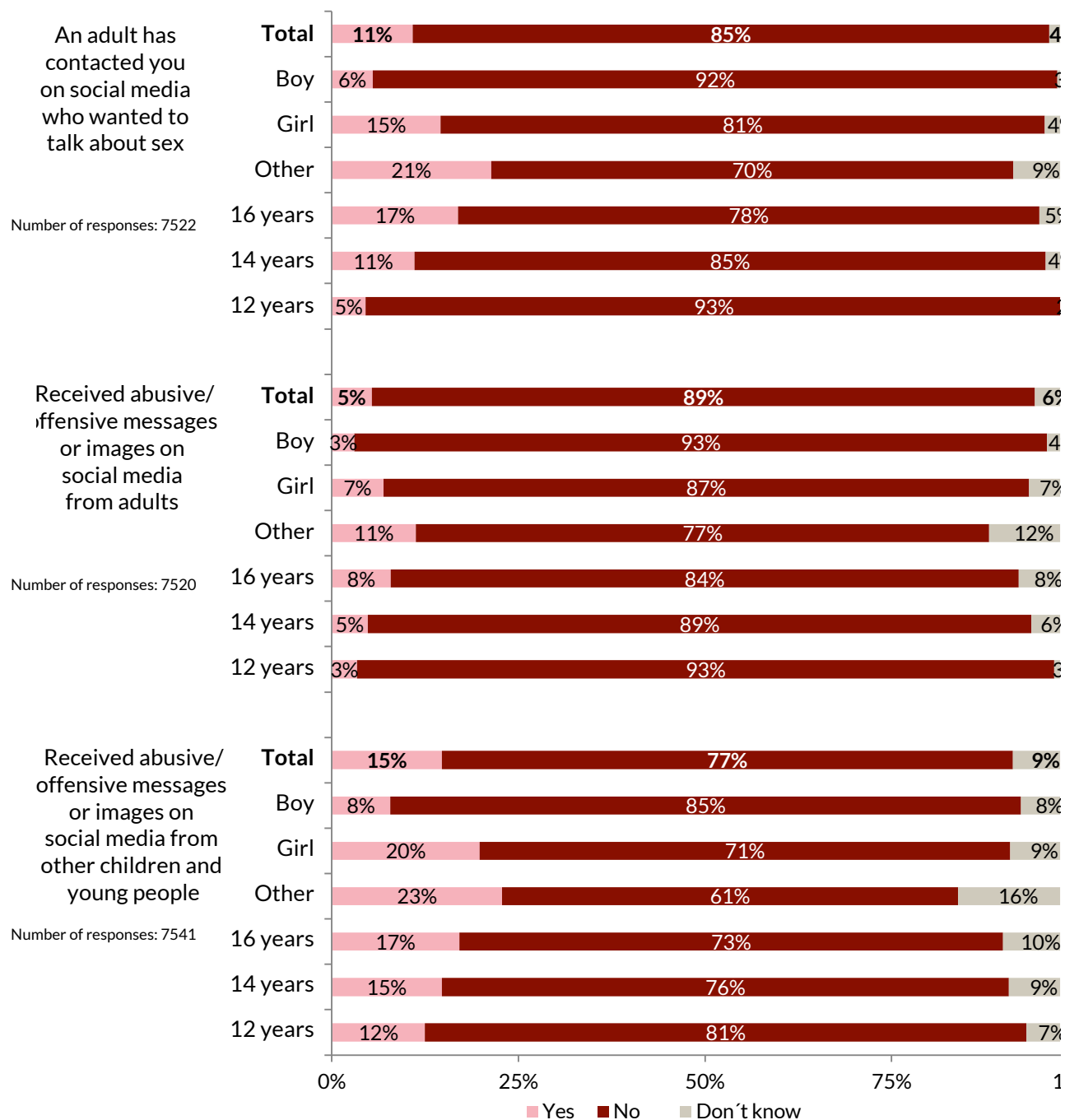
## VULNERABILITY ON SOCIAL MEDIA

This section looks at the proportion of children who have experienced various forms of vulnerability on social media (Diagram 28). The issue reported most by children, total 15%, is having received offensive or abusive messages or images from other children or young people.


A total of 11% report having been contacted on social media by an adult who wanted to talk to them about sex. Girls and those who identify as other than a boy or a girl report to a greater degree generally having been subjected to certain behaviours on social media. For example, 15% of girls and 21% of those who identify as other than a boy or a girl said that an adult had contacted them to talk about sex – the corresponding figure for boys is 6%. There are also differences by age, with 16-year-olds reporting that they have been subjected to abusive/offensive messages or images on social media, or been contacted by an adult wanting to talk about sex, to a greater degree than younger children.

Analyses by gender and age reveal that older girls are especially vulnerable. Among 16-year-old girls, 24% have been contacted on social media by an adult who wanted to talk to them about sex. The corresponding figures for 14-year-old girls and 12-year-old girls are 15% and 4% respectively.

