

September 2020



Children's prosperity in Iceland

Publisher:

Ministry of Social Affairs

September 2020

frn@frn.is

Felagsmalaraduneyti.is

Layout and text:

Ministry of Social Affairs / Tvist

©2020 Ministry of Social Affairs

ISBN 978-9935-513-03-8

Table of Contents

Foreword by the Minister of Social Affairs and Children	5
Timeline	6
Process of Preparation.....	7
Draft legislation about integrating services in the interest of children's prosperity	9
Act about integrating services in the interest of children's prosperity.....	9
The National Agency for Children and Families	11
The National Supervisory Authority for Welfare for integrating services in the interest of children's prosperity	12
Cost effectiveness of the proposed legislation	13
Main conclusions.....	15
Child Friendly Iceland.....	16
Policy on Child Friendly Iceland.....	16
Child Friendly Cities.....	17
Dashboard on Child Prosperity	18
Covid-19 and vulnerable groups.....	20
Annex I – Draft legislation	24
Draft legislation about integrating services in the interest of children's prosperity.....	24
A Bill about the National Supervisory Authority for Welfare	32
A Bill about the National Agency for Children and Families	38
Annex II – Draft Policy for a Child-friendly Iceland	41
Overview of the proposals.....	43
Further information on the proposals.....	45
Annex III – Dashboard on children's prosperity	53
Annex IV – Assessment of financial and economic impact.....	62

Foreword by the Minister of Social Affairs and Children

In November 2017, I assumed the office of Minister. At the time the title was Minister of Social Affairs and Equality but I proceeded to change that title to better fit my main emphasis as a minister, and from the beginning of the year 2019 I have been Minister of Social Affairs and Children.

Ever since long before I took office, I have been passionate about making Iceland the best place in the world for children and I have had a vision of how to make that happen. After having spent more than a decade in politics prior to becoming a Minister, having three children myself, and having been a child some time ago, I have been vigilant and kept an eye out for the things I feel need to be changed to make this vision a reality. I have noticed that in some cases the changes only need to be small, for example to have more cooperation between service providers, and in some cases the changes need to be large scale, for example by changing the child protection system in the entire country.

I have been working towards this goal ever since my first day in office and hundreds of individuals, institutions and organizations have contributed to this effort. In my view it is above traditional politics and therefore I also included all political parties in the Icelandic Parliament to have a part in this. Now, in the middle of the year 2020, after having dealt with a difficult winter through the first quarter of the year, an epidemic during the second quarter of the year, and not knowing what will happen next, draft legislation is being drawn up which will be presented to parliament in the autumn. Three drafts have been introduced to the public in the official forum created for public review in Iceland. There are more to come.



Ásmundur Einar Daðason,
Minister of Social Affairs and Children

Timeline

May 2018

Conference on early assistance in the interest of children's prosperity

September 2018

Declaration of willingness of five ministers and the Association of Local Authorities

October 2018

A Parliamentary committee commences its work in the interest of children's prosperity

January 2019

A steering group on the interests of children commences its work

March 2019

An invitation to take part in the preparation sent by the minister to various parties

March-May 2019

Subgroups on different matters meet and submit their findings

June 2019

A work meeting held with those who have taken part in the preparations

October 2019

A large conference held on the status of preparations

March-May 2020

Comprehensive financial and economic evaluation of the draft legislation

April 2020

Final draft for new legislation ready

May 2020

Further cooperation regarding draft legislation and its public presentation

May - September 2020

Review of existing legislation and regulations regarding services in the interest of children's prosperity

September 2020

Three bills, on integration of services and two new institutions presented to Parliament

October 2020

Bills on other new legislation, e.g. child services presented to Parliament

September 2021

New and revised legislation takes effect. Adoption of legislation.

Process of Preparation

In November 2017, Ásmundur Einar Daðason assumed the office of Minister of Social Affairs and Equality (now social affairs and children). His main focus from that day onward has been children's prosperity. From day one, plans have been made towards completing the task of revolutionizing services in the interest of children's prosperity in Iceland. The end goal is to make Iceland the best place in the world to be a child and from there improve regularly. The journey towards that end goal formally commenced in the spring of 2018.

In May 2018 the Minister held a conference on early assistance in the interest of children and presented his vision for what needed to be done and called for detailed scrutiny of the system as it was then, what was good, what needed to be changed, and how. The conference was well received, and the response was positive.

The first part of the work was about ensuring an effective and real conversation between the different systems, stakeholders, experts and politicians, but also with the users of the system, families, parents and especially the children themselves. We needed to tear down walls between the different systems that provide services to children and young people, such as the education system, the health system, the social services and, in some cases, the police, putting the child in the forefront.

On September 7th 2018 a declaration of willingness was signed by the Minister of Social Affairs and Equality, the Minister of Health, the Minister of Education, Science and Culture, the Minister of Justice, the Minister of Transport and Local Government as well as the Icelandic Association of Local Authorities. This signature marked the unanimous willingness of all signatory parties to abolish hindrances between different service providers and to improve services for children, thus creating a child friendly society. The aforementioned signatory parties declared their willingness to increase cooperation between themselves on matters regarding children and families.

In October 2018 an inter-political committee, consisting of representatives from all parliamentary parties, majority as well as minority, commenced its work in the interest of children's prosperity. In January 2019 a steering group on children's prosperity, consisting of representatives from all ministers who signed the declaration of willingness as well as a representative from the Prime Minister and an audience member from the Association of Local Authorities commenced its work. The committee and steering group have had the task of creating the material for the legislative bills that the Minister of Social Affairs and Children has introduced and will present before Parliament in the autumn of this year, 2020.

In March 2019 an invitation to take part in preparation for the legislative changes was sent by the Minister of Social Affairs and Children to all municipalities and schools in Iceland. There was great interest, considerably beyond expectations. From that time until May 2019 eight subgroups on different matters regarding children's prosperity, consisting of representatives from municipalities,

state, schools and individuals, met and then submitted their findings for introduction and discussion during a work meeting in June 2019. In October 2019 a large conference was held on the status of the preparations and the preliminary plans for legislation were introduced.

From March to May 2020 a comprehensive monetary and economic evaluation of the draft legislation took place (introduced in more detail in a specific chapter later). During that time period, in April 2020, the final drafts for three (out of six) bills were ready and in May 2020 these three drafts were introduced to the public by way of a public consultation forum created by the Icelandic government.

From May to September 2020, the existing regulations and legislation regarding services in the interest of children's prosperity will be reviewed and in September and October 2020 bills on new legislation and revised legislation will be presented to Parliament. The goal is to have all legislation in formal effect by September 2021 and its adoption well underway.

It is quite clear that in preparing these large-scale changes, the extensive cooperation that was secured and enforced from the beginning, has been crucial. It takes effort and determination, but the cooperation has in this case ensured the exchange of valuable information and effective exchange of views, also engaging those who might otherwise be marginalised, leading to improved end results.

Draft legislation about integrating services in the interest of children's prosperity

The three draft legislations that have been presented for public review are the following:

- 1 Act about integrating services in the interest of children's prosperity.
- 2 Act on the National Agency for Children and Families.
- 3 Act on the National Supervisory Authority for Welfare for integrating services in the interest of children's prosperity.

All draft legislation is included in **Annex I**.

Act about integrating services in the interest of children's prosperity

The draft legislation about integrating services in the interest of children's prosperity is the heart of the legal changes in the process for increased prosperity of children in Iceland. Its aim is to promote children's prosperity in a child-friendly, health promoting and empowering society. The Act's principal aim is to ensure that children that require integrated services, along with their caregivers, have appropriate unhindered access. When implementing the Act, children's rights shall be guaranteed in accordance with the constitution and international obligations undertaken by the Icelandic authorities, in particular the United Nations Convention on the Rights of the Child (CRC).

Those who are accountable according to the Act shall monitor the prosperity of children and assess the need for services, respond effectively to the needs for service of children as soon as they arise and practice mutual consultation for the purpose of continuous and integrated services in the interest of children's (and parents') prosperity. All ministers accountable for services in the interest of children's prosperity shall work actively towards the aims of the Act. The Minister responsible for the Act itself, the Minister of Social Affairs and Children, is accountable for the integration of prosperity services and supervises the implementation of the Act.

The Act divides services in the interest of children's prosperity into three levels, according to need:

1 Primary level – Basic services and early assistance.

Primary level services in the interest of children's prosperity include basic services available to all children and parents. Resources for early individual assistance aimed at furthering a child's prosperity are a part of primary level

services. Early assistance is provided in accordance with a preliminary assessment of a child's needs and systematic follow-up.

2 Secondary level – targeted assistance.

Secondary level services in the interest of children's prosperity include resources where more targeted assistance is provided for the purpose of ensuring a child's prosperity. Targeted assistance is provided based on professional and/or preliminary assessment of a child's needs. An effort shall be made to provide targeted assistance according to a support plan for integrated services and follow-up.

3 Tertiary level – specialized assistance.

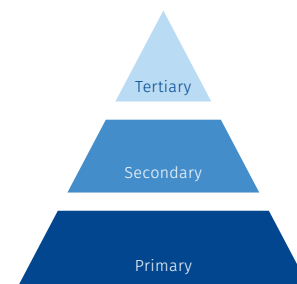
Tertiary level assistance in the interest of children's prosperity includes resources where individual and specialized assistance is provided in order to safeguard against endangering a child's prosperity. Specialized assistance shall be provided in accordance with specialized and thorough assessment and/or analysis of a child's needs. An effort shall be made to provide specialized assistance based on an integrated services support plan and follow-up.

The Act states that the Minister responsible shall appoint a Children's Prosperity Council that shall, e.g., promote the integration of prosperity services and determine the government's policy on children's prosperity. The Council shall be a national council, but regional councils shall also be operated.

The Act provides guidelines for changing the administration of services in the interest of children's prosperity and introduces two new institutions, the National Agency for Children and Families for service integration in the interest of children's prosperity and the National Supervisory Authority for Welfare for integrating services in the interest of children's prosperity.

Service providers are obligated to contribute systematically to the prosperity of children in their tasks. They shall practice good general cooperation, emphasizing interdisciplinary expertise and mutual instruction. They are obligated to monitor and detect indications of a child's needs not being met adequately and act accordingly. General service providers are also duty-bound to monitor a child's prosperity. If a service provider detects indications of a child's needs not being adequately met, they are authorized to take note of the necessary information and shall share it with a coordinator or case manager. An effort shall be made to consult with parents and/or the child itself when information is shared. Confidentiality does apply according to general legislation as well as an obligation to inform child services, when needed.

All children, and their caregivers, shall have access to a coordinator for services, as needed. This person is to be a staff member of an institution to which the child goes regularly. Early in their lives this person would be located at a health institution and later on at the child's school (pre- school/primary school/college up to age 18). If this does not apply, e.g. if the child is not enrolled in a school, the coordinator would be a staff member of the local social services. A



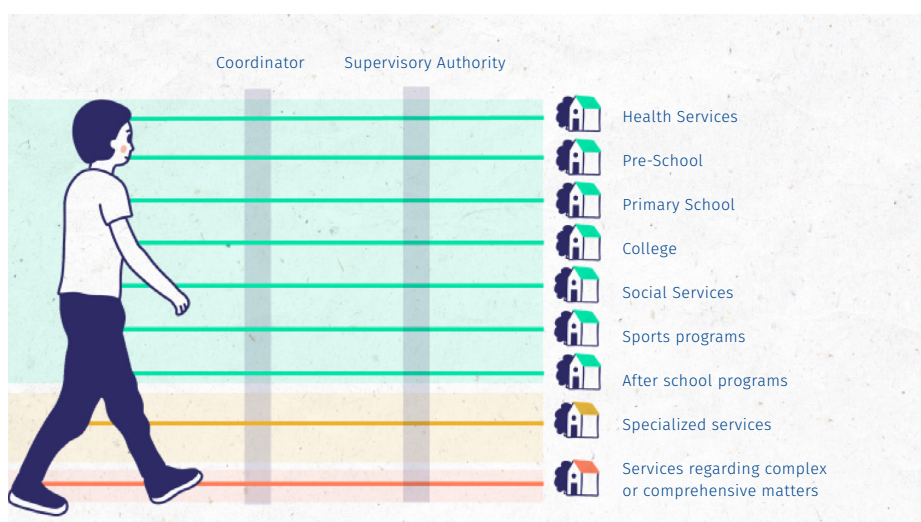
Clear definition of each level of services is key.

Clear definition of each service provider's responsibility is key.

coordinator shall have expertise pertinent to services in the interest of a child's prosperity. Their tasks are, e.g., to provide information about services, communicate with parents and/or children themselves and organize and follow up on the integration of primary level services.

Beyond primary level services a child will be allocated a case manager. or comprehensive matters This person shall have the expertise needed and be appointed by local authorities. A case manager's role is similar to a coordinator's role, but a case manager operates on a different level of services provided and on a more person to person basis. A case manager appoints service providers to the child in each case and creates a support team that in turn creates an individual support plan as soon as possible. A support plan shall, at a minimum, include the assessment of the child's needs, the aim of the service, the role of each service provider, how to measure the results and the intended duration of the plan.

To oversee the administration of service integration in the interest of children's prosperity, two new institutions will be created. Their tasks are as follows.



The National Agency for Children and Families

The tasks of the National Agency for Children and Families for service integration in the interest of children's prosperity provided by the draft legislation are:

a. Collecting and processing data on services in the interest of children's prosperity for the purpose of informing the government about children's prosperity and service needs.

- a) Collecting and processing data on services in the interest of children's prosperity for the purpose of informing the government about children's prosperity and service needs.
- b) General support for service integration in the interest of children's prosperity, e.g. publishing guidelines, checklists and other support material about integrating services for those supplying services in the interest of children's prosperity, as well as publication of standardized forms and information for service users.

- c) Regular instruction about integrating services in the interest of children's prosperity for those implementing service integration as provided for by the Act.
- d) Council for coordinators, case managers, and support teams, e.g. on particular cases.
- e) Accountability for the handling of personal data provided by the Act, including the duty to ensure that handling of personal data for service integration in the interest of children's prosperity is as provided for by legislation.
- f) Other tasks that serve the aims of the Act according to the Minister's decision.

The National Supervisory Authority for Welfare for integrating services in the interest of children's prosperity

The tasks of the National Supervisory Authority for Welfare for integrating services in the interest of children's prosperity are as follows:

- a) Collecting and processing data on services in the interest of children's prosperity for the purpose of informing the government about children's prosperity and service needs.
- b) Resolve complaints from individuals about integration of services in the interest of children's prosperity.
- c) Other tasks that serve the aims of the Act according to the Minister's decision.

Other legislation will be revised or changed as well but those changes are, as of right now, not ready for public presentation. This includes legislation on various services on the tertiary level, social services, child services and various changes to legislation on education, health services, etc.

Please see **Annex II** for a draft policy for a child friendly Iceland.

Cost effectiveness of the proposed legislation

Passing this type of legislation is not only based on its health benefits and increased wellbeing, usually the main focus of certain entities is cost effectiveness. Although it is clear to most that these changes in legislation would be cost effective, the provision of early assistance for children would increase their chances of doing better in the future, and more cooperation between service providers would enhance the streamlining of their performance. In order to provide this vision in a presentable manner to Parliament and to the public, calculations are necessary. For that reason, the Minister of Social Affairs and Children enlisted the help of an economist who had previously been the economist for the Icelandic Chamber of Commerce. The message from the Minister to the economist was that numerical facts only would be the focus of the calculations and that the calculations should be made from evidence-based criteria.

The economist's task was to find ways to measure prosperity, and he did so by looking into how much it costs at state and local level when certain matters need to be addressed. For example, when people end up not being part of the work force and claim disability benefits because of problems that were not addressed in their youth, etc. It has been determined that childhood trauma is a strong indicator for health and behavior later in life¹. Childhood trauma is quite common but yields different results for different people. For example, trauma can affect biological maturity in an adverse way, it can create a deficiency in social intelligence, encourage health detrimental behavior, physical and mental diseases, social problems, disabilities and early death. The factors that needed to be determined were how many people could be saved from severe effects of childhood trauma by the new legislation and the new way of providing services and what that would mean financially. Also, how much trauma could be prevented by the new legislation and therefore create no adverse consequences for a person.

Three baseline questions were determined:

- 1)** How much does it cost to provide services for those who do not fall into the category of general prosperity?
- 2)** How beneficial would the proposed legislation be in the form of reducing the cost of item no. 1?
- 3)** How much would it cost to implement the proposed changes?

The evaluation goes on to name certain types of trauma and how many people go through such trauma as children, e.g. divorce of parents, emotional abuse, substance abuse within family, domestic violence, etc. Then what sort of behavior the

¹ The Adverse Childhood Experiences (ACE) Study.

trauma causes, e.g. increase in smoking and other substance abuse, lack of physical exercise, depression, anxiety, suicide attempts, etc. The evaluation takes many variables into account, e.g. how much it costs to treat these adverse effects, how much it costs to sustain a person unable to join the work force and how much the government loses, financially, by not receiving tax payments from someone who claims disability compensation or is the victim of early death.

It estimates that the direct annual costs of Icelandic society related to childhood trauma could be around 80 billion ISK (around 580 million USD) and other costs around 100 billion ISK annually (around 725 million USD). For a nation of 360.000 people, this is quite a large portion of the annual expenditure of the state.

The evaluation states that, based on evidence, prevention and early assistance are the most cost-effective ways to tackle this issue. The number of childhood trauma cases is in direct correlation with the likelihood of problems later in life. Prevention and early assistance could mean that a child that would otherwise be faced with trauma would not be or would be faced with less trauma or fewer traumatic events, thus decreasing the risk of problems caused by childhood trauma later in life. According to a study² it is extremely important that a child's family supports them through trauma, along with their friends, their school and society as a whole.

The proposed legislation involves three main parts. Careful watch and alertness regarding children's prosperity, early and efficient response when needed and coordinated services between different service providers. By adding these three main changes to the current situation it can be carefully estimated that the number of children who experience childhood trauma could be reduced by 6% and that the coordinated services as a response to childhood trauma could reduce the number of persons adversely affected by 6% as well. That means that a careful estimation reveals that every year 12% fewer children will either face traumatic events or be adversely affected by such an event. This will entail fewer difficulties in school to begin with and later in life fewer difficulties in the labor market/work force.

With the growth of the population it is estimated that without the proposed changes the cost of the state for the aforementioned would increase by 15% in the next 50 years, but with the proposed changes it is estimated that the cost of the state will rapidly decrease and even return profits of around 9 billion ISK per year from the year 2070.

Public services in the field of children's prosperity cost around 250 billion ISK annually, 2018 being a reference year. These costs are divided between the education system, social services, health care, youth programs and sports, justice system, administration and other miscellaneous costs. The proposed changes to legislation will affect all these different service providers and the cost evaluation is based on data from Statistics Iceland, interviews with parties with extensive

² Balancing Adverse Childhood Experiences (ACEs) with Health Outcomes of Positive Experiences (2017).

knowledge on the subject and a questionnaire answered by 100 service providers. The estimated cost of the changes is around 1.300 million ISK annually, divided between the aforementioned service providers, most of the funding going toward the education system.

See **Annex IV** for an assessment of financial and economic impact.

Main conclusions

With the proposed changes the costs will stay relatively close to what they are now, there is not a great increase in direct cost. The financial benefits will increase annually until the benefits surpass the costs in the year 2033. The changes will deliver positive effects on general state finances in the year 2044 and all financing of this new system will give a 9,6% p.a. return from the year 2070. This means that these changes will yield more returns than almost any other investment made by the government, be it innovation or creating a large-scale dam for electricity production.

These proposed changes, even though they are very carefully evaluated in this evaluation, are indeed cost effective, yield great returns and moreover, these changes will make a difference in the lives of children and their families, increasing their wellbeing and overall prosperity.

Child Friendly Iceland

As stated before, Ásmundur Einar Daðason, the current Icelandic Minister of Social Affairs and Children, has focused on children's prosperity in office. Extensive changes to legislation are to be presented to Parliament this autumn, 2020, and these changes have been shown to yield great cost-effectiveness if they are passed. Apart from these changes the Minister has presented to the public, for consultation, a new Policy on Child Friendly Iceland.

Policy on Child Friendly Iceland

The United Nations Committee on the Rights of the Child (UNCRC) has pointed out to the Icelandic government that Iceland lacks a holistic policy on the adoption of the the United Nations Convention on the Rights of the Child (CRC). Furthermore, the UNCRC has pointed out that such a policy needs to reach the important role that municipalities play in the adoption of the convention. The Committee's concluding observations to the Icelandic government have also shown the importance of governmental use of data in policy making and prioritization regarding projects and funding in matters involving children. Also, that governments should establish an institution or a public party with the role of coordinating the adoption of the CRC between the various parties involved. The UNCRC has also pointed out the importance of child involvement and that the conversation and cooperation between children and young people with public parties should be regular and not one-sided.

During his current term the Minister of Social Affairs and Children has made the material of the CRC a common thread in all projects the government takes on regarding children and their families and emphasized that Iceland lead the implementation of the Convention with good example. With that in mind, on February 28th, 2019, the Minister presented for approval to the Icelandic government a proposal to give the steering group that already has the mandate to work towards children's prosperity, the task of developing policy on increased participation on behalf of children and young people in government policymaking. The proposal also included the development of procedures for creating a systematic implementation of Child Rights Impact Assessment for all greater decisions of the government as well as the development of legislation. The policy should ensure that the different needs of individuals and groups are met as well as contribute to equal opportunities for children and young people to participate, without discrimination of any sort. The government approved the proposal and with that the government showed its clear willingness to give children and young people the opportunity to present their opinions, that the government would increasingly promote their participation and that their participation would be regular and real. The proposal is based on Art. 3 and Art. 12 of the CRC and it calls for a wholistic view of the demands the CRC makes toward governments.

Directly following this decision made by the government, the formation of a policy on the implementation of the CRC started in Iceland. The policy's

objective is to form a comprehensive frame around the implementation and the steps the ministries in Iceland have already taken to fulfil the government's Convention, to be concluded before the next hearing by the UNCRC (scheduled in 2021). Work on the policy is based on the UNCRC's General Measures of Implementation, on concluding observations from the UNCRC to the Icelandic government and the procedures the government has already commenced with during this current parliamentary term to promote the participation of children and enhancing children's rights and prosperity in Iceland. The policy is being developed in close cooperation with UNICEF Iceland, the ministries involved in matters regarding children and the National Youth Council of Iceland. It has also been placed into open consultation for the public as of June 4th, 2020.

The main focus of the policy is:

- To give an entity the role of overseeing the coordination of the adoption of the CRC nationwide, and to ensure consistency between the CRC and Icelandic legislation.
- That the Child Rights Impact Assessment (CRIA) will be adopted and that it will be part of the obligatory procedure in preparing legislature bills and policy-making decisions within the ministries.
- That the third optional protocol to the CRC should be ratified and with that ensure that children can take their matters directly to the UNCRC, after having exhausted domestic channels.
- To ensure the increased knowledge about children, the public and officials on the CRC and governments' responsibility toward children, according to the CRC.
- Nominations of child rights representatives within official institutions.
- Development of a dashboard, for both state and local government, collecting important data on child prosperity and welfare.
- To analyze the expenses of public entities with regards to the rights of children, with particular emphasis on reviewing financing of services and projects meant for the most vulnerable groups of children.
- Creating a platform for dialogue between government and youth councils, advisory groups and youth groups nationwide. Such a platform would oversee communication between groups of children and young people and ensure equality in that communication.
- Evolving and strengthening the government's forum for open consultation and ensuring increased access for children to information on legislature bills and policy.
- Encouraging all municipalities in Iceland to adopt the CRC according to the ideology of Child Friendly Cities as well as to encourage all education and after-school programs to also adopt the CRC concisely within the next decade.

