



BRAVO!!!!



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Iceland's good practices in promoting children's well-being during the period of economic crisis (2008)

Bilateral visit – TOCSIN project
University of Thessaly, Greece
June 28th 2016

Guðbjörg Andrea Jónsdóttir





The agenda today

- What happened in October 2008?
- Reaction of authorities – Welfare Watch
 - Evaluation of the Welfare Watch
- Reaction of authorities - National Curriculum Guidelines
- Impact on schools and school children
- Discussion





October 2008

- **Oct. 6** -- Prime Minister Geir Haarde says Iceland is at risk of "national bankruptcy."
- The parliament passes emergency legislation enabling the government to intervene extensively in Iceland's financial system.

"Fellow Icelanders... The entire world is experiencing a major economic crisis, which can be likened in its effects on the world's banking systems, to an economic natural disaster... ...God bless Iceland."





October 2008

- **Oct. 7** -- The government takes over two of Iceland's three largest banks, Landsbanki and Glitnir.
- **Oct. 8** -- British Prime Minister Gordon Brown says Britain will take legal action against Iceland to try to recover British deposits lost in Landsbanki's branch in the U.K.
- **Oct. 9** -- The government takes over and nationalizes Kaupthing. The UK government uses anti-terrorism legislation to freeze money deposited by UK savers in Icelandic banks in order to ensure that their money is protected.
- **Oct. 28** -- Key interest rate rises from 12% to 18%





„No one was exempt. In a small nation such as Iceland it is impossible not to feel the impact of such a monumental event on your own skin. Each and every person had to completely re-assess his or her own world view. We believed our society was ***virtually free of corruption*** and that an unwritten code of ethics was honoured by most people. Yet suddenly the veil was torn away and we saw a society rife with corruption, cronyism, incompetence and criminality-qualities most of us had associated with republics known for their banana production. Only this was ***our*** society.”





November 2008

- Unemployment arises, mostly within banks and construction.
- Mortgages and bankloans have risen excessively due to high interest rate and weak currency
- **Nov. 20** -- The IMF approves \$2.1 billion loan for Iceland. Iceland becomes the first Western European nation to get an IMF loan since the U.K. in 1976.





November 2008

Protests and riots – few thousands protest every Saturday in the center of Reykjavík. Continued weekly throughout January

Anger accelerates – people demand political responsibility





The Icelandic situation



- The banks collapsed
- The Icelandic nation lost its credibility abroad
- Common feeling among the Icelandic people:
 - Anger- disbelief - desperation – lack of confidence – sadness and grief – bleak vision of the future
- All political parties promised to **protect the Welfare system**







REACTION OF AUTHORITIES

THE WELFARE WATCH



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Well-Being-Watch (The Welfare-Watch) -

- The New Government of Iceland decided in February 2009 to establish a **Well-Being-Watch** in order to monitor the consequences of the financial crisis on individuals and families.

A Steering group - cross-sectoral approach

Partnership of NGO's, Social Actors and local and state governments on welfare issues





The Well-Being-Watch

Main objectives:

- Collect information on what had already been put into action – and had it helped?
- Collect information regarding the consequences of the financial crisis
- Present recommendations to the Minister of Welfare and to the government and local authorities.

“ An Independent observing Body making proposals to the Government, Local Authorities and NGO’s ”





The Light-House - symbol and logo

- The first steps!

Simple advice in times of crisis!

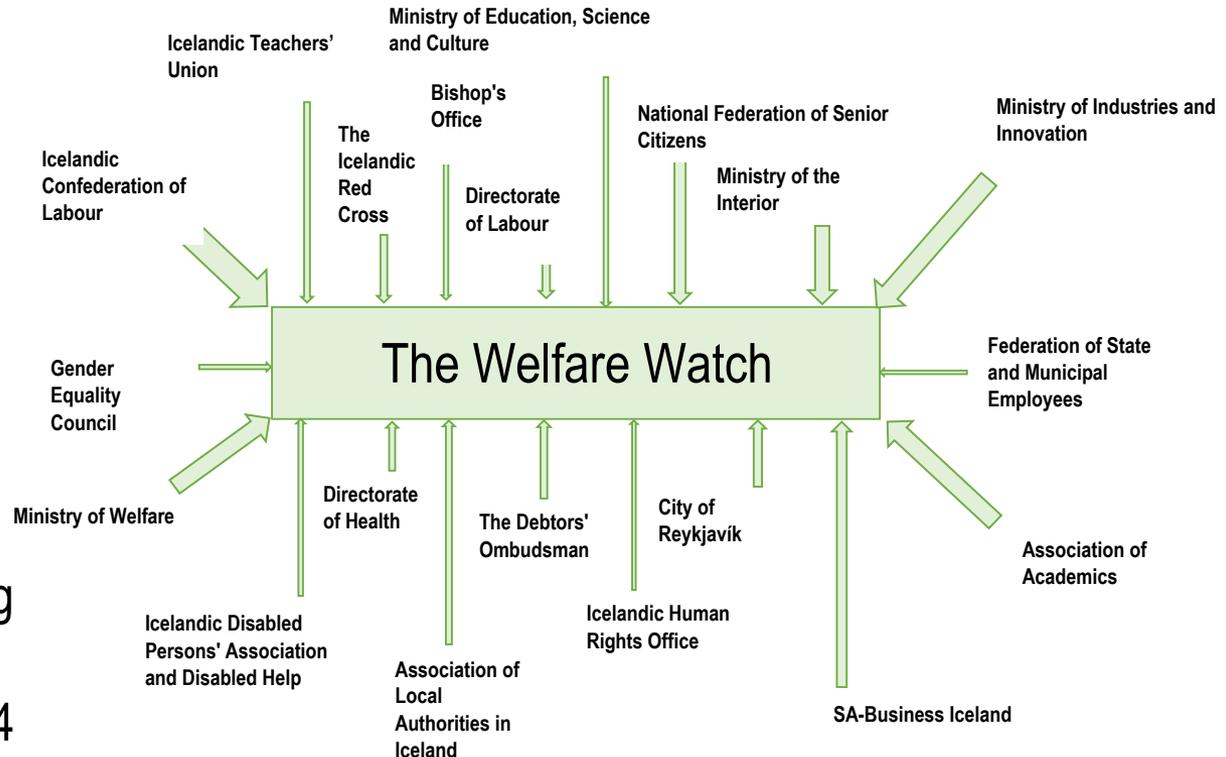
***Exercise, eat, sleep and mingle-
activity in leisure and work***