### 28. This year have any of these happened to you?







*“One of my best girlfriends /.../ she trusted a guy she’d been with for months. In the end, he put an image of her on social media. He took an image of a bum from Google. /.../ She doesn’t feel safe at school any more. People call her a whore.”*

**- Girl in focus group**



# RESULTS THE FUTURE

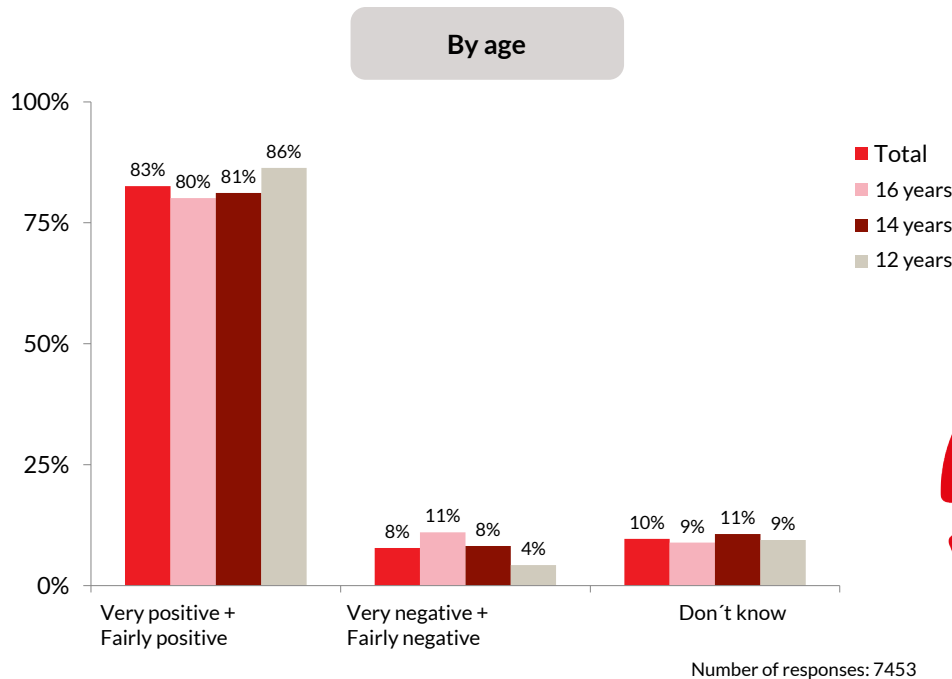




## ABOUT THE FUTURE.

Finally, we asked children about their view of the future. A total of 83% of the children say that they have a positive view of the future. It is clear, however, that a smaller proportion of older children regard the future in a positive light. A much smaller proportion, 45%, of those who identify as other than a boy or a girl had a positive view of the future too. The corresponding figure for boys is 86% and for girls 81%.

### 29. How do you regard your future?



*"I have a very positive view of my future. Because I know what I want to be, I'm certain, I'll get there. I don't feel negative at all. I'm destined to be this. I don't know why I have to choose something that doesn't make me happy when I can choose something that does. I want to be a lawyer."*

**- Girl in focus group**

*"I can worry about things not working out for me. If I have a life crisis, or something like that. How I'll get over it."*

**- Boy in focus group**

## Article 6

### ACCORDING TO THE CONVENTION, CHILDREN HAVE THE RIGHT TO DEVELOPMENT

A child's right to develop is one of the guiding principles of the Convention. This encompasses the child's physical, mental, spiritual, moral and social development. To make this a reality, all the other rights in the Convention must be fulfilled – the child must, among other things:

- feel well
- go to school
- be protected from all forms of violence
- benefit from social security
- have meaningful leisure time
- be treated with respect
- be able to exercise their fundamental freedoms, such as respect for their views, freedom of expression and thought, and religious freedom •

# SUMMARY AND RECOMMENDATIONS



## SUMMARY AND REFLECTIONS

Young Voices looks at what almost 8,000 children think about their situation in life and a number of their rights as children. The report overwhelmingly shows that children want to discuss issues that affect them. The vast majority of children say that they have a fairly good life – they feel well and safe and have good adults around them. Most children have a lot of faith in the future, and it's a positive sign too that so many are able to learn about the Convention at school. However, there are many challenges to overcome as well. Various background factors, such as gender, socioeconomic conditions, type of family and whether the child or their parents were born outside of Sweden can reduce the chances of children having their rights fulfilled.

### **CHILDREN ARE GROWING UP UNDER DIFFERENT CONDITIONS**

The family's socioeconomic status is one factor that can have an impact on children's lives. In the report, 12% of the children say that they are worried about their family not having enough money to get by, roughly the same figure as reported as living in poverty in statistics in Save the Children Sweden's 2021 annual report on child poverty (Barnfattigdom i Sverige - Årsrapport 2021). The proportion of children with a foreign background who worry about not having enough money to get by is twice that of children with a Swedish background. We can also see that these concerns are more common among children who live mostly or only with one parent, compared to those who live with two parents. This corresponds to findings in the aforementioned Save the Children Sweden report, where a foreign background and living



with a single parent are two factors that increase the risk of childhood poverty. Similar differences as evident in worry about family finances can also be observed when it comes to worry about the family not having somewhere to live or being forced to move, i.e. background and type of family.