Child Friendly Cities

On November 18, 2019 the Minister of Social Affairs and Children and the director of UNICEF Iceland, signed an agreement on cooperation on the adoption of the project of Child Friendly Cities. With that signature the ministry of

social affairs and UNICEF Iceland became formal partners that will assist Icelandic municipalities in their implementation of the CRC. The objective is to promote the comprehensive implementation of the CRC within the next decade and ensure that all municipalities will make the CRC the heart of their operations regarding children and young people. The agreement was signed in part to celebrate the 30th anniversary of the CRC. With the agreement, an important step was taken toward multiplying the number of municipalities taking part in the project. The goal being that that number will increase by six in the year 2020 and twelve in the year 2021. This should ensure that at least 50% of Icelandic children will reside in a Child Friendly Municipality by the end of the year 2021.

Dashboard on Child Prosperity

Alongside the partnership between the ministry of social affairs and UNICEF Iceland regarding the adoption of the CRC under the heading: "Child Friendly Iceland", all Icelandic municipalities will be offered to utilize a dashboard on child prosperity and welfare. The ministry of social affairs, UNICEF Iceland and the municipality of Kópavogur in Iceland, lead the development of the dashboard. The dashboard contains the data already in existence on the welfare and status of children and young people within Icelandic municipalities. This data has, until now, been contained within different fields and institutions within each municipality. Combining the data into one system, open for use by all municipalities, will give all of Iceland a comprehensive overview of wellbeing, welfare and the rights of children, by regions within the country, nationwide and down to each municipality.

In order to obtain the aims of the Act about integrating services in the interest of children's prosperity, service providers and those who provide general services in the interest of children's prosperity are authorized to communicate personal data to the National Agency for Children and Families and the National Supervisory Authority for Welfare. For the same purpose service providers and those providing general services in the interest of children's prosperity are under the obligation to communicate the data required by the National Agency for Children and Families and the National Supervisory Authority for Welfare needed to carry out tasks. The National Agency for Children and Families and the National Supervisory Authority for Welfare are duty bound to mutually exchange the information either of them considers necessary to carry out its tasks and are also authorized to exchange information, including personal data, to further the aims of the Act.

The draft version of the dashboard was introduced at a conference held by the Minister of Social Affairs and Children on October 2nd, 2019. During that conference it was clearly stated that with the use of the dashboard, municipalities will be able to improve the prioritizing and steering of action taken to benefit children and with that also improve the use of each municipalities' funding. The dashboard, also named the Child Friendly City Index, has received an international award from UNICEF, the Child Friendly Initiative Inspire Award, for its role in child friendly governance. The CFCI Inspire Award was given in Cologne, Germany, on October 17th, 2019.

By using the dashboard, local governments in high-income countries are given the opportunity to use an evidence-based approach to fulfil the CRC. Decisions on funding and project prioritizing will, with the use of the dashboard, be based on what is truly best for children and has the most positive effect, which complies with Art. 3 of the CRC. The dashboard will ensure a better and clearer picture of the welfare of children and direct government view toward the most important issues within society so that funding can be prioritized toward the most effective projects.

The dashboard measures 80 different categories and a Child Friendly Index is calculated based on these categories. To give a better overview of children's prosperity and welfare, different indexes have been calculated for the entire dashboard as well as different dimensions within it. The indexes for each category can within themselves give good information and broader indexes, the dimensions, give a broader overview and are able to demonstrate how child prosperity in any given dimension has evolved over time.

The five main dimensions are based on the foundations of the CRC. They are:

- 1) Education,
- 2) Equity,
- 3) Health and Wellbeing,
- 4) Security and Protection, and 5. Social Participation.

The table below shows the components of these five dimensions.

Table 1 The components of the dimensions

Education	Equity	Health & Wellbeing	Security & Protection	Social Participation
Formal Education	Financial Constraints	General Wellbeing	Bullying & Accidents	After School Activities
School Participation		Mental health	Family Time	General Participation
Wellbeing in school	Social Equity	Physical Health	Risk Behavior	Social Life
Workplace conditions		Prevention	Violence & Negligence	Social Network & Computer Games

Please see **Annex III** for more details on the dashboard.

Covid-19 and vulnerable groups

In anticipation of the impact of Covid-19 on Iceland, the Icelandic government established a response team aimed at ensuring necessary services and reducing risks for vulnerable groups, including children, the disabled, the elderly and immigrants.

The tasks of the response team can be grouped as follows:

- 1) *Maintain*, where current services were maintained as much as possible
- 2) *Monitor* the status of children and other vulnerable groups
- 3) *Raise awareness and respond* to situations as they arose, including reinforcement of services.

The team consisted of representatives from the Minister of Social Affairs and Children, Minister of Transport and Local Government, the Icelandic Association of Local Authorities, the Ministry of Education, Science and Culture, social directors and directors of education in Iceland, the City of Reykjavik, and Quality Inspectorate for Social Services and Child Protection. The team operated in cooperation with the Department of Civil Protection and Emergency Management and worked closely with parties protecting the interests of and/or providing services for vulnerable groups.

The team gathered and disseminated information from all parties providing services to vulnerable groups nationwide, analyzed possible scenarios and responded, if necessary, to the effects of Covid-19 on social services in general. The team delivered weekly status reports to the ministers and chairman of the Icelandic Association of Local Authorities, that were also shared with service providers, municipalities and advisory groups such as the Welfare Watch, an entity established in early 2009 to monitor the effects of the financial crisis of 2008 on Icelandic households. It now provides independent analysis and consultation on the welfare of Icelandic households for government and interest groups and monitors implementation and progress. The Welfare Watch is run by NGOs, management and labor unions, ministries, governmental institutions and local governments.

Virtual meetings were held regularly which ensured communication between the parties. The Minister of Social Affairs and Children personally met with social directors from all over Iceland once a week and the Welfare Watch twice per month.

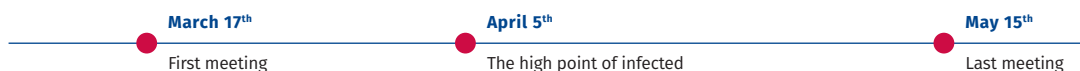
The team's emphasis was on simple processes and short chains of communication to ensure the availability of services when needed.

Various providers of important services to vulnerable groups had problems with staffing due to the pandemic. Therefore, a so-called "back up legion" in welfare services was established, where people could offer their services to institutions and local and national governments supporting vulnerable groups on short notice. Over 1.400 people signed up, with various skills suited to the diverse jobs present in social services. This was an extremely important addition for the Icelandic welfare system during complicated times.

Additional temporary funding was ensured for mental health service providers in the local communities to ensure treatment and support from psychologists for those in need. The Minister of Social Affairs and Children also provided additional financial support to 28 NGOs, which enabled them to increase their services to vulnerable groups affected by the pandemic, including children and adolescents as well as victims of abuse.

With targeted actions, concerted effort and good cooperation between the government, governmental institutions, local authorities, NGOs, and the community as a whole, under the auspices of the response team, it was possible to ensure necessary services to vulnerable groups in Iceland during the crisis caused by COVID-19. The response team delivered eight status reports to the government outlining how service was provided nationwide when needed. No serious service interruptions were reported. The response team has now been disbanded and a new team created for the rebuilding of social affairs and employment.

Timeline



A back-up on-call team for temporary assistance in welfare services

There is a need for general staff as well as care providers, social educators, social workers, nurses' assistants, psychologists and nurses who are ready, willing and able to work temporarily, on short notice, if need arises within welfare services.



Processes

Registration takes place on a governmental website. Remuneration is paid by the recruiters concerned.



Overview

Over 1400 people signed up, with various skills suited to the diverse jobs present in social services, an extremely important addition for the Icelandic welfare system during difficult times.



March 17th

First meeting

A response team tasked with maintaining services for vulnerable groups during the COVID-19 pandemic in Iceland →

The aim of the team was to monitor welfare services for vulnerable groups and respond if necessary. The team gathered and disseminated information from municipalities, service providers, representative associations and non-governmental organizations nationwide and analysed possible scenarios. The team had weekly meetings and shared secure site for data.

Representatives →

The Minister of Social Affairs and Children, Minister of Transport and Local Government, and the Icelandic Association of Local Authorities established the team. On the team were representatives of the aforementioned parties in addition to representatives of social directors and directors of education, the Ministry of Education, Science and Culture, the Capital city, the Care Quality Inspectorate for Social Services and Child Protection. The team cooperated closely with service providers, representative associations and non-governmental organizations.

Assessment reports

The response team delivered weekly assessment reports to parties of interest, based on collected data. Moreover, reviewed reports were delivered to representative associations, non-governmental organizations, service providers, the Welfare Watch etc. for dissemination of information.



Responses

April 5th

The high point of infected

May 15th

Last meeting

Advisory bodies

Close cooperation and consultation with all relevant advisory bodies. Regular virtual meetings between all parties. Suggestions to the response team.



Processes

Registration takes place on a governmental website. Remuneration is paid by the recruiters concerned.



Overview

Over 1400 people signed up, with various skills suited to the diverse jobs present in social services, an extremely important addition for the Icelandic welfare system during difficult times.



A first response email address during the whole period, advertised by different parties: vidbragd@frn.is

Timeline

May 17th

First meeting

Policy areas/categories

- Unemployment, labour market and labour market measures.
- Disability, rehabilitation and pension.
- Social/welfare service.
- Housing.
- Debt issues.

→

Advisory bodies

Close cooperation and consultation with all relevant advisory bodies. Regular virtual meetings between all parties. Suggestions to the response team.

→

A team on social and employment development following the COVID-19 pandemic

The aim of the team is to gather and disseminate information on social and employment issues nationwide following the COVID-19 pandemic. Follow up on the Government's actions in this regard. The team is also a consultation forum on further social and employment actions based on information from the assessment reports. The team has meetings every second week and shares secure site for data.

→

Representatives

The Minister of Social Affairs and Children, Minister of Transport and Local Government, and the Icelandic Association of Local Authorities established the team. On the team are representatives of the aforementioned parties in addition to representatives from each of the four departments within The Ministry of Social affairs, social directors, the Capital city, the Directorate of Labour and the Debtors' Ombudsman.

← ↓

Assessment reports

The team's approach ensures broad information gathering of assessment reports which is the basis for evaluating the situation in a broad context and to respond.

The team delivers assessment reports every second week to parties of interest, based on collected data.

Assessment reports highlight the situation in the different policy areas so the team can evaluate the situation from a broad aspect.

↓

Responses

Processes

Clear roles of responsibilities are important when recalling certain data from service providers, institutions and other actors during the period. All team members are responsible for providing relevant information to the team.

↓

Templates

Simple templates for municipalities, institutions and interest groups with simple questions.

↙

The teams email address:
vidbragd@frn.is

Annex I

Draft legislation about integrating services in the interest of children's prosperity

Section I: Aim and definitions

Article 1: Aim

The aim of this Act is to promote children's prosperity in a child-friendly, health promoting and empowering society. The Act's principal aim is to ensure that children and parents that require integrated services have appropriate unhindered access.

When implementing this Act children's rights shall be guaranteed in accordance with the constitution and international obligations undertaken by the Icelandic authorities, in particular the United Nations Convention on the Rights of the Child.

Those who are accountable according to this Act shall:

- a) monitor the prosperity of children and parents and assess the need for services.
- b) respond effectively to the needs for service of children and parents as soon as they arise.
- c) practice mutual consultation for the purpose of continuous and integrated services in the interest of children's and parents' prosperity.

Article 2: Definitions.

Definitions of terms in this Act is are as follows:

- a) General services in the interest of a child's prosperity: All organized activities of parties other than service providers that support and strengthen a child's prosperity, e.g. services of self-employed specialists, sports, art and youth activities and non-governmental organizations work.
- b) Child: An individual under the age of 18, staying within the territory of the Icelandic state.
- c) Child's prosperity: Conditions that ensure a child's prosperity and enable a child to develop physical, mental, intellectual, moral and social maturity and health on its own terms.
- d) Children's Prosperity Council: A body where the government's policy and plan of implementation for children's prosperity is developed.
- e) Prosperity services: All services strengthening and ensuring a child's prosperity stipulated by law to be provided by the government and local authorities.
Prosperity services encompass basic services available to all children and/or parents to gradual individual services, including the fields of education, health care, law enforcement, social services and child protection services.
- f) Parent: Parent and/or guardian of a child as provided in the Children's Act. In individual cases the provisions of the Children's Act and sectorial

legislation applies, as appropriate, to the role, cooperation and division of duties of parents and guardians. The term can also apply to individuals expecting a child for the sake of integrating services during pregnancy.

- g)** Case manager in services in the interest of a child's prosperity: Lead professional in the integration of services in the interest of the prosperity of a child needing secondary or tertiary level services.
- h)** Integrated services in the interest of a child's prosperity: Organized and integrated services aimed at furthering a child's prosperity and given by the service providers best suited to the child's needs at any one time.
- i)** Support plan: Individual support plan on integrated services in the interest of a child's prosperity.
- j)** Support team: A body, where the parties providing a particular child prosperity services or general services in the interest of a child's prosperity, cooperate on the integration of their services. A support team prepares a support plan and implements it.
- k)** Regional prosperity councils: A body where regional policy and plan of implementation for the prosperity of children is formed.
- l)** Coordinator of services in the interest of a child's prosperity: A professional in the integration of first level services in the interest of a child's prosperity.
- m)** Service provider: Anyone providing prosperity services, whether part of government or local administration, or a private party providing services on behalf of government or local authorities, e.g. based on service level agreements. Service providers include e.g. preschools, elementary schools, recreational centers, youth centers, secondary schools, local health care centers, specialized health care, police, social services and child protection services.

Section II: Administration, policy making and administrative organization.

Article 3: Ministerial accountability.

All ministers accountable for services in the interest of children's prosperity shall work actively towards the aims of this Act.

The Minister responsible for this Act is accountable for the integration of prosperity services and supervises the implementation of the Act.

Article 4: Children's prosperity council.

The Minister appoints the Children's Prosperity Council for a four-year term.

The Chairman shall be appointed without nomination. A representative for each Minister responsible for services in the interest of children's prosperity shall have a seat on the council, cf. Article 3. Concurrently, the Minister shall appoint one representative nominated by the Icelandic Association of Local Authorities to a seat on the council. Children's participation in the council's activities shall also be guaranteed.

The Children's Prosperity Council shall promote the integration of prosperity services, work towards innovation and improvement in areas pertaining

to children's prosperity and prioritize projects in the interest of children's prosperity.

The Children's Prosperity Council determines the government's policy on children's prosperity and the government's implementation strategy for four years at a time and supervises its implementation. The Minister submits a parliamentary resolution on the policy for children's prosperity and a four-year plan of implementation based on the Council's propositions.

Article 5: Regional children's prosperity councils.

Regional children's prosperity councils shall be operated. The Minister shall determine the districts of regional prosperity councils by regulation.

Representatives of service providers shall have a seat on the council according to local government decision, including social services, child protection and school services, as well as a representative from the local youth council. Representatives from the health care or health institution in the health district in question and the police in the police precinct in question shall also have a seat on the council. Where secondary schools operate within a council's district a representative shall have a seat on the council. In addition, a local government can request nominations for the council, e.g. from non-governmental organizations.

A regional prosperity council puts together a regional policy for children's prosperity and plan of implementation. It should feature, among other, regional goals regarding prosperity services, an overview of prosperity services levels and general information about the state of children in the district. It shall also address the measures those who are party to a local prosperity council are responsible for implementing to obtain the desired goal.

A four-year regional policy and implementation plan for children's prosperity shall be prepared. A yearly report about follow-up on the policy and implementation plan shall be published.

Policy, implementation plan and follow-up reports shall be sent to the National Supervisory Authority for Welfare. If documents, cf. the first sentence, do not reach the authority in due time it has the discretion to sanction according to the provisions of the National Supervisory Authority for Welfare Act.

Article 6: Administration of service integration in the interest of children's prosperity.

The tasks of the National Agency for Children and Families for service integration in the interest of children's prosperity provided by this Act are:

- g)** Collecting and processing data on services in the interest of children's prosperity for the purpose of informing the government about children's prosperity and service needs.
- h)** General support for service integration in the interest of children's prosperity, e.g. publishing guidelines, checklists and other support material about integrating services for those supplying services in the interest of children's prosperity, as well as publication of standardized forms and information for service users.

- i) Regular instruction about integrating services in the interest of children's prosperity for those implementing service integration as provided for by this Act.
- j) Council for coordinators, case managers, and support teams, e.g. on particular cases.
- k) Accountability for the handling of personal data provided by this Act, including the duty to ensure that handling of personal data for service integration in the interest of children's prosperity is as provided by legislation.
- l) Other tasks that serve the aims of this Act according to the Minister's decision.

The tasks of the National Supervisory Authority for Welfare for integrating services in the interest of children's prosperity are as follows:

- d) Collecting and processing data on services in the interest of children's prosperity for the purpose of informing the government about children's prosperity and service needs.
- e) Resolve complaints from individuals about integration of services in the interest of children's prosperity.
- f) Other tasks that serve the aims of this Act according to the Minister's decision.

In order to obtain the aims of this Act, service providers and those who provide general services in the interest of children's prosperity are authorized to communicate personal data to the National Agency for Children and Families and the National Supervisory Authority for Welfare. For the same purpose service providers and those providing general services in the interest of children's prosperity are under the obligation to communicate the data required by the National Agency for Children and Families and the National Supervisory Authority for Welfare needed to carry out tasks, cf. paragraph 1 and 2. The National Agency for Children and Families and the National Supervisory Authority for Welfare are duty bound to mutually exchange the information either Agency/Authority considers necessary to carry out its task and are also authorized to exchange information, including personal data, to further the aims of this Act.

Section III: Levels of service in the interest of children's prosperity

Article 7: Levels of service.

Service in the interest of children's prosperity is carried out on three levels according to need.

Prosperity services shall be defined with respect to their specific service level. If the legislation does not stipulate service levels in prosperity service, ministers who are accountable for prosperity services shall issue regulations, collaborate with local authorities where applicable, report on all prosperity services appertaining to them and levels of said service, cf. the provisions of this section.

An effort to publicly define general services in the interest of children's prosperity in a similar way shall be made.

Article 8: Primary level – basic services and early assistance.

Primary level services in the interest of children's prosperity include basic services available to all children and parents. Resources for early individual assistance aimed at furthering a child's prosperity are a part of primary level services. Early assistance is provided in accordance with a preliminary assessment of a child's needs and systematic follow-up.

Article 9: Secondary level –targeted assistance.

Secondary level services in the interest of children's prosperity include resources where more targeted assistance is provided for the purpose of ensuring a child's prosperity. Targeted assistance is provided based on professional and/or preliminary assessment of a child's needs. An effort shall be made to provide targeted assistance according to a support plan for integrated services and follow-up.

Article 10: Tertiary level – specialized assistance.

Tertiary level assistance in the interest of children's prosperity includes resources where individual and specialized assistance is provided in order to safeguard against endangering a child's prosperity. Specialized assistance shall be provided in accordance with specialized and thorough assessment and/or analysis of a child's needs. An effort shall be made to provide specialized assistance based on an integrated services support plan and follow-up.

Section IV: Obligations of those providing services in the interest of a child's prosperity.**Article 11: Obligations of service providers.**

Service providers are to contribute systematically towards a child's prosperity in their tasks. An effort shall be made to take note of evidence-based expertise and participation and consultation with the service users when developing, organizing and implementing prosperity services.

Service providers shall practice good general cooperation, emphasizing interdisciplinary expertise and mutual instruction.

Service providers have an obligation to monitor and detect indications of a child's needs not being met adequately and to act accordingly.

Service providers have an obligation to participate in the cooperation further prescribed in this Act.

Article 12: Obligations of providers of general service in the interest of a child's prosperity.

Those who provide general services for children are duty-bound to monitor a child's prosperity, to make an effort in detecting indications of a child's needs not being adequately met and to act accordingly.

Article 13: Information about a child's needs not being met.

If a service provider or anyone providing general services in the interest of a child's prosperity detects indications of a child's needs not being adequately met

he/she is authorized to take note of the necessary information about a child's conditions. A service provider and anyone providing general services in the interest of a child shall share information, cf. paragraph 1, with the coordinator or case manager of services in the interest of a child's prosperity, cf. Section V, if there is reason to believe the child needs more service than already is provided.

An effort shall be made to consult with parents and/or child when information is shared, cf. the first sentence.

Regarding the obligation to notify child protection authorities the provisions of the Child Protection Act apply.

Article 14: Confidentiality.

Service providers and those who provide general services in the interest of a child's prosperity shall observe confidentiality, cf. Section X of the Administrative Procedures Act, about information they become aware of on tasks as provided for by sections IV and V of the Act.

Section V: Integration of services in the interest of a child's prosperity.

Article 15: Coordinator of services in the interest of a child's prosperity.

All children and parents shall have access to a coordinator for services in the interest of a child's prosperity as needed.

From a child's birth till it enters preschool or elementary school the coordinator is a staff member at either the health care center or health institution in the healthcare district. The same applies if integrated services are needed during pregnancy. When a child is a student in a preschool, elementary school or secondary school the service coordinator is a staff member at the school the child attends.

If Paragraph 2 is not applicable the service coordinator is a staff member of the social services of the local authorities where the child is domiciled. When circumstances change, cf. paragraph 2, a former coordinator has a duty to ensure a new coordinator receives the necessary information about the child's conditions to be able to carry out his/her duties.

A coordinator shall have expertise pertinent to services in the interest of a child's prosperity. He/she cannot be related to a child or its parents in any way that disqualifies him from handling a case according to the provisions of the Administrative Procedures Act.

The Minister shall issue a regulation about coordinators for services in the interest of a child's prosperity. It should feature, among other, further specifications about competence and the educational requirements for coordinators.

Article 16: A coordinator's tasks.

A coordinator shall have the best interest of a child as a primary consideration. He/she shall pursue the task in collaboration with parents and child. The task of a coordinator is to:

- a) Provide information about services in the interest of a child's prosperity according to the parents' and/or child's wishes.

- b) Communicate as soon as possible with parents, or child if applicable, if informed about indications of a child's needs for service not being met.
- c) Assist with securing access to preliminary assessment of a child's needs in keeping with the parent's/child's request.
- d) Organize and follow up on the integration of primary level services in the interest of a child's prosperity in keeping with the parent's request.
- e) Pass on information to the local authorities about the need for a case manager in the interest of a child's prosperity after consulting with parents and/or child.
- f) Participate in a support team as needed.

Article 17: Integration of primary level services.

If parents request the services of a coordinator for the integration of primary level services, the service provider can solicit information about a child's circumstances from service providers and those who provide general services in the interest of a child's prosperity. He/she is concurrently authorized to use information about a child's circumstances. For the purpose of ensuring a child's best interest and to the extent necessary to integrate services, a coordinator, service providers and those who provide general services in the interest of a child's prosperity are authorized to exchange information about the child's circumstances.

Article 18: Case manager for services in the interest of a child's prosperity.

If there is reason to believe a child needs services beyond primary level services a case manager shall, after consulting with parents and/or child, request from the local authorities where a child is domiciled that a case manager in the interest of the child's prosperity be appointed. The local authorities shall appoint a case manager working within the local social services or in the fields of the child's needs.

A case manager shall have expertise in services in the interest of children's prosperity. A case manager cannot be related to a child or its parents in any way leading to incompetence in accordance with the provisions of the Administrative Procedures Act.

The Minister shall issue a regulation about case managers for services in the interest of a child's prosperity. It should feature, among other, further specifications about competence and the educational requirements for case managers.

If a child protection committee has opened a child protection case, the integration of services will follow the provisions of the Child Protection Act.

Article 19: The role of a case manager.

A case manager shall have the best interests of a child as a primary consideration. He/she shall pursue his/her role in collaboration with parents and child. The role of a case manager consists of:

- a) Providing information and counselling in the interest of a child's prosperity according to parents' and/or child's wishes.

- b)** Communicate as soon as possible with parents, or child if applicable, if receiving information about a child's need for secondary or tertiary level services.
- c)** Assist in securing access to assessment and/or analysis of a child's needs, requested by parents and/or child.
- d)** Responsibility for leading a support team and making a support plan.
- e)** Make sure services are delivered according to a support plan.
- g)** Provide guidance and information about integrating services in the interest of children's prosperity to the members of the support team.