The steering group

- Contact was made with public bodies, companies and NGOs requesting their participation in the Welfare Watch by means of a formal letter
- Steering group consisted of 15 members in the beginning but had become 22 members by December 2014





I think it was right to have many people around the table and to include not just the public sector but also independent organisations and others involved in welfare matters

[Ásta Ragnheiður Jóhannesdóttir, former Minister for Social Affairs and Social Security]

Everybody replied. The line was drawn and everybody responded in the most positive way. Right from day one. That was what was so unbelievable. Maybe it was because the foundations were there; everybody was desperate and afraid

[Lára Björnsdóttir, former Chair of the Welfare Watch]





Steering group – organisation and management

- Meetings were held every two weeks for two hours
- In meetings the activities of the working groups were discussed, work performed by group members were presented and insight and expertise from people outside the Welfare Watch was gained
- Democratic working practices: All members of the steering group had to approve recommendations and resolutions





*It was not necessarily the chairman who said, „Now we will look at this, and it will be worked like this.“ It was a very dynamic and broad steering committee who came up with a number of suggestions about what would be focused on at any given time
[a member of the steering committee]*





The Wellbeing-Watch – The Infrastructure Democracy in Times of Crisis

Steering Group

**Working Groups established on special
issues supporting the Steering Group**

Over 100 individuals took active part



- **Broad Cooperation**
- **Information from the community to the Well-Being-Watch and on to the government and local authorities**
 - **Cooperation with the Research- and University Community**





Working groups

- Working groups were created around specific issues
- Goals of working groups: Assess the consequences of the financial crisis on the group in question and propose improvements for the use of the steering committee in its interim reports to the government
- Groups chaired by members of the steering group
 - field of interest and expert knowledge of each governed which group each chaired
- Chairs of groups selected people into the working groups
 - recruited professionals and affiliates they felt belonged to the group





The Well-Being-Watch – Working Groups

Democracy in Times of Crisis

- Children (under 18 years)
- Youth and Young Persons (15–25 years)
- Marginalized Individuals and Groups
- The Unemployed
- The Financial Situation of the Families (Homes in Dept.)
- Health in Times of Crisis
- Social Indicators
- The Basic Services provided by the Local Authorities and the State
- Cooperation across municipalities in one vulnerable area





Personally, I found it very positive, that there was so much focus on families with children and poverty because..., we can use Finland as an example, by not looking at it [poverty and families], we are just creating problems for the future [representative of the steering committee].

They took the children as the focus point and worked with it a great deal, and it, of course, hit close to home. I strongly agreed with it; I found it to be a very exciting approach for the Welfare Watch to examine all the issues from the impact on children in the community [Guðbjartur Hannesson, former Minister of Welfare].





Examples of Actions taken by the Well-Being-Watch

- **Appeals to all local authorities falls** 2009 – 2010 – 2011-2012 -2013
Lunch should be provided to all schoolchildren, and extra costs for families kept as low as possible
- **Letter to the MPs** in June 2010 Challenging them to focus on those who are in most vulnerable situations and prioritize accordingly
- **Earnest request to the Budget- and Social Comitees of Parliament and Local governments** on caution in cut backs in Welfare Services
- **Appeals to the Minister of Health** to ensure dental services for children in poor families, 2010 and 2013
- **Letter to the Minister of Social Affairs** on securing employment and access to training for young people (16-25 years of age.)