As regards children getting the help they need in school to manage their assignments, one in ten children say that they seldom or never get the help they need. We can also see that children who live in areas with socioeconomic challenges receive help with their homework at home to a lesser extent, 56%, than the average, 70%. When they do get help, it tends to be more at school. When asked about leisure activities, a lot of children reported problems getting to their leisure activities. As many as 16% of children who live in rural areas and 18% of those who live mostly or only with one parent have experienced being unable to get to a leisure activity in the past year.

Security in their residential area is important for children and young people to be able to move around freely. Here, most children report feeling safe. However, there are differences in the responses of different groups of children. For instance, twice the proportion of children who live in areas with socioeconomic challenges compared with those who live in areas with good socioeconomic conditions say that they feel unsafe in the area during the daytime and in the evenings. 14% of all respondents state that they seldom or never feel safe in the evenings. One in ten children state that they are worried about being subjected to violence in the area where they live, or this happening to a family member or someone they know. It seems that children and young people in larger cities feel less safe in their residential area. In terms of gender, we can also see that girls and children who identify as other than a boy or a girl feel most unsafe in their local area.

## WHAT YOUNG VOICES SAYS ABOUT CHILD VULNERABILITY

Young Voices provides a picture of how different groups of children experience different forms of vulnerability. According to Läroplan för grundskolan, förskoleklassen och fritidshemmet – Lgr22 (a curriculum for compulsory school, preschool class and school-age educare), a clear task of school is to promote, prevent and actively counteract all forms of victimisation, harassment and discrimination. Yet it is clear from children's responses about victimisation and harassment that this is part and parcel of the normal school day for far too many children. The proportion of children subjected to offensive comments at school is greater than in leisure time. One in five children say that they have been called names or teased repeatedly at school. Girls and the children who identify as other than a boy or a girl are especially vulnerable to sexual jokes and harassment at school, and to various forms of vulnerability online, compared to boys. On the other hand, boys and the children who identify as other than a boy or a girl are subjected to more physical violence at school. As regards experience of being subjected to mistreatment at school based on one the grounds for discrimination, 38% of those who identify as other than a boy or a girl say their mistreatment is because of their sexuality, and 27% because they are trans/queer. It is also evident that a large proportion, one in four children with a foreign background, say that they have been teased or mistreated at school because of their skin colour, culture, religion or where they or their family come from. This is a higher proportion than those who reported having been discriminated against or harassed based on ethnicity or religion in the Save the Children Sweden report *Adults – what do they do? – Children's Voices on Racism in Schools*.

Young Voices also finds that 22% have experienced someone in their leisure time saying unpleasant things or mocking, teasing or mistreating them. As re-

gards vulnerability on social media, one in seven children say they have received abusive or offensive messages or images on social media from other children or young people. One in ten children have been contacted on social media by an adult who wanted to talk to them about sex. The older children, the 16-year-olds, and girls and those who identify as other than a boy or a girl have experienced this to the greatest extent. One in four 16-year-old girls and one in seven 14-year-old girls say they have been contacted on social media by an adult who wanted to talk about sex.

## FIGURES, HIGH OR LOW, CAN TELL US A LOT

In a report of this kind it is easy to focus on the high numbers. It is of course important to do this, as these represent large numbers of affected children. For example, 33% state that in the past year they have felt sad or low for two weeks or more. Among those that identify as neither a boy nor a girl, that figure rises to 67%. These are numbers that adults have to take seriously by talking to children around them about how they feel. These figures must, however, be interpreted cautiously and not be seen as an indication of mental ill health, as the question was about depression over a period of at least two weeks. While our attention may be caught by high numbers in some areas of the survey, low numbers are equally important. For instance, 9% of children and young people respond “don’t turn to anyone” when asked where they turn if not feeling well or needing to talk to someone. The report also reveals that the group of children who identify as other than a boy or a girl are consistently more vulnerable, worry more often and get the support they need less frequently.

## CHILDREN WANT TO INFLUENCE THINGS AND CONTRIBUTE TO DECISIONS

Based on responses to the questions about influence and participation, it is clear that children want to contribute to decisions, make their views heard and be listened to. Children and young people are familiar with the Convention on the Rights of the Child. However, only a third believe that politicians always or often listen to the views of children. It is also obvious that children’s participation and influence differs dramatically depending on where they are. In the survey 9 out of 10 replied that they are able to

influence matters at home, while fewer but still a majority, 6 out of 10, have been able to influence matters at school and in their leisure time in the past year. Despite children spending a lot of time at school and this being their workplace, it is interesting to note that the figure for at school is significantly lower than for at home. However, it is in the municipality and the area where they live that children feel least able to discuss and influence decisions, with the figures for these being just 15% and 21% respectively.