Article 20: Support team and individual support plan.

If parents request the services of a case manager for the integration of services, the case manager is authorized to request and use the necessary information for integrating services from service providers and those providing general services in the interest of a child's prosperity. Concurrently a case manager shall appoint representatives from the service providers of a child to a support team. It is permitted to invite those who provide general services in the interest of a child's prosperity to participate in a support team if needed.

A support team shall have the best interests of a child as a primary consideration and carry out its duties in collaboration and consultation with parents and child.

The members of a support team are authorized to process and exchange information about a child's circumstances in the interest of a child's prosperity.

A support team shall as soon as possible produce a written support plan for the child where services in the interest of the child's prosperity are integrated. Where applicable, a support plan shall mention:

- a)** Assessment and/or analysis of a child's needs.
- b)** The aim of service and the integration of particular components on all service levels.
- c)** The role of each service provider and others, if applicable
- d)** How to measure the results.
- e)** Intended duration of plan.

A support team collaborates regularly on the realization of the support plan throughout the plan's duration. It is to be reevaluated and renewed as needed. If a support team resigns without making a support plan, a child's parents and coordinator shall be informed about the team's conclusion and supporting data provided concurrently. A parent can direct complaints over a support team's conclusion to terminate operations without a support plan to the National Supervisory Authority for Welfare.

Section VI: Miscellaneous provisions, entry into force and amendments to other statutes.

Article 21: Cooperation of local authorities.

Local authorities are authorized to cooperate on tasks according to the provisions

of this Act. Local authorities are authorized to form designated service districts for the tasks, observing the provisions of the Administrative Procedures Act

Article 22: Children without domicile staying within the jurisdiction of the Icelandic government.

If a child without domicile in the country stays within the jurisdiction of the Icelandic government, the child and its parents shall be provided with the

Article 23: Entry into force.

This Act enters into force on September 1st, 2021.

A Bill about the National Supervisory Authority for Welfare.

Section I: General provisions.

Article 1: Authority and competence.

The National Supervisory Authority for Welfare is a government authority under the aegis of the Minister.

The Authority supervises the quality of services provided according to the provisions of the Child Protection Act, the Municipalities' Social Services Act, the Act on Services to Disabled Persons with Long- Term Service Requirements, the Act on the Affairs of the Elderly, the Act on the State Diagnostic and Counselling Centre, the Act on the National Institute for the Blind, Visually Impaired and Deafblind and the Act on Integrating Services in the Interest of Children's Prosperity.

The National Supervisory Authority for Welfare does not release other authorities from supervisory duties of operations under their auspices, whether services operated by the Authority or services operated through a third party service level agreement. Supervision by the National Supervisory Authority for Welfare does not replace supervision entrusted to other authorities by law.

Article 2: Appointment of Director.

The Minister appoints the director of the Authority for a term of five years at a time. No one may be appointed to the office beyond two terms.

When appointing a director the Minister shall entrust a three-man committee with evaluating the competence of applicants for the office. The Minister stipulates the committee's evaluation requirements and rules. The committee shall submit to the Minister a written reasoned dictum on the applicants competence.

Article 3: Principal mission.

The objective of the National Supervisory Authority for Welfare is to ensure services supervised by the authority are reliable, safe and in accordance with legal provision, regulations, rules, contracts and instructions.

The tasks of the National Supervisory Authority for Welfare are, inter alia:

- a) Set rules and develop quality standards based on the best available expertise in the fields pertaining to the Authority's tasks and projects.

- b) Issue operating licences and supervise their compliance with operating licence standards.
- c) Supervise service quality.
- d) Reception and processing of service users' complaints.
- e) Collection of data, records management and processing information from those subject to the Authority's supervision.
- f) Attend to other tasks entrusted to the Authority according to the Minister's decision.

Article 4: Publication of supervisory reports and annual report

The National Supervisory Authority for Welfare shall, to the extent possible, publish supervisory reports, or extracts thereof, in an accessible and organized fashion. The National Supervisory Authority for Welfare publishes yearly a report about its operations.

Section II: Operating licence.

Article 5: Operating licence obligation.

Before a private party commences services subject to supervision by the National Supervisory Authority for Welfare an operating licence from the Authority shall be procured.

Article 6: Requirements for operating licences holders.

The National Supervisory Authority for Welfare shall issue an operating licence to those applicants demonstrating capacity to provide services that are reliable, of satisfactory quality and in accordance with legal provisions, regulations, rules, contracts and instructions.

When evaluating, cf. paragraph 1, the Authority shall, inter alia, take the following into account:

- a) Objective of service.
- b) Premises and other conditions.
- c) Number of staff.
- d) Education and competence of staff.
- e) Funding and other financial factors.
- f) Arrangement of internal control.

The Minister may stipulate further requirements for operating licence holders in a regulation.

Article 7: Operating licence application.

An application for an operating licence shall be submitted in written form. The application shall be supported by the documentation required by the National Supervisory Authority for Welfare.

An application may be rejected solely on the basis of required documentation not being provided. Prior to that an applicant shall be advised about documentation requirements, cf. paragraph 1.

Article 8: Operating licence issuance.

An operating licence shall be issued for a determined period, not exceeding five years at a time. An operating licence may be subject to requirements considered suitable by the National Supervisory Authority for Welfare to ensure the safety and quality of services subject to an operating licence and that the service is in accordance with legislation, regulations, rules, contracts and instructions, including the services intended, housing, conditions, staff requirements, staff competence, financing and other economic factors and internal control provisions as well as administrative disclosure requirements.

The minister may stipulate further about requirements, duration and operating licence issuance in a regulation.

Article 9: Operating licence renewal.

An operating licence holder wishing to continue operations shall submit a request for renewal to the National Supervisory Authority for Welfare before the current operating licence expires. An applicant for operating licence renewal shall give account of aspects that might have changed since an operating licence was last issued. A renewed operating licence shall have a fixed duration, not exceeding five years at a time.

The Minister may issue a regulation about operating licence renewal.

Article 10: Temporary operating licence.

Regardless of other provisions in this section the National Supervisory Authority for Welfare may issue a temporary operating licence while an application is being processed by the Authority. When assessing the issuance of a temporary operating licence the Authority shall look to the interests of users and the probability of an operating licence approval. The Minister may issue a regulation about temporary operating licences.

Section III: Supervision.**Article 11: Obligatory internal control.**

All service providers supervised by the National Supervisory Authority for Welfare shall practice active internal control of their operations.

The National Supervisory Authority for Welfare can issue rules about internal control that enter into force by the Minister's ratification.

Article 12: Unforeseen incidents.

All service providers supervised by the National Supervisory Authority for Welfare shall register unforeseen incidents. Unforeseen incidents apply to mishaps, mistakes, negligence or other incidents damaging a service user or potentially causing a service user damage.

Those supervised by the National Supervisory Authority for Welfare are under the obligation to report any serious unforeseen incidents to the Authority immediately. A serious unforeseen incident applies to an incident having caused or potentially causing serious damage to a service user, such as death or permanent physical or mental damage.

Upon receiving notification, cf. paragraph 2, the Authority shall launch an investigation into the incident. The purpose of the investigation is to elucidate to prevent a similar incident from occurring again. If an investigation gives indications or signs of punishable conduct the Authority shall refer the matter to the police. When processing a case according to this provision, the National Supervisory Authority for Welfare has the warrants prescribed in paragraph 15 and shall close the matter with a report.

If an incident is related to health care services the National Supervisory Authority for Welfare shall notify the Directorate of Health about the incident. The Authority and the Directorate are authorized to exchange information, including personal data, for the purpose of investigating the incident.

The National Supervisory Authority for Welfare may issue further rules about unforeseen incidents, including the obligation to register unforeseen incidents, report serious unforeseen incidents and response to notifications.

The rules enter into force by the Minister's ratification.

Article 13: Indications.

The National Supervisory Authority for Welfare receives indications about services supervised by the Authority that are not in accordance with legislation, regulation, rules, contracts and instructions. The Authority assesses whether an initiative supervision is pertinent as a result of such indications.

The National Supervisory Authority for Welfare shall observe confidentiality regarding personal information of the party notifying the Authority, cf. paragraph 1, unless an unequivocal consent is given otherwise.

Article 14: Motives for supervisory initiative.

The National Supervisory Authority for Welfare initiates service quality supervisions on its own accord. Supervision can be regular, based on risk assessment or carried out for a particular reason, i.e. an indication, cf. Article 13, or information about complaints directed to the Authority, cf. Article 17. Supervision can be general or specific, i.e. particular fields, service providers, operating centres or incidents.

The Minister may stipulate further in a regulation on the motives for supervision by the National Supervisory Authority for Welfare.

Article 15: Investigation, information obligation and on-site inspections owing to supervisory initiative.

The National Supervisory Authority for Welfare shall acquire all the information and data necessary to execute the Authority's supervision.

The National Supervisory Authority for Welfare can execute on-site inspections at homes, institutions and other establishments providing services supervised by the Authority. The Authority may execute unannounced on-site inspections. During on-site inspections the Authority has free access to all establishments providing services subject to its supervision. The Authority may also procure information directly from service users, family and staff.

The Authority shall seek to give service users an opportunity to express their views about supervision to the Authority, in line with the service objectives, user age and maturity.

When carrying out on-site inspections, cf. paragraph 2, users shall also be offered an opportunity to express their views.

Article 16: Findings of on-site inspection.

The National Supervisory Authority for Welfare concludes a supervisory initiative with a report. Where applicable a report shall state the reason for supervision, the execution of inspection, data collection and description of on-site inspection. A report shall also state the findings of the National Supervisory Authority for Welfare, whether the services provided are in accordance with legislation, regulation, rules, contracts and/or operating licence requirements. Where given reason the Authority shall put forward improvement recommendations to be implemented within a certain time frame.

Article 17: Complaints about service.

Users of services supervised by the National Supervisory Authority for Welfare can direct complaints over service quality to the Authority. A complaint shall be in written form. It shall state who a complaint is directed at and a description of incidents leading to a complaint.

A complaint shall not be processed if more than a year has passed since the incident leading to a complaint occurred. If the services leading to a complaint involve a child the year-long time limit does not enter into force till the child reaches 18 years of age. A complaint shall not be processed if it involves a decision that can be appealed to a higher authority or the justice system should determine.

If a complaint is placed outside of the time limit, cf. paragraph 2, or is directed at incidents the National Supervisory Authority for Welfare considers obvious do not involve reprehensible conduct the Authority concludes the processing of a complaint by presenting a notification to the person making the complaint.

If paragraph 3 is not applicable, the Authority shall procure information about an incident, as well as other necessary data and explanations, from those the complaint is directed at. When an investigation has been concluded the National Supervisory Authority for Welfare shall send its results to the person who directed the complaint to the Authority. The findings shall address whether the incidents leading to a complaint entail reprehensible conduct by someone subject to the authority's supervision.

Section IV: Sanctions.

Article 18: Admonition.

If an entity supervised by the National Supervisory Authority for Welfare does not comply with improvement requests within the time frame granted in a supervisory report and the Authority considers the service implicates serious infringement on legal provisions, regulations, rules, contracts and/or operating licence

conditions the Authority can issue an admonition.

If an operating licence holder is admonished the Authority shall, where applicable, notify the administrative authority holding the contract with the operating licence holder. If an administrative authority is admonished the ministry responsible for general administrative supervision shall be notified about the admonition. Where applicable, other administrative authorities concerned with providing services shall be notified about the admonition.

Article 19: Operating licence revocation.

If services provided by an operating licence holder fail significantly in fulfilling the requirements for an operating licence or are significantly in disaccord with legal provision, regulations, rules and or/contracts the National Supervisory Authority for Welfare shall revoke the operating licence.

An operating licence may also be revoked if substantial change to external conditions occur, i.e. change in legislation or administrative practice and if public interest demands.

In principle an operating licence shall not be revoked without issuing prior admonition to the operating licence holder, cf. Art. 18. An operating licence may, however, be revoked without prior notice on account of serious incidents or if such discrepancy is found in the licence holder's operations that the National Supervisory Authority for Welfare deems it evident that rectification is impossible.

When the National Supervisory Authority for Welfare launches administrative proceedings, possibly leading to operating licence revocation, it shall where applicable notify the administrative authority holding the contract with the operating licence holder, and other administrative authorities involved in providing services, about the case. Before an operating licence holder is notified about operating licence revocation the administrative authority in question shall be notified beforehand with due advance about the Authority's decision, in order to make appropriate arrangements for the service users.

Article 20: Daily penalties.

If the services of an administrative authority are significantly inconsistent with legal provisions, regulations and rules the National Supervisory Authority for Welfare can, prior admonition provided, cf. Art. 18, impose daily penalties on the administrative authority.

The daily penalties of governmental administrative authorities shall be paid to the Treasury, whereas daily penalties of local administrative authorities shall be paid to the Local Authorities' Equalization Fund. The enforcement of penalties may be executed without prior sentence. Daily penalties shall be collected no less than every two months. Uncollected accrued daily penalties are cancelled when the National Supervisory Authority for Welfare considers an administrative authority has made the necessary improvements. Collection of daily penalties shall be postponed if the issue at hand has been taken to a court of law.

In a regulation the Minister shall issue minimum and maximum amounts of daily penalties.

Section V: Entry into force, etc.**Article 21: Right of appeal.**

An administrative complaint is subject to the provisions of the Administrative Procedures Act.

Article 22: Processing of personal data.

The National Supervisory Authority for Welfare may acquire and process personal information and data necessary for its tasks, including health information, information about individual's social circumstances and information about criminal conduct, to the extent needed for the Authority to fulfill its mission provided by legislation. The Authority and those under its supervision may exchange personal data when necessary for either the Authority's or supervised establishment's tasks.

The employees of the National Supervisory Authority for Welfare are subject to confidentiality, cf. section X of the Administrative Procedures Act.

Article 23: Entry into force.

This Act enters into force on October 1st 2021.

A Bill about the National Agency for Children and Families.**Section I: General provisions.****Article 1: Agency and competence.**

The National Agency for Children and Families is a government agency under the aegis of the Minister.

The National Agency for Children and Families operates under the provisions of this Act and carries out tasks related to services in the interest of children according to the provisions of the Child Protection Act, the Municipalities' Social Services Act, the Act on Services to Disabled Persons with Long-Term Service Requirements, the Act on the State Diagnostic and Counselling Centre, the Act on the National Institute for the Blind, Visually Impaired and Deafblind and the Act on Integrating Services in the Interest of Children's Prosperity.

Article 2: Appointment of Director.

The Minister appoints the director of the Agency for a term of five years at a time. No one may be appointed to the office beyond two terms.

When appointing a director the Minister shall entrust a three-man committee with evaluating the competence of applicants for the office. The Minister stipulates the committee's evaluation requirements and rules. The committee shall submit to the Minister a written reasoned dictum on the applicants competence.

Article 3: Principal mission.

The objective of the National Agency for Children and Families is to work towards children's wellbeing. The Agency's main purpose is to provide and support services in the interest of children and advance quality development in accordance with the best expertise and experience at any given time.

The tasks of the National Agency for Children and Families are, inter alia:

- a) General and specialized guidance for authorities and others.
- b) Publication of instructions, check-lists and other support material.
- c) Instruction and consultation about the processing of individual cases.
- d) Development and implementation of evidence-based methods and resources in the interest of children.
- e) Development and management of homes, institutions and specialized resources for children.
- f) Academic research to further the aims of this Act and support for research and development undertaken by others.
- g) Processing of data, including collecting and filing.
- h) Other tasks provided by legislation or entrusted to the Agency according to the Minister's decision

The National Agency for Children and Families serves nationwide. The Agency can operate special regional teams to support regional services.

Section II: Data processing, files, reports, etc.

Article 4: Data processing and obligation to inform and confidentiality.

The National Agency for Children and Families may requisition and process the personal information and data necessary for the Agency's tasks, including health information, information about clients' social circumstances and information about punishable conduct, to the extent necessary to execute its duty as provided by law. The Agency may exchange personal data with those providing services according to legislation pertaining to its competence, cf. first paragraph Article 2, if said exchange is necessary for those establishments to carry out their tasks. Concurrently, the National Agency for Children and Families and the National Supervisory Authority for Welfare may exchange information in the interest of their tasks.

The Agency can requisition the information and explanations it deems necessary from those referred to in paragraph 1, to carry out its tasks as provided by legislation.

The employees of the National Agency for Children and Families are subject to confidentiality, cf. Section X of the Administrative Procedures Act.

Article 5: Database on children's conditions and wellbeing.

The National Agency for Children and Families may operate a digital database for the purpose of collecting and processing statistical information in the interest of tasks carried out by the Agency and the National Supervisory Authority for Welfare. The National Agency for Children and Families can requisition that all administrative authorities collect, analyse and provide information about the conditions and wellbeing of children in a specific format. The Minister can issue a regulation about a database on the conditions and wellbeing of children, including the duties of administrative authorities to supply data for the database.

Article 6: Annual report.

The National Agency for Children and Families shall issue a yearly report on its operations during the past calendar year.

Section III: Miscellaneous provisions.

Article 7: Entry into force.

This Act enters into force on October 1st 2021.

Annex II – Draft Policy for a Child-friendly Iceland

In the spring of 2018, the former Ministry of Welfare held a conference and workshops on early intervention in child-related matters. The findings of the workshop reflected the clear will of society to increase interdisciplinary cooperation within service systems for children and their families. Also, emphasis was placed on prioritising children's best interests at all times and that a comprehensive view would guide policy-making in this policy area whereby the viewpoints of all parties involved in matters concerning children and families, especially the children themselves, would be taken into account.

On 7 September 2018, the Ministers for Social Affairs and Equality, Health, Education, Science and Culture, Justice, Transport and Local Government and the Association of Local Authorities signed a Memorandum of Understanding on removing barriers between systems, improving services for children and creating a child-friendly society. The aforementioned parties also expressed their will to increase cooperation between policy areas under their auspices that concern the rights and welfare of children. Following this, a cross-party parliamentary committee on matters pertaining to children, composed of representatives from every political party in Althingi, was founded, as well as a Government Steering Committee on Matters concerning Children, made up of representatives of the ministries that signed the Memorandum of Understanding, as well as a representative of the Prime Minister's Office and an observer from the Association of Local Authorities.

Since the autumn of 2018, extensive work has been carried out within the Ministry of Social Affairs, the parliamentary committee and the Government Steering Committee on Matters concerning Children. This work, as well as other material, has been used for the drafting of bills to be presented by the Minister of Social Affairs and Children before the 151st legislative assembly. The idea is to create a legal environment that looks to provide early support, increase service integration, as well as increase cooperation in State and municipal policy-making, with regard to matters pertaining to children. The steering committee's work has also been directed at examining how the authorities can strengthen their consultation with children and young people pursuant to Article 12 of the UN Convention on the Rights of the Child, ensure an efficient child rights impact assessment pursuant to Article 3 of the Convention, as well as examining how to ensure the comprehensive implementation of the Convention on the Rights of the Child (CRC).

On 28 February 2019, the Government of Iceland adopted a proposal by the Minister of Social Affairs and Children to entrust the steering committee with formulating a policy on how to increase participation by children and young people in governmental policy-making. The proposal also entailed the development of a procedure for carrying out child rights impact assessments with regard to all major governmental decisions, as well as the development of bills. The policy was

to guarantee that the different needs of individuals and groups would be taken into consideration, as well as to encourage equal opportunities for the participation of children and young people without any discrimination. By adopting the proposal, the Government expressed clear willingness to give children and young people more opportunities to express their opinions, to increase their participation and allow for an organised, regular and genuine participation. The proposal is in accordance with Articles 3 and 12 of the CRC and calls for a comprehensive view of the obligations the Convention places on States. In January 2021, the Committee on the Rights of the Child plans its assessment of Icelandic authorities, and for that reason it is important to use this opportunity to comply with the main observations made by the Committee regarding the implementation of the Convention in Iceland. The policy-making took into consideration the Recommendation of the Committee on the Rights of the Child, and also the extensive projects that had already been launched by the authorities to enhance participation, welfare and rights of children in Iceland.

In the spring of 2019, the Minister of Social Affairs and Children and the Ombudsman for Children signed an agreement to increase cooperation in matters pertaining to children. On the basis of the agreement, the Office of the Ombudsman for Children undertook to form proposals on adapting procedures to focus more on children; it should be noted that this document includes the majority of those proposals. The Minister of Social Affairs and Children also signed a partnership agreement with the Icelandic Youth Council on formal cooperation between the authorities and young people in the work being carried out by the Ministry of Social Affairs and Children on matters concerning children and young people. The agreement formalises consultation between the Youth Council and the Ministry of Social Affairs and Children, including through the scrutiny of bills, and other matters. In addition, the Youth Council was entrusted with submitting proposals to the Minister on methods to increase the authorities' consultation with young people. It should also be noted that in recent years the Ministry of Education, Science and Culture has supported the development of a project to incorporate the CRC into school and leisure activities, named UNICEF Rights Respecting Schools; this project has been growing rapidly over the last few years. At the same time, the Ministry of Education, Science and Culture has collaborated with Samfés -Youth Work Iceland to ensure the organised involvement of young people in official decision-making. The Prime Minister's Office has also overseen the operations of the Youth Council for the UN Sustainable Development Goals, which has operated for the last two years and earned a good reputation. Additionally, the role of the Ombudsman for Children was recently expanded on the basis of a legislative amendment, which includes holding a biennial Children's Parliament. Last November, the Minister of Social Affairs and Children also signed a partnership agreement with UNICEF on the Child Friendly Cities Initiative. The aim of the partnership is to see to it that in the next decade, all municipalities in Iceland will have started the targeted implementation of the CRC, ensuring the organised involvement of children in the activities of municipalities.

The following policy is hereby presented, taking into account consultation with the Government Steering Committee on Matters concerning Children on the policy below, the call for a more comprehensive view in policy-making in policy areas concerning the welfare and rights of children, the Memorandum of Understanding between the Ministers for Social Affairs and Equality, Health, Education, Science and Culture, Justice, Transport and Local Government and the Association of Local Authorities on working together to create a more child-friendly society, the recommendations of the UN Committee on the Rights of the Child to the Icelandic authorities, proposals from the Ombudsman for Children regarding children's participation, the partnership with the Icelandic Youth Council on forming processes for the participation of children and young people, and the cooperation of the Ministry of Social Affairs and UNICEF. The proposals introduced in the policy concern all parties involved in policy-making, service providers and other parties making decisions regarding children, either within ministries, public entities or municipalities.

The objective of the proposals is to introduce procedures and processes that ensure equality and organised participation of children and young people within the administration, increased cooperation between public parties guided by the welfare of children, to ensure efficient procedures for carrying out a child rights and welfare impact assessment, as well as the comprehensive implementation of the rights of children. Once this policy has been finalised, further elaboration of the proposals therein is foreseen in an action plan providing a clear framework for the implementation of actions, with timed, cost-evaluated and clearly defined objectives. The intention is to publish the action plan near the end of 2020.

Overview of the proposals

1. Coordination of participation, impact assessment and the implementation of the rights of children

Objectives: To coordinate the implementation of the policy included herein by assigning that role to a specific party or entity.

2. Legislative amendments and international obligations concerning children

Objectives: To ensure reinforced coordination between articles of the CRC and Icelandic legislation, as well as fulfil further international obligations concerning the rights of children.

3. Child Rights Impact Assessment, CRIA

Objectives: To introduce child rights impact assessments methodically and make such assessments part of the mandatory process undertaken in the preparation of bills and policy-making decisions.

4. Ratification of the third optional protocol to the CRC

Objectives: That children may bring their cases before the UN Committee on the Rights of the Child.

5. Children's rights – support, counselling and assistance

Objectives: That children and/or their parents will be able to seek support and counselling from an official entity that will assist them in seeking their rights within the system if they consider that their rights have been violated.

6. Education on the participation and rights of children

Objectives: To ensure that children, the public and civil servants/professionals have knowledge of the rights of children and the obligations of the authorities under the CRC.

7. Participation and child rights representatives within Government entities and municipalities.

Objectives: That participation and child rights representatives work within public entities and municipalities.