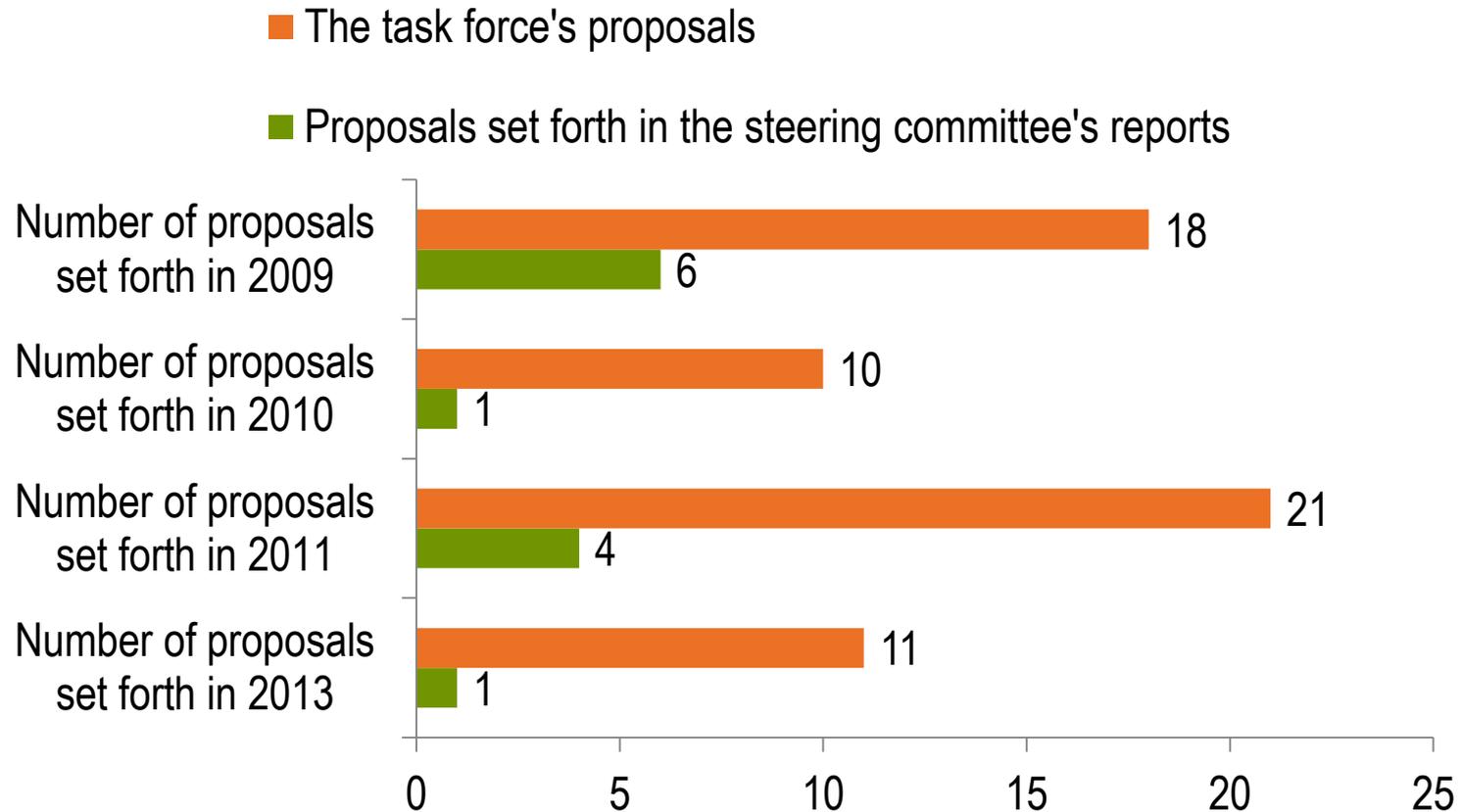


Proposals

- Each of the working-groups set forth proposals in progress reports that were delivered to the steering-committee.
- Welfare Watch proposals, set forth in the steering-committee's reports, were based on working-group reports.
- The role of the Minister for Social Affairs and Social Security (later the Minister for Welfare) was to take on board Welfare Watch proposals and try to bring them to fruition.



Proposals from the working group on *children and families with children*



Working group proposals on children and families with children

Steering committee proposals

Fate

2009

Steps should be taken to ensure that children receive lunch in all schools in Iceland.

2009

Special attention should be given to the position of families with young children.

2009

Particular attention should be given to marginal groups in society, i.e. the handicapped, the chronically ill, immigrants and the disabled.

2009

Children, and families with young children, should be guaranteed access to professionals, with an emphasis on family counselling by the health services and social services.

2011 & 2013

Payments to parents taking parenting and maternity/paternity leave are not to be reduced more than is the case at present. The payments should be raised to their previous level so that both parents use their entitlement and children enjoy the company of both parents during the earliest stage of their life.

2011–2013

Special funds are to be allocated to healthcare centres to ensure mental health and psycho-social services for children.

2011 & 2013

The government should increase support and take specific action to improve the welfare and financial situation of low-income families with children, particularly single parents and their children.



Working group proposals on
children and families with
children

**Steering
committee
proposals**

Fate

- In early winter 2009, the Welfare Watch sent a request to all municipalities and school boards to ensure and monitor by all possible means that school children in their purview should receive lunch on every school day. The letter was sent in consultation with the Association of Icelandic Local Authorities. The proposal was adopted.
- Co-operation agreement on an experimental project to support chronically ill children and children diagnosed with ADHD.
- ~~Parliamentary resolution on improved health care and the health of young people. Approved by Parliament on 15 May 2012.~~
- Policy formulation. Association of Local Authorities in Iceland 2011-2014 (e.g. Articles 1.4., 3.7., 3.9. and 3.11).



Steering committee proposals in 2009

Fate

2009

A Welfare Watch counterbalance fund should be established and used for: – Necessary studies of welfare issues. – Co-ordination of projects carried out by the "third sector" (NGOs) and other partners. – Support for staff who work with the persons the most affected by the crisis. – Campaigns to assist specific groups of persons who have been the most affected by the economic crisis. – Other necessary projects.

2009

All official publicity and communication channels should be examined in collaboration with the "third sector" and ways found to ensure effective presentation of information on remedies and offers to those in need of them (both individuals and families) and also for advisors both inside and outside the public executive structure. It is important that people should be able to take informed decisions regarding their own welfare, not least regarding their financial affairs, and the prerequisite for this is the availability of sound and clear information.

2009

Central and local government service institutions should define what constitutes basic services, prioritise their work according to this definition and ensure that these services are not cut or downgraded; the definition should include services in the schools, healthcare system and social services.

2009

Experts should be engaged to prepare social indicators which can be used to monitor the situation on a regular basis.

2009

A simpler system should be established to enable individuals who are experiencing severe difficulty with paying their debts to renegotiate them.

2009

Basic social indicators should be published each month; the government should also make collaborative agreements with selected local authorities which represent the variety of Icelandic society, in which more detailed information should be recorded.

2009

The Welfare Watch should take steps to establish closer collaboration with the media.

2009

University students, and persons who have completed training courses which grant professional employment entitlements, should be offered vocational training places in functioning enterprises without forfeiting their right to unemployment benefits.



Steering committee proposals in 2010-2013

Fate

2011

Special labour-market measures and other measures that foreign citizens seeking employment can take advantage of.

2011

Students who participate in the campaign *Education is the road to employment* are to be enabled to continue their studies in the 2012 spring term by ensuring them maintenance assistance during their studies.

2013

Payment participation will be reduced for patients who suffer from severe and chronic illnesses, as well as social and financial difficulties.

2013

The government, state and Association of Icelandic Local Authorities are to present a comprehensive, scheduled action plan on how to eliminate poverty in Iceland.

2013

The local authorities' home services are to be strengthened, as are the number of placements in nursing facilities, in accordance with the predicted increase in the geriatric population in Iceland.

2013

The Welfare Watch will continue to operate in one form or another but will be reorganised after requesting the appointment of representatives from public bodies, local authorities, the employment sector and the "third sector" (NGOs).



Steering committee proposals in 2010-2013

Fate

- The Welfare Watch Counterbalance Fund was set up in 2009. Part of the fund was used for specific Welfare Watch projects, e.g. social indicators, development projects for measures for young unemployed people and co-ordination of voluntary-sector projects (Parliamentary Document 714, 2009–10).
- Improve information provision of the Association of Icelandic Local Authorities and the municipalities (Item 4.1 of the ~~Policy Guidelines of the Association of Icelandic Local Authorities for 2009 and 2010 – action plan~~).
- Work on social indicators began in 2009, when Welfare Watch put forward a proposal to put together Icelandic social indicators. Statistics Iceland took on the task in 2012 of publishing and regularly updating social indicators, which are a collection of diverse statistical data on the social conditions of various groups in Iceland. Debtors' Ombudsman Act from 2010.
- Health nursery schools and Health primary schools under the Directorate of Health.
- Internet-driven growth – build, connect, participate: State and municipal policy on the information society 2013-16
- Regulation on workplace learning and on-the job training
- Stability pact: The object of the pact is to promote the resurrection of the economy.
- New Welfare Watch appointed by Eygló Harðardóttir





EVALUATION OF THE WELFARE WATCH



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Quantitative data: overview

Survey I: Working groups

- Sample: All members that participated in working groups from 2009 to 2013 ($N=124$)
- Data collection: September 2014
- Response rate: 64%
- Mean age: 53 years

Survey II: Affiliates (collaborative government instit. and NGO's)

- Sample: Staff of the agencies which were represented in the Welfare Watch ($N=1082$)
- Data collection: October 2014
- Response rate: 71%
- Mean age: 50 years

Survey III: General public (SSRI's internet panel)

- Sample: Stratified random sample from SSRI's internet panel ($N=1499$)
- Data collection: November 2014
- Response rate: 63%
- Mean age: 46 years





Qualitative data - Overview

- In-depth interviews with ministers of welfare, members of the steering committee and the chair and staff member of the Welfare Watch
- Focus-group interviews with members of the working groups of the Welfare Watch
- Content analysis





Qualitative content analysis was used to:

a) gain information on which of the working groups' proposals were presented in the steering committee's reports...

and ...