Almost 6,000 children and young people responded (in their own words) to our open-ended question about what they think politicians should focus on most during the 2022 election year. Almost half see the environment and climate as the most important issue. Around 1,000 children also mentioned issues to do with school. When we provided a list of responses for the question about what children themselves would like to influence, the top answers were equal rights for girls and boys, children’s health and wellbeing, and tackling racism. The obvious conclusion to draw from this is that children are engaged and have a lot to say to today’s politicians.

## ADULTS’ OBLIGATIONS AND RESPONSIBILITIES

Young Voices has provided us with a picture of the situation facing children and young people in Sweden today. It is evident that there are countless children who, for various reasons and in various ways, need help, support, better conditions and protection to ensure their rights are fulfilled. In this respect, all adults have a vital role to play – politicians who make decisions at national, regional and municipal level, staff involved in various activities, preschool, school and healthcare staff, social services staff, leaders of leisure activities, parents/guardians or other adults around children. Early recognition of the fact that a child needs some kind of support, and ensuring that it is provided, is crucial to that child’s development in life. Young Voices also clearly shows that children and young people want to be able to influence their lives, at all levels. The responses indicate the importance of adults creating the opportunity for that influence. That is why Save the Children Sweden has decided to issue a challenge to the country’s politicians, whether in the Riksdag or government or in our 21 counties or 290 municipalities. •

# SAVE THE CHILDREN SWEDEN'S RECOMMENDATIONS

In light of the results of Young Voices, Save the Children Sweden wants to issue the following challenges to national, regional and municipal politicians:

## **It is time to fulfil the purpose of incorporating the Convention into Swedish law**

One of the aims of incorporating the Convention into Swedish law was to ensure that the rights of the child have an impact in all areas that concern children and at all levels. The idea is that children must always have the right to express their views and have them taken seriously. The opportunity of children to express their views and participate in all matters and decisions that concern them is key. Young Voices shows that we still have a long way to go to live up to this, at all levels of society.

## **It is time for politicians to build trust among children and young people and to show them that their views matter**

A great many children and young people think that politicians don't listen to what they say. Most children and young people are not consulted before decisions are made that affect their local area. There is a great deal of focus at present in politics about measures at local and regional level. For that reason, politicians must begin listening to children and young people in order to discover their views on the situation and their suggested solutions.

Decision-makers at local, regional and national level should:

- regularly and systematically examine which issues and matters are important to children.
- systematically ensure that children contribute to and are involved in decisions that affect them. This is the case for everything from official reports on new legislation to restructuring at a school.

## **It is time to live up to our commitments in Agenda 2030**

A lot of questions and responses in Young Voices can be related to goals in Agenda 2030, which Swedish has chosen to implement. Save the Children Sweden wants to see the following goals included in national and local policy documents, and decision-makers at national, regional and local level producing concrete action plans to achieve them. We consider the following to be most important based on the goals:

- Halving child poverty by 2030.
- Tackling violence against children.
- Ensuring the right of all children to equal schooling of a high standard that compensates for the differing backgrounds of children.
- Climate action that takes into account the best interests of the child, and children having the opportunity to help limit global warming to 1.5 °C and shaping solutions for climate adaptation.

## **It is time to ensure that all children are treated equally no matter where they live, how they identify or where they and their parents were born**

Young Voices confirms that children and young people who identify as other than a boy or a girl, children with a foreign background and those who live in areas with socioeconomic challenges experience greater vulnerability, worry more and have their rights violated to a greater degree. The time has come to take action and decisions in this area and pay greater attention to the situation in which these children find themselves, and to systematically ensure that their rights are fulfilled. •

## HOW TO USE YOUNG VOICES

- 1** **Read Young Voices based on your own situation in life.** Talk to children and young people to identify the most important issues that you can address.
- 2** **Conduct focus group interviews or in-depth studies** on these issues, together with affected children. This will enable you to learn more about why the situation is the way it is and what children and young people think needs to be done to correct it.
- 3** **Produce a plan** for what needs to be done, include children and young people, allocate resources, provide mandates and get to it!



Quotes from children when asked what politicians should focus on during the 2022 election year. More quotes can be found on page 24.

*"The environment and what everyday changes we can make here in Sweden to improve it."*  
- Girl, 12 years old

*"Climate change, biodiversity and reducing the amount of monocultures!"*  
- Young person, 16 years old

*"Criminality because you're frightened of someone being shot and dying. If you start to think about it too much, you feel sad."*  
- Boy, 12 years old

*"More qualified teachers and support staff in schools."*  
- Girl, 14 years old

*"Those with disabilities should get the help available by law, even if they're not old. My mum uses a wheelchair. She lost the assistants she'd had for 9 years. She been fighting in court now for 2 years. It has a huge impact on me as a child!"*  
- Girl, 14 years old

*"More football pitches and ice rinks, as these are always booked up/being used by clubs."*  
- Boy, 12 years old

*"Children should be able to get help with their wellbeing more easily and not be put on a waiting list."*  
- Girl, 16 years old

# APPENDIX

This appendix includes all questions, with total responses and responses by gender and by age.