8. Welfare dashboard – statistics regarding the welfare and rights of children in Iceland

Objectives: To make available a comprehensive statistical overview over the welfare, health and rights of children in Iceland. To make the statistical data accessible through a dashboard and have such data systematically influence policy-making and the prioritisation of projects and funding.

9. Analysis of public expenditure in the context of the welfare and rights of children

Objectives: To develop and introduce a procedure that aims to analyse the state budget in the context of the rights and welfare of children, placing special emphasis on viewing the allocation of resources to services and projects aimed at vulnerable groups of children. For the authorities, the procedure would facilitate comparison of the allocation of resources to miscellaneous services for children between years, periods and regions/neighbourhoods.

10. A consultation forum for children and young people and the authorities in Iceland

Objectives: To create a forum that ensures focused consultation between the authorities and youth councils, advisory groups and youth organisations at national level. The role of the forum would be to manage communications between the Government Offices and children and young people, as well as to ensure equality in the communications between the authorities and different groups of children and young people.

11. Consultation portal of the Government Offices and children's access to information

Objectives: To use the consultation portal as a forum where children and young people can easily express their opinions and find information. To ensure that information regarding government projects are accessible to children and young people.

12. Child-friendly municipalities

Objectives: That all municipalities in Iceland will become child-friendly and systematically implement children's rights.

13. That schools and leisure centres introduce children's rights into their operations

Objectives: That all children of pre-school and primary school age receive, in the next 10 years, their formal and informal education within institutions that have made a systematic effort to introduce the CRC into their operations.

Further information on the proposals

1. Coordination of participation, impact assessment and the implementation of the rights of children

Objectives: To coordinate the implementation of the policy included herein by assigning that role to a specific party or entity.

When the CRC was incorporated into legislation, the policy was established that all decisions taken by public entities would be based on the rights provided for in the Convention. It is necessary to ensure that public entities receive appropriate support to implement the Convention, e.g. in the form of procedures and education. Efficient implementation of the CRC within the administration calls for a platform to coordinate and guide its implementation and the participation of children, across ministries and public entities and administrative levels.

The role of the coordinator, that could be, for example, a public entity, would be to follow up on the action plan concerning the implementation of the Convention, to organise educational programs and courses on children's rights within the Government Offices (see proposal 2), to assist public entities in making child rights impact assessments (see point 6), to cooperate with public entities to ensure active, significant and responsible participation of children and young people in the administration, to oversee communications within the forum for consultation between children and young people and the authorities (see point 10), and to encourage a targeted dialogue between children/young people and Althingi. The coordinator would also be in charge of making regular assessments of how children's participation is ensured in policy-making and decision-taking in matters concerning them, so that it is possible to monitor developments in this area and assess the need for further improvements. The coordinator would also have the role of establishing a procedure within the Government Offices to ensure that when ministries and entities conclude agreements regarding services or specific projects pertaining to children, the participation of children would be envisaged in the agreement.

The role of an independent entity is in keeping with the observations of the UN Committee on the Rights of the Child made to Iceland in 2011, where the Committee recommended that a permanent "system" be put in place with the role of coordinating the implementation of children's rights across all entities and at all administrative levels. Furthermore, the suggestion was made in the proposals of the Office of the Ombudsman for Children regarding wider participation by

children, that a coordinator be established within the Government Offices, with the role of working more closely with government entities in matters pertaining to children, in order to analyse procedures and projects of the entity in question and discover and utilise opportunities to expand the involvement and participation of children.

The party/entity concerned would also be entrusted with overseeing the child-friendly Iceland initiative and thus coordinate the work of the State and municipalities concerning the implementation of the CRC.

2. Legislative amendments and international obligations concerning children

Objectives: To ensure reinforced coordination between articles of the CRC and Icelandic legislation, as well as fulfil further international obligations concerning the rights of children.

In order to ensure an efficient implementation of the CRC, a comprehensive review of Icelandic legislation would be carried out in order to ensure consistency between the Convention and the legislation. A special focus would be placed on ensuring that the principles of the Convention is reflected in all legislation concerning children, but also on guaranteeing consultation with and participation of children in the initiatives of entities and ministries.

For this plan to succeed, it is clear that various laws and regulations must be amended. This includes legalisation of municipal youth councils through amendments to the Youth Act No. 70/2007 and clarification of their roles, responsibilities and mandate. Similarly, it is important to stipulate further in legislation the child rights impact assessments for the preparation of bills and the making of important decisions by public entities, cf. Article 3 of the CRC (point 6). Furthermore, it would be important to explore legal amendments in regard to the role of municipalities in the implementation of the CRC.

Alongside the review, ratification of the 1996 HCCH Convention on Jurisdiction, Applicable Law, Recognition, Enforcement and Cooperation in Respect of Parental Responsibility and Measures for the Protection of Children should be considered pursuant to recommendations made by the UN Committee on the Rights of the Child.

3. Child Rights Impact Assessment, CRIA

Objectives: To introduce child rights impact assessments methodically and make such assessments part of the mandatory process undertaken in the preparation of bills and policy-making decisions.

To ensure the implementation of an assessment with a view to children's best interests and rights in policy development and law-making. The assessment is part of the requirements placed on public entities by Article 3 of the CRC. That Article requires that public entities shall always give priority to whatever best serves the child when public or private entities, courts, the authorities or the legislator take measures concerning children. Thus, the child rights impact assessment ensures targeted testing of what best serves the interests of the child/children in the drafting of bills or public policy-making. Instructions on

the implementation of the assessment would be issued and members of staff of the Government Offices would receive training and support regarding the making of such assessment. Likewise, staff members of municipalities would be offered such training. This training would also be part of the regular education and continuing education of Government Offices' staff.

The UN Committee on the Rights of the Child has defined the criteria for the assessment, and states, inter alia, that children should always be consulted when such assessments are carried out. In this way, the participation of children in policy-making and decision-taking in matters concerning them is systematically guaranteed. The experience from Scotland could be used as a model for the legalisation, as Scotland has established the obligation to append a child rights impact assessment to bills.

The coordinator (proposal 1) could assist public entities and members of parliament in carrying out such assessments in the early stages of bill drafting, prepare instructions and educational material, and offer courses to render public servants and elected officials more capable of carrying out an assessment in collaboration with the Ombudsman for Children. Bills and public policy-making concern and affect children to a varying degree and this would have an impact on how detailed the child rights impact assessment would need to be in each case.

4. Ratification of the third optional protocol to the CRC

Objectives: That children may bring their cases before the UN Committee on the Rights of the Child.

The third optional protocol to the CRC discusses an independent procedure for children and their representatives to bring their complaints before the UN Committee on the Rights of the Child. Children in States Parties that have ratified the protocol may contact the Committee if they consider that their rights have been violated in their home country and they have already exhausted local judicial remedies. Before the protocol entered into force, the CRC was the only Convention within the UN human rights system that offered no complaints procedure for the beneficiaries of the Convention.

The Committee on the Rights of the Child has stressed how important it is that the States Parties ratify the third optional protocol as they would thereby secure access for children to the complaints procedure; it is important for the Icelandic government to strive to achieve this under the leadership of the Ministry of Justice.

The Icelandic government, under the leadership of the Ministry of Justice, should ratify the third optional protocol and ensure children's access to the complaints procedure of the Committee on the Rights of the Child. It is believed that the protocol would strengthen the rights of children, especially of vulnerable children. The protocol authorises the Committee on the Rights of the Child to interpret individual articles of the CRC in more detail and provide the States Parties with instructions as to how better to protect the rights of children. In international context, the protocol reinforces the supervisory function of the UN Committee on the Rights of the Child and provides general reinforcement to the rights of

children. The protocol also supports independent human rights institutions for children, e.g. children's ombudsmen in the countries that have ratified/legalised the protocol.

Access of all children to the complaints procedure of the Committee on the Rights of the Child would be secured if it was made easily understandable and accessible to children. Children would be informed of the complaints procedure and the relevant process. In this respect, children should be given solid support to be able to present their own comments. At the same time, work would be undertaken to inform attorneys to ensure that the profession is in possession of knowledge concerning the remedy.

5. Children's rights – support, counselling and assistance

Objectives: For children and/or their parents to be able to seek support and counselling from a public entity that will assist them in seeking their rights within the system if they consider that their rights have been violated.

The authorities should make sure that there is an entity that would have the role of receiving complaints regarding matters related to children, in keeping with the observations of the UN Committee on the Rights of the Child and the third proposal above. This entity would operate on behalf of children and young people and offer them support, counselling and assistance. In elaborating the proposal, it would be important to start a dialogue with the Althingi Ombudsman and other entities. This proposal is in conformity with the observations of the Committee on the Rights of the Child.

A thorough introduction to children of the services in question would have to be looked to and easy communication on their own terms with the entity concerned secured. In the absence of a satisfactory solution for individuals seeking assistance from the entity that provides mandatory services on behalf of the State or municipalities, the entity would assist its clients in contacting the Committee on the Rights of the Child on the grounds that the third optional protocol (proposal 3) had been ratified in Iceland.

6. Education on the participation and rights of children

Objectives: To ensure that children, the public and civil servants/professionals have knowledge of the rights of children and the obligations of the authorities under the CRC.

The CRC provides that the authorities ensure that children and adults are informed of the contents of the Convention. In particular, attention must be paid to entities and professions involved in matters concerning children, but it must also be guaranteed that other entities are familiar with their duties and able to analyse their decisions with regard to children's best interests; also, children must know their own rights.

To ensure targeted education, a three-year education plan will be organised with a view to increasing the knowledge of civil servants and the professions concerning the practical value of the CRC and the obligations entailed by the Convention. In a follow-up to this, the education would become a regular part of

the training and continuing education of civil servants. An education plan could be in the form of a collaborative initiative of the coordinator (point 1) and the Ombudsman for Children. The Kunskapslyftet project entrusted to the Swedish Ombudsman for Children by the Swedish government could be a model for this. The education plan would also have the aim to increase knowledge of the CRC among children and young people, in collaboration with schools, non-governmental organisations, etc. In preparing the education plan, a fund would be established which non-governmental organisations, academics, children and young people would be able to apply to for the development of educational material on the CRC. The projects granted support from the fund would automatically become part of the government's education plan.

The education plan would look especially to sharing material that has already been produced, e.g. www.barnsattmali.is, currently being updated with support from the government, as well as developing and issuing new manuals, educational material and courses for different professions that handle matters pertaining to children in one way or another, e.g. the police, health-care workers, court officials, attorneys, social workers, school and leisure workers, elected representatives and staff members of the Government Offices.

7. Participation and child rights representatives within Government entities and municipalities

Objectives: That participation and child rights representatives work within public entities and municipalities.

Ministries, public entities and municipalities would appoint participation/child rights representatives, in collaboration with the Office of the Ombudsman for Children and the coordinator (proposal 1). Participation/child rights representatives would attend an annual course held by the Ombudsman for Children, in which the CRC would be discussed, as well as the rights and interests of children, the use of a dashboard (point 8), the making of a child rights impact assessment and the importance of consulting children. This is to be done with a view to the Swedish model, where experiments have been made using the so-called barnrättspiloter, with the role of monitoring children's rights in their workplaces, educate and inform their colleagues and support the managers of the entity concerned in matters where the provisions of the CRC may come into play. Participation/child rights representatives are expected to be in solid and regular communication with the Ombudsman for Children and the coordinator, which should support them in their work. It is, however, important to ensure that knowledge of the CRC and of matters pertaining to children within public entities is not exclusive to the participation/child rights representatives. It is the responsibility of all public servants to ensure that children's rights are enforced.

8. Welfare dashboard – statistics regarding the welfare and rights of children in Iceland

Objectives: To make available a comprehensive statistical overview over the welfare, health and rights of children in Iceland. To make the statistical data

accessible through a dashboard and have such data systematically influence policy-making and the prioritisation of projects and funding.

Each municipality should have a welfare dashboard, based on the dashboard that has been under development in the town of Kópavogur over the past few years. In small municipalities, this would be for only a small, well-defined region. The dashboard should systematically collect anonymous statistical data on children. The dashboard would be administrated by the coordinator (proposal 1), Statistics Iceland, the Ombudsman for Children, etc. At the same time, a dashboard would be developed to gather information on the status of children at national level, using the same criteria as for the municipal dashboards.

The dashboard would gather the main welfare indicators of the status and rights of children and would be used as a reference in the prioritisation/financing of projects and government policy-making. The dashboard would thus be used as a roadmap within the public administration.

9. Analysis of public expenditure in the context of the welfare and rights of children

Objectives: To develop and introduce a procedure that aims to analyse the state budget in the context of the rights and welfare of children, placing special emphasis on viewing the allocation of resources to services and projects aimed at vulnerable groups of children. For the authorities, the procedure would facilitate comparison of the allocation of resources to miscellaneous services for children between years, periods and regions/neighbourhoods.

This kind of comparison is an important policy instrument in decision-making that concerns the rights of children, e.g. in health-care and child protection services. This also applies to the public transfer system, such as that for child benefits, compensation to care-takers of disabled and/or chronically ill children, and parental leave. The analysis would also take into consideration municipal subsidies for leisure activities, subsidies for rural areas, participation in sports and youth activities, and expenditure due to support for children of foreign origin.

The analysis would also take into consideration the implementation of policy areas that concern rights of children specifically, such as legal custody, visitation rights and adoption matters, allocation of funds to the Ombudsman for Children and contributions to non-governmental organisations that devote themselves to the rights of children, in Iceland and abroad, and contributions to projects that strengthen the position of children in the developing countries.

10. A consultation forum for children and young people and the authorities in Iceland

Objectives: To create a forum that ensures focused consultation between the authorities and youth councils, advisory groups and youth organisations at national level. The role of the forum would be to oversee communications between the Government Offices and children and young people, as well as to ensure equality in the communications between the authorities and different groups of children and young people.

Article 12 of the CRC states that “States Parties shall assure to the child who

is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child". It is important to ensure equal access for children to government consultation, especially children from marginalised groups or children living outside the capital area.

The majority of Icelandic municipalities have youth councils in conformity with the provisions of the Youth Act. There are also various other youth councils working on specific matters, or under the auspices of non- governmental organisations. By amending the laws on the Ombudsman for Children, which concerned, inter alia, the legalisation of the role of the advisory group for the office and the operations of the Children's Parliament, an important venue has been created for a dialogue between the authorities and children/young people. The Icelandic Youth Council and Samfés - Youth Work Iceland have made a targeted effort to expand the dialogue with the authorities as regards regular consultation with children and young people at national level. Up to now, the ministries and public entities have consulted, to a degree, with most of these youth councils. However, there has been a certain discrepancy in the way in which youth councils/ advisory groups have been consulted. Additionally, the participation of children from outside the capital area has been limited, with the exception of the biennial Children's Parliament held by the Ombudsman for Children.

It is proposed that a consultation forum be established where all youth councils/advisory groups and youth organisations can participate in active consultation with the authorities. All youth councils/advisory groups and youth organisations and children aged 8–18 would be able to register for participation through the consultation forum's website. On that website, the members would be able to find electronic education material on the rights of the child, social issues and questions related to children, participate in consultation forum voting, consult with public entities through the consultation portal of the Government Offices, and elect their representatives who would form the representative council for the consultation forum. The starting point would be to systematically reach marginalised and vulnerable groups of children and to enable them to participate in the forum's activities.

Public entities would be obliged to seek consultation through the consultation forum when drafting bills, making policies that concern children's issues, and in the making of child rights impact assessments (proposal 6). The consultation forum would receive a subsidy for its work from public entities. The subsidy would go towards the cost of operating the council and paying its staff. Two staff members would be hired to keep the operation running and to assist the children/ young people on the representative council. The staff members would, in consultation and cooperation with children and young people, hold workshops for the staff of public entities about the participation of children in policy-making, as well as organise consultation meetings between children and young people and public entities.

11. The consultation portal of the Government Offices and children's access to information

Objectives: To use the consultation portal as a forum where children and young people can easily express their opinions and find information. To ensure that information regarding government projects are accessible to children and young people.

The consultation portal of the Government Offices would be made child-friendly and accessible to children and young people. Bills and other official documents that pertain to children and young people would be submitted there with simplified wording. There will be a concerted effort to work with the children and young people's consultation forum (proposal 10) on promoting the consultation portal among children and young people.

Entities that handle matters pertaining to children would examine children's access in general, including websites, promotional material, counselling, services or participation by children in working groups, formal consultations, policy-making and decision-taking.

12. Child-friendly municipalities

Objectives: To render all municipalities in Iceland child-friendly and have them systematically introduce children's rights.

An effort will be made to get all municipalities in Iceland to embark on an efficient implementation of the CRC as part of the Child Friendly Cities Initiative. All municipalities would be offered focused counselling and education by the Icelandic government and UNICEF Iceland for the implementation of the project.

At the same time, the development and implementation of a standard for the project will be ongoing, in cooperation with Icelandic Standards or a comparable entity. Once the standard has been developed, formal auditors, e.g. independent consultants, would carry out audits and give recognition to municipalities that introduce the standard, for a period of three years. The aim would be for all municipalities in Iceland to start systematically implementing the CRC over the next 10 years.

13. Schools and leisure centres to introduce children's rights into their operations

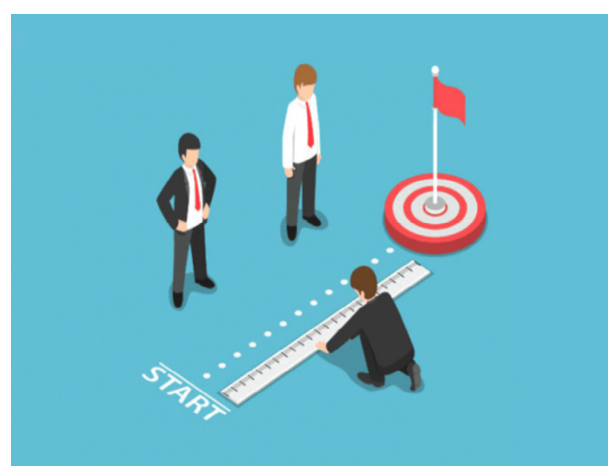
Objectives: That all children of pre-school and primary school age receive, in the next 10 years, their formal and informal education within institutions that have made a systematic effort to introduce the CRC into their operations.

All entities in the field of school and leisure activities should systematically implement the CRC. Schools, leisure clubs and sports and youth clubs should systematically incorporate the CRC into all of their activities. This work should take into consideration rights-based projects for pre-schools, primary schools and secondary schools and leisure activities that have already been successfully introduced into pre-schools and primary schools.

Annex III – Dashboard on Children's Prosperity

The Dashboard, also known as the Child Friendly City Index, began as a project within the municipality of Kópavogur in Iceland. Kópavogur is adjacent to Reykjavík, the capital, and has just under 38,000 inhabitants. It is Iceland's second largest municipality in terms of population. The project began as a journey towards monitoring children's quality of life in Kópavogur and came to life out of the need for a tool to measure more than basic needs and child mortality, the factors monitored by most global indexes.

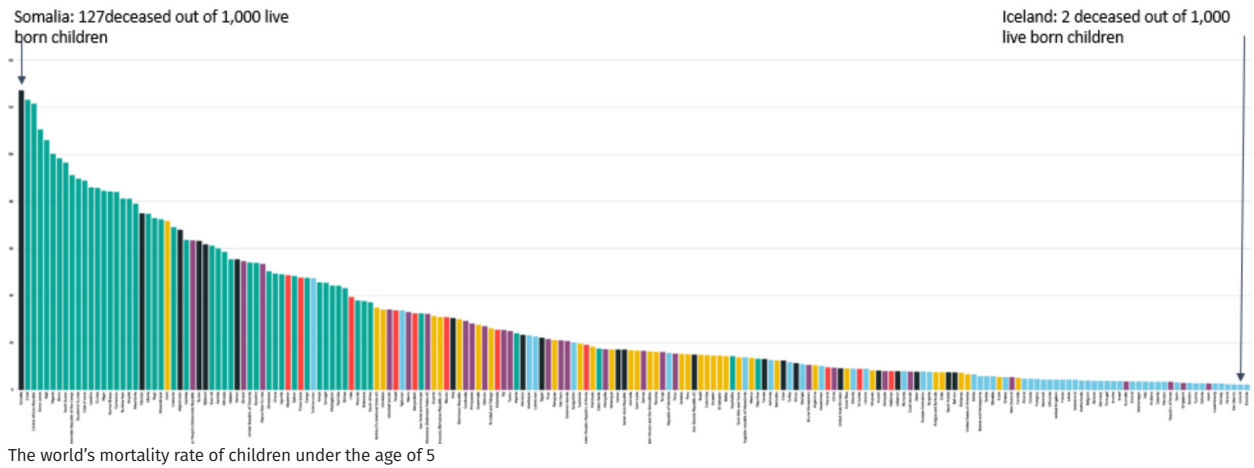
Until now, there haven't been indexes or other types of measurements of prosperity, wellbeing or welfare for wealthier societies. Types of measurements that measure beyond the basic needs; Food, water, security, etc.



	dimension	sub-index	indicator
UKID INDEX	Good Start to Life	Healthy Start	Number of abortions per 100,000 population Number of nursing and midwifery per 100,000 population Under-5 mortality rate per 1,000 live births Children aged under-5 that are overweight (%)
		Water & Sanitation	Population with access to an improved water source (%) Population served by wastewater collection (%) Wastewater receiving no treatment (%) Population with access to improved sanitation (%)
	Protection from Harm	Safety & Emergency Preparedness	Number of homicides per 100,000 population Number of hospital beds per 100,000 population Number of firefighters per 100,000 population Disaster preparedness rating
	Education & Knowledge	Education	Students completing primary education (%) Students completing secondary education (%) Male population enrolled in school (%) Female population enrolled in school (%)
	Standard of Living	Social Equity	Population living in poverty (%) Population living in slums (%) GINI coefficient (Income distribution) Children aged under-5 that are registered (%) Children aged 5-17 involved in child labour (%)
		Connectivity	Total residential electrical use per capita (kWh/y) Number of internet connections per 100,000 population Number of cell phone connections per 100,000 population Annual number of public transit trips per capita
		Quality of Life	PM-10 concentration Green area per 100,000 population (ha) Life expectancy at birth

UNICEF and the Global City Indicators Facility 2013

The picture below shows global mortality rates of children under the age of 5. Somalia being home to the highest child mortality rate with 127 children deceased before the age of five out of 1,000 live born children. In Iceland 2 children out of 1,000 live born children pass away before the age of five, the lowest number on this scale, along with other countries such as Slovenia³.



Being a high-income first world country, Iceland scores very high on most indexes available, as they monitor mostly the aforementioned items. Thankfully, child mortality in Iceland is very low and most, if not all, children have their basic needs met. The Dashboard is built on five dimensions, based on the core principles of the CRC:

- Equity – No discrimination (Art. 2)
- Devotion to the best interests of the child (Art. 3)
- The right to life, survival and development (Art. 6)
- Respect for the views of the child (Art. 12)

The five dimensions are listed in the table below, along with each dimension's components:

Education	Equity	Health & Wellbeing	Security & Protection	Social Participation
Formal Education	Financial Constraints	General Wellbeing	Bullying & Accidents	After School Activities
School Participation		Mental health	Family Time	General Participation
Wellbeing in school	Social Equity	Physical Health	Risk Behavior	Social Life
Workplace conditions		Prevention	Violence & Negligence	Social Network & Computer Games

³ https://who.int/gho/child_health/mortality/under_five_who_region_situation/en/

A total of 87 indicators are part of the Dashboard, of which 7 are disaggregated by gender. Within each component (see table above) there are up to 9 indicators. To view a simplified data visualization of children's prosperity, a composite index by component, dimension and for the whole dashboard is calculated. These composite indexes present large amounts of data easily in a standardized way. To gain a reliable picture of children's prosperity it is therefore important to further analyze the whole set of indicators within each dimension. The dashboard serves a good entry point, gives a broad comprehensive picture and indicates on where to look further.