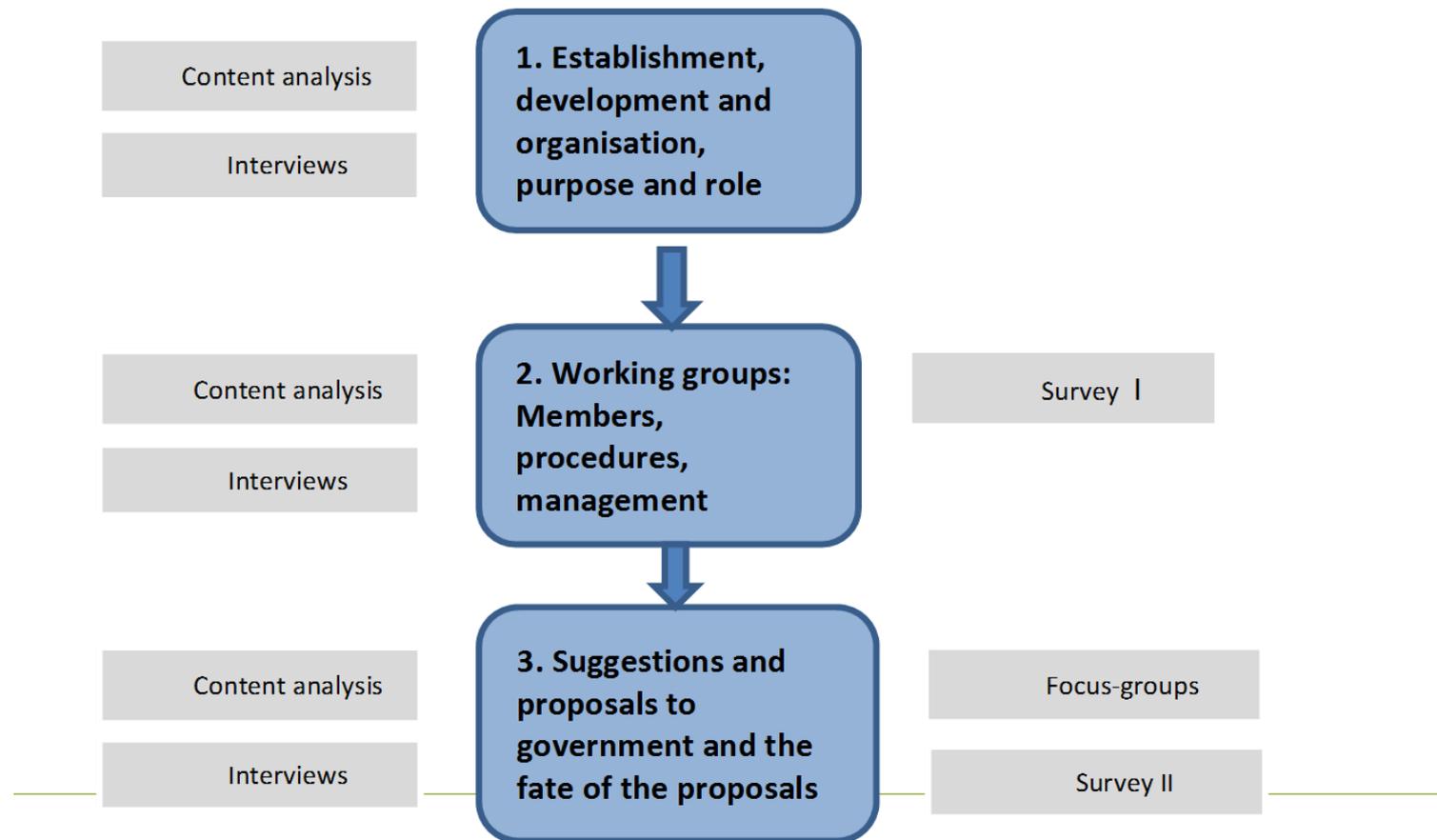
b) to trace the fate of these proposals.

- Texts that were analyzed:
 - Reports from the working groups
 - Reports from the steering committee
 - Official websites that provide information on government run operations (for example documents and other written material presented on the national parliament's website)