## Are you...?

	Total
Boy	44%
Girl	54%
Other	2%
Number of responses	7508

## Where were you born?

	Total
Sweden	88%
Other country	12%
Number of responses	7515

## How old are you?

	Total
12 years	33%
14 years	34%
16 years	33%
Number of responses	7939

## Where were your parents born? Parent 1

	Total
Sweden	83%
Other country	17%
Number of responses	7461

## Where were your parents born? Parent 2

	Total
Sweden	76%
Other country	24%
Number of responses	7406

## What is your living arrangement?

	Total
With both your parents	74%
Half the time with one parent and half the time with the other	11%
Mostly or only with one parent	14%
With a relative/in a foster home/other	1%
Number of responses	7503

### Have you heard about the Convention on the Rights of the Child?

	Total	Boy	Girl	Other	12 years	14 years	16 years
Yes	77%	75%	79%	68%	80%	75%	74%
No	15%	17%	13%	19%	12%	17%	17%
Don't know	8%	7%	8%	13%	8%	8%	8%
Number of responses	7880	3267	4042	150	2621	2647	2612

### This term or last term, have you worked with the Convention/children's rights at school?

	Total	Boy	Girl	Other	12 years	14 years	16 years
Yes	39%	40%	39%	29%	55%	32%	29%
No	40%	38%	42%	46%	22%	45%	53%
Don't know	21%	23%	20%	26%	22%	23%	18%
Number of responses	7879	3267	4045	149	2619	2647	2613

### Do you believe that politicians/decision-makers listen to the views of children?

	Total	Boy	Girl	Other	12 years	14 years	16 years
Always	3%	3%	2%	2%	3%	2%	2%
Usually	30%	33%	28%	23%	41%	27%	21%
Seldom	59%	55%	63%	58%	51%	61%	67%
Never	8%	8%	8%	17%	5%	10%	10%
Number of responses	7825	3243	4011	152	2605	2634	2586

### This year have you been able to discuss/influence issues that are important to you at school?

	Total	Boy	Girl	Other	12 years	14 years	16 years
Always	13%	14%	12%	9%	16%	11%	11%
Usually	50%	49%	52%	42%	53%	47%	51%
Seldom	29%	28%	28%	38%	25%	32%	29%
Never	8%	9%	7%	11%	6%	10%	9%
Number of responses	7829	3247	4022	148	2606	2630	2593

### This year have you been able to discuss/influence issues that are important to you during leisure activities?

	Total	Boy	Girl	Other	12 years	14 years	16 years
Always	23%	26%	21%	18%	26%	23%	21%
Usually	42%	43%	41%	36%	42%	43%	39%
Seldom	13%	12%	13%	15%	15%	12%	12%
Never	5%	5%	5%	7%	5%	5%	5%
Not relevant	17%	14%	19%	24%	12%	16%	23%
Number of responses	7798	3230	4006	148	2599	2621	2578

### This year have you been able to discuss/influence issues that are important to you in your municipality?

	Total	Boy	Girl	Other	12 years	14 years	16 years
Always	4%	4%	3%	3%	5%	4%	3%
Usually	11%	11%	10%	9%	11%	10%	11%
Seldom	30%	29%	30%	30%	25%	28%	35%
Never	56%	56%	57%	58%	59%	58%	50%
Not relevant	0%	0%	0%	0%	0%	0%	0%
Number of responses	7693	3188	3949	149	2563	2594	2536



**This year have you been able to discuss/influence issues that are important to you in the area where you live?**

	Total	Boy	Girl	Other	12 years	14 years	16 years
Always	6%	6%	5%	5%	8%	5%	5%
Usually	15%	16%	14%	13%	15%	14%	16%
Seldom	27%	27%	27%	27%	24%	27%	30%
Never	52%	50%	54%	54%	52%	53%	49%
Number of responses	7717	3203	3957	147	2566	2595	2556

**This year have you been able to discuss/influence issues that are important to you at home?**

	Total	Boy	Girl	Other	12 years	14 years	16 years
Always	42%	41%	43%	26%	41%	40%	45%
Usually	50%	51%	50%	57%	52%	52%	46%
Seldom	6%	6%	5%	12%	5%	5%	7%
Never	2%	2%	2%	5%	1%	2%	2%
Number of responses	7794	3231	4006	148	2594	2623	2577

**Indicate with a cross all the things you would like to be able to discuss/influence.**

	Total	Boy	Girl	Other	12 years	14 years	16 years
Activities in leisure time	44%	47%	43%	25%	52%	42%	39%
The area where you live	29%	30%	28%	24%	33%	24%	29%
Public transport (for example, free bus/tram passes, more services)	54%	47%	60%	55%	48%	52%	62%
Tackling racism	65%	55%	73%	75%	73%	61%	60%
Equal rights for girls and boys	69%	55%	81%	75%	76%	64%	66%
Environmental and climate issues	49%	42%	55%	62%	54%	44%	48%
Children's health and wellbeing	64%	52%	75%	72%	70%	59%	64%
Something else	15%	15%	14%	31%	17%	15%	12%
I don't want to discuss/influence anything	10%	14%	6%	10%	7%	12%	11%
Number of responses	7852	3261	4047	151	2610	2629	2613

