



# Hear the children's voices

120 children aged 5 to 17 report to  
the UN Committee on the Rights of the Child

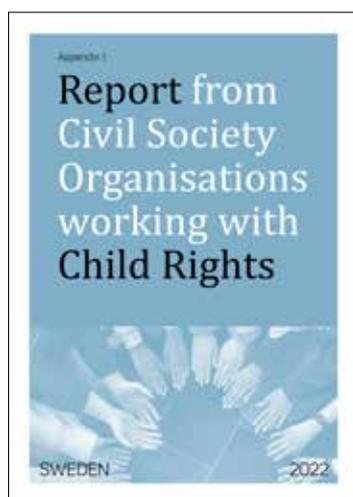
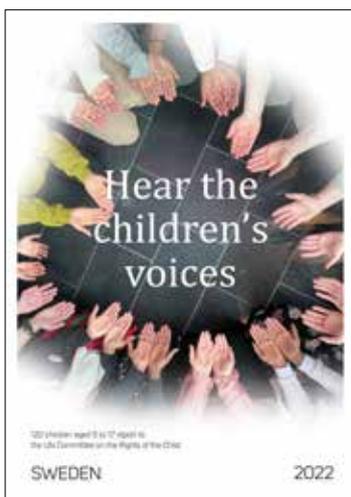
SWEDEN

2022



# The report

The main report »Hear the children’s voices« is based on consultations with children, solely on their voices, without adult interpretation. In the first appendix »Report from Civil Society Organisations working with Child Rights« we, the contributing organisations, describe and analyse children’s rights in Sweden based on our work with and for children and young people. In the second appendix »Report on reception of refugees from Ukraine« we have looked at the reception of children from a child rights perspective.



## Report from children

This report is based on consultations with more than 120 children aged 5-17. All of these children had experienced living in socio-economically disadvantaged areas or in other ways being in a vulnerable situation. They all participated as experts of their own experiences. In the consultations most of the children read and commented on a simplified version of the combined sixth and seventh periodic report from the Swedish Government. The children were also given the possibility to express themselves in creative ways through for instance drawings and writing letters to the Government.

After the consultations, 12 child representatives had one weekend to organise, make the layout, identify recommendations and write an introduction to the report based on the material coming from the consultations. This was done with facilitation and support from adults but without adult interference on the content. This means that the participating 12 children have decided on everything in the report based on the material coming from the consultations with their peers.

## APPENDIX 1

### Report from Civil Society Organisations working with Child Rights

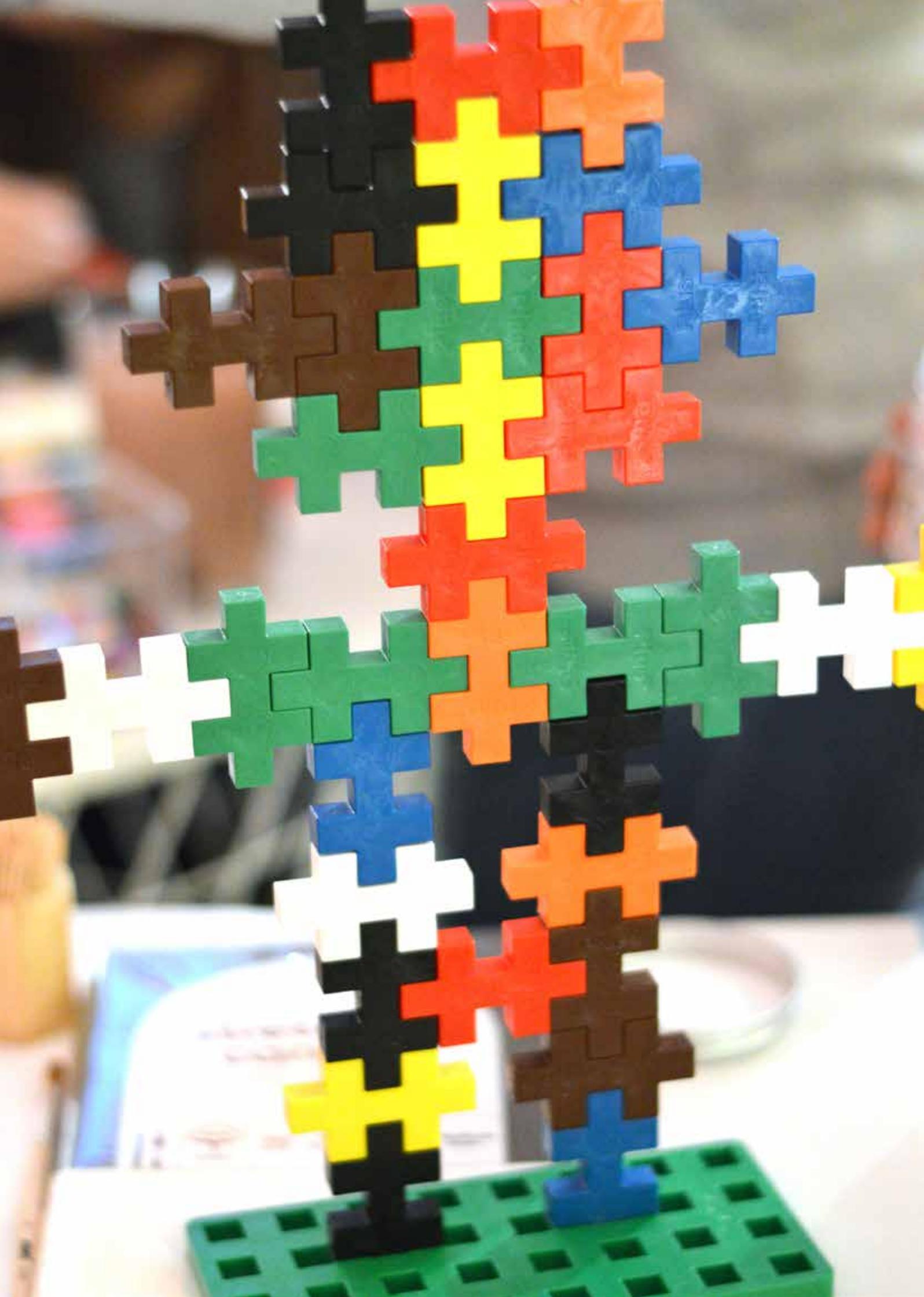
About thirty organisations have taken part in elaborating this appendix. The process, coordinated by the Swedish National Committee for UNICEF (UNICEF Sweden), started in early 2021. Child rights organisations of all sizes and youth organisations have worked side by side for over a year in cross-organizational thematic groups. Our common aim has been to highlight the most pressing child rights issues in Sweden today, and to provide the Committee with the best basis possible for dialogue and observations. The individual organisations have been encouraged to bring the voices and experiences of children into the material, alongside research and their own experiences. The results of the process are two; a solid appendix covering many parts of the CRC, and an increased cooperation within the child rights movement in Sweden.

*When relevant, we have made references to the combined sixth and seventh periodic report from the Swedish Government.*

## APPENDIX 2

### Report on reception of refugees from Ukraine

The report from Civil Society Organisations working with Child Rights was almost finalised when Russia attacked Ukraine, resulting in millions of people fleeing the country. This is why we have added this short appendix highlighting the child rights issues that are connected to the invasion of Ukraine and the reception of refugees in Sweden.



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Vi hör dig, Vi  
Finns  
För  
Dig



# Introduction

## Does it not take more than just words on paper for children to get their rights honoured?

**The report we want you to study** is made up of 120 children's voices that describe discrimination, domestic violence, flight, living with a family member deprived of their liberty and Social Services' lack of knowledge. We are not adults, i.e. no attention is paid to us. But we can and want to act when, despite everything, it is we who have the opportunity to stand up for the voices of the 120 children and thus retell their experiences.

We can stand up for those children who don't get the opportunity to stand up for themselves. That's why we – 12 young people – have chosen to relate our challenges and recommendations, so as to provide you with insight into what it's like to be a child in today's society. Ultimately, all of us – both children and adults – live in symbiosis with each other.

That said, we're hoping you will ensure we get our voices heard.

*We're sending a big thank you in advance!*



12 youth under 18 gathered during a weekend to prioritize and compile the material that children from all around Sweden had submitted. The drawings show the 12 children as they draw each other – without looking at the paper while the portraits were made.

# What are the prerequisites for feeling good? What are the important things that make one happy?

Children between 5 and 11 draw and write about their rights, and what they would do if they were in charge of the Swedish Government.

LEKA

BRÖTAS  
VÄRDN



Krig



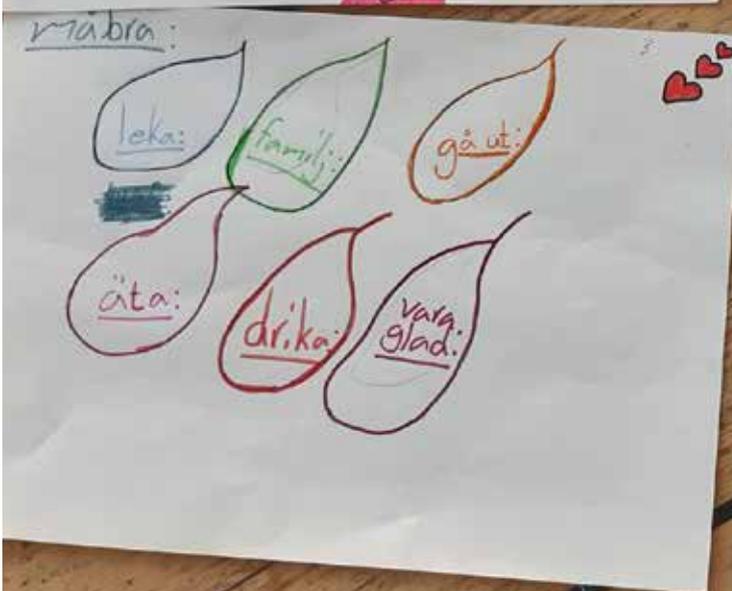
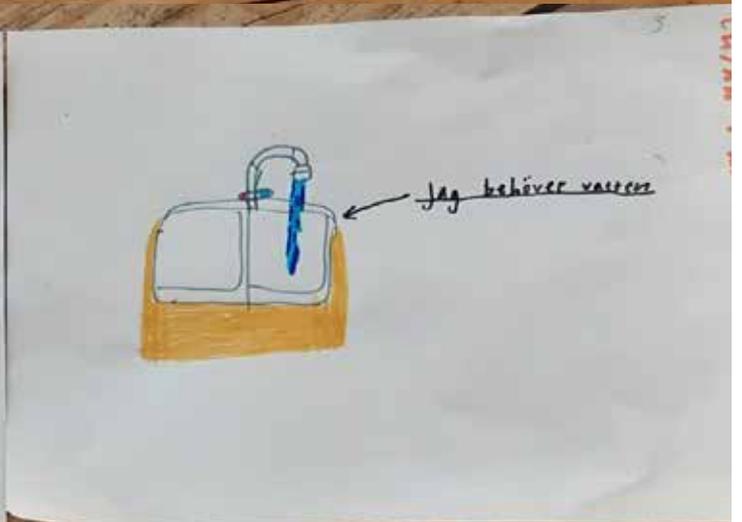
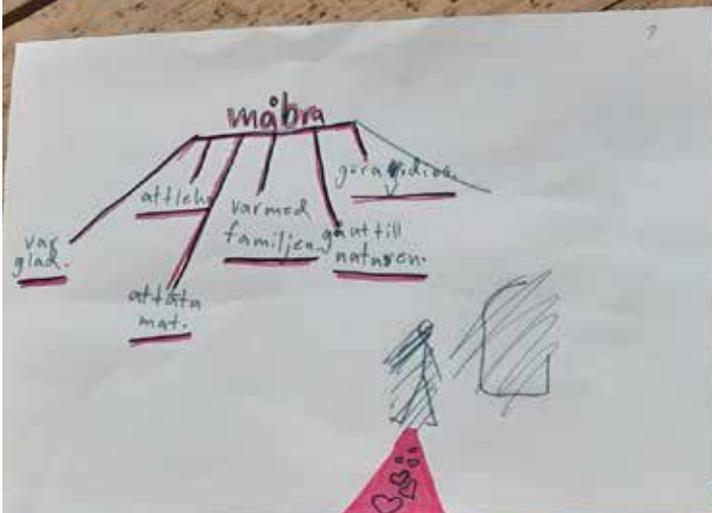
- Doing sport
- Drinking water
- Eating food
- Feeling good physically
- Playing football
- Fighting
- Wrestling
- The family
- Having friends

# Do you feel that adults listen to you?



The children draw, and say they think their families and teachers listen to them. Some children say they have experienced teachers who don't listen to or believe them.