Data regarding health and wellbeing has been collected systematically in Iceland every year or at least every other year going back to 1992. The data is mostly collected by sending questionnaires into schools where certain age groups answer similar questionnaires each year, that then can be compared to form a comprehensive view of their status. The information has been used successfully in promotions to reduce risk behavior among youths in Iceland, e.g. smoking and binge-drinking. However, with the Dashboard, these data and other data is now available to form a composite index. During the development of the Dashboard, existing data was used as a base to create the indicators used for the calculations.

Because of the methodology of creating the data used for the Dashboard, data on younger children (under age 10 or so) has not been as comprehensive. Questionnaires have not been sent to pre-schools or the youngest children in primary schools in the same quantities as for older children. Within different dimensions, these different data providers provided Kópavogur with information to create the base for the Dashboard.

The Icelandic Centre for Social Research and Analysis.

This centre conducts surveys among 10-20-year-old children and youth at school.

Skólavogin (e. The School Scale).

A web-based analysis tool for municipalities that conducts surveys of smaller samples that the Icelandic Centre for Social Research and Analysis.

Statistics Iceland.

The national statistical institute of Iceland. It collects, processes and disseminates data on the economy and society, families and welfare.

Health Behaviour in School-aged Children.

This party conducts cross-national surveys gaining insight into young people's wellbeing, health and their social context. This research is done in collaboration with the WHO Regional Office for Europe every four years.

The Directorate of Health.

A government agency that collects and processed data on health and health care services.

In house data in Kópavogur.

Kópavogur as a municipality has a data warehouse from various departments that were used to form the Dashboard.

Examples of indicators within each dimension:

Education

- Percentage of children who concentrate on the curriculum in class.
- Percentage of boys that drop out of secondary school.
- Percentage of girls that drop out of secondary school.
- Percentage of children who get opportunities to explain ideas in class.
- Percentage of children who feel there is noise and disturbance often or always in class.

Equity

- Percentage of children who cannot participate in their preferred leisure activity due to parents being unable to afford it.
- Percentage of children living in homes that have been unemployed in the past 12 months.
- Percentage of children on waiting list for special education or special support in kindergarten.
- Percentage of children Inhouse data 6 to 18 yr The percentage of children receiving social personal support shall be calculated as the total number of people who receive social personal support (numerator) divided by the total number of children that have applied for a 100 12 receiving social personal support.

Health and wellbeing

- Percentage of children who sleep 7 hours or less a night.
- Percentage of children that are often worried.
- Percentage of boys with depression characteristics.
- Percentage of girls with depression characteristics.
- Percentage of children who consume vegetables twice or more a day.
- Percentage of children that are vaccinated.

Security and protection

- Percentage of children that felt they were left out sometimes or often in the last 30 days.
- Percentage of children who find it easy to talk about personal issues with their parents. o Percentage of children that smoke daily.
- Percentage of children who have used cannabis (hashish or marijuana) once or more over their lifetime.
- Percentage of children that use vape pens daily.
- Percentage of children attended to on the grounds of the Child Protection Act.

Social participation

- Percentage of girls who participate in organized sports and leisure activities.
- Percentage of boys who participate in organized sports and leisure activities.
- Percentage of children who find it easy to make friends at school.
- Percentage of children who have got a cruel or hurtful message (on social media).

As previously described, this project of the municipality of Kópavogur was very well organized and had started to take its final base shape. When the Minister of Social Affairs and Children took office in the end of the year 2017 and heard of this project it was decided that the Ministry of Social Affairs would partner with the municipality of Kópavogur in order to further the scope of the Dashboard. UNICEF Iceland also joined the partnership.

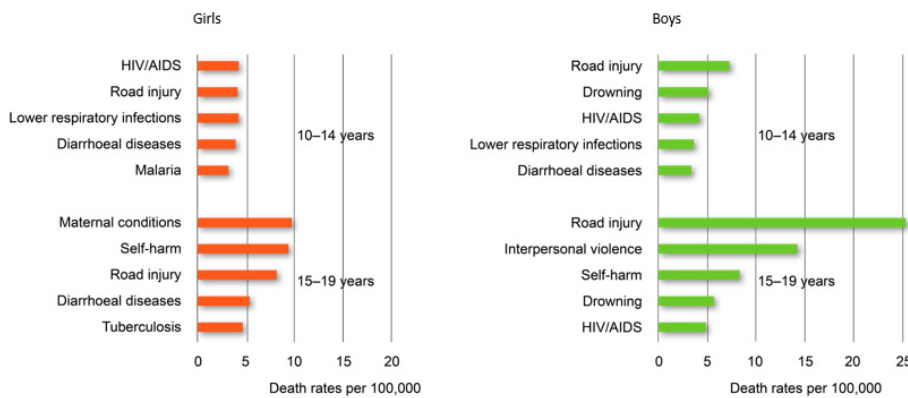
As previously stated, there were some difficulties in finding accurate data for younger children and other matters that were not being measured or data that the municipality could not access or even data that could not be used for the Dashboard because of other types of hindrances. When this partnership came about it became clear that the Dashboard could be the heart of the Minister's vision for a Child Friendly Iceland. With the partnership of the Ministry of Social Affairs and UNICEF Iceland on Child Friendly Iceland it also became possible to open the Dashboard up to other municipalities that became parties to Child Friendly Iceland.

The Dashboard is now one of the tools municipalities receive access to through becoming a Child Friendly Municipality through the Ministry of Social Affairs and UNICEF Iceland. In the future the Dashboard could be in use in all municipalities throughout the country and every municipality, every region and the country as a whole could measure and compare a myriad of matters regarding children's prosperity. Using the Dashboard, each municipality could see in which fields there is need for action, e.g. if a municipality shows that it is not performing well in the dimension of education, it could dive deeper into the indicators within that dimension and see what exactly it would need to address to perform better. With that, the municipality could use an evidence-based approach and monitor how that approach is working to treat the low performance indicator. If the approach works well, the municipality will know and if it does not work well, the municipality will also know, and be able to use its finances on a different evidence-based approach that would be more cost effective and deliver better results. In this way, early assistance will be ensured more than it is today, and cost effectiveness will most definitely be ensured as much as possible.

Another benefit to the Dashboard that is being pursued through this partnership of the Ministry, UNICEF and Kópavogur is that with the Dashboard becoming a nationwide tool, and therefore a larger scale development, it will be possible to receive other data, more data, and toward the (immediate) future a homogeneous system is in development that will be used by municipalities, child services, social services, police, health care providers, etc. The system will be able to read information from all these parties and combine the data into one comprehensive

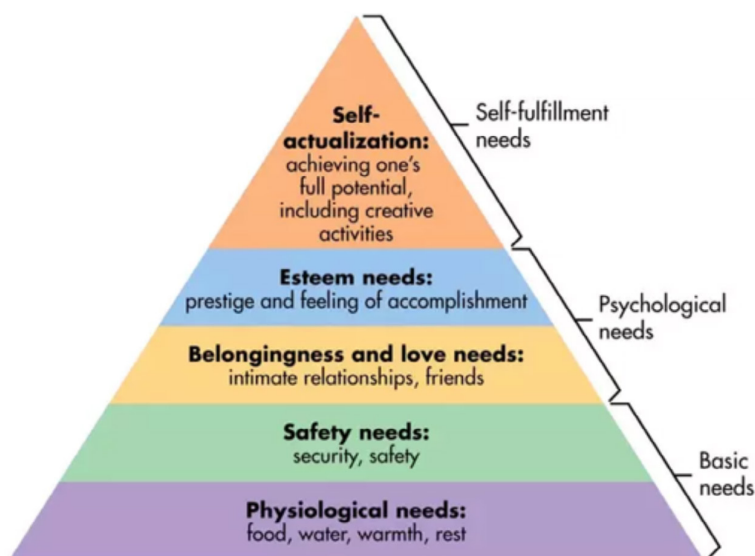
database and Dashboard. To learn more of this, please refer to Annex I, The Act about integrating services in the interest of children's prosperity. A new institution will oversee the database and due to its delicate content, the need for strict data protection will be upheld.

The Dashboard has already received accolades, e.g. it received the Child Friendly Cities Inspire Awards in Cologne, Germany, in October 2019. The award the Dashboard received was given in the category of Child-friendly governance. The Dashboard was found to be able to give local governments the opportunity to use evidence-based approach to fulfil the CRC.



Five main causes of death for youth in the world. The five main causes of death for youth in the world are thankfully not applicable in Iceland.

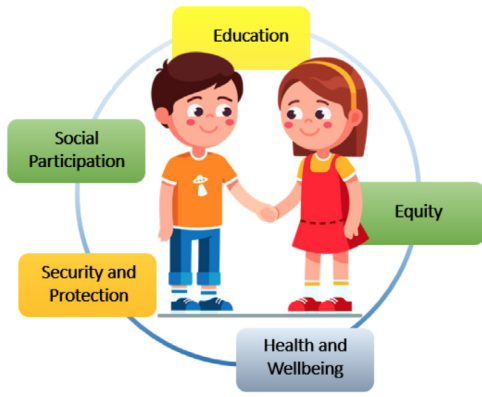
The picture below shows Maslow's Pyramid of needs and under basic needs fall items like food, water, safety, etc. In higher-income communities these basic needs are usually met and measurements of prosperity should reach the needs higher in the pyramid.



Registered deaths of children 10-19 years old in the city of Kópavogur (38,000 inhabitants) in Iceland, year 2018

Kópavogur 2018	
10 years old	0
11 years old	0
12 years old	0
13 years old	0
14 years old	0
15 years old	0
16 years old	0
17 years old	0
18 years old	0
19 years old	0

Source: Statistics Iceland

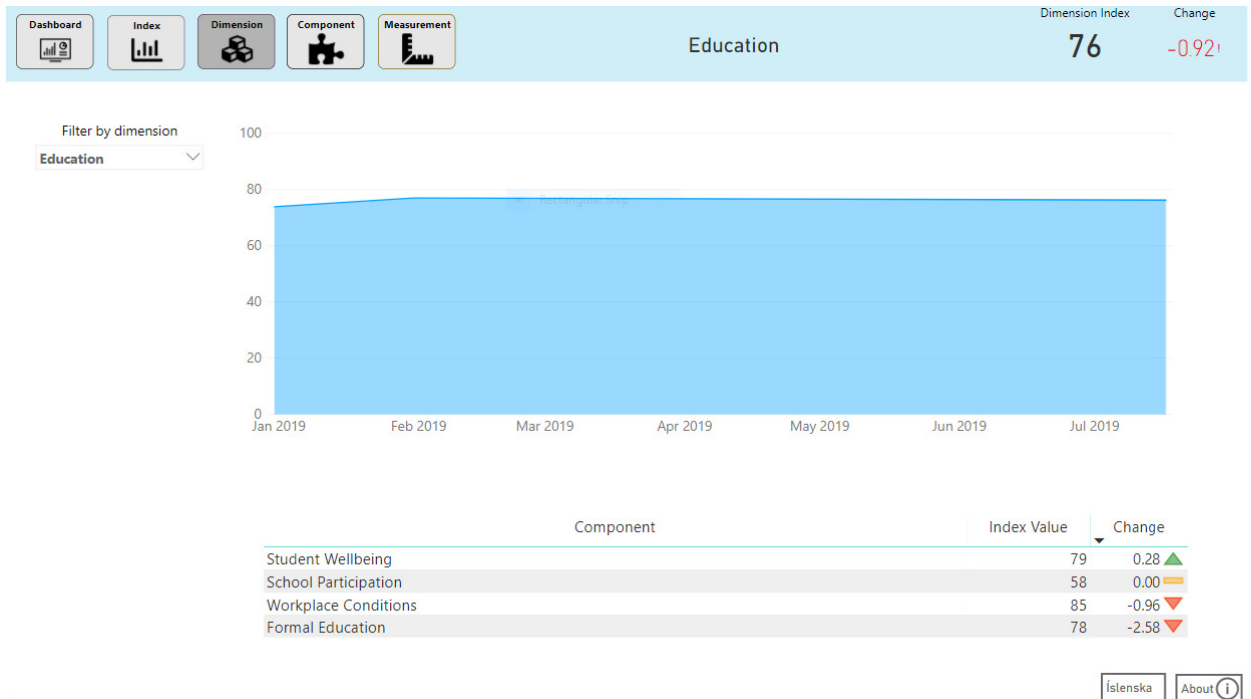
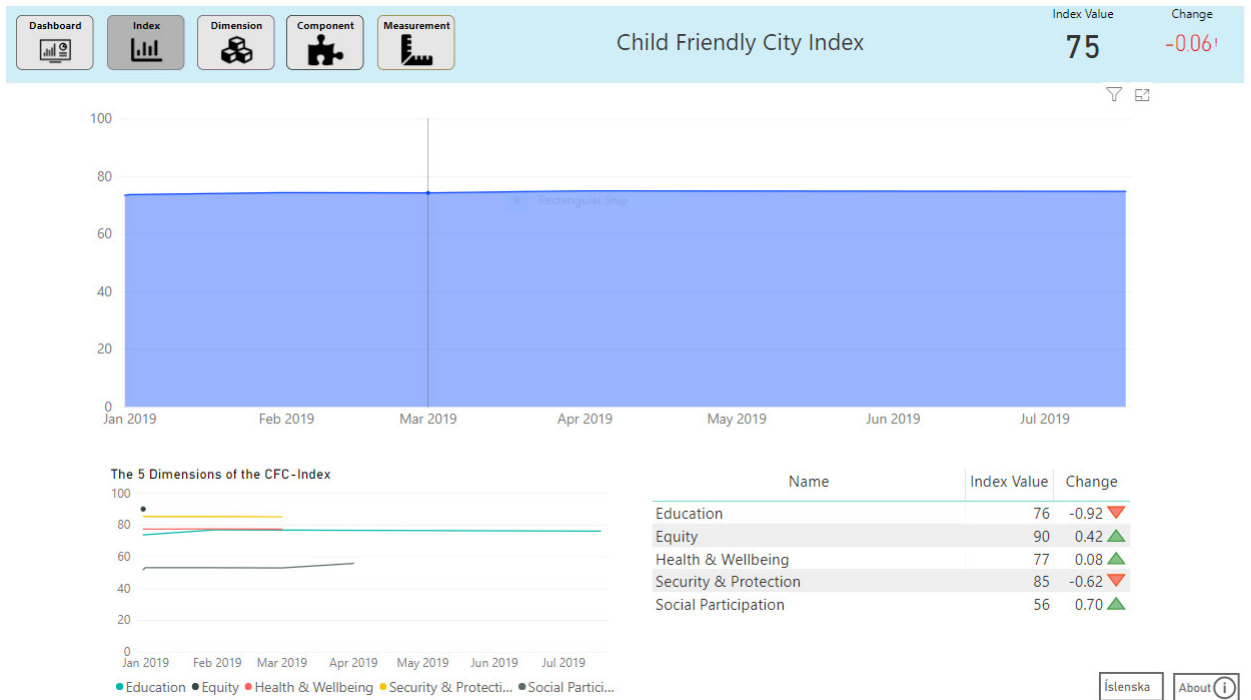


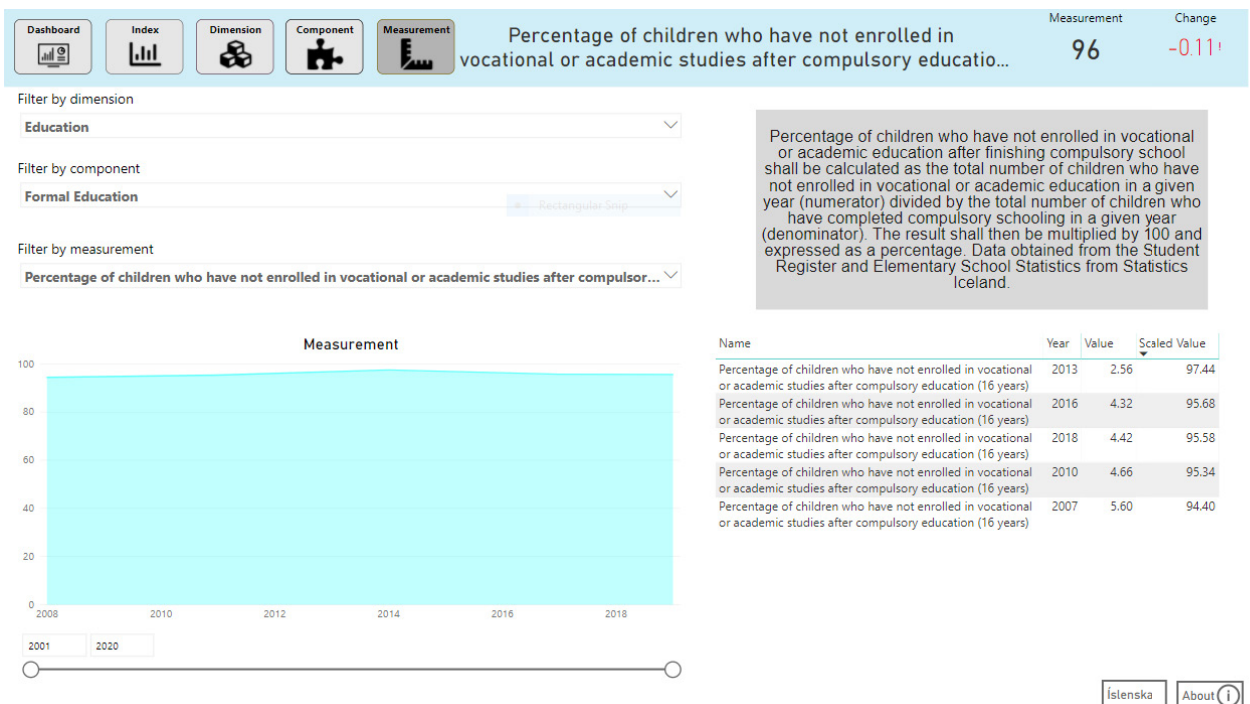
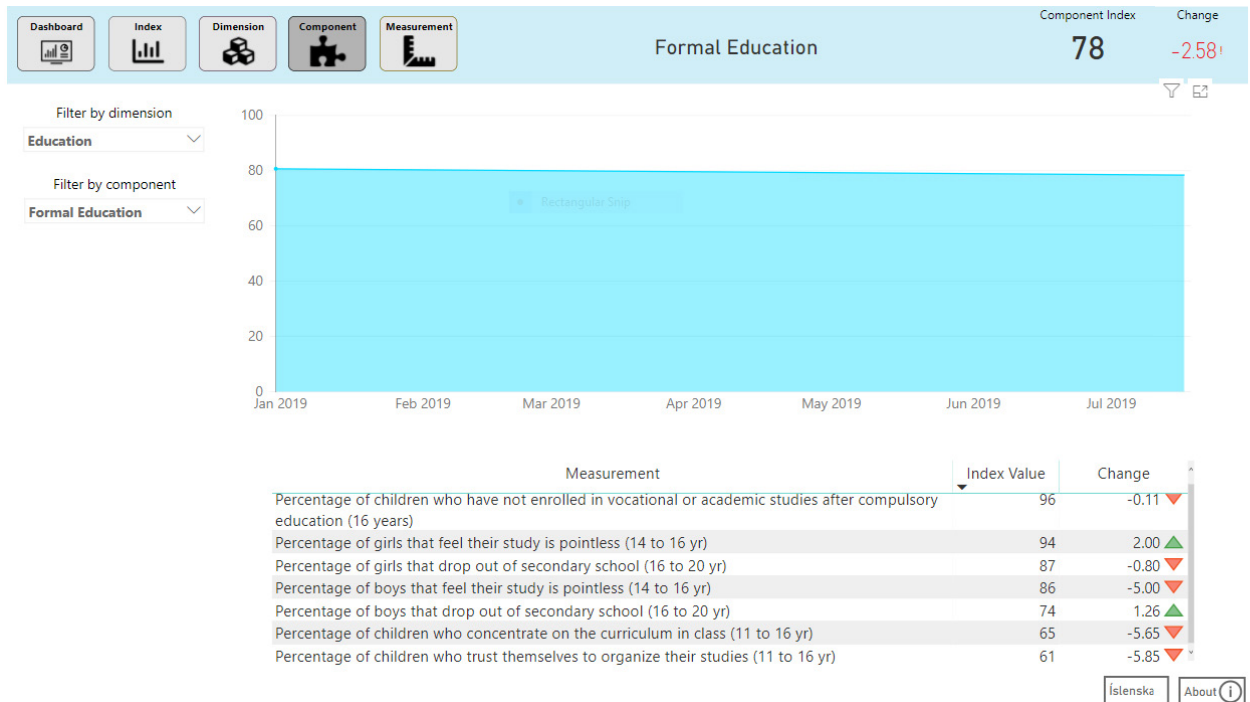
Creating an index on children's prosperity

Main pillars of the UN Convention on the Rights of the Child

- Equity: No discrimination (2. gr)
- Best interests of the child (3. gr)
- Inherent right to life, ensuring survival and development (6. gr)
- The right to be heard (12 gr)