**Do you think that children should be allowed to vote from the age of 16? (At present, you can vote for the politicians who make decisions in Sweden from the age of 18.)**

	Total	Boy	Girl	Other	12 years	14 years	16 years
Yes	25%	26%	24%	26%	28%	25%	22%
No	56%	58%	56%	48%	48%	57%	63%
Don't know	19%	17%	21%	26%	24%	18%	14%
Number of responses	7878	3269	4048	151	2621	2642	2615

**Do you get the help you need at school to manage your assignments?**

	Total	Boy	Girl	Other	12 years	14 years	16 years
Always	39%	44%	35%	26%	45%	33%	38%
Usually	52%	49%	55%	51%	48%	55%	53%
Seldom	8%	6%	9%	16%	6%	10%	8%
Never	1%	1%	1%	6%	1%	1%	1%
Number of responses	7591	3259	4032	152	2514	2524	2553

**Do you get the help you need with your homework?**

	Total	Boy	Girl	Other	12 years	14 years	16 years
Always	45%	50%	42%	26%	57%	42%	37%
Usually	35%	32%	38%	34%	31%	36%	39%
Seldom	6%	4%	7%	13%	3%	6%	9%
Never	1%	1%	1%	3%	1%	1%	2%
Don't need any help	12%	13%	11%	25%	9%	15%	14%
Number of responses	7542	3252	3995	149	2490	2512	2540

### Where do you usually get help with your homework?

	Total	Boy	Girl	Other	12 years	14 years	16 years
At school	24%	23%	25%	23%	14%	23%	36%
At home	70%	71%	69%	61%	83%	71%	53%
Somewhere else	3%	2%	3%	6%	1%	3%	6%
Don't get any help	3%	3%	3%	10%	2%	4%	5%
Number of responses	6286	2704	3351	113	2019	2052	2215

### Do you have a quiet and private place at home to do your homework?

	Total	Boy	Girl	Other	12 years	14 years	16 years
Always	60%	64%	58%	40%	60%	62%	59%
Usually	32%	29%	34%	36%	32%	31%	32%
Seldom	6%	5%	7%	15%	6%	6%	7%
Never	2%	2%	2%	9%	2%	2%	2%
Number of responses	7555	3245	4016	152	2493	2521	2541

### Have you been called names or teased at school?

	Total	Boy	Girl	Other	12 years	14 years	16 years
Repeatedly	20%	17%	21%	38%	21%	21%	18%
A few times	43%	43%	43%	37%	45%	42%	42%
Never	37%	39%	36%	26%	34%	37%	41%
Number of responses	7570	3248	4023	152	2504	2520	2546

### Have you been left out, excluded or ignored at school?

	Total	Boy	Girl	Other	12 years	14 years	16 years
Repeatedly	16%	9%	22%	35%	15%	16%	19%
A few times	37%	33%	41%	34%	39%	35%	37%
Never	46%	58%	37%	31%	46%	49%	44%
Number of responses	7561	3246	4020	150	2501	2515	2545

### Have people lied, spread false rumours or encouraged others to dislike you at school?

	Total	Boy	Girl	Other	12 years	14 years	16 years
Repeatedly	14%	8%	18%	26%	11%	14%	16%
A few times	29%	25%	32%	30%	29%	27%	31%
Never	57%	67%	50%	44%	60%	59%	53%
Number of responses	7548	3232	4020	150	2496	2510	2542

### Have you been subjected to sexual jokes/harassment at school?

	Total	Boy	Girl	Other	12 years	14 years	16 years
Repeatedly	6%	3%	7%	17%	3%	6%	9%
A few times	16%	10%	20%	25%	12%	16%	21%
Never	78%	86%	73%	57%	86%	79%	71%
Number of responses	7549	3238	4014	150	2495	2511	2543

### Have you been hit, kicked, shoved or locked in at school?

	Total	Boy	Girl	Other	12 years	14 years	16 years
Repeatedly	6%	7%	5%	13%	9%	6%	4%
A few times	23%	27%	20%	28%	30%	22%	17%
Never	71%	65%	75%	59%	61%	72%	78%
Number of responses	7563	3250	4017	151	2503	2516	2544



**This year have you experienced anyone at school saying unpleasant things or mocking, teasing or mistreating you on account of...**