# What are the prerequisites for feeling good?



Det som är viktigt är att man lär sig saker.

- Being happy
- Playing
- Making videos
- Going out into the countryside
- Being with your family
- Eating food
- Drinking
- Water
- Learning things

# Describe what you would do and change if you were the Swedish government.

- Be kind
- All racists should go to prison
- All fines should go to children
- Children should get to choose what they want to do
- No-one should swear in school, and if they did they should have to stay at home for a week
- Children should be able to start work if they want
- When adults work and get money, they should have to share it
- Non-one wishing to live in Sweden should be expelled – several of the children's comments
- Children should be able to drive a car
- Everyone should be of equal value, even if they don't look the same
- Adults should not be allowed to swear
- Everyone should be nice
- Don't be stupid

Alla är lika värdefulla  
om man inte har likartat  
seende.

Vad barn vill  
Inte bli utvisade!  
Barn ska kunna  
åka bil.

1. Alla läter gär till barn
2. Barn får välja vad dem vill göra
3. Ingen ska svära i skolor  
om dem står dem ska vara hemma
4. för en vecka.

Alla som är rasist får gå till  
fängelse!



barnen får jobba om dem vill när dem vuxna jobbar och får pengar så måste dem dela med sig.

Alla som vill bo i Sverige ska inte bli utvisat

~~Inte vara dum~~  
Inte utvisa  
inte svära  
vuxna får inte svära

# Article 2

# **Discrimination**

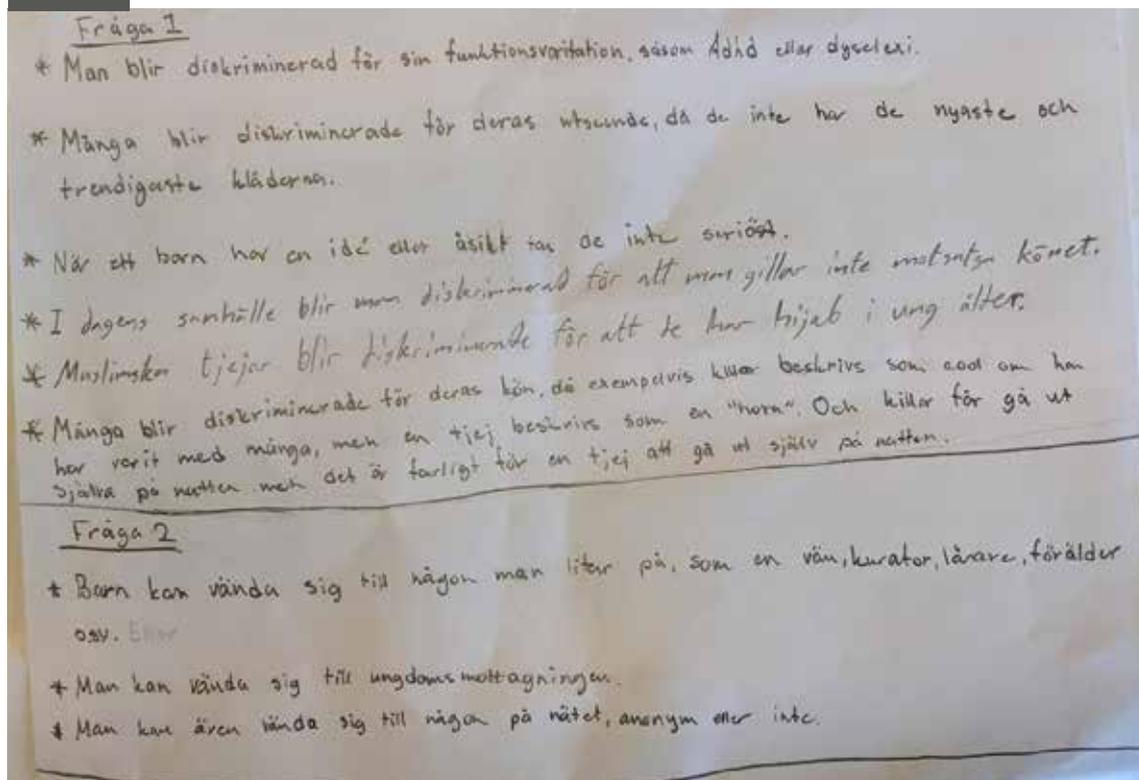
A group of 13-year-old children discuss and write about discrimination of children, and the ways to get support that they know of.

## Do you think children in Sweden experience discrimination?

If so, please provide examples of situations.

Where can a child turn to for help if they've been the victim of discrimination?

### Group 1



*Do you think children in Sweden experience discrimination?*

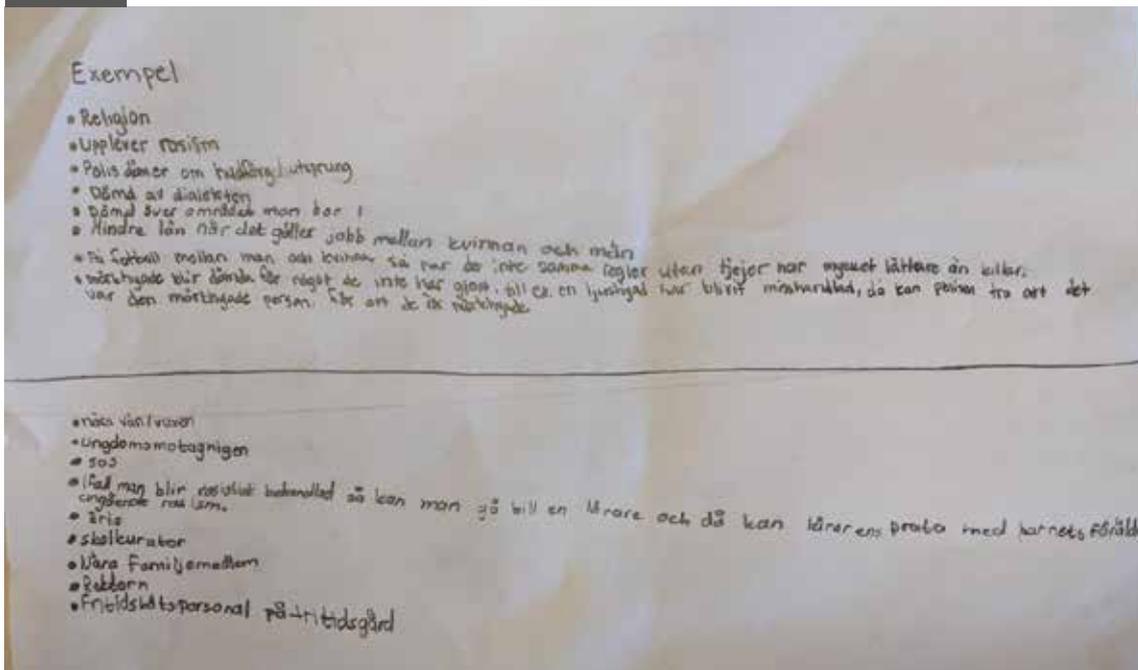
*If so, please provide examples of situations.*

They're discriminated against on the basis of functional variations such as ADHD and dyslexia. Many children are discriminated against for their appearance – for not wearing the newest and most fashionable clothes. When a child has an idea or opinion they're not taken seriously. In today's society you get discriminated against for not liking the opposite sex. Muslim girls are discriminated against for wearing a hijab at a young age. Many children are discriminated against on the basis of their gender: a boy is described as cool if he's been with a lot of girls, but a girl is described as a 'whore'. And boys are allowed to go out on their own at night, whilst it's considered dangerous for girls to do so.

*Where can a child turn to for help if they've been the victim of discrimination?*

Children can turn to someone they trust, e.g. a friend, counsellor, teacher or parent.

They can seek help from the youth guidance centre. You can also seek the help of someone online, anonymous or not.



*Do you think children in Sweden experience discrimination?*

*If so, please provide examples of situations.*

Religion

Experience racism

Police judge on the basis of skin colour/origin

Judged on the basis of dialect/how they talk

Judged on the basis of the area where they live

Women are paid less for work than men

In football, the rules are not the same for men as for women – things are a lot easier for girls than for boys.

Those with a dark-skin get convicted of something they haven't done. For example, if a light-skinned person has been maltreated then the police may think a dark-skinned person is the perpetrator, just because they're dark-skinned.

*Where can a child turn to for help if they've been the victim of discrimination?*

Close friend

Youth guidance centre

Social Services

If a child is a victim of racism they can go to a teacher, and the teacher can then talk to the child's parents about racism.

BRIS (children's rights organisation)

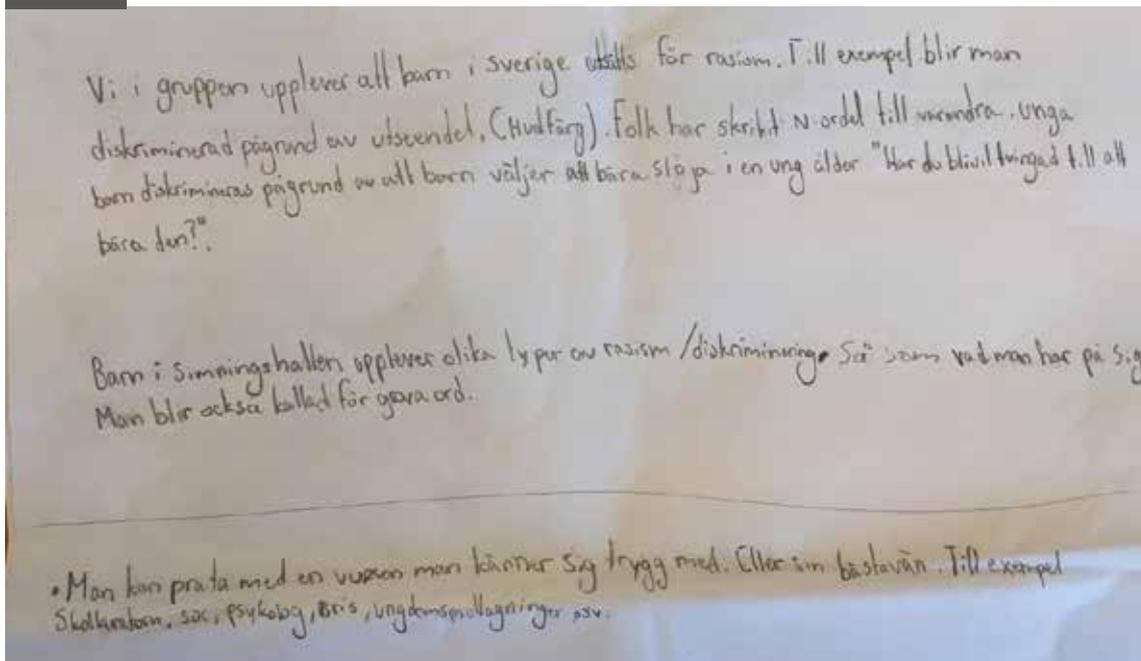
School counsellor

Close family members

Principal

Staff at a leisure centre

### Group 3



*Do you think children in Sweden experience discrimination?*

*If so, please provide examples of situations.*

Those of us in the group find that children in Sweden are subjected to racism.