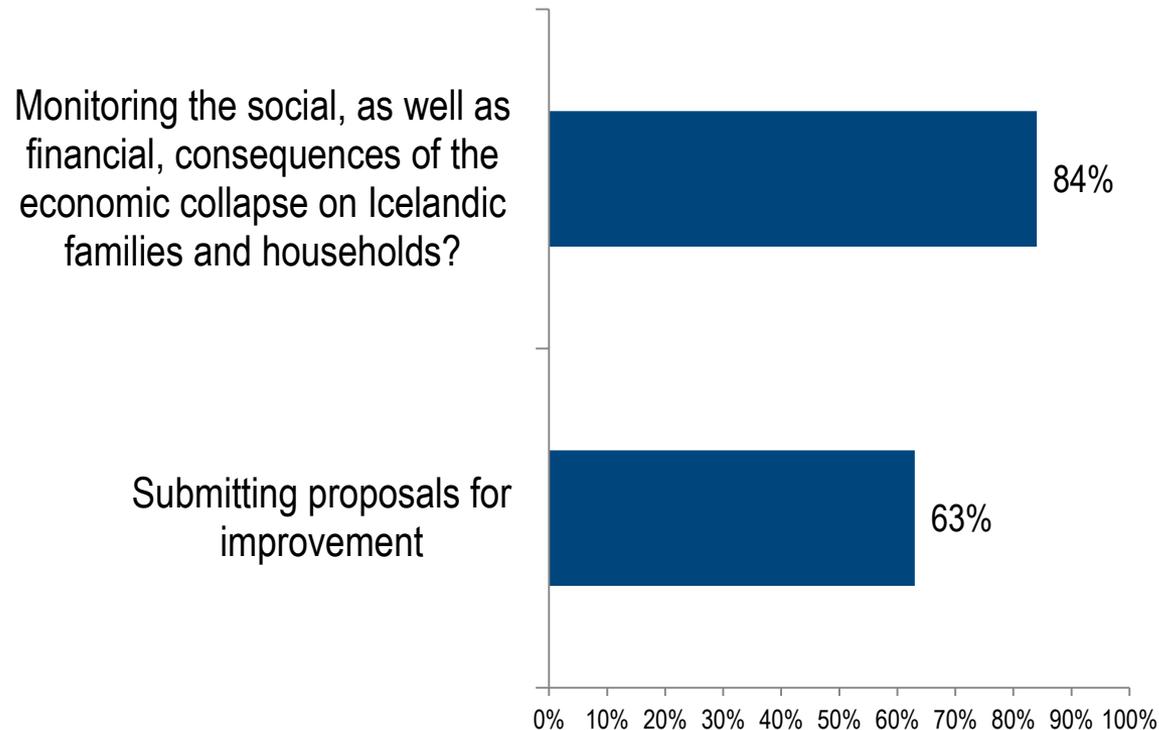


Outline of evaluation



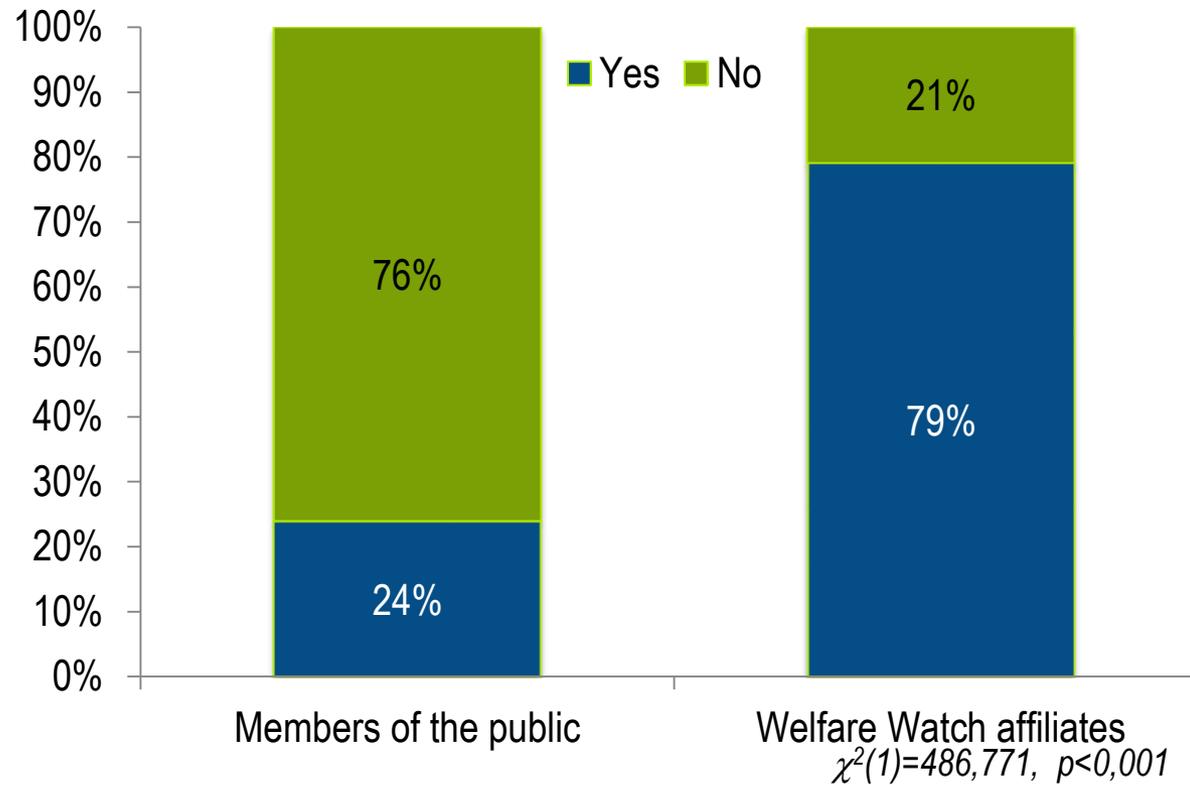


How well or poorly has the Welfare Watch achieved its goal? (% of working groups that said fairly well or very well)