Index	Dimension	Component	Measurement	Child Friendly City Index	Index 75	Íslenska	About																																																																																																																																				
Education Index 76				Equity Index 90				Health & Wellbeing Index 77				Security & Protection Index 85				Social Participation Index 56																																																																																																																											
Formal Education 78				Financial Constraints 96				General Wellbeing 76				Bullying & Accidents 70				After School Activities 67																																																																																																																											
<table border="1"> <thead> <tr> <th>Name</th> <th>Value</th> <th>Scaled</th> <th>Δ</th> </tr> </thead> <tbody> <tr> <td>Percentage of children who have not enrolled in vocational or academic studies after compulsory education (16 years)</td> <td>4.4</td> <td>96</td> <td>▼</td> </tr> <tr> <td>Percentage of girls that feel their study is pointless (14 to 16 yr)</td> <td>6.0</td> <td>94</td> <td>▲</td> </tr> <tr> <td>Percentage of boys that drop out of secondary school (16 to 20 yr)</td> <td>18.2</td> <td>87</td> <td>▼</td> </tr> <tr> <td>Percentage of boys that feel their study is pointless (14 to 16 yr)</td> <td>14.0</td> <td>86</td> <td>▼</td> </tr> <tr> <td>Percentage of boys that drop out of secondary school (16 to 20 yr)</td> <td>25.5</td> <td>74</td> <td>▼</td> </tr> </tbody> </table>				Name	Value	Scaled	Δ	Percentage of children who have not enrolled in vocational or academic studies after compulsory education (16 years)	4.4	96	▼	Percentage of girls that feel their study is pointless (14 to 16 yr)	6.0	94	▲	Percentage of boys that drop out of secondary school (16 to 20 yr)	18.2	87	▼	Percentage of boys that feel their study is pointless (14 to 16 yr)	14.0	86	▼	Percentage of boys that drop out of secondary school (16 to 20 yr)	25.5	74	▼	<table border="1"> <thead> <tr> <th>Name</th> <th>Value</th> <th>Scaled</th> <th>Δ</th> </tr> </thead> <tbody> <tr> <td>Percentage of children that live in households that receive municipal financial assistance (0 to 18 yr)</td> <td>0.5</td> <td>100</td> <td>▲</td> </tr> <tr> <td>Equivalent disposable income of children (0 to 18 yr)</td> <td>99.4</td> <td>99</td> <td>▲</td> </tr> <tr> <td>Percentage of people's equalized disposable income of working age (25-67 years)</td> <td>1.2</td> <td>99</td> <td>▲</td> </tr> <tr> <td>Percentage of children living in homes that have been unemployed in the past 12 months (0 to 18 yr)</td> <td>4.7</td> <td>95</td> <td>▲</td> </tr> <tr> <td>Percentage of children who cannot participate in their preferred leisure activity due to parents being unable to afford it (14 to 16 yr)</td> <td>4.7</td> <td>95</td> <td>▲</td> </tr> <tr> <td>Percentage low income. Percentage of children below the upper income threshold (70% of the median equivalence disposable income) three out of five years (0 to 18 yr)</td> <td>12.4</td> <td>88</td> <td>▼</td> </tr> </tbody> </table>				Name	Value	Scaled	Δ	Percentage of children that live in households that receive municipal financial assistance (0 to 18 yr)	0.5	100	▲	Equivalent disposable income of children (0 to 18 yr)	99.4	99	▲	Percentage of people's equalized disposable income of working age (25-67 years)	1.2	99	▲	Percentage of children living in homes that have been unemployed in the past 12 months (0 to 18 yr)	4.7	95	▲	Percentage of children who cannot participate in their preferred leisure activity due to parents being unable to afford it (14 to 16 yr)	4.7	95	▲	Percentage low income. Percentage of children below the upper income threshold (70% of the median equivalence disposable income) three out of five years (0 to 18 yr)	12.4	88	▼	<table border="1"> <thead> <tr> <th>Name</th> <th>Value</th> <th>Scaled</th> <th>Δ</th> </tr> </thead> <tbody> <tr> <td>Percentage of parents of children in kindergarten who think they are happy participating in group work (1 to 6 yr)</td> <td>98.0</td> <td>98</td> <td>▲</td> </tr> <tr> <td>Percentage of parents of children in kindergarten who think their children eat healthy food in the kindergarten (1 to 6 yr)</td> <td>95.0</td> <td>95</td> <td>▲</td> </tr> <tr> <td>Percentage of children that are often worried (11 to 16 yr)</td> <td>21.0</td> <td>79</td> <td>▼</td> </tr> <tr> <td>Percentage of children that are often stressed (11 to 16 yr)</td> <td>25.0</td> <td>75</td> <td>▼</td> </tr> <tr> <td>Percentage of children who are optimistic about the future (11 to 16 yr)</td> <td>55.0</td> <td>55</td> <td>▼</td> </tr> </tbody> </table>				Name	Value	Scaled	Δ	Percentage of parents of children in kindergarten who think they are happy participating in group work (1 to 6 yr)	98.0	98	▲	Percentage of parents of children in kindergarten who think their children eat healthy food in the kindergarten (1 to 6 yr)	95.0	95	▲	Percentage of children that are often worried (11 to 16 yr)	21.0	79	▼	Percentage of children that are often stressed (11 to 16 yr)	25.0	75	▼	Percentage of children who are optimistic about the future (11 to 16 yr)	55.0	55	▼	<table border="1"> <thead> <tr> <th>Name</th> <th>Value</th> <th>Scaled</th> <th>Δ</th> </tr> </thead> <tbody> <tr> <td>Percentage of children that felt they were being talked about behind their back sometimes or often in the last 30 days (11 to 16 yr)</td> <td>31.0</td> <td>69</td> <td>▼</td> </tr> <tr> <td>Percentage of children that felt they were left out sometimes or often in the last 30 days (11 to 16 yr)</td> <td>11.0</td> <td>89</td> <td>▼</td> </tr> <tr> <td>Percentage of children that had something hurtful said to them sometimes or often in the last 30 days (11 to 16 yr)</td> <td>22.2</td> <td>78</td> <td>▼</td> </tr> <tr> <td>Percentage of children that have been bullied at school in the last two months (12 yr)</td> <td>21.4</td> <td>79</td> <td>▼</td> </tr> <tr> <td>Percentage of children who had accidents in the last two months (12 yr)</td> <td>7.3</td> <td>7</td> <td>▼</td> </tr> </tbody> </table>				Name	Value	Scaled	Δ	Percentage of children that felt they were being talked about behind their back sometimes or often in the last 30 days (11 to 16 yr)	31.0	69	▼	Percentage of children that felt they were left out sometimes or often in the last 30 days (11 to 16 yr)	11.0	89	▼	Percentage of children that had something hurtful said to them sometimes or often in the last 30 days (11 to 16 yr)	22.2	78	▼	Percentage of children that have been bullied at school in the last two months (12 yr)	21.4	79	▼	Percentage of children who had accidents in the last two months (12 yr)	7.3	7	▼	<table border="1"> <thead> <tr> <th>Name</th> <th>Value</th> <th>Scaled</th> <th>Δ</th> </tr> </thead> <tbody> <tr> <td>Percentage of children who utilize the leisure support from the municipality (16 to 19 yr)</td> <td>84.0</td> <td>84</td> <td>▲</td> </tr> <tr> <td>Percentage of boys who participate in organized sports and leisure activities (14 to 16 yr)</td> <td>70.0</td> <td>70</td> <td>▲</td> </tr> <tr> <td>Percentage of girls who participate in organized sports and leisure activities (14 to 16 yr)</td> <td>64.0</td> <td>64</td> <td>▼</td> </tr> <tr> <td>Percentage of children who have a part time job with school (16 yr)</td> <td>50.0</td> <td>50</td> <td>▲</td> </tr> </tbody> </table>				Name	Value	Scaled	Δ	Percentage of children who utilize the leisure support from the municipality (16 to 19 yr)	84.0	84	▲	Percentage of boys who participate in organized sports and leisure activities (14 to 16 yr)	70.0	70	▲	Percentage of girls who participate in organized sports and leisure activities (14 to 16 yr)	64.0	64	▼	Percentage of children who have a part time job with school (16 yr)	50.0	50	▲
Name	Value	Scaled	Δ																																																																																																																																								
Percentage of children who have not enrolled in vocational or academic studies after compulsory education (16 years)	4.4	96	▼																																																																																																																																								
Percentage of girls that feel their study is pointless (14 to 16 yr)	6.0	94	▲																																																																																																																																								
Percentage of boys that drop out of secondary school (16 to 20 yr)	18.2	87	▼																																																																																																																																								
Percentage of boys that feel their study is pointless (14 to 16 yr)	14.0	86	▼																																																																																																																																								
Percentage of boys that drop out of secondary school (16 to 20 yr)	25.5	74	▼																																																																																																																																								
Name	Value	Scaled	Δ																																																																																																																																								
Percentage of children that live in households that receive municipal financial assistance (0 to 18 yr)	0.5	100	▲																																																																																																																																								
Equivalent disposable income of children (0 to 18 yr)	99.4	99	▲																																																																																																																																								
Percentage of people's equalized disposable income of working age (25-67 years)	1.2	99	▲																																																																																																																																								
Percentage of children living in homes that have been unemployed in the past 12 months (0 to 18 yr)	4.7	95	▲																																																																																																																																								
Percentage of children who cannot participate in their preferred leisure activity due to parents being unable to afford it (14 to 16 yr)	4.7	95	▲																																																																																																																																								
Percentage low income. Percentage of children below the upper income threshold (70% of the median equivalence disposable income) three out of five years (0 to 18 yr)	12.4	88	▼																																																																																																																																								
Name	Value	Scaled	Δ																																																																																																																																								
Percentage of parents of children in kindergarten who think they are happy participating in group work (1 to 6 yr)	98.0	98	▲																																																																																																																																								
Percentage of parents of children in kindergarten who think their children eat healthy food in the kindergarten (1 to 6 yr)	95.0	95	▲																																																																																																																																								
Percentage of children that are often worried (11 to 16 yr)	21.0	79	▼																																																																																																																																								
Percentage of children that are often stressed (11 to 16 yr)	25.0	75	▼																																																																																																																																								
Percentage of children who are optimistic about the future (11 to 16 yr)	55.0	55	▼																																																																																																																																								
Name	Value	Scaled	Δ																																																																																																																																								
Percentage of children that felt they were being talked about behind their back sometimes or often in the last 30 days (11 to 16 yr)	31.0	69	▼																																																																																																																																								
Percentage of children that felt they were left out sometimes or often in the last 30 days (11 to 16 yr)	11.0	89	▼																																																																																																																																								
Percentage of children that had something hurtful said to them sometimes or often in the last 30 days (11 to 16 yr)	22.2	78	▼																																																																																																																																								
Percentage of children that have been bullied at school in the last two months (12 yr)	21.4	79	▼																																																																																																																																								
Percentage of children who had accidents in the last two months (12 yr)	7.3	7	▼																																																																																																																																								
Name	Value	Scaled	Δ																																																																																																																																								
Percentage of children who utilize the leisure support from the municipality (16 to 19 yr)	84.0	84	▲																																																																																																																																								
Percentage of boys who participate in organized sports and leisure activities (14 to 16 yr)	70.0	70	▲																																																																																																																																								
Percentage of girls who participate in organized sports and leisure activities (14 to 16 yr)	64.0	64	▼																																																																																																																																								
Percentage of children who have a part time job with school (16 yr)	50.0	50	▲																																																																																																																																								
School Participation 58				Mental Health 85				Family Time 86				General Participation 28																																																																																																																															
<table border="1"> <thead> <tr> <th>Name</th> <th>Value</th> <th>Scaled</th> <th>Δ</th> </tr> </thead> <tbody> <tr> <td>Percentage of children who get opportunities to explain ideas in class (11 to 16 yr)</td> <td>64.8</td> <td>65</td> <td>▲</td> </tr> <tr> <td>Percentage of children who feel they can influence classroom and other school activities (10 to 16 yr)</td> <td>57.2</td> <td>57</td> <td>▲</td> </tr> <tr> <td>Percentage of children who discuss the curriculum in classes (11 to 16 yr)</td> <td>53.1</td> <td>53</td> <td>▲</td> </tr> </tbody> </table>				Name	Value	Scaled	Δ	Percentage of children who get opportunities to explain ideas in class (11 to 16 yr)	64.8	65	▲	Percentage of children who feel they can influence classroom and other school activities (10 to 16 yr)	57.2	57	▲	Percentage of children who discuss the curriculum in classes (11 to 16 yr)	53.1	53	▲	<table border="1"> <thead> <tr> <th>Name</th> <th>Value</th> <th>Scaled</th> <th>Δ</th> </tr> </thead> <tbody> <tr> <td>Percentage of boys with anxiety characteristics (14 to 16 yr)</td> <td>3.4</td> <td>97</td> <td>▲</td> </tr> <tr> <td>Percentage of boys with depression characteristics (14 to 16 yr)</td> <td>4.0</td> <td>96</td> <td>▼</td> </tr> <tr> <td>Percentage of children who use medicine against sleep disorder (14 to 16 yr)</td> <td>8.1</td> <td>92</td> <td>▲</td> </tr> <tr> <td>Percentage of girls with anxiety characteristics (14 to 16 yr)</td> <td>9.3</td> <td>91</td> <td>▼</td> </tr> <tr> <td>Percentage of girls with depression characteristics (14 to 16 yr)</td> <td>11.0</td> <td>89</td> <td>▲</td> </tr> <tr> <td>Percentage of boys who have hurt themselves (14 to 16 yr)</td> <td>12.0</td> <td>88</td> <td>▼</td> </tr> </tbody> </table>				Name	Value	Scaled	Δ	Percentage of boys with anxiety characteristics (14 to 16 yr)	3.4	97	▲	Percentage of boys with depression characteristics (14 to 16 yr)	4.0	96	▼	Percentage of children who use medicine against sleep disorder (14 to 16 yr)	8.1	92	▲	Percentage of girls with anxiety characteristics (14 to 16 yr)	9.3	91	▼	Percentage of girls with depression characteristics (14 to 16 yr)	11.0	89	▲	Percentage of boys who have hurt themselves (14 to 16 yr)	12.0	88	▼	<table border="1"> <thead> <tr> <th>Name</th> <th>Value</th> <th>Scaled</th> <th>Δ</th> </tr> </thead> <tbody> <tr> <td>Percentage of children who find it easy to get warmth and care from their parents (9 to 13 yr)</td> <td>96.5</td> <td>97</td> <td>▲</td> </tr> <tr> <td>Percentage of children who find it easy to get advice on their studies from their parents (14 to 16 yr)</td> <td>90.6</td> <td>91</td> <td>▲</td> </tr> <tr> <td>Percentage of children who find it easy to talk about personal issues with their parents (14 to 16 yr)</td> <td>87.6</td> <td>88</td> <td>▲</td> </tr> <tr> <td>Percentage of girls who often or always spend time with their parents during weekends (14 to 16 yr)</td> <td>69.0</td> <td>69</td> <td>▲</td> </tr> </tbody> </table>				Name	Value	Scaled	Δ	Percentage of children who find it easy to get warmth and care from their parents (9 to 13 yr)	96.5	97	▲	Percentage of children who find it easy to get advice on their studies from their parents (14 to 16 yr)	90.6	91	▲	Percentage of children who find it easy to talk about personal issues with their parents (14 to 16 yr)	87.6	88	▲	Percentage of girls who often or always spend time with their parents during weekends (14 to 16 yr)	69.0	69	▲	<table border="1"> <thead> <tr> <th>Name</th> <th>Value</th> <th>Scaled</th> <th>Δ</th> </tr> </thead> <tbody> <tr> <td>Percentage of children that feel included in planning sport and leisure activities (10 to 16 yr)</td> <td>42.1</td> <td>42</td> <td>▲</td> </tr> <tr> <td>Percentage of children that have a good knowledge of the UN Convention on the Rights of the Child (8 to 13 yr)</td> <td>21.9</td> <td>22</td> <td>▲</td> </tr> <tr> <td>Percentage of children that feel included in the municipality decision making on children's affairs (10 to 16 yr)</td> <td>19.0</td> <td>19</td> <td>▲</td> </tr> </tbody> </table>				Name	Value	Scaled	Δ	Percentage of children that feel included in planning sport and leisure activities (10 to 16 yr)	42.1	42	▲	Percentage of children that have a good knowledge of the UN Convention on the Rights of the Child (8 to 13 yr)	21.9	22	▲	Percentage of children that feel included in the municipality decision making on children's affairs (10 to 16 yr)	19.0	19	▲																																												
Name	Value	Scaled	Δ																																																																																																																																								
Percentage of children who get opportunities to explain ideas in class (11 to 16 yr)	64.8	65	▲																																																																																																																																								
Percentage of children who feel they can influence classroom and other school activities (10 to 16 yr)	57.2	57	▲																																																																																																																																								
Percentage of children who discuss the curriculum in classes (11 to 16 yr)	53.1	53	▲																																																																																																																																								
Name	Value	Scaled	Δ																																																																																																																																								
Percentage of boys with anxiety characteristics (14 to 16 yr)	3.4	97	▲																																																																																																																																								
Percentage of boys with depression characteristics (14 to 16 yr)	4.0	96	▼																																																																																																																																								
Percentage of children who use medicine against sleep disorder (14 to 16 yr)	8.1	92	▲																																																																																																																																								
Percentage of girls with anxiety characteristics (14 to 16 yr)	9.3	91	▼																																																																																																																																								
Percentage of girls with depression characteristics (14 to 16 yr)	11.0	89	▲																																																																																																																																								
Percentage of boys who have hurt themselves (14 to 16 yr)	12.0	88	▼																																																																																																																																								
Name	Value	Scaled	Δ																																																																																																																																								
Percentage of children who find it easy to get warmth and care from their parents (9 to 13 yr)	96.5	97	▲																																																																																																																																								
Percentage of children who find it easy to get advice on their studies from their parents (14 to 16 yr)	90.6	91	▲																																																																																																																																								
Percentage of children who find it easy to talk about personal issues with their parents (14 to 16 yr)	87.6	88	▲																																																																																																																																								
Percentage of girls who often or always spend time with their parents during weekends (14 to 16 yr)	69.0	69	▲																																																																																																																																								
Name	Value	Scaled	Δ																																																																																																																																								
Percentage of children that feel included in planning sport and leisure activities (10 to 16 yr)	42.1	42	▲																																																																																																																																								
Percentage of children that have a good knowledge of the UN Convention on the Rights of the Child (8 to 13 yr)	21.9	22	▲																																																																																																																																								
Percentage of children that feel included in the municipality decision making on children's affairs (10 to 16 yr)	19.0	19	▲																																																																																																																																								
Wellbeing in School 79				Social Equity 83				Physical Health 61				Risk Behavior 91				Social Life 70																																																																																																																											
<table border="1"> <thead> <tr> <th>Name</th> <th>Value</th> <th>Scaled</th> <th>Δ</th> </tr> </thead> <tbody> <tr> <td>Percentage of children who feel they are worth the same as others (11 to 16 yr)</td> <td>91.5</td> <td>92</td> <td>▲</td> </tr> <tr> <td>Percentage of children who feel bad in school (14 to 16 yr)</td> <td>9.3</td> <td>91</td> <td>▲</td> </tr> <tr> <td>Percentage of children who feel bad in recess (14 to 16 yr)</td> <td>12.8</td> <td>87</td> <td>▲</td> </tr> <tr> <td>Percentage of children who feel highly burdened by schoolwork (16 yr)</td> <td>21.1</td> <td>79</td> <td>▲</td> </tr> <tr> <td>Percentage of children that feel they don't matter to others (16 to 19 yr)</td> <td>33.3</td> <td>67</td> <td>▼</td> </tr> </tbody> </table>				Name	Value	Scaled	Δ	Percentage of children who feel they are worth the same as others (11 to 16 yr)	91.5	92	▲	Percentage of children who feel bad in school (14 to 16 yr)	9.3	91	▲	Percentage of children who feel bad in recess (14 to 16 yr)	12.8	87	▲	Percentage of children who feel highly burdened by schoolwork (16 yr)	21.1	79	▲	Percentage of children that feel they don't matter to others (16 to 19 yr)	33.3	67	▼	<table border="1"> <thead> <tr> <th>Name</th> <th>Value</th> <th>Scaled</th> <th>Δ</th> </tr> </thead> <tbody> <tr> <td>Percentage of parents of children in kindergarten who consider children of different origins and cultures to be met in a fair way (1 to 6 yr)</td> <td>99.3</td> <td>99</td> <td>▲</td> </tr> <tr> <td>Percentage of children living in municipal social housing (0 to 18 yr)</td> <td>3.5</td> <td>97</td> <td>▲</td> </tr> <tr> <td>Percentage of children on waiting list for special education or special support in kindergarten (1 to 6 yr)</td> <td>21.1</td> <td>79</td> <td>▼</td> </tr> <tr> <td>Percentage of children receiving social personal support (6 to 18 yr)</td> <td>77.9</td> <td>78</td> <td>▲</td> </tr> <tr> <td>Percentage of parents of children in kindergarten who have requested specialist services for their children but have not received/are on waiting list (1 to 6 yr)</td> <td>96.8</td> <td>63</td> <td>▲</td> </tr> </tbody> </table>				Name	Value	Scaled	Δ	Percentage of parents of children in kindergarten who consider children of different origins and cultures to be met in a fair way (1 to 6 yr)	99.3	99	▲	Percentage of children living in municipal social housing (0 to 18 yr)	3.5	97	▲	Percentage of children on waiting list for special education or special support in kindergarten (1 to 6 yr)	21.1	79	▼	Percentage of children receiving social personal support (6 to 18 yr)	77.9	78	▲	Percentage of parents of children in kindergarten who have requested specialist services for their children but have not received/are on waiting list (1 to 6 yr)	96.8	63	▲	<table border="1"> <thead> <tr> <th>Name</th> <th>Value</th> <th>Scaled</th> <th>Δ</th> </tr> </thead> <tbody> <tr> <td>Percentage of children who eat breakfast three times or more on workdays (12 yr)</td> <td>84.7</td> <td>85</td> <td>▲</td> </tr> <tr> <td>Percentage of children who have had a headache, sometimes or often in the last seven days (8 to 13 yr)</td> <td>18.3</td> <td>62</td> <td>▲</td> </tr> <tr> <td>Percentage of children who participate in physical activity outside of school and sports (11 to 16 yr)</td> <td>69.0</td> <td>69</td> <td>▲</td> </tr> <tr> <td>Percentage of children who consume two fruit or more a day (11 to 16 yr)</td> <td>41.8</td> <td>42</td> <td>▲</td> </tr> </tbody> </table>				Name	Value	Scaled	Δ	Percentage of children who eat breakfast three times or more on workdays (12 yr)	84.7	85	▲	Percentage of children who have had a headache, sometimes or often in the last seven days (8 to 13 yr)	18.3	62	▲	Percentage of children who participate in physical activity outside of school and sports (11 to 16 yr)	69.0	69	▲	Percentage of children who consume two fruit or more a day (11 to 16 yr)	41.8	42	▲	<table border="1"> <thead> <tr> <th>Name</th> <th>Value</th> <th>Scaled</th> <th>Δ</th> </tr> </thead> <tbody> <tr> <td>Percentage of children that smoke daily (16 yr)</td> <td>1.0</td> <td>99</td> <td>▲</td> </tr> <tr> <td>Percentage of children that have used oral tobacco 20 times or more over their lifetime (16 yr)</td> <td>2.0</td> <td>98</td> <td>▲</td> </tr> <tr> <td>Percentage of children who got intoxicated in the last 30 days (16 yr)</td> <td>3.0</td> <td>97</td> <td>▲</td> </tr> <tr> <td>Percentage of children that use vape pens daily (16 yr)</td> <td>4.1</td> <td>96</td> <td>▲</td> </tr> <tr> <td>Percentage of children who have used cannabis (hashish or marijuana) once or more over their lifetime (16 yr)</td> <td>5.0</td> <td>95</td> <td>▲</td> </tr> </tbody> </table>				Name	Value	Scaled	Δ	Percentage of children that smoke daily (16 yr)	1.0	99	▲	Percentage of children that have used oral tobacco 20 times or more over their lifetime (16 yr)	2.0	98	▲	Percentage of children who got intoxicated in the last 30 days (16 yr)	3.0	97	▲	Percentage of children that use vape pens daily (16 yr)	4.1	96	▲	Percentage of children who have used cannabis (hashish or marijuana) once or more over their lifetime (16 yr)	5.0	95	▲	<table border="1"> <thead> <tr> <th>Name</th> <th>Value</th> <th>Scaled</th> <th>Δ</th> </tr> </thead> <tbody> <tr> <td>Percentage of boys who have few or no friends in school (9 yr)</td> <td>14.0</td> <td>86</td> <td>▼</td> </tr> <tr> <td>Percentage of children who find it easy to make friends at school (11 to 16 yr)</td> <td>78.0</td> <td>78</td> <td>▼</td> </tr> <tr> <td>Percentage of children who participate in school extracurricular (14 to 16 yr)</td> <td>68.3</td> <td>68</td> <td>▲</td> </tr> <tr> <td>Percentage of children who feel they have a close connection to someone (13 to 16 yr)</td> <td>65.0</td> <td>65</td> <td>▲</td> </tr> <tr> <td>Percentage of children who participate in group activities (10 to 16 yr)</td> <td>52.8</td> <td>53</td> <td>▲</td> </tr> </tbody> </table>				Name	Value	Scaled	Δ	Percentage of boys who have few or no friends in school (9 yr)	14.0	86	▼	Percentage of children who find it easy to make friends at school (11 to 16 yr)	78.0	78	▼	Percentage of children who participate in school extracurricular (14 to 16 yr)	68.3	68	▲	Percentage of children who feel they have a close connection to someone (13 to 16 yr)	65.0	65	▲	Percentage of children who participate in group activities (10 to 16 yr)	52.8	53	▲				
Name	Value	Scaled	Δ																																																																																																																																								
Percentage of children who feel they are worth the same as others (11 to 16 yr)	91.5	92	▲																																																																																																																																								
Percentage of children who feel bad in school (14 to 16 yr)	9.3	91	▲																																																																																																																																								
Percentage of children who feel bad in recess (14 to 16 yr)	12.8	87	▲																																																																																																																																								
Percentage of children who feel highly burdened by schoolwork (16 yr)	21.1	79	▲																																																																																																																																								
Percentage of children that feel they don't matter to others (16 to 19 yr)	33.3	67	▼																																																																																																																																								
Name	Value	Scaled	Δ																																																																																																																																								
Percentage of parents of children in kindergarten who consider children of different origins and cultures to be met in a fair way (1 to 6 yr)	99.3	99	▲																																																																																																																																								
Percentage of children living in municipal social housing (0 to 18 yr)	3.5	97	▲																																																																																																																																								
Percentage of children on waiting list for special education or special support in kindergarten (1 to 6 yr)	21.1	79	▼																																																																																																																																								
Percentage of children receiving social personal support (6 to 18 yr)	77.9	78	▲																																																																																																																																								
Percentage of parents of children in kindergarten who have requested specialist services for their children but have not received/are on waiting list (1 to 6 yr)	96.8	63	▲																																																																																																																																								
Name	Value	Scaled	Δ																																																																																																																																								
Percentage of children who eat breakfast three times or more on workdays (12 yr)	84.7	85	▲																																																																																																																																								
Percentage of children who have had a headache, sometimes or often in the last seven days (8 to 13 yr)	18.3	62	▲																																																																																																																																								
Percentage of children who participate in physical activity outside of school and sports (11 to 16 yr)	69.0	69	▲																																																																																																																																								
Percentage of children who consume two fruit or more a day (11 to 16 yr)	41.8	42	▲																																																																																																																																								
Name	Value	Scaled	Δ																																																																																																																																								
Percentage of children that smoke daily (16 yr)	1.0	99	▲																																																																																																																																								
Percentage of children that have used oral tobacco 20 times or more over their lifetime (16 yr)	2.0	98	▲																																																																																																																																								
Percentage of children who got intoxicated in the last 30 days (16 yr)	3.0	97	▲																																																																																																																																								
Percentage of children that use vape pens daily (16 yr)	4.1	96	▲																																																																																																																																								
Percentage of children who have used cannabis (hashish or marijuana) once or more over their lifetime (16 yr)	5.0	95	▲																																																																																																																																								
Name	Value	Scaled	Δ																																																																																																																																								
Percentage of boys who have few or no friends in school (9 yr)	14.0	86	▼																																																																																																																																								
Percentage of children who find it easy to make friends at school (11 to 16 yr)	78.0	78	▼																																																																																																																																								
Percentage of children who participate in school extracurricular (14 to 16 yr)	68.3	68	▲																																																																																																																																								
Percentage of children who feel they have a close connection to someone (13 to 16 yr)	65.0	65	▲																																																																																																																																								
Percentage of children who participate in group activities (10 to 16 yr)	52.8	53	▲																																																																																																																																								
Workplace Conditions 85				Prevention 95				Violence & Negligence 95				Social Network & Computer Games 51																																																																																																																															
<table border="1"> <thead> <tr> <th>Name</th> <th>Value</th> <th>Scaled</th> <th>Δ</th> </tr> </thead> <tbody> <tr> <td>Percentage of parents of children in kindergarten who feel learning environment in the kindergarten is safe (1 to 6 yr)</td> <td>93.5</td> <td>94</td> <td>▼</td> </tr> <tr> <td>Percentage of parents of children in kindergarten who are satisfied with the housing and facilities of the kindergarten (1 to 6 yr)</td> <td>87.7</td> <td>88</td> <td>▲</td> </tr> <tr> <td>Percentage of children who feel there is noise and disturbance often or always in class (11 to 16 yr)</td> <td>26.8</td> <td>73</td> <td>▲</td> </tr> </tbody> </table>				Name	Value	Scaled	Δ	Percentage of parents of children in kindergarten who feel learning environment in the kindergarten is safe (1 to 6 yr)	93.5	94	▼	Percentage of parents of children in kindergarten who are satisfied with the housing and facilities of the kindergarten (1 to 6 yr)	87.7	88	▲	Percentage of children who feel there is noise and disturbance often or always in class (11 to 16 yr)	26.8	73	▲	<table border="1"> <thead> <tr> <th>Name</th> <th>Value</th> <th>Scaled</th> <th>Δ</th> </tr> </thead> <tbody> <tr> <td>Percentage of children that brush their teeth daily (16 yr)</td> <td>96.8</td> <td>97</td> <td>▲</td> </tr> <tr> <td>Percentage of children that are vaccinated (12 yr)</td> <td>95.0</td> <td>95</td> <td>▲</td> </tr> <tr> <td>Percentage of children that are vaccinated (11 yr)</td> <td>94.0</td> <td>94</td> <td>▲</td> </tr> </tbody> </table>				Name	Value	Scaled	Δ	Percentage of children that brush their teeth daily (16 yr)	96.8	97	▲	Percentage of children that are vaccinated (12 yr)	95.0	95	▲	Percentage of children that are vaccinated (11 yr)	94.0	94	▲	<table border="1"> <thead> <tr> <th>Name</th> <th>Value</th> <th>Scaled</th> <th>Δ</th> </tr> </thead> <tbody> <tr> <td>Percentage of children attended to on the grounds of the Child Protection Act (16 to 19 yr)</td> <td>7.0</td> <td>99</td> <td>▼</td> </tr> <tr> <td>Percentage of children who have suffered sexual abuse by an adult (14 to 16 yr)</td> <td>4.1</td> <td>96</td> <td>▼</td> </tr> <tr> <td>Percentage of children who have suffered physical abuse at home by an adult (14 to 16 yr)</td> <td>5.4</td> <td>95</td> <td>▼</td> </tr> <tr> <td>Percentage of children who have suffered sexual abuse by another teenager (14 to 16 yr)</td> <td>5.5</td> <td>95</td> <td>▼</td> </tr> <tr> <td>Percentage of children attended to on the grounds of the Child Protection Act (0 to 5 yr)</td> <td>7.0</td> <td>91</td> <td>▲</td> </tr> </tbody> </table>				Name	Value	Scaled	Δ	Percentage of children attended to on the grounds of the Child Protection Act (16 to 19 yr)	7.0	99	▼	Percentage of children who have suffered sexual abuse by an adult (14 to 16 yr)	4.1	96	▼	Percentage of children who have suffered physical abuse at home by an adult (14 to 16 yr)	5.4	95	▼	Percentage of children who have suffered sexual abuse by another teenager (14 to 16 yr)	5.5	95	▼	Percentage of children attended to on the grounds of the Child Protection Act (0 to 5 yr)	7.0	91	▲	<table border="1"> <thead> <tr> <th>Name</th> <th>Value</th> <th>Scaled</th> <th>Δ</th> </tr> </thead> <tbody> <tr> <td>Percentage of children who have got an offensive or hurtful message (13 to 16 yr)</td> <td>84.9</td> <td>65</td> <td>▲</td> </tr> <tr> <td>Percentage of children who have got a cruel or hurtful message (9 to 13 yr)</td> <td>37.5</td> <td>63</td> <td>▼</td> </tr> <tr> <td>Percentage of boys who spend more than 2 hours daily playing online games (16 yr)</td> <td>52.0</td> <td>48</td> <td>▲</td> </tr> <tr> <td>Percentage of girls who spend more than 2 hours daily on social media (16 yr)</td> <td>71.0</td> <td>29</td> <td>▲</td> </tr> </tbody> </table>				Name	Value	Scaled	Δ	Percentage of children who have got an offensive or hurtful message (13 to 16 yr)	84.9	65	▲	Percentage of children who have got a cruel or hurtful message (9 to 13 yr)	37.5	63	▼	Percentage of boys who spend more than 2 hours daily playing online games (16 yr)	52.0	48	▲	Percentage of girls who spend more than 2 hours daily on social media (16 yr)	71.0	29	▲																																																
Name	Value	Scaled	Δ																																																																																																																																								
Percentage of parents of children in kindergarten who feel learning environment in the kindergarten is safe (1 to 6 yr)	93.5	94	▼																																																																																																																																								
Percentage of parents of children in kindergarten who are satisfied with the housing and facilities of the kindergarten (1 to 6 yr)	87.7	88	▲																																																																																																																																								
Percentage of children who feel there is noise and disturbance often or always in class (11 to 16 yr)	26.8	73	▲																																																																																																																																								
Name	Value	Scaled	Δ																																																																																																																																								
Percentage of children that brush their teeth daily (16 yr)	96.8	97	▲																																																																																																																																								
Percentage of children that are vaccinated (12 yr)	95.0	95	▲																																																																																																																																								
Percentage of children that are vaccinated (11 yr)	94.0	94	▲																																																																																																																																								
Name	Value	Scaled	Δ																																																																																																																																								
Percentage of children attended to on the grounds of the Child Protection Act (16 to 19 yr)	7.0	99	▼																																																																																																																																								
Percentage of children who have suffered sexual abuse by an adult (14 to 16 yr)	4.1	96	▼																																																																																																																																								
Percentage of children who have suffered physical abuse at home by an adult (14 to 16 yr)	5.4	95	▼																																																																																																																																								
Percentage of children who have suffered sexual abuse by another teenager (14 to 16 yr)	5.5	95	▼																																																																																																																																								
Percentage of children attended to on the grounds of the Child Protection Act (0 to 5 yr)	7.0	91	▲																																																																																																																																								
Name	Value	Scaled	Δ																																																																																																																																								
Percentage of children who have got an offensive or hurtful message (13 to 16 yr)	84.9	65	▲																																																																																																																																								
Percentage of children who have got a cruel or hurtful message (9 to 13 yr)	37.5	63	▼																																																																																																																																								
Percentage of boys who spend more than 2 hours daily playing online games (16 yr)	52.0	48	▲																																																																																																																																								
Percentage of girls who spend more than 2 hours daily on social media (16 yr)	71.0	29	▲																																																																																																																																								