For example, they get discriminated against on the basis of their appearance (skin colour).

People have been shouting the N word at each other.

Young children are discriminated against on the basis of their choosing to wear a veil at a young age.

"Have you been forced to wear it?"

Children at the swimming pool experience various types of racism/discrimination.

Crude language is also used to describe them.

*Where can a child turn to for help if they've been the victim of discrimination?*

They can talk to an adult they feel safe with. Or their best friend.

For example the school counsellor, Social Services, a psychologist, the children's rights organisation BRIS and youth guidance centres.

#### Group 4

I söder såg jag en äldre kvinna som skrek på två yngre tjejer för att de pratade arabiska.

I söder vid filmstaden så var det fulla personer som kommenterar en tjess kropp.

En gång någon frågade mig vart jag kommer ifrån och när jag sa afghanistan så sa personen "Är din pappa taliban"?

- Föräbrar

- Bris

- En vuxen man lutar på.

- kurator (skol kurator)

*Do you think children in Sweden experience discrimination?*

*If so, please provide examples of situations.*

I saw an older woman yelling at two young girls for speaking Arabic.

At a cinema there were drunk people commenting on a girl's body.

On one occasion someone asked me where I was from, and when I said Afghanistan the person said "Is your dad Taliban?"

*Where can a child turn to for help if they've been the victim of discrimination?*

Parents

BRIS (National helpline)

A trusted adult

Counsellor (school counsellor)

Hi ministers in the  
Swedish Government!



Hear my voice! 01

We've read your report to the  
Committee on the Rights of the Child, and think  
Question 11b was very interesting to read about.

We want to rewrite Item 11b, because it talks about new arrivals, African origin, homosexuals etc. We recognised ourselves in some of these items, because it's very common in Sweden for children to be mistreated and dealt with on the basis of their origin. And LGBTQ people are also often harassed and get mistreated all over Sweden.

We think it's good that you raised the issue, as it's very important for many children in Sweden. And that we can voice our opinion, and we also think the Committee on the Rights of the Child should ask Sweden to talk about these items and say how things are going.

We think it's bad that many children are exposed to these indignities on a daily basis, and that children have to put up with it both at school and online, on various social media. We don't think it attracts as much attention as it ought do, especially on social media.

We don't think it's the case that Sweden has a strategy for equal rights and opportunities, regardless of sexual orientation. So that Sweden will look at when LGBTQI people and people of other origins are victimised online.

In our own experience we have seen people online and at Pride Day being victimised with both words and violence, and have also been in a class where people of other origins are exposed to racism and teachers haven't done anything about it.

For us, it is important that all children are treated equally regardless of origin, skin colour, sexual orientation, disability etc.

What needs improvement is that attention should be drawn to everything we've written at school, where children are exposed to all of this, and adults who work in schools and on extracurricular activities involving children should pay attention to violations, discrimination and violence, take them seriously and report them.

We think you should pay attention to this and send it back to Sweden, so they can deal with the criticism that comes from children's perspective.

*Kind regards,  
Save the Children's Young Leaders.*

## Questions to the Government

- Why aren't things working that well at school as regards discrimination?
- What are you going to do about it?
- Why is there so much racism/discrimination? Why's nothing being done about it?
- Why aren't the teachers doing something about it?
- Is the Committee on the Rights of the Child really listening to us?
- Why's nothing changing?
- Are there experts who distinguish between freedom of speech and discrimination?

## Recommendations to the Government

- Sweden needs to issue information on the new law so people know about it.
- Sweden should ban demonstrations against communities and ethnicities.
- Politicians have to stop tarring everyone with the same brush (especially Jimme Åkesson); there are a lot of politicians who constantly criticise immigrants and talk about us as if we were the problem.
- Sweden must strengthen the Convention on the Rights of the Child.
- Sweden hasn't been good at explaining children's rights and what they entail, but our school has been good at this.
- There's not enough protection for children who witness violence – and this applies both in the home but also on the streets.
- Not enough is being done, and even though most of us were born in Sweden we still get called immigrants and are treated differently.
  1. A student stated that she she was put in a Swedish as a Second Language group, despite having been born in Sweden and speaking fluent Swedish.
  2. A teacher who called a student a name, and when he corrected her and explained that that wasn't his name the teacher replied "You're all called that anyway, so it's pretty much the same thing."
- LGBTQI+ people usually have a hard time in society, because it is they who are considered the 'most different'.

**Article 9**  
**Children**  
**with parents**  
**deprived of**  
**their liberty**

**"When I tell new friends, adults or others  
whom I meet, no-one knows what Bufff is!  
It's annoying having to explain all the time –  
everyone should know what Bufff is!"**

13-year-old girl, father deprived of his liberty

VAD'AR



BUFFF

!!!

**"Social Services is not the  
same as Bufff."**

**Why aren't we included?**

SA

Buff (a support organisation for children and young people with a parent or family member in prison) is an organisation you can contact and from whom you can get help, as well as allowing you to spend time with other children who know what it's like having a parent in prison.

Major issues are raised there, e.g.: "Who can I talk to?" "How many children are experiencing what I'm experiencing?" "Will my parent be changed by being in prison?"

You also learn to deal with the frustration of the situation. Many young people with released parents provide tips and support the children whose parents are still serving their sentences. And the best thing about Buff is that everyone has something in common – children as well as young people. We're like a big family whose members look out for each other.

"The problem I and my little brother faced in everyday life was that we didn't get the support we needed – neither from the prison service nor from Social Services. Buff was our only support. But Social Services isn't the same as Buff."

Social Services don't know Buff exists. They don't know how to handle the situation the way Buff does. We're perceived as being "disgraceful", and are forgotten, as we're deemed to be "children of criminals". We're thus punished both by society and as a result of the government's lack of knowledge.

Buff has the knowledge and skills to provide the support needed by children with parents deprived of their liberty – but it doesn't have the resources. Ultimately it's always the children who suffer. Is it fair for us children to suffer for something our parents have done?

Are we the ones who should be punished? Are we the ones who deserve the punishment?

No-one is given any help in getting to see their parent. We need help in terms of having someone who can come with us to the facility. It can be months, or even years, until we get to see our parent again.

Are we the ones who should be punished? Are we the ones who deserve the punishment?

No-one is given any help in getting to see their parent. We need help in terms of having someone who can come with us to the facility. It can be months, or even years, until we get to see our parent again.



**"If Buff didn't exist, would one then go to Social Services, or who would help? Social Services are really not the same thing – they don't know how to help in the same way, I think"**

13-year-old girl, father previously deprived of his liberty

## Having had a parent in prison

I've today chosen to speak about a subject I don't think many people know about. And I hope not many people do know about it. The subject is what's it like having a parent in prison.

I do know about this.

A little over six years ago my life changed. My mother had committed a crime and was sentenced to one year in prison, which in Sweden meant she was released on parole after eight months. Lots of thoughts started spinning around in my head, and I felt that nobody understood me. But I now know that around 30,000 children have a parent in prison, in detention or on probation.

There are two sides to having a parent in prison. It can admittedly feel cool saying you've been in a prison without being the punished person. But seeing your parent or family member in prison is different. I was never mad at mum – I just didn't want to see her in prison. You have to be patient and look to the future, as well as having confidence in your surroundings, even though that's really hard in the heat of the moment. The whole situation is frustrating, and avoiding negative feelings towards your parent is the smartest thing you can do to get through the day. It feels lonely, and time seems to pass more slowly than it has on the most boring days of your life. You have to take things week by week, and remember that this period of time will soon be over.

Something that used to go without saying becomes a favour when a parent ends up in prison. Not being able to see your parent every day, as used to be the case, is tough. You're on tenterhooks. The processes regarding visit permits and phone calls are long and complicated, and require a lot of patience – especially from children. A permit for a phone call can take up to four weeks. It's painful to see your parent in prison when you're fully aware that it's not exactly paradise. And the worst part is that as a child you have no way of exerting any influence or doing anything.

A period of life as strange as this takes a long time to process and recover from – both for those recently released and for the children. Nothing is going to change the time up to that point, and for me it remains a burden

to this day. I think you'll never completely let it go. It becomes like a scar, and doesn't go away – but things gets better with each passing day.

As I said before, this period of life can feel long. As regards both long and short sentences. I'm on the lookout for more people with greater knowledge of this subject. Knowledge is a window to the world – a light to all corners of the world. It may mean that more people get the help they need from the prison service and from people in their vicinity. For me, the problem was that most people didn't understand what I was feeling. But I can see past that – it's hard to understand if you can't relate to it.

*In what I've said, I wish to bring the issue to the surface and provide information on the possibility of getting help. If this resonates with you or anyone else in a similar situation, then you know where I am if you want contact with Bufff, which I can assure you is a safe and secure place where you're always welcome.*



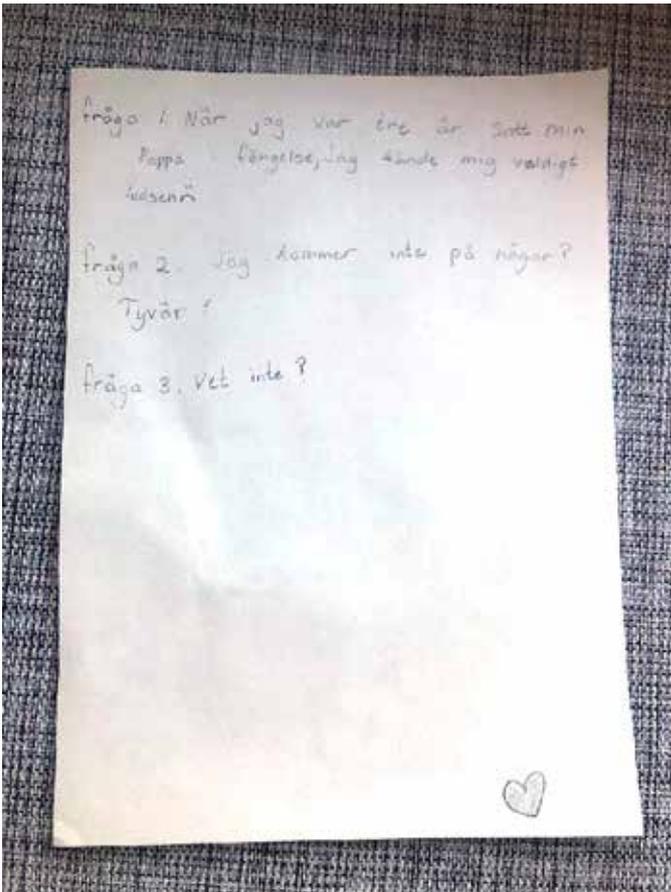
**"It's after all the government that decides who will get money. Hospitals and BUP (Child & Adolescent Psychiatry) get money. We don't get that much. And why? Can I talk to Donald Trump, or who else is in charge?"**

Nine-year old girl,  
father deprived of his liberty



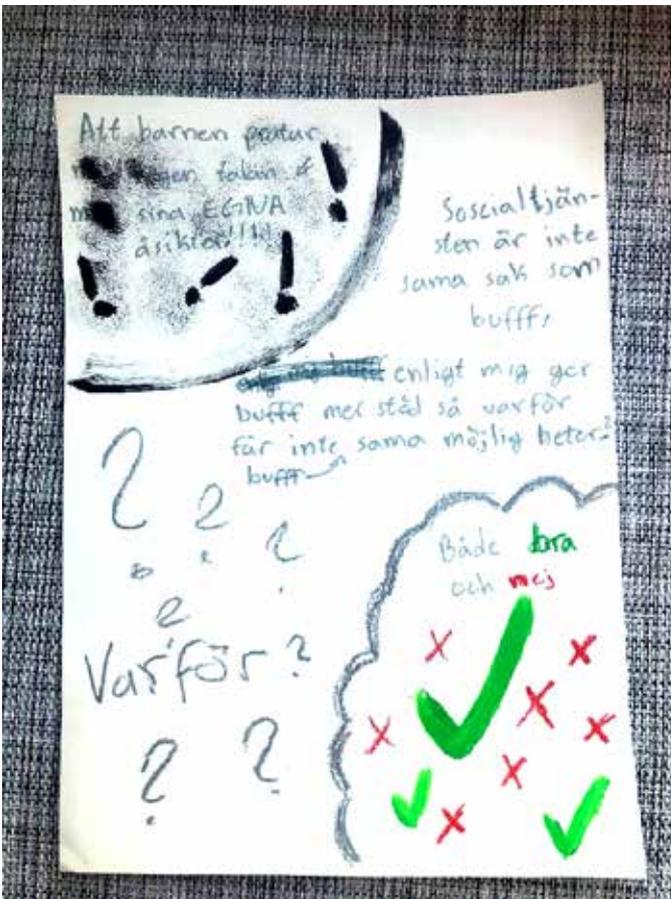
**"Bufff also needs money so they can have more people working here and can talk to the children. We want to do more activities more often, so we can meet each other and other new children who need to go to Bufff."**