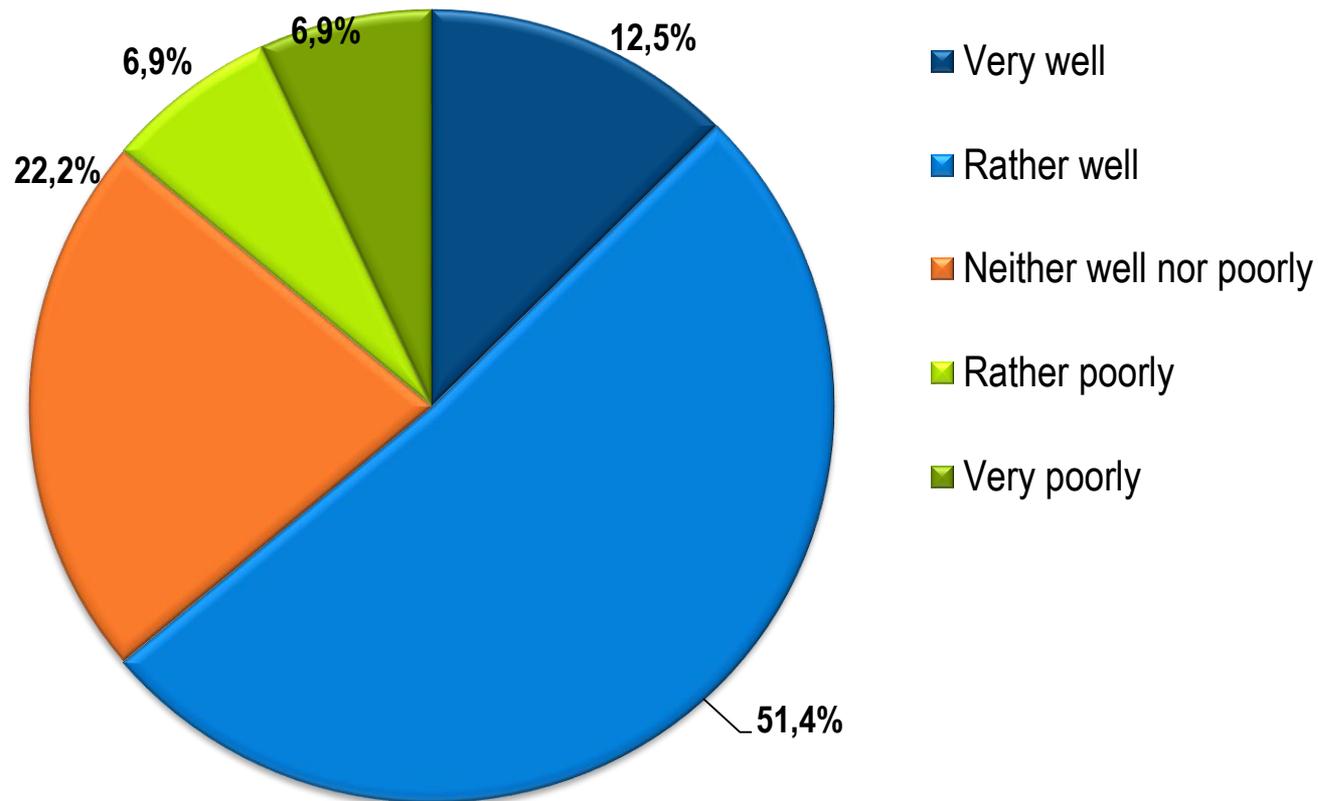


Have you heard about the Welfare Watch?





How well or poorly do you feel the objectives that the working group set itself were achieved?





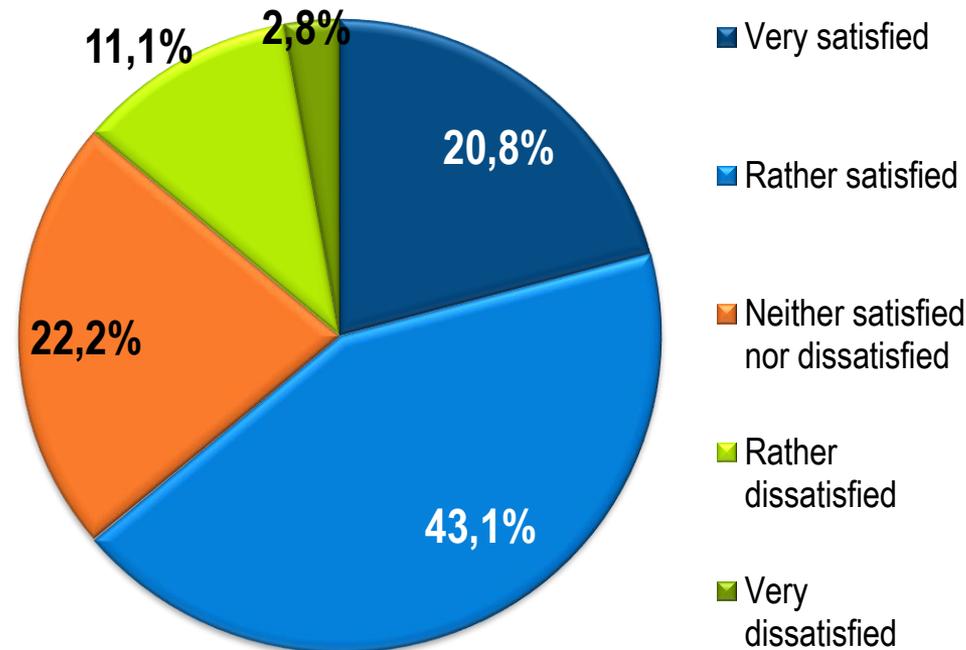
I strongly agree that the overall objectives were both clear, noble and very good. [...but] there was perhaps a certain insecurity or unhappiness within the group because we didn't really know what was expected of us, how we should deliver it and what the time limits were; yes, that is what it was like. We felt the objectives were rather vague [representative of the working group].

It was good to have a dedicated network that meets regularly and takes the pulse of society, but what is it meant to deliver? [representative of the working group]





On the whole, how satisfied or dissatisfied were you with working-group efforts?





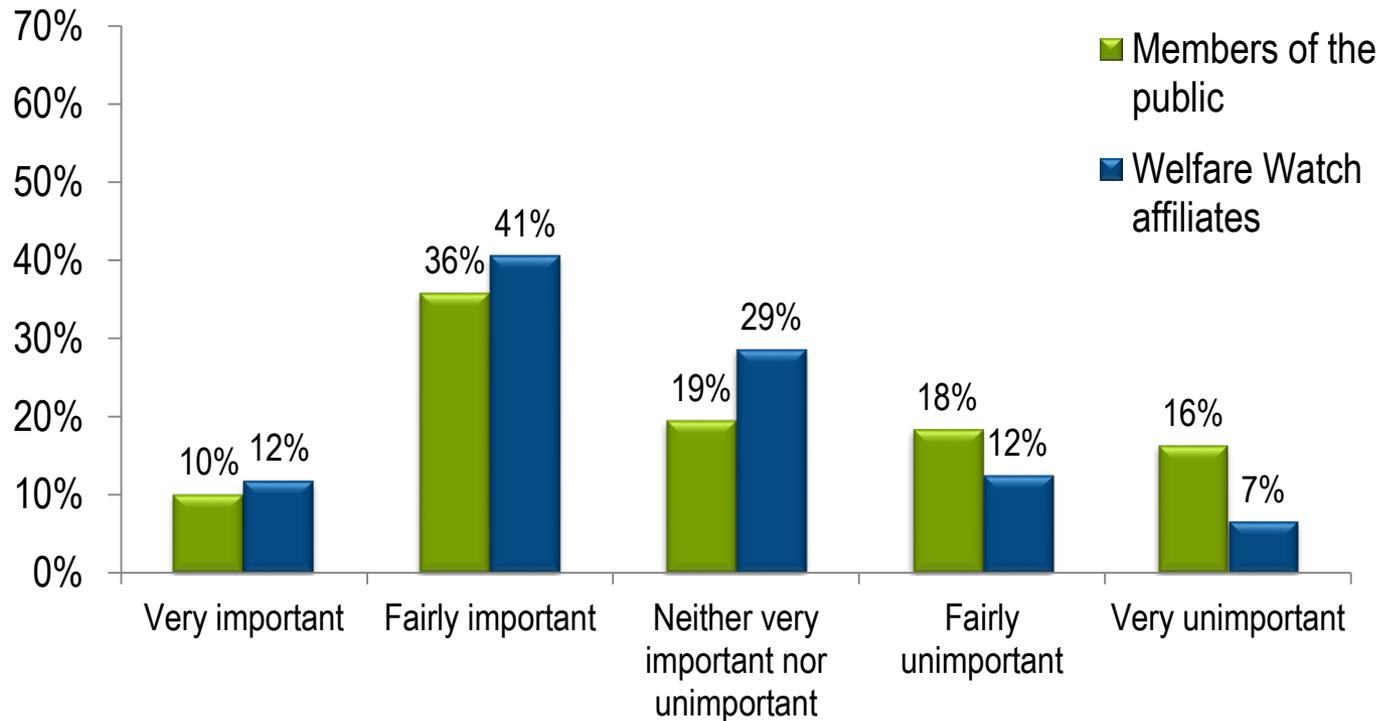
It was important to try and identify where we could best utilise any surplus we could create. Are there cut backs that should not be made, or if there is any possibility of increasing funds, where would the money be best spent? Where would the money be most effective? [Árni Páll Árnason, former Minister of Social Affairs and Social Security]