	Total	Boy	Girl	Other	12 years	14 years	16 years
Your skin colour, culture or where you or your family come from	7%	6%	7%	11%	6%	7%	7%
Your religion	3%	3%	4%	2%	3%	3%	4%
Your age	7%	5%	8%	7%	9%	5%	6%
Your disability, difficulty or long-term illness	4%	4%	4%	9%	4%	4%	4%
You being homosexual or bisexual	5%	3%	4%	38%	4%	6%	4%
You being a transperson or queer	2%	1%	1%	27%	1%	2%	2%
You being a girl	12%	1%	21%	15%	9%	12%	16%
You being a boy	1%	3%	0%	6%	1%	1%	2%
Your family not having much money	2%	2%	2%	7%	2%	3%	3%
Other	15%	12%	17%	24%	17%	16%	12%
None of these have happened	68%	76%	62%	43%	67%	67%	68%
Number of responses	7446	3183	3974	150	2450	2480	2516

**This year have you experienced anyone in your leisure time saying unpleasant things or mocking, teasing or mistreating you on account of...**

	Total	Boy	Girl	Other	12 years	14 years	16 years
Your skin colour, culture or where you or your family come from	4%	3%	4%	6%	3%	3%	5%
Your religion	2%	1%	2%	4%	1%	1%	3%
Your age	6%	4%	8%	7%	7%	5%	7%
Your disability, difficulty or long-term illness	3%	2%	3%	10%	2%	2%	3%
You being homosexual or bisexual	3%	2%	3%	27%	2%	3%	4%
You being a transperson or queer	1%	1%	1%	24%	1%	1%	1%
You being a girl	8%	1%	13%	12%	4%	6%	13%
You being a boy	1%	1%	0%	3%	1%	1%	1%
Your family not having much money	1%	1%	1%	5%	1%	1%	2%
Other	10%	7%	12%	18%	10%	9%	10%
None of these have happened	78%	86%	74%	54%	80%	81%	73%
Number of responses	7318	3140	3896	147	2424	2425	2469

**Have you received abusive/offensive messages or images on social media from other children and young people this year?**

	Total	Boy	Girl	Other	12 years	14 years	16 years
Yes	15%	8%	20%	23%	12%	15%	17%
No	77%	85%	71%	61%	81%	76%	73%
Don't know	9%	8%	9%	16%	7%	9%	10%
Number of responses	7541	3241	4008	149	2489	2514	2538

**Have you received abusive/offensive messages or images on social media from adults this year?**

	Total	Boy	Girl	Other	12 years	14 years	16 years
Yes	5%	3%	7%	11%	3%	5%	8%
No	89%	93%	87%	77%	93%	89%	84%
Don't know	6%	4%	7%	12%	3%	6%	8%
Number of responses	7520	3233	3994	151	2485	2510	2525

**Has an adult contacted you on social media who wanted to talk to you about sex this year?**

	Total	Boy	Girl	Other	12 years	14 years	16 years
Yes	11%	6%	15%	21%	5%	11%	17%
No	85%	92%	81%	70%	93%	85%	78%
Don't know	4%	3%	4%	9%	2%	4%	5%
Number of responses	7522	3236	3994	150	2487	2501	2534

**This year have you been unable to participate in a leisure activity because your family could not afford the training kit, membership fees, equipment, etc. that you would need?**

	Total	Boy	Girl	Other	12 years	14 years	16 years
Yes	4%	3%	5%	9%	3%	4%	7%
No	91%	93%	91%	78%	93%	93%	88%
Don't know	4%	4%	4%	13%	4%	4%	5%
Number of responses	7556	3244	4026	149	2498	2520	2538

**This year have you been unable to participate in an activity in your leisure time because you were unable to get to the activity?**

	Total	Boy	Girl	Other	12 years	14 years	16 years
Yes	12%	10%	13%	16%	8%	10%	17%
No	83%	85%	81%	72%	88%	84%	76%
Don't know	6%	5%	6%	13%	4%	6%	7%
Number of responses	7576	3260	4025	151	2505	2527	2544

### Do you feel safe in the area where you live during the daytime?

	Total	Boy	Girl	Other	12 years	14 years	16 years
Always	71%	80%	65%	51%	74%	72%	68%
Often	25%	18%	31%	36%	23%	25%	28%
Seldom	2%	1%	3%	5%	2%	2%	2%
Never	1%	1%	1%	1%	1%	1%	1%
Don't know	1%	1%	1%	7%	1%	1%	1%
Number of responses	7468	3253	4015	151	2451	2491	2526

### Do you feel safe in the area where you live in the evenings?

	Total	Boy	Girl	Other	12 years	14 years	16 years
Always	44%	58%	33%	28%	47%	47%	38%
Often	40%	33%	46%	42%	39%	39%	42%
Seldom	11%	6%	15%	15%	9%	10%	14%
Never	3%	2%	4%	7%	2%	3%	4%
Don't know	2%	2%	2%	8%	2%	2%	2%
Number of responses	7475	3264	4012	149	2450	2488	2537

### This year have you been worried about being subjected to violence in the area where you live, or this happening to a family member or someone you know?