Nine-year old girl,  
father deprived of his liberty



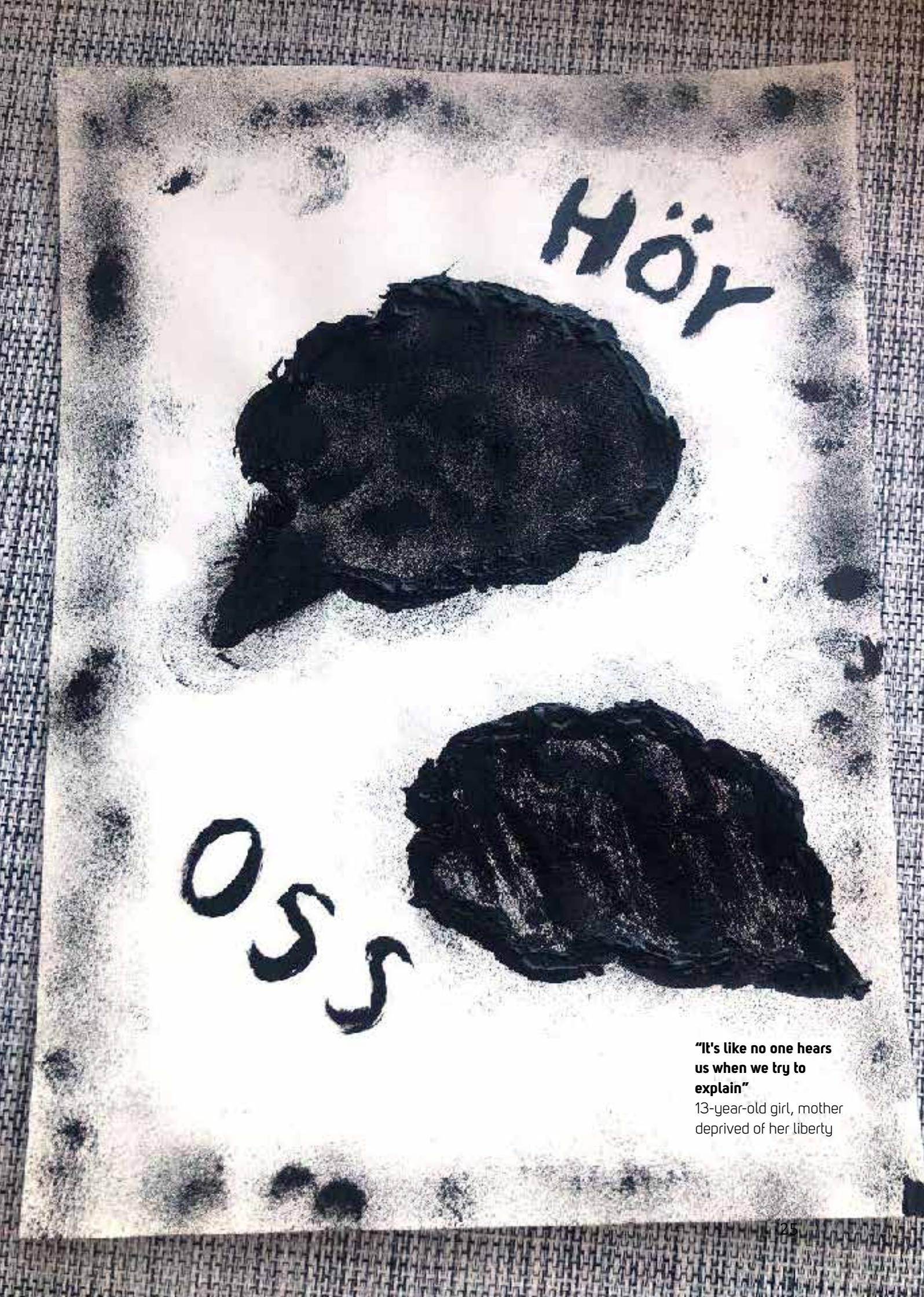
**"This is hard to explain – feels difficult. But I remember it being very difficult, and I was sad when my dad was in prison."**

Ten-year old girl, father previously deprived of his liberty



**"But why is it that Bufff doesn't automatically get money so they can help us? We can maybe ask those in charge to come here, so can we tell them and they'll hear our opinions?" "Social Services is not the same as Bufff" – I know that. To me it felt both good and bad when my dad ended up in prison. Bad that he disappeared, but good that we had contact with Bufff and got help understanding and connecting with dad."**

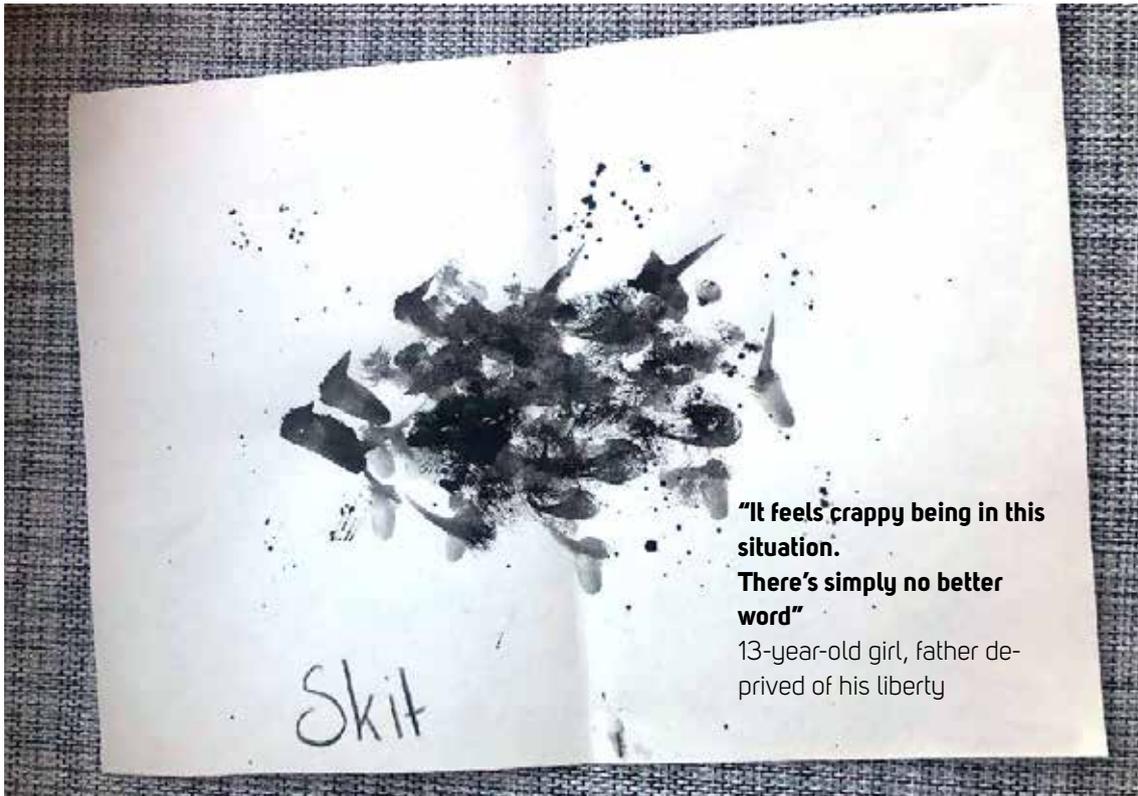
11-year-old girl, father deprived of his liberty



HÖY

OS

**"It's like no one hears  
us when we try to  
explain"**  
13-year-old girl, mother  
deprived of her liberty



## Questions to the Government

1. Is it fair for us children to suffer for something our parents have done?
2. Are we the ones who should be punished?
3. Are we the ones who deserve the punishment?

## Recommendations to the Government

1. Provide more education about what it's like to be a child of a family member deprived of their liberty.
2. Let this be part of social studies. You need to educate both adults and children. We need to learn more about current social issues than what Gustav Vasa had for breakfast in the 16th century.

# Article 19.1

## **Protection against all forms of violence**

"I was told what to say  
by my mother."



Children with first-hand experience gathered in a workshop to share their experiences and to develop recommended solutions together.

# Domestic violence

## 1. Various forms of violence

**The feeling that I get** is that physical violence beats everything else, so if you were to say something, it could be like “Have you had a fight?” – it’s trivialised.

**I remember when I was little** and my family was being investigated they asked a lot of questions like “How did he hit you? Was it with an open or a closed hand?” Like there would be any difference – but no, there isn’t. It was very much the type of violence that they wanted evidence for.

**My dad has been** very – not physical but more mental – he brainwashed my brother, he failed with me, because I’ve always stood up for myself and not let him influence me, but it affects me to this day, as I still get sad now, because you know he’s just manipulating you and doesn’t mean what he says. And it’s normalised – BUP say don’t bother about him, but it’s not that simple, as he is after all still my dad.

**It’s also the culture** – my mother comes from Latin America, and in our family it’s much more common for there to be physical and psychological violence, but psychological violence doesn’t exist. Some people may be afraid about sounding racist, but it might also be a bit cultural. In my family psychological violence isn’t a thing – the children don’t know it even exists.

**“It doesn't have to be physical violence for it to be taken seriously”.**



## 2. Response, and being taken seriously

**Sometimes feels as if you're a moneybag** in the eyes of Social Services.

**Cos they never take you seriously.** If the parents say it, "Oh god ..." Then it's serious, but if you've said exactly the same thing yourself, then it's like "But you're just making it up – it's not for real."

**As in my case,** a girl who's been the victim of sexual assault, I was moved to a single woman and was removed from all men. It totally fucked me up. I said I need stable men who are nice to me so I can see that the world isn't dangerous – I need to see that this is how things should be, and not be restricted and "No, you shouldn't be having anything to do with them." Because fear is then created, and panic will ensue. It's incompetence when I say I need this and then they do quite the opposite. Just listening to us is really important.