Annex IV: Assessment of financial and economic impact

Executive Summary

- Adverse childhood experiences are a major factor in individuals' wellbeing in life. The more such experiences occur, the greater likelihood of deviations from normal development and health
- In Iceland an estimated 2,500 children have adverse experiences each year. Annual costs to public authorities arising from these experiences may amount to about ISK 100 billion
- The Bill will enhance children's wellbeing by integrating and strengthening services, which will reduce the incidence of adverse experiences and enhance children's resilience
- The financial gain arising from the Bill will initially be limited, but will rapidly increase as new generations of children enter the employment market
- Enhanced service in the cause of children's wellbeing is a profitable long-term investment which will bring permanent economic gains in Iceland

Can wellbeing be evaluated in monetary terms?

Before we evaluate wellbeing the first step is to define the concept.

What is wellbeing? A dictionary definition of wellbeing is "the state of being comfortable, healthy or happy". Wellbeing (or quality of life) is thus a broad concept which embraces the entire life experience of the individual. The Bill defines a child's wellbeing as "conditions which ensure the welfare of the child and opportunities to attain physical, mental, intellectual, moral and social development and health".

Service in the cause of children's wellbeing

- Welfare service in the interests of a child comprises all services which contribute to promoting or ensuring the child's wellbeing.
- This includes public services e.g. in the fields of education, health, law enforcement, social services and child protection.
- It also includes independent specialists; sports, arts and youth programmes; and other non-governmental organisations.

The best method of evaluating wellbeing in monetary terms is to examine deviations and their financial consequences.

We can evaluate wellbeing in terms of deviations from welfare. It is difficult to measure wellbeing directly on the basis of the definition we use, but it is possible to analyse deviations, i.e. factors which prevent the individual achieving physical, mental, intellectual, moral and social development and health.

Such deviations take place in diverse ways during a lifetime and they also

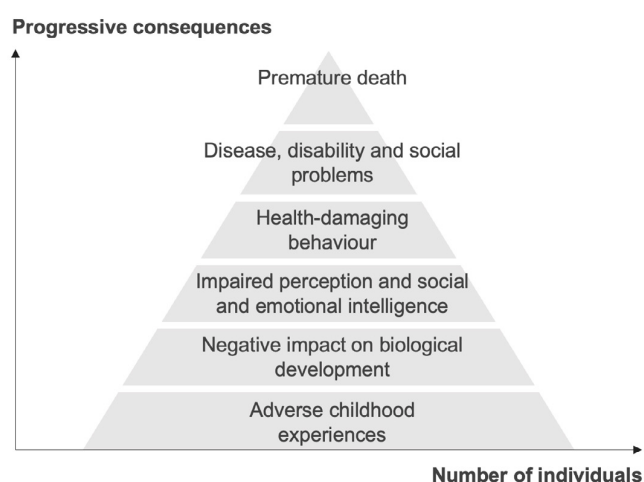
entail financial consequences. In childhood deviations manifest themselves e.g. in unhappiness and problems with learning and behaviour at school. They also emerge later in life, e.g. in the form of high-risk and unhealthy behaviours, disease, crime, disability and premature death. In addition to impaired quality of life for the individual, these deviations lead to costs for government and for society as a whole. By evaluating those costs, it is possible to estimate the financial gain arising from improving welfare services.

Adverse childhood experiences (ACEs) are the key to measuring childrens' wellbeing

Dr. Vincent Felitti worked in obesity medicine in the 1980s at the Kaiser Permanente institute. Despite positive results, more than half the patients dropped out of the treatment programme before completing it. Dr. Felitti interviewed 300 of the patients in order to explore the reasons. It transpired that a majority of those who dropped out of the treatment programme had suffered childhood abuse. The interviews indicated that their obesity was their way of coping with anxiety, depression and fear arising from the adverse experiences. The US Centers for Disease Control and Preventions (CDC) then undertook a large-scale study in which 17,000 patients of Kaiser Permanente participated. The results were decisive: adverse childhood experiences were common, and strongly correlated with both health and behavioural issues later in life.¹

Adverse childhood experiences (ACEs) are now the most-used methodology to assess children's wellbeing, both during childhood and later in life. This methodology can be used to estimate the costs to society and government arising from children who get into difficulties. A number of studies from other countries have applied this approach in order to estimate costs and gains of changes to welfare services. Measurable benefits can be of two kinds: on the one hand a reduction in the number of ACEs, and on the other a reduction in the proportion of children who progress to later stages

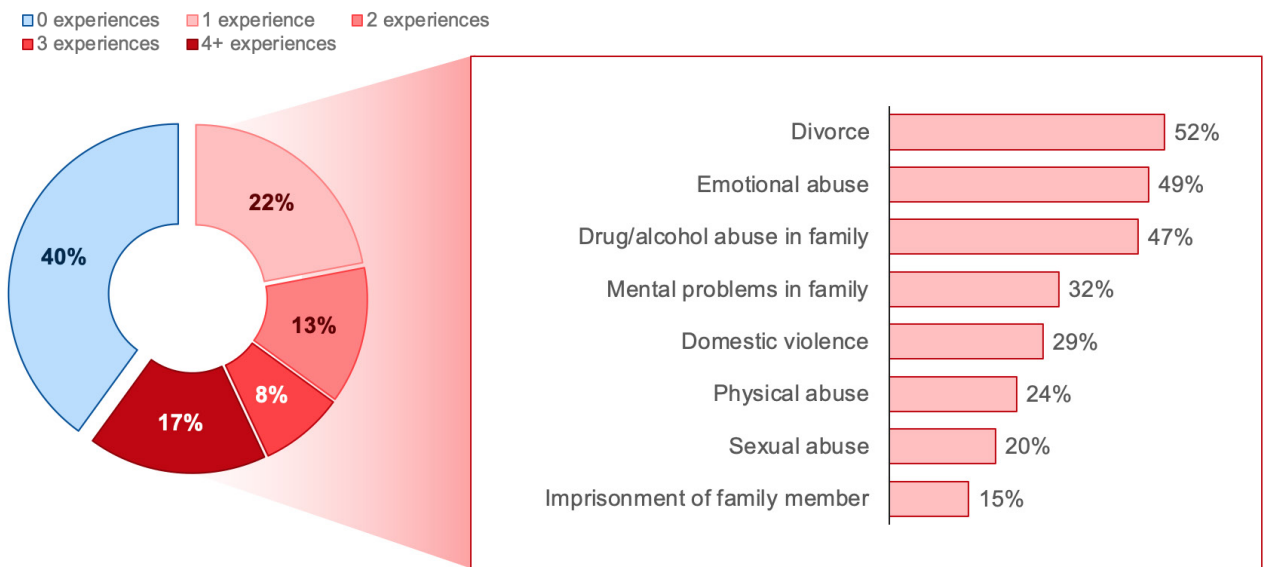
In order to estimate the financial impacts of the changes, we must answer three key questions:



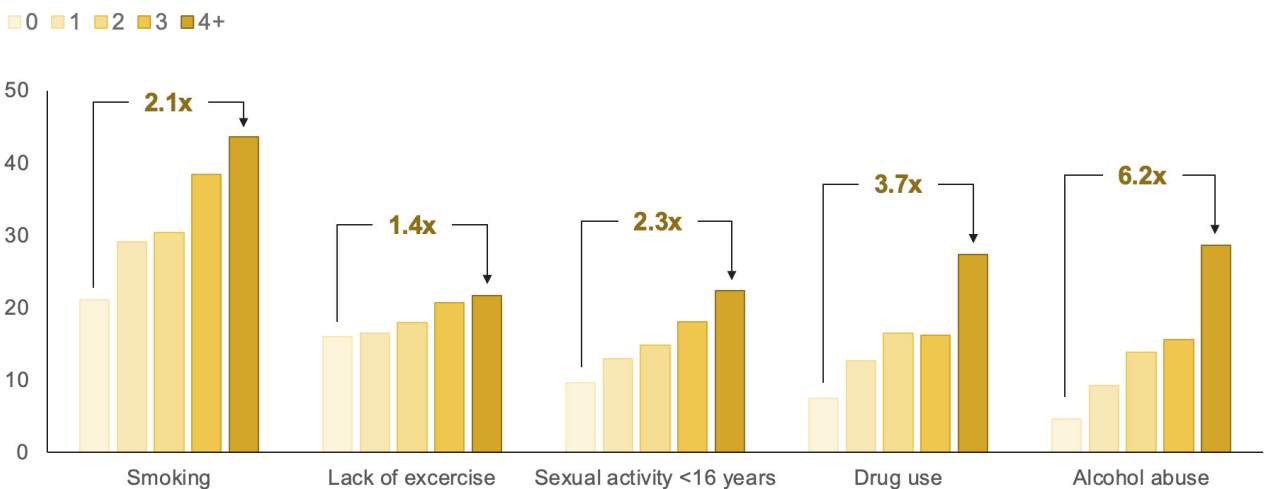
- 1) What are the financial costs arising from the deviations today?
- 2) What would the benefits of the changes proposed in the Bill be in terms of reducing those costs?
- 3) What will it cost to implement the changes in such a way as to achieve the desired results?

Costs arising from deviations from wellbeing today

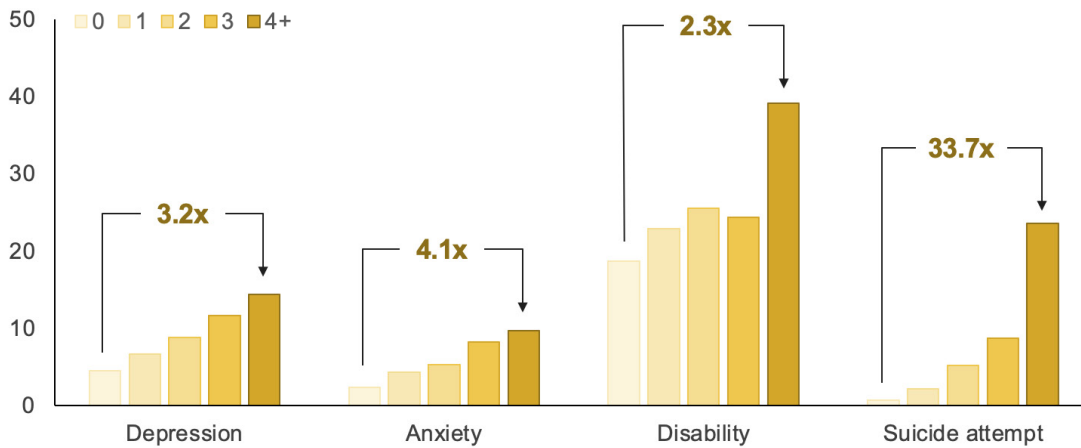
ACEs are common, and children tend to have adverse experiences of more than one kind. Increased number of adverse childhood experiences gives rise to risk-taking behaviour as well as mental problems, disability and suicide attempts later in life.



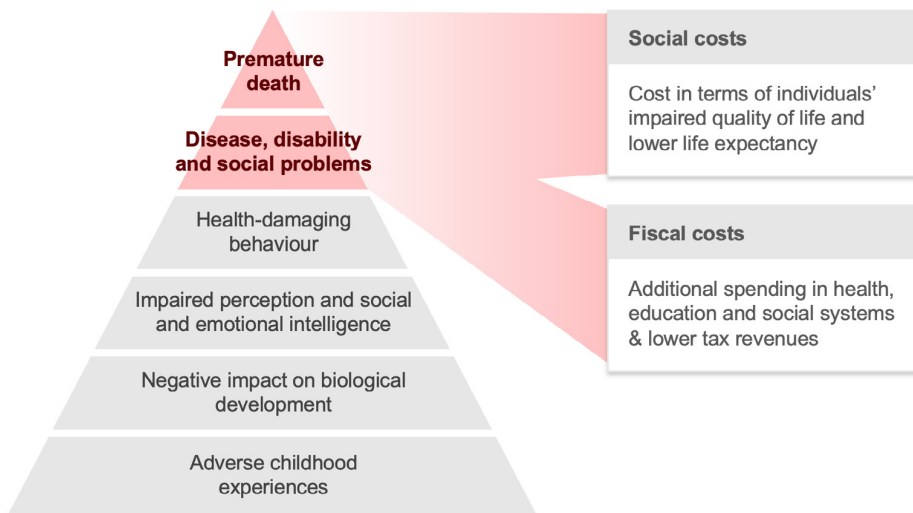
Number and types of ACEs (% of population)
 Source: US study of adults carried out 2014-2017 (Melton et al., Sycamore Institute, 2019)



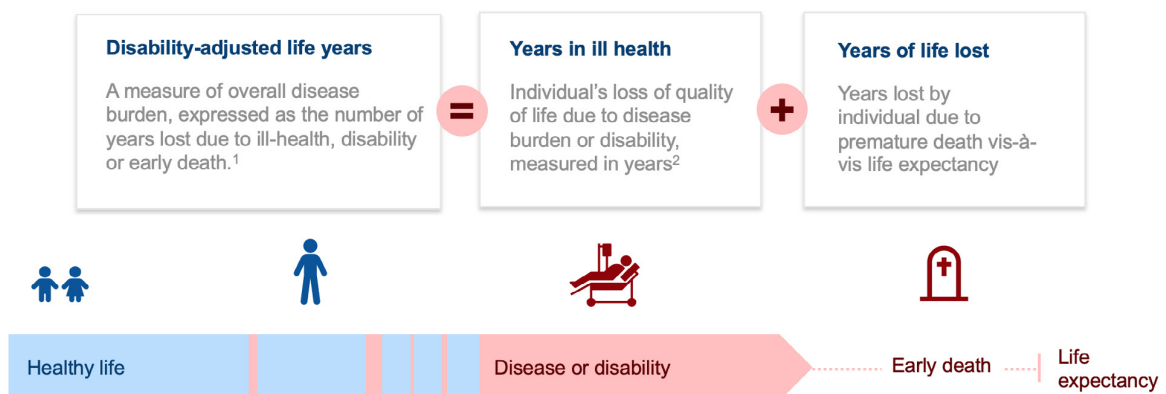
Proportion of respondents (%), categorised by number of ACEs
 Source: Study of young people in eight European countries (M.A. Bellis, Hughes et al., 2014)



Proportion of respondents (%), categorised by number of ACEs
 Sources: Depression and anxiety: study of adults in Finland (Pirkola et al., 2005). Disability: study of adults in five US states (Campbell, Walker and Egede, 2016). Suicide attempts: study of young people in eight European countries (M.A. Bellis, Hughes et al., 2014)

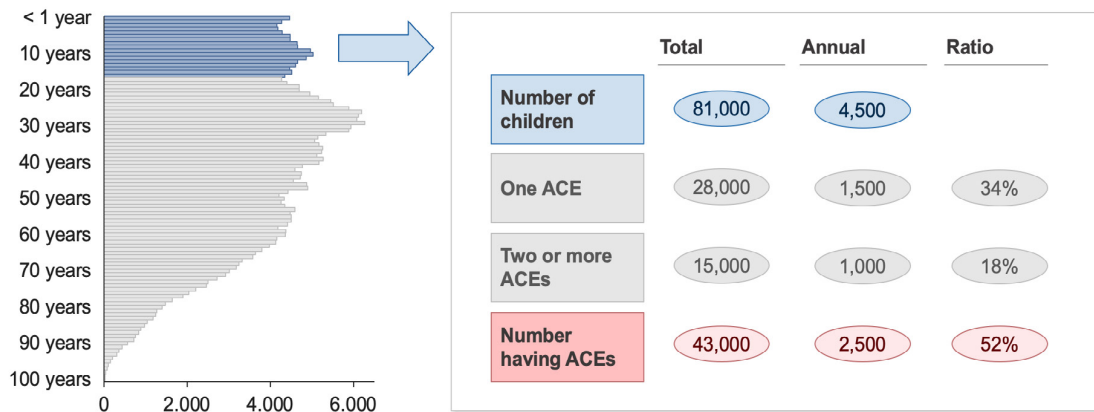


The consequences give rise to both social and fiscal costs.