The advantage to the ministry was that there, you had a large pool of human resources and a tremendous value from all these groups. You had a representative from all these groups, who provided manpower, to examine and share information [...]. You could never buy this work [Guðbjartur Hannesson, former welfare minister]





Do you think that the Welfare Watch was of great or little importance for Icelandic society during the first few years after the economic collapse?



$\chi^2(4)=17,736, p<0,01$





Strengths

- *“All this work, the extensive exchange of ideas that occurred, will have a much greater long-term effect than we realise because it educated everyone involved in the Welfare Watch” [member of the steering committee]*

Ministers were pleased with the operation of the Welfare Watch

 - Where should funds be directed?
 - Provided government access to information from people that came from various backgrounds
- Various public bodies and organisations worked together on welfare issues in this cross-discipline project. This cross-discipline co-operation played a crucial role in efforts to improve the situation of people in Iceland following the economic recession





Future challenges

- Information flow between the Welfare Watch (steering group) and working groups could have been better
- Define roles for members of working groups more clearly
- *We could have an opinion and make suggestions, but there were no guarantees that they would be implemented. [...] I really wanted to just go in and talk to the minister face to face, say, my friend, such is the situation, as politicians what are you going to do? [representative of the steering committee]*





The importance of the Welfare Watch in the eyes of the ministers of welfare and members of the steering-committee

Interviews with former ministers of welfare and members of the steering-committee revealed that:

- The lack of funds was the main reason for some Welfare Watch proposals not being implemented.
- The Watch's work often had an indirect impact on welfare in Iceland by raising awareness about issues that require attention.





Conclusion of the evaluation of the welfare watch

- The evaluation suggests that the Welfare Watch played an important role in Icelandic society after the financial crash.
- Content analysis revealed that many government operations were in line with what had been proposed by the Welfare Watch.
- Interviewed members of the steering-committee said that the Welfare Watch played an important role in promoting welfare issues in Iceland, and that a number of associations and NGO's had carried out tasks that were in line with what the Welfare Watch proposed.





REACTION OF AUTHORITIES MINISTRY OF EDUCATION NATIONAL CURRICULUM GUIDELINES



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Ministry of Education's reaction

- A letter to all schools reminding them that the school is the cornerstone of the society and to uphold the values of Icelandic schools:
 - Tolerance
 - Friendship and care
 - Compassion
- Taking part in the welfare watch
- Implementing a new National Curriculum Guide