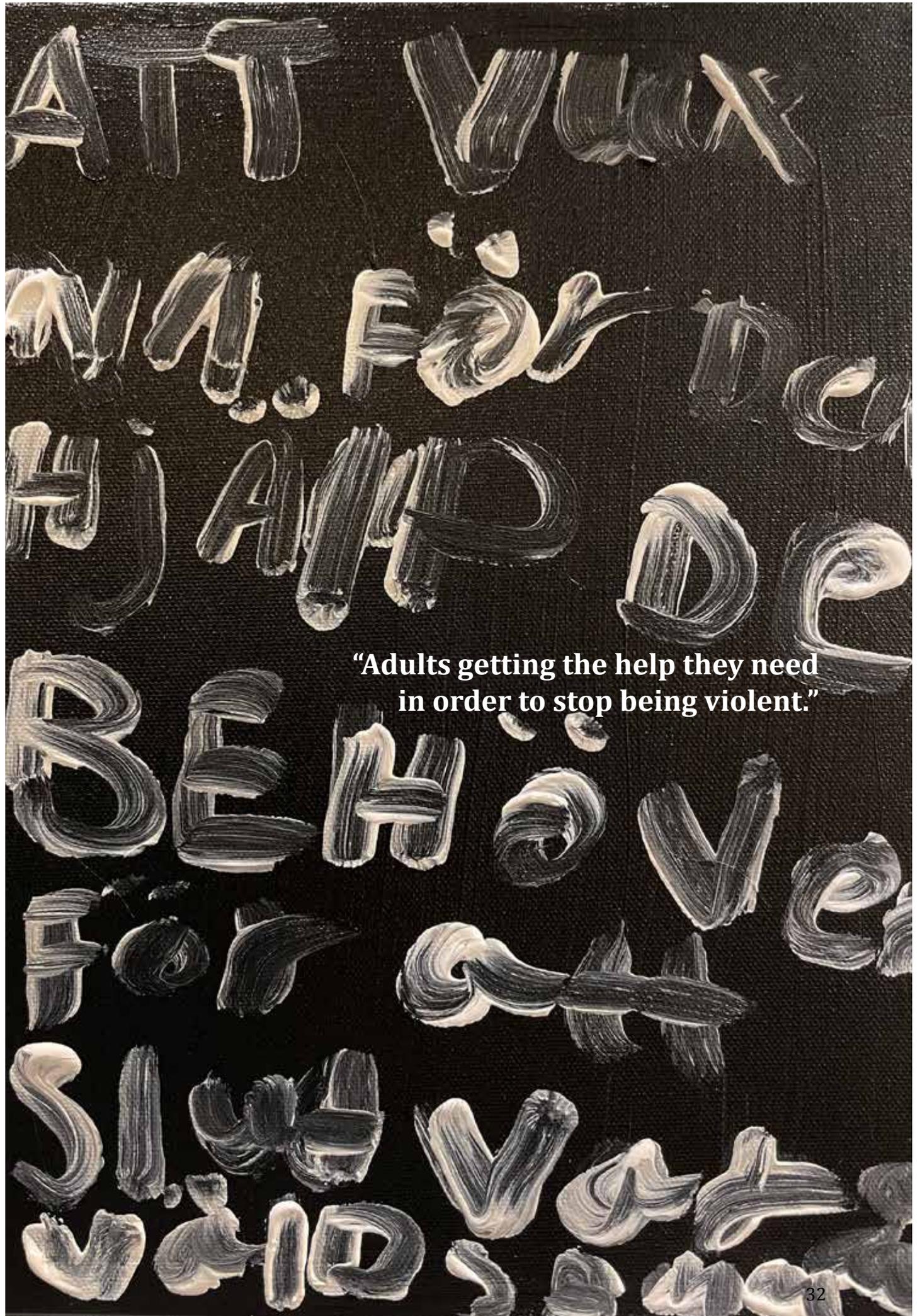
**Children are very loyal** to their parents – I remember when I told the Social Services it was because I happened to say it, because I didn't know it was wrong. So I think you should ask the children but also go to their homes unannounced and ask them things around the issue, because you can't get an honest answer. Children don't want to betray their parents.

**The psychiatrist rang Mum** and told me what I'd said, even though I was 18. There were extremely negative consequences for me. Even more violence.

**I was told** what to say by my mother.

**It's never the child's fault.** You should never blame the person who's been subjected. Violence is violence and it's never OK, neither physically, psychologically, sexually or anything else. Everything is equally awful, nothing is worse than anything else.

**You should never force children** who don't want to see their parents  
– there's always a reason.



**“Adults getting the help they need  
in order to stop being violent.”**

### 3. Support and protection

**It should be a rule** to never have to go home the night after talking about violence – important to have a safety net.

**The children should be supported** and the parents should get help. I've been through loads of counsellors, loads of psychologists, but my parents haven't done anything at all. They need counsellors, psychologists, medicine and investigation themselves. I think that if you want to keep your child at home then you have to have this treatment, or get this education. More requirements are needed.

**Adults never get** any punishment for doing this (subjecting the child to violence) – no fines, imprisonment or therapy.

**Parents should also** get counselling. It's not just me who should have had it.

**It should be support** for the whole family, but targeted support for children and parents.

**We need to go back home** with our parents after having talked about and dealt with this.

**Social Services just dropped it** afterwards – didn't do anything. I'd have liked them to take issue with it, really. He still doesn't know how much he's hurt me.

**He does need to be** sorted out – I won't be sorted out, but I need help because of what he's done. That's the difference.

**Knowledge is good**, but it's important to understand why the child is the way they are. Schools should ask all children about violence.

*Interviewer: During health checks?*

It can feel very rigid – would feel better if a teacher/mentor did it, e.g. in mentoring time. But depends on the relationship you have with your teacher. I think teachers should get better at asking, and at knowing that they actually can and should get involved.

### Problems at school

- Teachers don't see how you feel
- Teachers not being there, e.g. during breaks, so they see what's happening
- If you're feeling bad or have a bad home situation, then you might skip school or call in sick
- Hard to focus if you're having a bad time at home and are feeling bad
- If you're feeling bad or if things are bad at home, then you might not manage to get involved in social contexts at school. You end up on the outside.
- You might end up in a quarrel with other students if you feel bad yourself
- To go to various people/teachers in order to talk about how you're feeling – it's a drag always having to tell your whole story again



## This is what we want adults working with children who've been subjected to violence to have an understanding of:

- Often a feeling of both loving and hating their parent – very difficult: It's so hard, because you can both love and hate your parents at the same time – it can at times be when things are happening, and it can be fantastic and then bloody awful.
- It's not visible on the surface.
- Children feel "It's my fault."
- Must be physical violence to be taken seriously – we get questions like "How they beat you?"
- Violence is more common than people think.
- Stop normalising psychological violence.
- Lack of knowledge on everyone's part – children, adults and professionals alike. What violence involves/includes.
- It's easy to think that it's my fault, and so you don't dare say anything, but you go and think like that for many years.
- You learn when you're little that you're supposed to listen to your parents, from all over society, and it can be hard to then understand that what your parent's doing isn't OK.
- I think a lot of people think there's only one specific type of person who's subjected to violence and subjects others to it, but it's different in every case. You can't see it on the outside, but a lot of people seem to think that, and then it's best to ask the child who looks that way.

## Questions to the Government

1. What can the government do to make psychological violence be taken as seriously as physical violence, and ensure that children have the same rights, regardless of the violence to which they're subjected?
2. Girls who are subjected to sexual assault need good male role models, so their fear can be reduced. How can the government get better at listening to girls who are subjected to sexual assault, so they get to decide for themselves whom they see?
3. Why don't adults get punished for the violence to children that they commit?
4. What are you doing to get adults to stop being violent in future?
5. In investigations concerning the child it is important to talk to other adults around the child. What do you do in terms of talking to other adults and not just the child's parents?

Hi ministers in the Swedish government!

I've read your report to the Committee on the Rights of the Child. I'd like to write about item 2c, which covers various kinds of sexual assault.

Sexual assault of young people takes place pretty often in today's society. In today's society sexual exploitation and assault are also taking place online. It's usually men who exploit, and commit sexual assaults on underage girls. I think it's dreadful that girls and women should have to go through this. When men ask about nude photos, women usually feel pressurised to make themselves clear. And it has even become normal to disseminate nude photos of women.

This is a societal problem – accounts being created that are given the names 'subjectwhores', 'subjectgirls', whereby nude photos of girls are disseminated. This really should be taken very seriously. It's important to me that you shouldn't be hung out to dry like that. I think the penalties for these crimes are insufficient. Creating accounts and disseminating nude photos can be punished with fines. Fines are an extremely poor punishment if you ask me. I think being in a home for young people or something like that would be a better punishment. Such punishments are more severe than fines, so accounts whereby nude photos are disseminated may decrease when you know about future consequences. And another thing I think is if you're over 18 and commit these assaults then you should go to prison. The sentences for these cases are not usually applied, and the perpetrators are set free.

*Best wishes, cool young leader!!*

## Recommendations to the Government

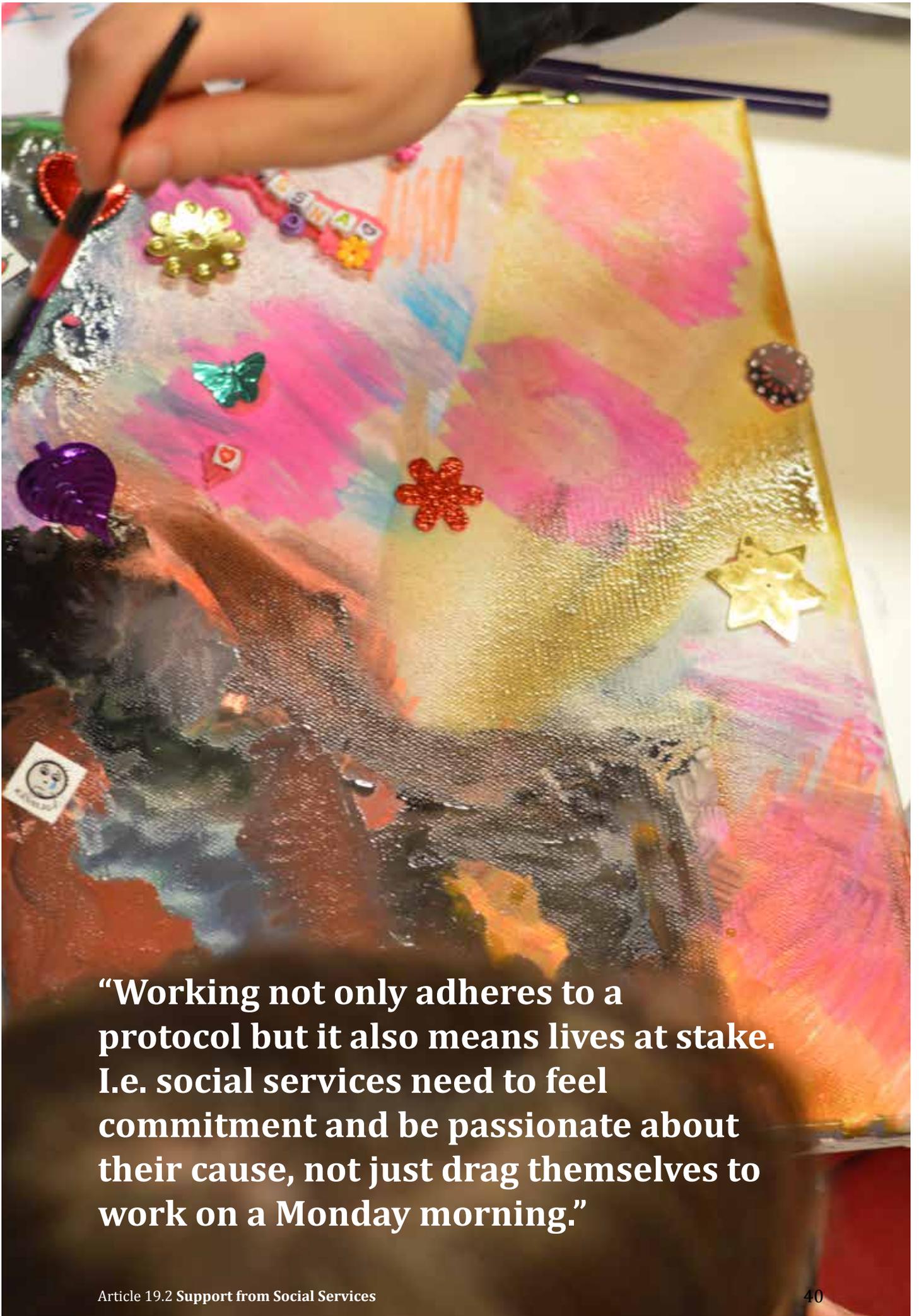
1. It doesn't have to be physical violence for it to be taken seriously.
  2. Asking about how someone gets hit can be a difficult/tough. It can also seem that they're not bothered, but want to get some kind of evidence. It can seem like they're not bothered about how you feel.
  3. We have to go home to our parents after telling about violence. Social Services just abandoned the matter after that. Didn't do anything.  
To this day they don't know how much he hurt me. They should have dealt with it properly.
  4. Take violence seriously, so children don't have to go home to violent parents
  5. Anyone disseminating nude photos should get a harsher punishment. E.g. a home for young people or something like that. If you're over 18 and commit a crime like this, you should be in prison.
  6. Lectures for both students (social studies?) and parents around violence.  
Part of the curriculum. Parents of students at schools, because then friends' parents might perhaps see you in a way they might not do if they didn't know.
  7. Leaflets and posters about violence in the toilets at school, because you can read things there without anyone seeing.
  8. Psychological violence should be punishable – even if they don't get a punishment, it lays down an important boundary.
  9. Create more protective laws for children and young people.
  10. Own meeting at Social Services without the parents.
  11. Unannounced home visits when children have talked about violence.
  12. Knowledge of various types of violence to professionals, but also its existence in all social classes – you can't tell whether a student has been subjected to violence. High achievers may also be subjected. Knowledge that it can be anyone at all.
  13. In investigations it's important to always talk to other adults around the child – not just parents.
  14. Too much is optional for parents in terms of receiving help, making changes – should be a requirement that the parent go into treatment or receive other help.
  15. Schools must ask all children about violence, e.g. during mentoring time.
  16. It's important to have wide-ranging information for children on what kind of help is available, e.g. in the school toilets.
  17. Don't be afraid to separate children from parents for a while. Demands must be made of parents in order to be able to keep their children and separate parents from children earlier on. You can move them back – OK, you're sort of not condemned to death, but you can separate them for a month or two.
  18. Help children find a safety net – find other adults you can be with when there's a crisis. I'm still in the same situation, but the difference is that I've somewhere to go when there's a crisis. A safety net.
- RECOMMENDATIONS FOR SCHOOLS
19. Bring in well-trained counsellors, and more of them
  20. Teachers need to become more active, so they see what's happening outside lesson time
  21. Teachers ask and see students individually – not just as part of a full class
  22. It's sometimes hard to go to the counsellor on your own – would like the mentor to be able to take the time and come along.