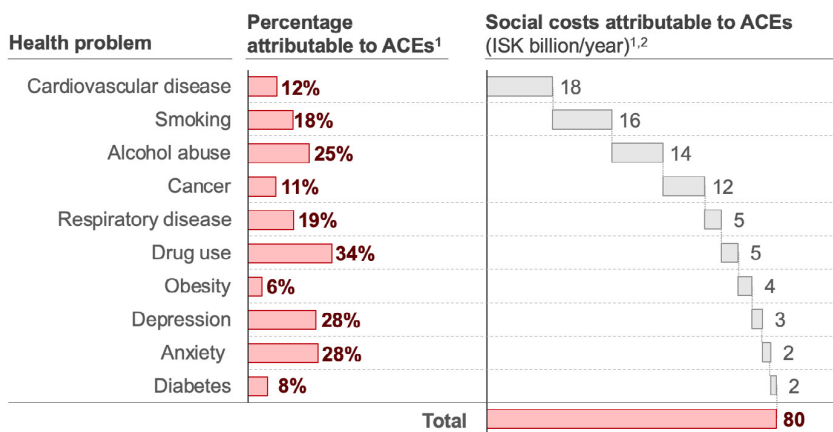


We can assess the social costs of ACEs on a scale of Disability-Adjusted Life Years
 1 The DALY scale is used inter alia by the World Health Organisation
 2 Diseases and disabilities are weighted by their gravity in the scale. The weighting reflects estimated impact on daily life and capacity to work.

Based on European research, an estimated 2,500 children in Iceland have ACEs each year. The annual costs to society due to ACEs may amount to about ISK 80 billion in Iceland. Costs to public funds consists of expenditure and disbursements, plus lower tax revenue. In Iceland additional government costs due to ACEs are estimated at ISK 100 billion/year.



Population of Iceland by age (2019)
Sources: Statistics Iceland, Ministry of Social Affairs estimate



1 Results of review study of research relating to adverse childhood experiences in Europe (Bellis, Hughes et al., 2019)
2 Social costs are defined here as the number of health-corrected years arising from the problem in question. Health-corrected years include both reduced life expectancy and lost years due to ill-health or disability. The annual costs are estimated at 2.67% of GDP in Europe, which is equivalent to ISK 80 billion based on GDP for 2019. The total is inexact by ISK 1 billion due to rounding-up and -down.

Type	Category	Description	Impact of ACEs
Expenditure	Health	Hospitals, medications, medical care and rehabilitation	↑ Increased burden
	Education	Compulsory schooling, special needs teaching	↑ Increased burden
	Social services	Municipal social services, welfare administration	↑ Increased burden
	Criminal justice system	Law enforcement, judiciary and prisons	↑ Increased burden
Transfers	Disability benefits	Disbursements to individuals due to disabilities	↑ Increased transfers
	Other social benefits	Social, unemployment and housing benefits	↑ Increased transfers
Revenue	Tax revenue	Income tax, municipal tax and VAT	↓ Lower tax revenue

Impact of adverse childhood experiences on public finance

Type	Category	Total amount ¹	Impact of ACEs	Proportional impact
Expenditure	Health	219	22	10%
	Education	203	9	5%
	Social services	93	11	12%
	Criminal justice system	40	3	8%
Transfers	Disability benefits	93	11	12%
	Other social benefits	93	11	12%
Revenue	Tax revenue	1,201	30	2.5%
Total		1,942	97	5%

Impact of adverse childhood experiences on public funds (ISK billions, 2018)
 1 Total public expenditure or revenue in the relevant sector according to data from Statistics Iceland
 Sources: Statistics Iceland, Ministry of Social Affairs estimate

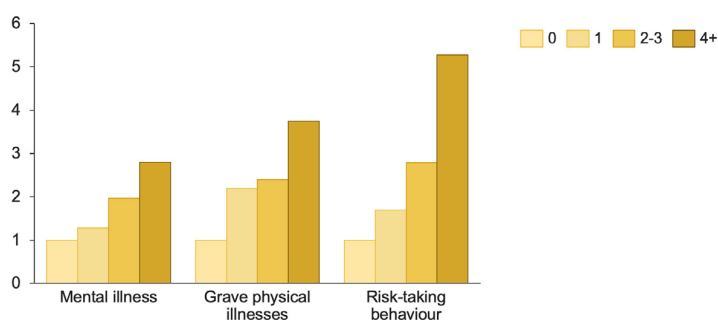
Financial benefits of the parliamentary Bill

Two approaches are possible in order to reduce costs due to adverse childhood experiences.

Fewer adverse experiences: The best results are achieved by proactively preventing ACEs. By preventing ACEs, the burden on welfare services is reduced, as fewer children have adverse experiences and the average number of such experiences drops. Preventive measures and early intervention have yielded the best results in other countries.

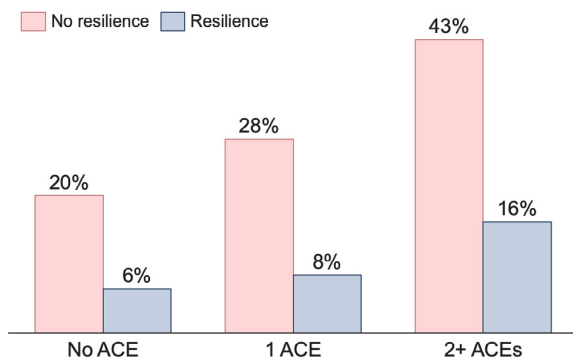
Greater resilience: Resilience is defined as the individual's capacity to deal with and work through ACEs. Resilience reduces the probability of adverse experiences leading to problems later in life. Robust and integrated welfare services have yielded good results in increasing resilience in other countries.

The best results are achieved by reducing prevalence of ACEs in the first place. Negative consequences of ACEs increase in direct correlation with the number of adverse experiences. Measures which reduce the number of ACEs thus yield a direct benefit in terms of fewer problems in later life. The most effective measures in this field are concerned with prevention and early intervention. Preventive measures can reduce the number of ACEs by educating children and parents about the harmful effects of different kinds of adverse experience. Early intervention is concerned with improving the circumstances of a child who has had an adverse experience, reducing future recurrences.



Probability of negative consequences of ACEs (1 = probability based on 0 ACEs)
 Source: UCL (2015): "The impact of adverse experiences in the home on the health of children and young people, and inequalities in prevalence and effects"

Resilience also reduces the negative consequences of ACEs later in life. Resilience is defined as a child's ability to maintain calm and self-control when dealing with a difficult situation. ACEs are considerably less likely to lead to behavioural or health problems later in life for children who demonstrates resilience. Measures to increase children's resilience thus mitigate the negative consequences of ACEs. It has been demonstrated that increased and integrated welfare service for both children and their families increases the children's resilience, and hence their ability to deal with ACEs.



Incidence of emotional, mental and behavioural problems in children by number of adverse experiences.
Source: Sege et al. (2017): "Balancing Adverse Childhood Experiences (ACEs) With Health Outcomes of Positive Experiences"

Positive childhood experiences increase the individual's resilience. The child's environment and positive experiences are also important for resilience. Children who experience supportiveness and wellbeing in the home, among friends, at school or in the community in general display far greater resilience. The authorities can thus also enhance children's resilience by increasing their positive experiences, both in the educational system and in the community in general.



Incidence of problems in individuals who had at least three ACEs.
Source: Sege o.fl. (2017): „Balancing Adverse Childhood Experiences (ACEs) With Health Outcomes of Positive Experiences“

The parliamentary Bill will introduce changes to enhance welfare service for children. The Bill comprises three parts:

- 1) Monitoring of children's wellbeing and their need for services.
- 2) Rapid and effective response so that children's need for services is met.
- 3) Wraparound, integrated health, social and schools service through collaboration among different service providers.

The changes are of various kinds to enhance children's wellbeing.

- Three-way division of welfare services
- Intermediary personnel, case managers and support teams
- New Wellbeing Council and consultation platforms for municipalities
- Coordination and monitoring via Child Agency and Welfare Quality and Monitoring Authority
- Increased preventive measures and early support to prevent as many adverse childhood experiences as possible
- Rapid and effective response to reduce risk of recurrence
- Wraparound, integrated services to enhance children's resilience to deal with adverse experiences

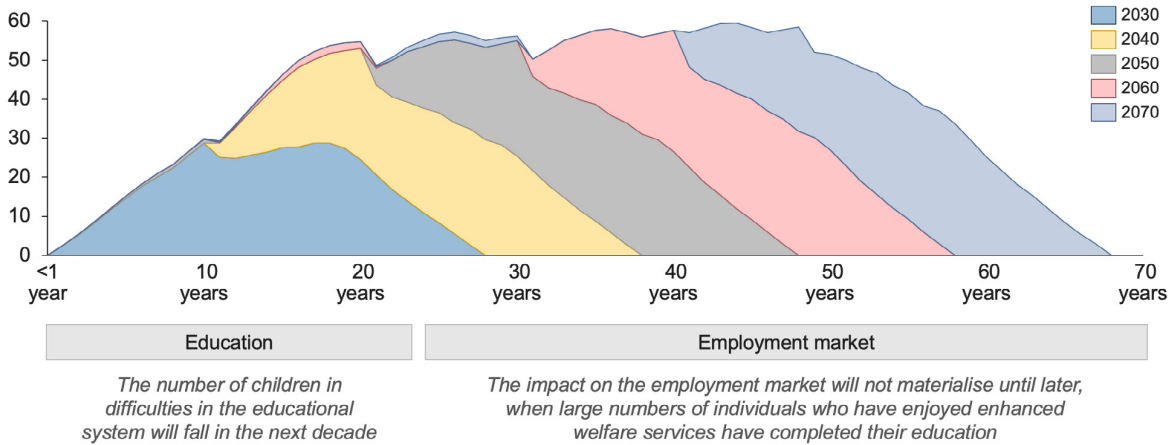
Better welfare service will both reduce incidence of ACEs and enhance children's resilience.

	Number of children			X	No resilience			=	Deviations from wellbeing		
	Before	After	Change		Before	After	Change		Before	After	Change
1 ACE	1,500	1,395	-7%		10%	9.3%	-7%		150	130	-14%
2+ ACEs	1,000	930	-7%		20%	18.6%	-7%		200	173	-14%
Total	2,500	2,325	-7%		14%	13%	-7%		350	303	-14%

Effect of integration of services in the cause of children's wellbeing (annual figures)
Source: Ministry of Social Affairs estimate

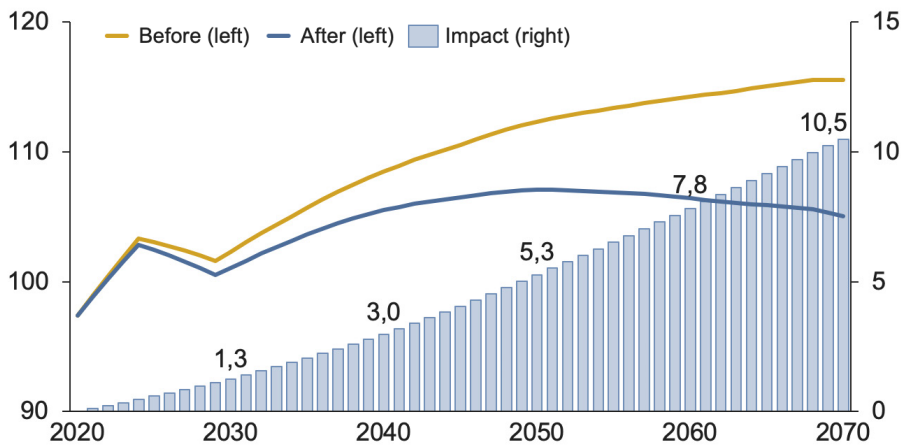
Impact of the Bill

More preventive measures and early support reduces the number of ACEs. Integrated services for those who have ACEs plus a more robust school environment lead to more resilience. The synergistic effect of these impacts is thus conducive to reducing the number of children deviating from normal development. The changes will take decades to yield benefits for people of working age.



Reduction in number of deviations from wellbeing arising from the Bill.
Sources: Statistics Iceland (population forecast), Ministry of Social Affairs estimate.

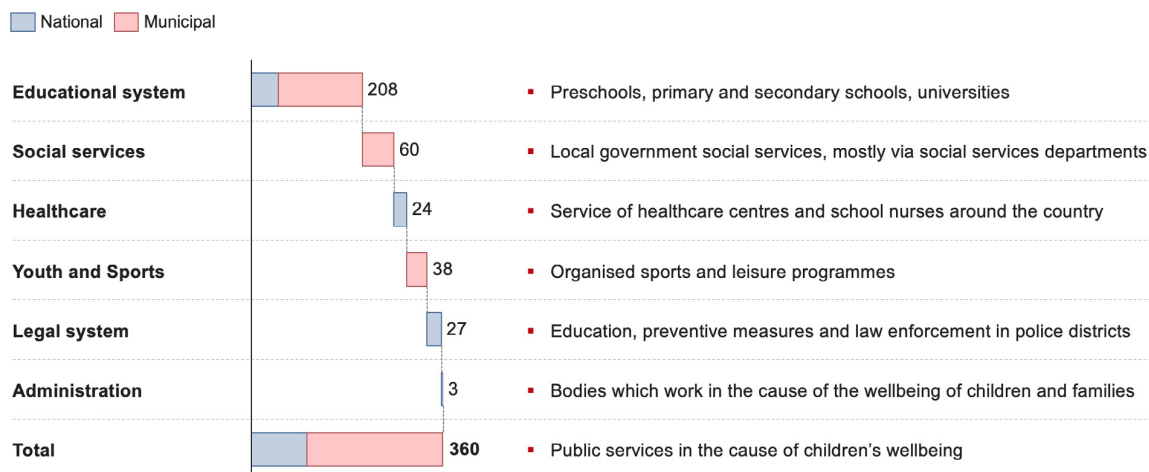
Financial gain to the government is estimated at ISK 1 billion in 2030 and ISK 9 billion in 2070. Government costs due to deviations from wellbeing will, on current parameters, rise from ISK 907 billion to ISK 116 billion in the next 50 years. As the number of deviations drops due to the Bill, this rate of increase will fall. The impact will peak when those who have enjoyed enhanced welfare services throughout their childhood enter the employment market. The annual gain will reach more than ISK 10 billion at current values in 2070.



Government costs due to deviations (annual figures, ISK billions). Fixed prices. The rise until 2025 followed by a fall until 2030 reflects Statistics Iceland's forecast of rising and then falling population.
Sources: Statistics Iceland; Ministry of Finance and Economic Affairs, Ministry of Social Affairs estimate.

Cost of implementation

Public services in the cause of children's well-being cost today about ISK 360 billion per year. The costs arising from the Bill were assessed using official data, interviews and a survey.



Public costs for services in the cause of children's wellbeing (ISK billions, 2018)
Sources: Government Accounts, municipalities' annual reports, Ministry of Social Affairs estimate

The Bill will have widespread impact in national and local government

The impact of the Bill will be extensive for both national and local government, as the definition of services in the cause of children's wellbeing is a broad one. It includes inter alia the educational system, healthcare and specialist healthcare services, law enforcement, social services and child protection. Also the services of self-employed specialists; sports, arts and youth programmes; and activities of non-government organisations

The cost estimate is based both on official data and on a survey

Data on public spending from Statistics Iceland were used, in addition to a detailed breakdown of Government Accounts and municipalities' annual reports. Interviews were also carried out with certain parties with extensive experience and insight regarding different fields of welfare services. Finally, a questionnaire was submitted to all bodies involved in welfare services, asking about current spending and estimated cost impact of the Bill.

Contact	Recipients	Contact	Recipients
Local Authorities	<ul style="list-style-type: none"> Local authority heads of education Heads of welfare/social services 	Ministry of Education and Culture	<ul style="list-style-type: none"> Association of School Principals Sports and Youth bodies Directorate of Education Independent Schools Association "Heimili og skóli" parents' association National Association of Intellectual Disabilities Teachers' Union Reykjavík School Principals' Association Reykjavík Teachers' Association
Ministry of Health	<ul style="list-style-type: none"> Healthcare institutions in the region Primary Healthcare of the Capital Independent healthcare centres Directorate of Health Child Psychiatric Department and Hringur Children's Hospital 		<ul style="list-style-type: none"> Total of 105 recipients
Ministry of Justice	<ul style="list-style-type: none"> Prison and Probation System Commissioner of Police Police authorities Directorate of Immigration 		Total

The questionnaire was sent to about 100 bodies that provide services to children.

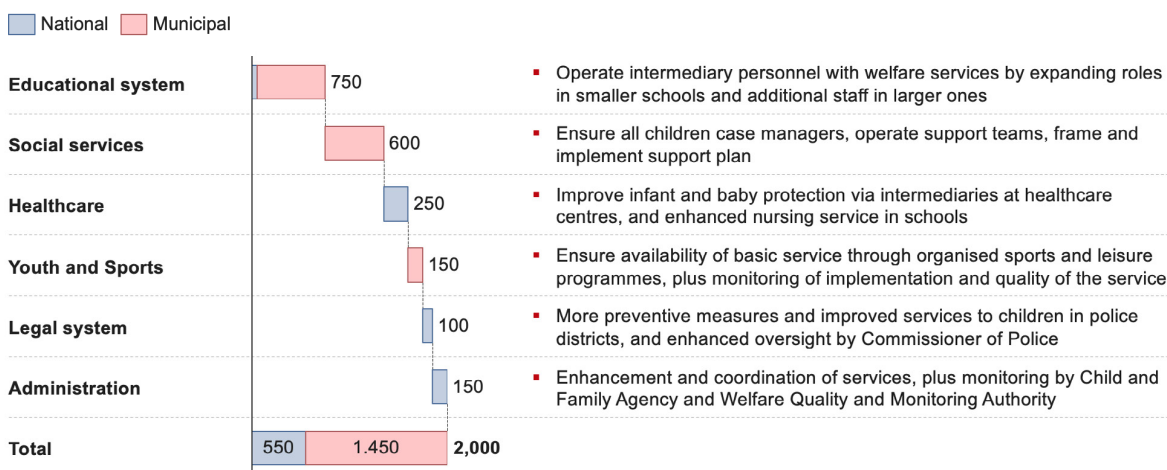
The major cost factor is additional work contribution from providers. In addition enhanced coordination and monitoring will require funding. Offset against this, many predict savings right from the outset.

The Bill requires work contribution from intermediary personnel in welfare service. This will take place mainly in schools, and also at healthcare centres. While existing staff can take on the role of intermediary under the Bill (e.g. teachers in schools and nurses at healthcare centres), this will require increased work contribution, and increase in FTE posts concomitant with the increase. In addition case managers and support teams will require additional work contribution within local government welfare services. Finally, enhanced preventive measures and education will require work from the police and sports/youth organisations.

The Bill makes provision for closer collaboration and coordination between different bodies in providing welfare services. In addition, both national and local government will have to frame and implement policies in this field. Finally, public bodies will carry out monitoring by gathering and processing data, and providing assistance as necessary.

The division of welfare services into stages, together with strengthening of stage one, will immediately reduce the burden in stages two and three for many service providers. Welfare services at stage one are the most economical, as cases become more expensive as deviations increase. These economies will be offset against the estimated increase in costs.

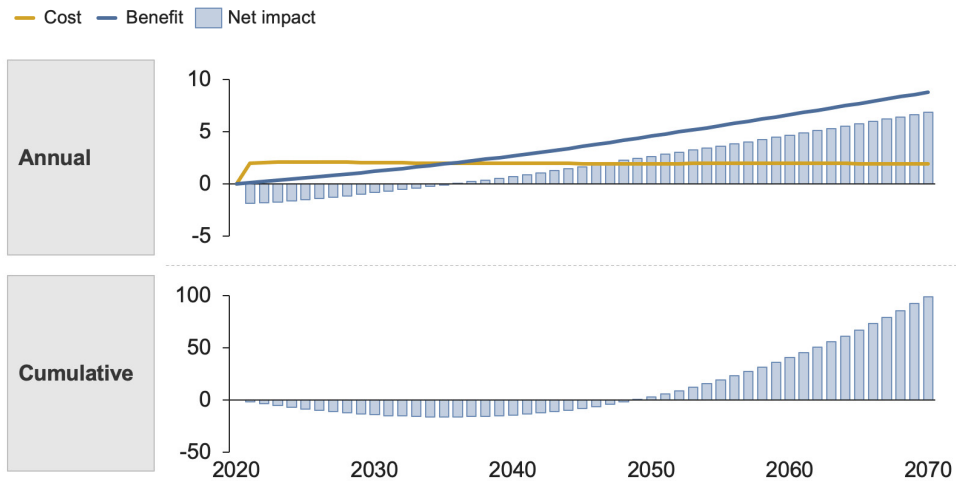
The cost of implementation of the Bill is estimated at ISK 2 billion/year.



Estimated annual cost increase after implementation of the Bill (ISK millions).
 Inter alia enhancement and integration of service of case managers by Child and Family Agency, oversight and performance evaluation via collection and processing of data, plus monitoring of action plans of regional wellbeing councils by Welfare Quality and Monitoring Authority
 Sources: Government Accounts, municipalities' annual reports, Ministry of Social Affairs estimate

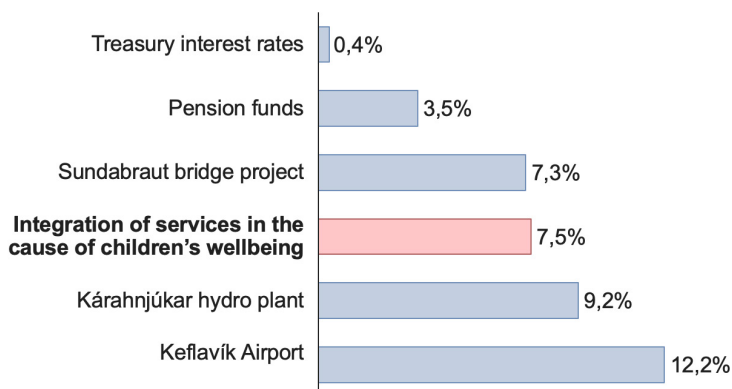
Conclusion

Integration of services in the cause of children's wellbeing is a profitable long-term investment. Costs remain similar while economies increase cumulatively year by year. The annual gain will exceed costs in 2035. Cumulative impact on public finance will be positive from 2050. Funding spent on implementing the Bill will yield a 7.5% real rate of return.



Estimated costs, economies, and overall impact on public finance (ISK bn).
 Figures are at fixed prices, i.e. in real terms.
 Internal rate of return of overall impact premised on 2% annual growth after 2070.
 Source: Ministry of Social Affairs estimate

Integration of welfare services would be one of the more profitable projects which the government could undertake. If account were taken of the greater productivity of children who will have better quality of life due to the Bill, the gain would be higher. And there are no issues regarding disruption of the environment which require mitigation, such as in development of infrastructure.



Comparison of real rate of returns.
 Treasury interest rates are based on results of bonds issue in Euros on 27 May 2020. Pension fund interest is the real rate of return which the government deems pension funds likely to achieve in the long term. The rate of return on Sundabraut is based on an estimate submitted by the Minister of Transport in response to a parliamentary question on 21 January 2013. The rate of return on the Kárahnjúkar hydro plant is based on a report by the Minister of Industries on the hydro plant and energy sales to the Fjarðaál aluminium plant, submitted to parliament on 12 October 2006. The rate of return on Keflavík Airport is based on return on equity of ISAVIA 2010-2019.