	Total	Boy	Girl	Other	12 years	14 years	16 years
Yes	11%	8%	13%	18%	9%	9%	15%
No	80%	86%	76%	66%	83%	82%	75%
Don't know	9%	6%	11%	16%	8%	9%	10%
Number of responses	7480	3257	4026	151	2455	2496	2529

**This year have you been worried about you or your family not having somewhere to live or being forced to move?**

	Total	Boy	Girl	Other	12 years	14 years	16 years
Yes	3%	3%	4%	9%	3%	3%	5%
No	94%	95%	94%	83%	95%	95%	92%
Don't know	3%	2%	2%	8%	2%	2%	4%
Number of responses	7494	3262	4032	150	2460	2494	2540

**This year have you been worried about your family not having enough money to get by?**

	Total	Boy	Girl	Other	12 years	14 years	16 years
Yes	12%	8%	14%	27%	8%	11%	17%
No	81%	87%	77%	60%	85%	82%	77%
Don't know	7%	5%	8%	13%	7%	7%	7%
Number of responses	7473	3257	4019	152	2445	2497	2531

**This year have you been worried about you, your family or someone you know being deported (not being able to stay in Sweden)?**

	Total	Boy	Girl	Other	12 years	14 years	16 years
Yes	4%	3%	4%	5%	3%	3%	5%
No	94%	95%	93%	87%	95%	95%	92%
Don't know	2%	2%	2%	9%	2%	2%	3%
Number of responses	7492	3262	4035	150	2463	2497	2532

**This year have you been worried about not being able to decide who you will be together with or marry in the future?**

	Total	Boy	Girl	Other	12 years	14 years	16 years
Yes	2%	1%	3%	9%	1%	2%	3%
No	95%	97%	95%	77%	97%	95%	95%
Don't know	2%	2%	2%	13%	2%	2%	3%
Number of responses	7505	3265	4041	151	2458	2506	2541



### This year have you been sad or low for at least two weeks or more?

	Total	Boy	Girl	Other	12 years	14 years	16 years
Yes	33%	19%	43%	67%	20%	33%	46%
No	57%	73%	45%	18%	70%	57%	43%
Don't know	10%	8%	12%	15%	10%	10%	11%
Number of responses	7468	3253	4017	151	2455	2489	2524

### Do you know where you can turn to get support if you not feeling well, are mistreated or need an adult to talk to?

	Total	Boy	Girl	Other	12 years	14 years	16 years
Yes	87%	88%	87%	72%	90%	86%	84%
No	7%	7%	6%	13%	5%	7%	9%
Don't know	6%	5%	7%	15%	5%	7%	7%
Number of responses	7480	3256	4036	149	2458	2493	2529

### Where do you turn if you not feeling well or need to talk to someone?

	Total	Boy	Girl	Other	12 years	14 years	16 years
Teacher	26%	29%	24%	23%	37%	23%	19%
Pupil health service (school nurse, counsellor)	26%	23%	29%	29%	27%	25%	27%
Youth guidance centre	11%	9%	13%	18%	6%	11%	16%
Parent	77%	82%	74%	45%	88%	75%	66%
Relative, leader of leisure activities or other adult	22%	23%	21%	17%	27%	20%	19%
Friend	62%	53%	70%	65%	59%	63%	65%
Someone else	11%	9%	13%	22%	9%	11%	14%
Don't turn to anyone	9%	9%	9%	15%	5%	9%	13%
Number of responses	7515	3269	4052	150	2471	2499	2545

## How worried are you about the environment and climate change as things stand?


	Total	Boy	Girl	Other	12 years	14 years	16 years
Very worried	14%	10%	17%	30%	10%	12%	20%
Quite worried	40%	35%	44%	37%	39%	39%	43%
Not particularly worried	36%	41%	33%	20%	42%	39%	28%
Not worried at all	9%	15%	5%	13%	9%	11%	8%
Number of responses	7442	3253	4000	150	2448	2479	2515

## Do you think politicians/decision-makers in Sweden are doing enough for the environment and climate?

	Total	Boy	Girl	Other	12 years	14 years	16 years
Yes	12%	17%	9%	5%	12%	12%	13%
No	55%	49%	59%	68%	53%	54%	58%
Don't know	33%	34%	32%	28%	35%	34%	28%
Number of responses	7463	3247	4023	152	2450	2484	2529


## How do you regard your future?

	Total	Boy	Girl	Other	12 years	14 years	16 years
Very positive	32%	38%	28%	14%	37%	30%	29%
Fairly positive	51%	48%	53%	31%	49%	51%	51%
Fairly negative	6%	4%	7%	13%	3%	6%	9%
Very negative	2%	1%	2%	11%	1%	2%	3%
Don't know	10%	8%	10%	31%	9%	11%	9%
Number of responses	7453	3258	4011	149	2455	2477	2521



*“If I was prime minister I would  
listen to what children have to say.”*

**- Boy in focus group**



*“I would like to vote and am passionate about making Sweden a better country.”*

**- Girl in focus group**

## **YOUNG VOICES 2022**

### **NATIONAL REPORT**

This report has been produced by Save the Children Sweden, together with the survey company Enkätfabriken.

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