“Important not to forget A ‘students’  
– I've always been a very high achiever, and you  
wouldn't think I'd have problems like that and  
might feel bad. Important to see them too.

Don't forget the well-functioning dandelion children.  
I've often felt that if I was more outgoing they'd take me  
more seriously. And then they wonder why children are  
'problem children' – well it's because otherwise they  
don't take you seriously.”

# Article 19.2

## **Support from Social Services**



**“Working not only adheres to a protocol but it also means lives at stake. I.e. social services need to feel commitment and be passionate about their cause, not just drag themselves to work on a Monday morning.”**



**“A psychological injury is just as extensive as a physical one.”**

## Questions to the Government

Social Services need to prioritise, and to train their employees. Especially within the more neglected areas such as children with parents in prison.

**Are they deprioritised because it's a taboo subject?**

**Or does society lack the relevant information?**

Either way, this problem is reflected in the children.

# **Child representatives - having someone with you by way of support in contacts with the authorities**

Having a child representative felt great when you were at Social Services meetings, as it was no longer you against the whole world. It meant that it feel more secure in contacts with Social Services and that I always had someone by my side.

They (child representatives) can help many young people who feel there's no-one there – in this way you can always talk to someone, and they make it much easier to understand various things.

I think it's important, as everyone should know about having rights and the nature of these rights in contacts with Social Services. It also meant I always had someone to ask if there was something I didn't understand – and that was nice. It can easily feel as if the whole world is against you with Social Services issues, so it's great to know you have someone who's there just for you and doesn't care about anyone else. It's also good if there's something you've forgotten to say that you've talked to the child representative about, or if you don't understand questions during meetings.

I've at last had an adult by my side – someone who's there just for me.

I think it's important to have your own child representative, as all young people deserve someone by their side.

It was good to have someone to ask all the time, and get more information on what I can ask for when they're dealing with me. It above all helped create a sense of security around the whole process, and always having someone to lean on. Always having someone who can help you bear the weight of everything, and take on a few kilos.

I had a great deal of help with expressing myself in meetings and ascertaining what I want to say. It gives you a great feeling of security having someone fighting your corner.

I think it's important that every child who so wishes gets a child representative, because in some instances adults don't listen to you when you need their help, and behave inconsiderately. When they don't listen, you feel as a child that no-one takes you seriously, and it affects you psychologically that you don't get listened to, and you feel you can do it on your own, even though it's very hard. I think every child should have the right to take with them an adult who can plead their case when they're with the child at a meeting. Because as I wrote before, many adults don't listen to what a child has to say, but disregard it, and many adults think you're making everything up. At meetings children should always be accompanied by an adult who can help them plead their case for help, guide them around what it is that's affecting them psychologically and physically, and support them when adults don't listen – an adult who can help them.



“What's stopping you  
from making  
a difference?”

Things might look good on the outside,  
but that doesn't mean they're good  
on the inside.

# A young person's experiences of child representatives

**When I was little** I had no idea what rights I had as a child, because no-one had told me until I was helped by the organisation Dandelion Children, who provided me with assistance in the form of a child representative who told me what I was entitled to. Thanks to the child representative and others within the organisation, I learnt about the Convention on the Rights of the Child and all the articles in it that concerned my rights. This way I was finally able to understand when things went wrong in contacts with Social Services, and I could then also have a child representative who stood up for me and my right to a positive response.

**For example, when I was 12** and had a meeting with Social Services I had no idea that I had the right to talk alone with my social-service worker. If I'd known that, I'd have been less afraid of saying what things were like at home, but I didn't dare, because my parents were sitting in the same room when I was asked whether I felt happy at home. I instead sat there and didn't say a word. At that particular moment it would have been very important for me to have a child representative by my side.

**It's incredibly important that all children** have the right to a child representative in all types of contact with Social Services. All children are individuals, and the adult world must respond to each child in a manner best suited to that particular individual. Everyone is different in terms of how easy they find it to talk and get a word in, and a child representative who can accompany you at meetings etc. can in many instance cases be crucial.

**It shouldn't matter** what a child's background is, nor their diagnosis or risk factors, nor the consequences of their vulnerability – all children must have the right to receive equal support in their contacts with Social Services, and a child representative is an expert in responding to each individual child in the best possible way, and in creating contact with Social Services that is as fair as possible.

**“Social Services are involved  
in making us into strong individuals,  
but with a lack of support  
it’s difficult to find your way in society”**



# Contact with Social Services and BUP (Child & Adolescent Psychiatry)

**More continuing education** is needed – you need to continue training throughout your career. Updates, e.g. when new legislation comes into force.

**They would need** evenings during which they meet other doctors and psychologists, to exchange experiences.

**We need to get more** options in terms of what we should do. Right now we have far too small a range to choose from. If you're to move away, you want to find out that it will suit you – that it's customised.

**If they're honest** with themselves then they surely well know that this won't suit him, but ... it's the cheapest option.

**Not merely talk** about how are we to resolve the problem, but rather what you might need. You can't always just resolve the problem – it's hard in many situations.

**Their saying** we can help with this, and this too.

**I've witnessed** a good social-service worker – she was actually able to see me as being older, that I was starting to become an adult, and she realised that I had those skills, which is why she treated me like that, but she also stood up for me. She focused more on me than my adults, my parents – in the right way. It wasn't that she just listened to me and not to the others, but she stood up for me when my parents refused to listen, as one should. And there's a need for more social secretaries and Social Services like that.

**They protect** each other! (social secretaries)

**Stop sacking** social secretaries who care!

## Challenges

- They don't listen – I myself know what makes me feel best!
- Don't take the whole family into account
- Not effective, long waits, several months' processing time, no support in the meantime
- Long waiting time + if the case officer is ill = wait even longer. Appointments are postponed – hard to make contact
- Social Services can cancel an appointment 24 hours before a meeting but we can't – have to pay
- Must 'deserve' help – don't feel bad 'enough'
- Don't take things seriously – see the emergency situation
- Not sufficiently skilled
- Really square – wish they could go outside the box. Must get help from the 'right' authority – thrown around.
- Get more information, straight to me – explain more!
- Long time getting a new contact/case officer
- Ask "How do you feel?"
- Wish they had more of a new approach and creativity, plus went on more training programmes/courses

## Solutions

- Continuing training for the professionals, often
- Exchange experiences with other professionals
- More powers as an organisation, more different types of support
- More customised solutions
- Listen more to us children – we know what we need!
- Ask what we need, suggest solutions/support
- Ask children more/first, instead of just the parents
- Talk to the child – should weigh more heavily than adults' opinions
- Try to see the big picture, and be flexible
- Shorter processing time, more resources and staff
- Choose more counselling tools, and ones that are happier
- See us as skilled, and stand up for us when that's needed
- Get information on the future – predictability, when/where/how?
- Don't remove what's written about children after 5 years – it's an important piece of the puzzle in terms of understanding their history
- Realise that we understand more than you think

# Article 20

## Placed children



“They leave us up in the air”





## Rights of placed children – focus on foster homes and emergency foster care

### Challenges

- Quantity over quality – don't do proper checks (Social Services)
- Expect an 'unspoilt' child
- Money as a driving force – get a room but not care
- The view that children should be 'normal', lack of regard for their own consequences
- Not always functional families
- Poor handling of finances
- Biological children and placed children treated differently
- Trust issues
- Threat of violence
- Jaded and callous
- Lacking in experience and training
- Threat of getting the boot
- Poor overview/knowledge of diagnoses
- Psychological abuse
- Social Services don't listen – makes trust difficult

### Solutions

- Show that you care – "I hear you"
- Better pay
- Should be harder to become a social worker (linked to foster-home secretary)
- Listen to the children
- Provide support and training for foster families plus Social Services
- Increase knowledge of the rights of placed children
- Evaluate practical elements, but also how you're treated
- Better communication with Social Services
- Important that emergency foster care where you feel happy can transition to becoming a foster home
- Be able to drive to activities
- Take children more seriously
- Drinks and refreshments tailored to young people at meetings with Social Services – make it welcoming
- More advertising is needed for foster homes!
- Social Services need to be more visible – not just taking children, but an authority that helps
- Children get to review foster homes – honestly
- Families should be able to cope with children with diagnoses and consequences
- Renew the suitability test

My superhero would be someone who could feel from far away if I ever felt sad or needed someone to talk with, and came over in a few minutes to help me.

Someone who would understand how I felt and listen to me, and wouldn't see things how they wanted it to be. They wouldn't change my story or lie to me.

They would tell me the truth when I asked for it, but still know when it was best for me to wait until I was older. It would be someone who never would have changed the truth for their own benefit.

It would also be someone who could find a good family that was right for me, and a family who were going to respect me for whoever I was or was going to be. To find a family who would help me become me and not someone who they want me to be. My superhero would find a family who would treat me like their own kid. Someone who would actually care.

My superhero would tell me if and when I made a mistake, and would help me fix it by giving me tips and examples of how to treat others well and with respect. But not fix it for me – they would instead give me a chance to fix it myself and wait until I actually needed help or asked for help.

They would give me tips on how to get better grades, and help me study when I needed the help, and actually give me a chance to learn myself. They would help me find the right job for me. A job that I would enjoy, but still an important job that would help others.

They would help me sleep at night and not think about the things that make me feel sad about myself or something I have done. My superhero would help me find a routine that would suit me, like an everyday routine. It would be someone who would give me the motivation to do things I'm never motivated to do. They would also help me control my anger, help me not lose my temper over small or even unnecessary things.

*That's my superhero.*

**“I was harassed**, depressed and was questioned about my sexual orientation. I had a guy at the time and I knew who I was. I think it’s awful that Social Services don’t seem to take kids seriously; they don’t with me – they’ve never taken me seriously. When I say I have to get away and don’t feel well, the foster-family dad says that no-one will want me and that I will end up in a locked ward. When I asked my supervisor if that was true, they said it wasn’t.”



*Hear my voice! 02*

**“I was depressed** by the foster home. Both the foster family and Social Services were homophobic towards me, and I find that unacceptable. If they're going to be foster families or work at Social Services they must be able to deal with different sexualities and not ignore the issue. I told them I can't live with a family that doesn't respect who I am and doesn't listen to me. Then I moved to a new family, and they asked if I was sure I liked girls, and if I maybe didn't like boys. Neither Social Services nor foster families seem to learn to respect that. They maybe say they do, but in actual fact they don't respect it.”

**“I hadn't eaten** in 4 days, and asked for sandwich at 4am and didn't get – it was the worst thing to do to a person with an eating disorder”

**“Many families aren't aware** that the Convention on the Rights of the Child is law. And it's so wrong. I've found myself in a situation where I had to take out the Convention on the Rights of the Child and tell them what I am entitled to. But the response I got was that it was fake and not for real.”



*Hear my voice! 03*

**“Foster families/Social Services don't do** a sufficiently long training, when they don't even know how to listen; it's sloppy – they can't do their job. My social-service worker has cancelled appointments like 7 times because of her son being sick, but her husband is after all there at home after all, so can't they plan for it? “



*Hear my voice! 04*

**“A foster family I was living with** had no idea what the Convention on the Rights of the Child was. They should never be able to say “Well I didn't know about this”

## What I needed



Hear my voice! 07

I needed someone who took my situation seriously.  
Not just sent me back to what hurt me mentally and physically.

Someone who took the time to make sure I got the childhood I deserved, just like every other child in the world. I hate it when adults say "What you went through made you strong – it made you wise"

No, I don't want to be strong, wise or street-smart. I want to be a kid who doesn't have to think about everything I do. And to look at the world as if it were a game, not having to worry about which person is going to leave me. Not having to worry about what's going to happen.

Someone who tries to understand why I do what I do, and doesn't just scold me – who lets me explain and is patient.

**"I ran away from home** because the foster family were drinkers. They called me at 10pm because I was late, and I told them I didn't want to go home because they were drunk. They threaten to call the police if I don't come home in 5 minutes, and I was 40 minutes away, where I usually hang out. They said they're contacting Social Services, and that I won't be allowed to stay living there because I'm not coming home."



Hear my voice! 05

**'I think the majority** of all adults don't take bullying seriously. Teachers just ring the parents and let them know, but it's not usually like the parents do anything, and even if they do it, it's not like the children are listening."

**"The biological children** go to training but I don't get to – I want to go too. I feel like the foster family doesn't want children, but why are they taking me on, then? Biological children get hugs and love – I want that too. I miss my mother."



Hear my voice! 06

# Custody

The fact that the custodian retains custody until the child gets a placement leads to many adverse consequences for the child.

For example:



*Hear my voice! 08*

“Even when you've got out of things physically, you're stuck psychologically when they're in control of everything. It's like a prison – you're not free, even though you're not there any more. All your decisions are made by the custodian”



*Hear my voice! 09*

“Your body is free but your soul is still locked in there”



*Hear my voice! 10*

“Why does the custodian have the right to decide over your accommodation? As soon as I've moved away from you, you shouldn't have anything to do with it. If you'd just done the right thing from the start, this would never have happened. Some parents may say no just to mess with the child.”



*Hear my voice! 11*

“During temporary placement my mother receives the child benefit and maintenance support. Why should it go to her stomach, when it might go towards my driving licence, or towards saving for a flat for me or other things in my future? That should be changed.”



*Hear my voice! 12*

“Can't book appointments with BUP without permission – my mother didn't accept that, but it wasn't until I went to Child & Adolescent Psychiatry A&E that I got help”

## Questions to the Government

- Question: What are you doing to make the system work?
- Question: It's long been unacceptable – why's nobody taking action?
- Question: What are you going to do to make

Social Services and the police work together better? Share all the evidence, for example. We don't want to sit around and say the same thing over and over again.

## Suggestion to the Government

- I think all adults should look at bullying more and actually do something about it. Bullying can lead to serious psychological problems, and it makes children and young people feel really bad for prolonged periods – maybe even for the rest of their lives.
- All prospective foster homes should be able to receive all children regardless of sexual orientation or gender identity.
- All prospective foster families should do a much longer training than is currently the case. Suggestion: three-year training throughout. One young person argued that the duration of training might be reduced, because fewer people may possibly wish to become foster families or provide emergency foster care if it is difficult to do so.
- Everyone in prospective foster homes should

- know what the Convention on the Rights of the Child is and what it contains, and should be aware that it has become Swedish law.
- Don't shove the child back and forth between the biological parents and the foster home/ emergency foster care. Without investigating and making sure they're keeping track of the family's mental health and whether they have severe illnesses.
- Basic understanding of eating disorders and other difficulties experienced by children and young people placed within the community.
- Getting better at seeing which people don't really want to or aren't really able to give placed children as much love and consideration as they give to their biological children.

# Article 22

## **Displaced children**

*Children who  
don't belong  
anywhere*



Exempel: Mina föräldrar ska till domstolen för att säga varför dem ska få skydd i Sverige och stanna kvar i Sverige. Och domstolen tar ett beslut om vi får stanna eller inte. Domstolen har bestämt att barnen får inte delta under denna tiden vilket innebär att barnens röst inte hörs. Det är viktigt att barnens röst ska höras. Barnen har rätt till att delta under denna mötet för det handlar om barnens liv också!  
12år 12år  
Fatimah & Narges

**14a, 14b Reinforce children's right to be involved, have their say, be respected and be taken seriously.**

Example: My parents are going to court to say why they should get protection in Sweden and stay in Sweden. And the court makes a decision on whether or not we get to stay. The court has ruled that the children may not take part during this period, thus the children's voices are not heard. It is important that the children's voices be heard. The children have the right to attend this meeting, because it also concerns the children's lives!

Det ska inte finnas något skyld mellan asylsökande barn och det svenska barnen. t.ex. här man har match då kan man inte delta för att man har inte p.e.t nummer.

**11b Stopping all discrimination against children**

There should be no difference between children seeking asylum and Swedish children. E.g. when you have match then you can't take part because you don't have an ID number. There should be no difference between immigrants and Swedish children. When we immigrant children do something wrong the teacher reports this, and we have to go to the principal, but if Swedish children do something wrong then the teacher does nothing.

Det ska inte vara något skillnad mellan invandrare och svenska barn. När vi invandrare barn gör någonting så säger läraren till och vi för något till rektor men om dom svenska barn gör något dåligt så gör läraren inget.  
invandrare och svenska barn  
för något

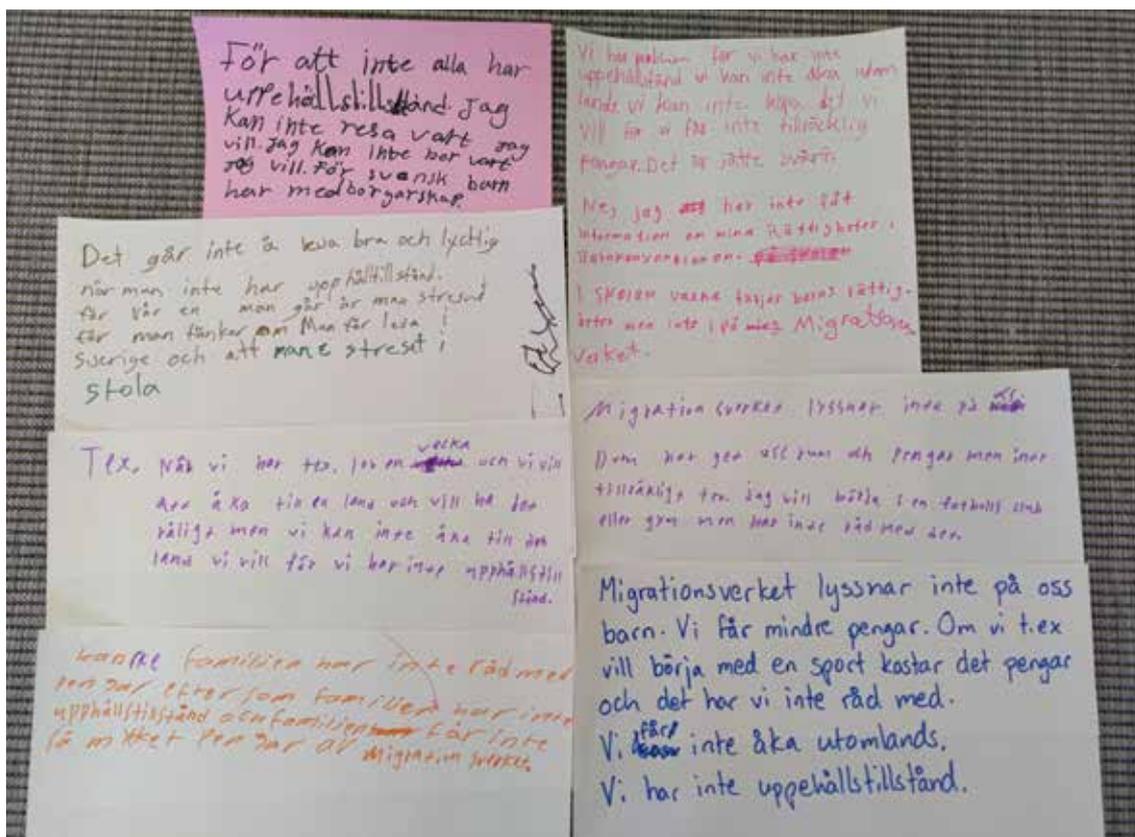


**812d Educating children about the Convention on the Rights of the Child**

**Adults who work with/are involved with children are aware of children's rights**

We as children have received the information about children's rights. It's important that everyone should know about children, then they can know what rights everyone has, and know what is right and wrong – and most adults understand what is right and wrong, but not all of them. For example when something happens at school and you tell an adult and he doesn't believe you.

Vi som barn har fått information om barn rättigheter. Det är viktigt att alla ska veta om barn rättigheter. Det kan vara viktigt att alla ska veta om barn rättigheter och vem som har rätt och fel och nästan alla vuxna förstår vad det betyder och vad man inte ska göra.  
t.ex. när ett barn råkar ut för något i skolan och du säger till en vuxna och han tror inte dig



**Because not everyone has a residence permit.**

I can't travel wherever I want. I can't live wherever I want. Because Swedish children have citizenship.

**You can't live well** and happily when you don't have a residence permit. Because wherever you go you're stressed, because you're thinking about whether you can live in Sweden and about stress at school.

**For example, when we have a week's** holiday and we want to go to a country and want to have fun, but we can't go to the country we want to visit because we don't have a residence permit.

**Maybe the family can't** afford it, because families don't have residency permits and the family doesn't get that much money from the Swedish Migration Agency.

**We have problems because we don't have residence permits**

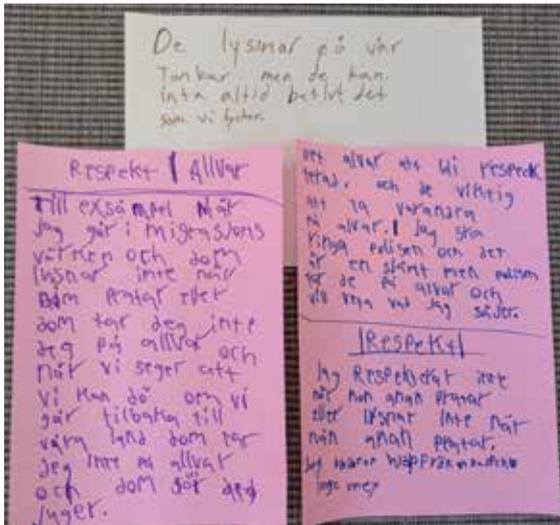
We can't go abroad. We can't buy what we want because we don't get enough money. It's really tough. No, I've not received any information about my rights pursuant to the Convention on the Rights of the Child. At school, adults respect children's rights, but they don't at the Swedish Migration Agency.

**The Swedish Migration Agency doesn't listen to us.**

They've given us rooms and money, but not enough – for example, I want to join the football club or gym, but can't afford it.

**The Swedish Migration Agency doesn't listen to us children.**

We get less money. If, for example, we want to start doing a sport, that costs money and we can't afford it. We're not allowed to go abroad. We don't have residence permits.



**They listen to our thoughts** but they can't always decide on what we think.

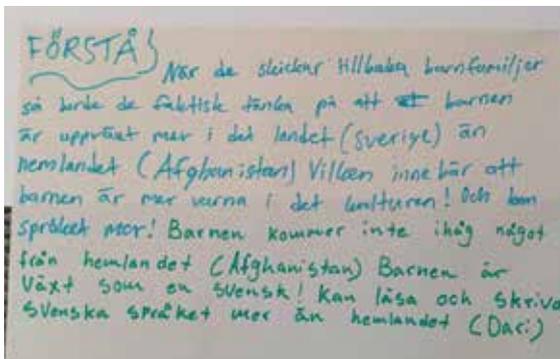
**Respect | Seriousness**

For example, when I go to the Swedish Migration Agency and they don't listen when you talk, or they don't take you seriously, and when we say we may die if we go back to our countries they don't take me seriously, and they think you're lying.

Being respected is a serious matter, and taking each other seriously is important. I'm going to call the police, and it's a joke, but the police take you seriously and want to know what I'm saying.

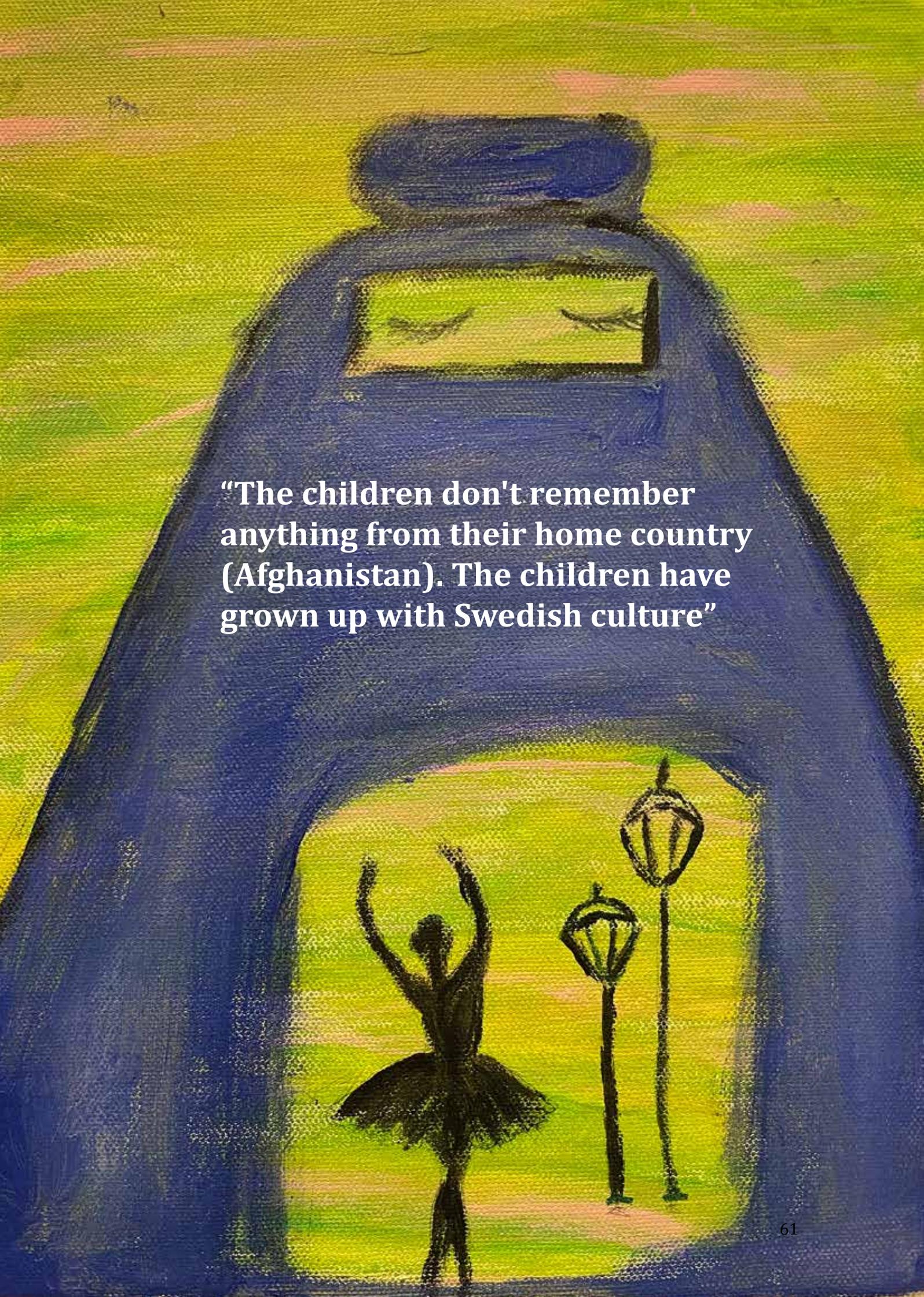
**Respect – show respect and get respect in return**

I don't respect it when someone else talks or doesn't listen when someone else is talking. I need help. Miss doesn't respect me.



**Understand**

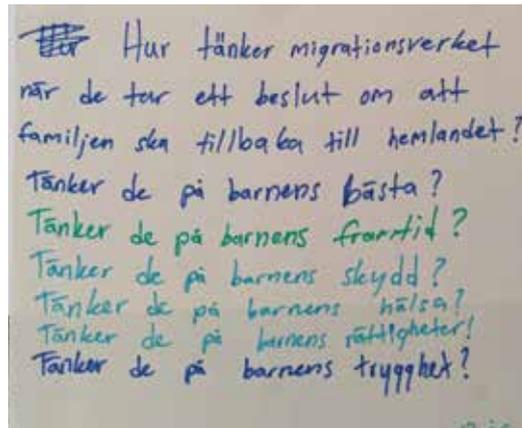
When they send families with children back they should actually consider that the children have grown up more in that country (Sweden) than their home country (Afghanistan) – which means the children are more accustomed to that culture! And are more familiar with the language! The children don't remember anything from their home country (Afghanistan) – the children have grown up like Swedes! Can read and write the Swedish language more than that of their home country (Dari).



**“The children don't remember anything from their home country (Afghanistan). The children have grown up with Swedish culture”**

## Questions to the Government

- What is the Swedish Migration Agency thinking when they decide the family is to return to their home country?
- Thinking about what's best for the child?
- Thinking about what's best for the child's future?
- Thinking about protecting the child?
- Think about the child's health?
- Thinking about children's rights?
- Thinking about the child's safety?



## Recommendations to the Government

- Think about the children's future first, before making a decision
- Respect children and their opinions
- Bear in mind that when they send a family back they need to understand that things will be bad for them there.
- Children need to be listened to first, before a decision is made

## Consequences when questions are not taken seriously

- Not being able to do what you want
- Not being able to travel around
- Not having any choice
- Leaving everything you've built up
- Stressful for the children at school, because they're thinking about when the next letter will arrive, and what will it be about.
- You feel rootless
- You can't be happy or jolly

## Refugee children's problems

- The Swedish Migration Agency doesn't listen to us children.
- We get less money. For example, if we want to start with some leisure activity it costs money, and we can't afford it.
- Obstacles to a happy childhood.

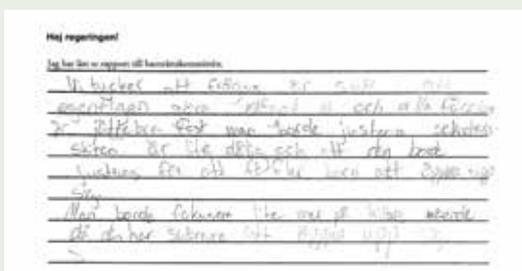


## Respect children and take them seriously!

### Know their rights, so you can insist on them

- Educating children on the Convention on the Rights of the Child
- Schools should be able to bring it up and talk about it
- Educate the parents regarding children's rights, so they can explain to the children what they're entitled to. Because some adults don't know there's something called the Convention on the Rights of the Child.
- Get important information in your own language
- Children may have to translate important information for their parents, and mistakes may arise. Because the children then have to feel grown up, and be aware of the requirement that mistakes should not be made. But it is the adult who is supposed to assume responsibility.
- Make the information easily understandable. Bombarded with difficult words!

# Hi ministers in the Swedish Government! I've read your report to the Committee on the Rights of the Child



## Letter 1 | B13

We think the issue is hard to actually do anything about, and all suggestions are great, though they should adjust the privacy crap, which is pretty awful – it should be tweaked, so as to get more children to open up.

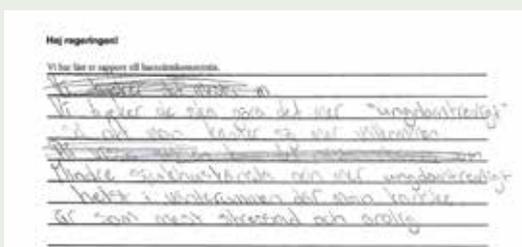
There should be a bit more focus on how the boys are feeling, as they find it harder to open up.



## Letter 2 | B13

We think Sweden needs to improve everything in this field. Child & Adolescent Psychiatry (BUP), for example:

We think that if you go there for help, then maybe instead of getting some random doctor/psychologist you should be able to talk to someone who's experienced something similar or can relate to it. Something good (and we don't know if it exists) is sort of groups/gatherings in which you might be able to talk to and discuss things with people around your own age who are undergoing or have undergone something similar.



## Letter 3 | B13

We think they should make it 'nicer for young people', so you feel more welcome.

Less of a hospital feeling and more attractive for young people – ideally in the waiting rooms, where you might be the most stressed and anxious.





Hear my voice! 14

Hjälperingen  
 Vi har till stöd till barnkonventionen  
 Jag tycker att det kan prata om  
 vara med afrikanska utgång,  
 som nämner inget om de i texten  
 så kan ni göra bättre (11b)  
 kan man inte lägga till andra religioner såklart,  
 utan hur det ser ut om man har och om  
 saker som inte passar in i normen,  
 så kommer både öppna klubbar för Hbtq  
 människor

**Letter 8 | 11B**

I think they can talk about children of African origin – they didn't mention anything about them in the text. You can make them better (11b).

Can't you add other religions at school?

One should teach more about racism, LGBTQI+ and things that don't fit into the norm. All municipalities should open clubs for LGBTQI people.

Hjälperingen  
 Vi har till stöd till barnkonventionen  
~~svensk-afrik~~  
 (inga 11b) kan vi inte nämna något om  
 barn med afrikans utgångar. Jag har  
 ni har jagit om rasism i skolan.

**Letter 9 | Question 11B**

You haven't mentioned anything here about children of African origin, yet you've still taken on board voices on the matter.

11b  
 Hjälperingen  
 Vi har till stöd till barnkonventionen  
 Det verkar som om språket eller invandring  
 som inte har varit betydande de senaste  
 åren eller så länge som jag har haft  
 invandring kan det inte bli annat än

**Letter 10 | 11B**

Firstly, Sweden's guards run after immigrants who've not done anything – they're not looking for the truth behind that. Immigrants don't get the chance to speak up.



Hear my voice! 15









Hear my voice!



**Letter 20 | Hb**

Many Swedes are prejudiced against immigrants and those with other religions – they have no education, but they have prejudices that they have heard from social media, which causes clashes between the two. It becomes a big problem, as it creates quarrels. Instead of learning. An example is when a Muslim walks past a Swede they have to comment and say Allahu Akbar, just because they think we're terrorists and will bomb them. If they were educated they would understand that not all Muslims are what they think.



# Organisations behind the report