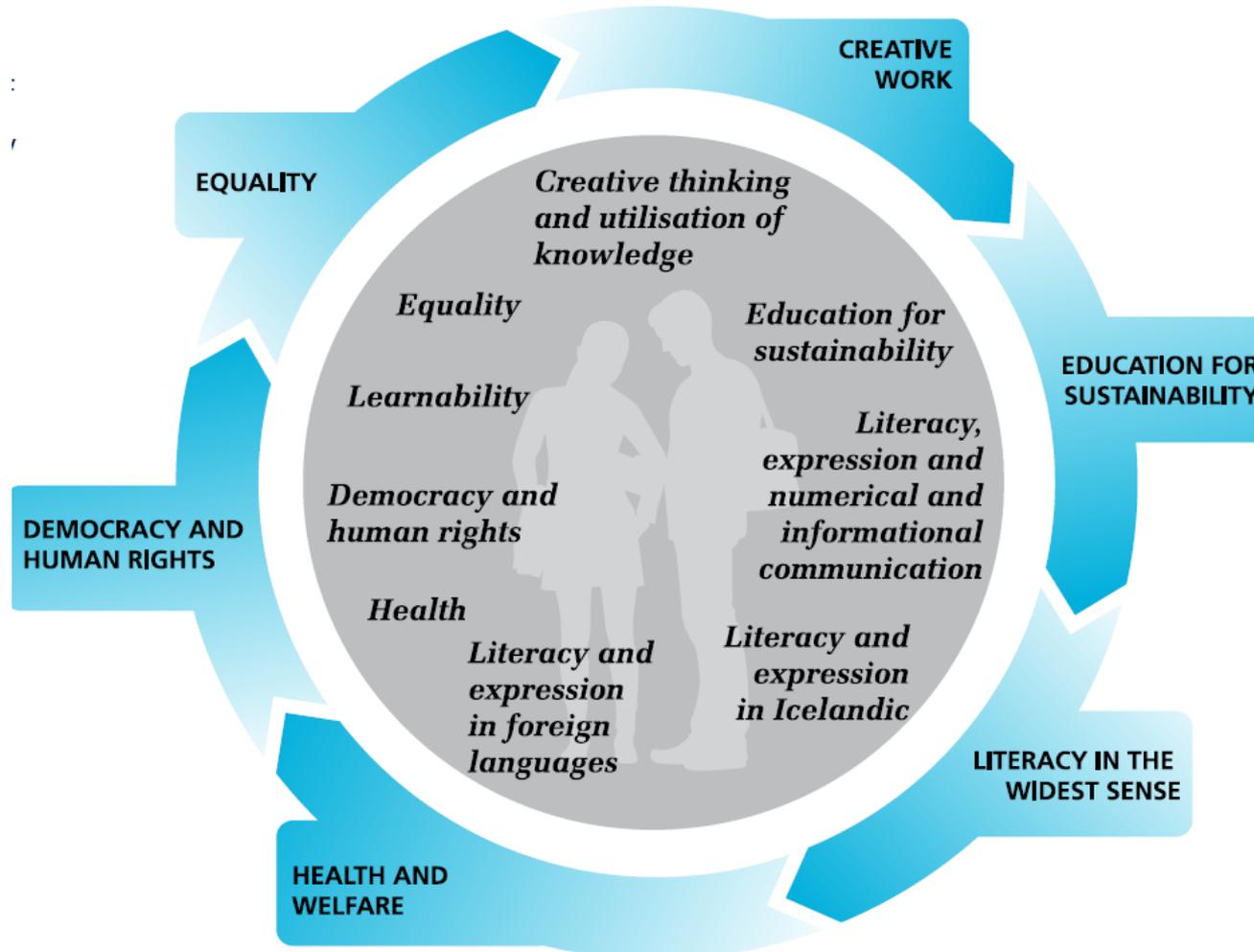
National Curriculum Guide

New legislation on pre schools (ISCED 0), compulsory schools (ISCED 1 and 2) and upper secondary schools (ISCED 3) from 2008 *the welfare of children and adolescents is defined as a basic principle of all school activity*. Schools shall emphasise the mental, physical and social wellbeing of their pupils. Schools shall be a sanctuary for children where they feel safe, have an opportunity to develop and apply their talents, and enjoy their childhood. In the objective articles of the laws on all the three school levels the role of the schools is defined as to encourage pupils' general development and prepare them for active participation in a democratic society. The school is the pupils' workplace and in the policy children's welfare is defined as an essential part of school activities. Childrens' rights and participation are also fundamental in the new legislation. Parents' involvement and participation is also made more clear than before.





National Curriculum Guide - 6 Pillars





The ministry did not allow any cutbacks in the number of lessons





IMPACT ON SCHOOLS AND SCHOOL CHILDREN



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Pre-schools 1 – 5 years old	Compulsory schools (primary and lower secondary) 6 – 15 years old	Upper secondary schools 16 – 20 years old
Attended by approx. 95% of 5 years old children.	Compulsory	School for all up to 18 years old students.
Led by municipalities	Led by municipalities (since 1996)	Led by the state
National curriculum	National curriculum	National curriculum
Approx. 14% in independent, public funded schools	Approx. 2% in independent public funded schools	----
Parents pay around 25 – 30% of total cost	Full public funded	Students pay low registration fee and for books.
Free school choice, limited number of children in each school.	Restricted schools choice, neighbourhood schools.	Restricted school choice – student choice



Financing of Icelandic schools

- In 2007, 2008 and 2009 Iceland spent proportionally more on education than all other OECD countries (OECD, 2007, 2010, 2011).
- In 2010 expenditure was less for all school levels except the primary school level (OECD, 2013).
- Pre- and primary schools are run by local authorities, upper secondary schools by the state.

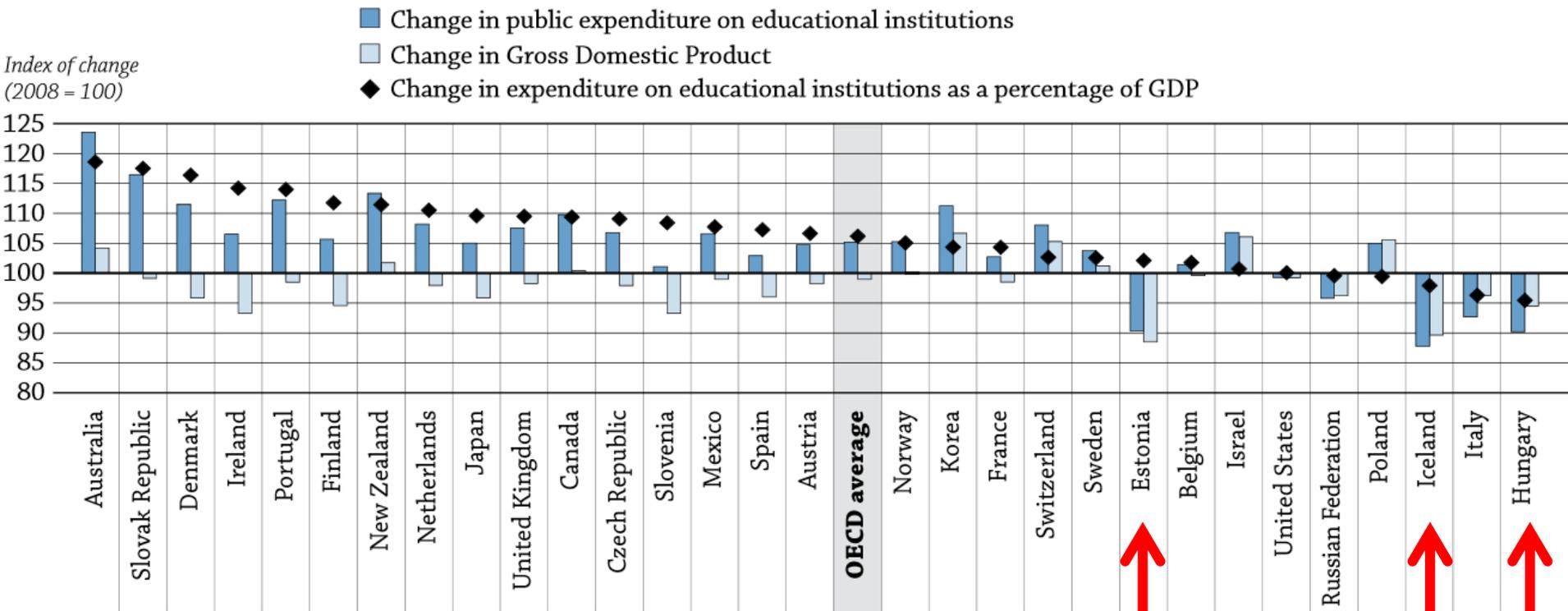




Education at a glance, 2013

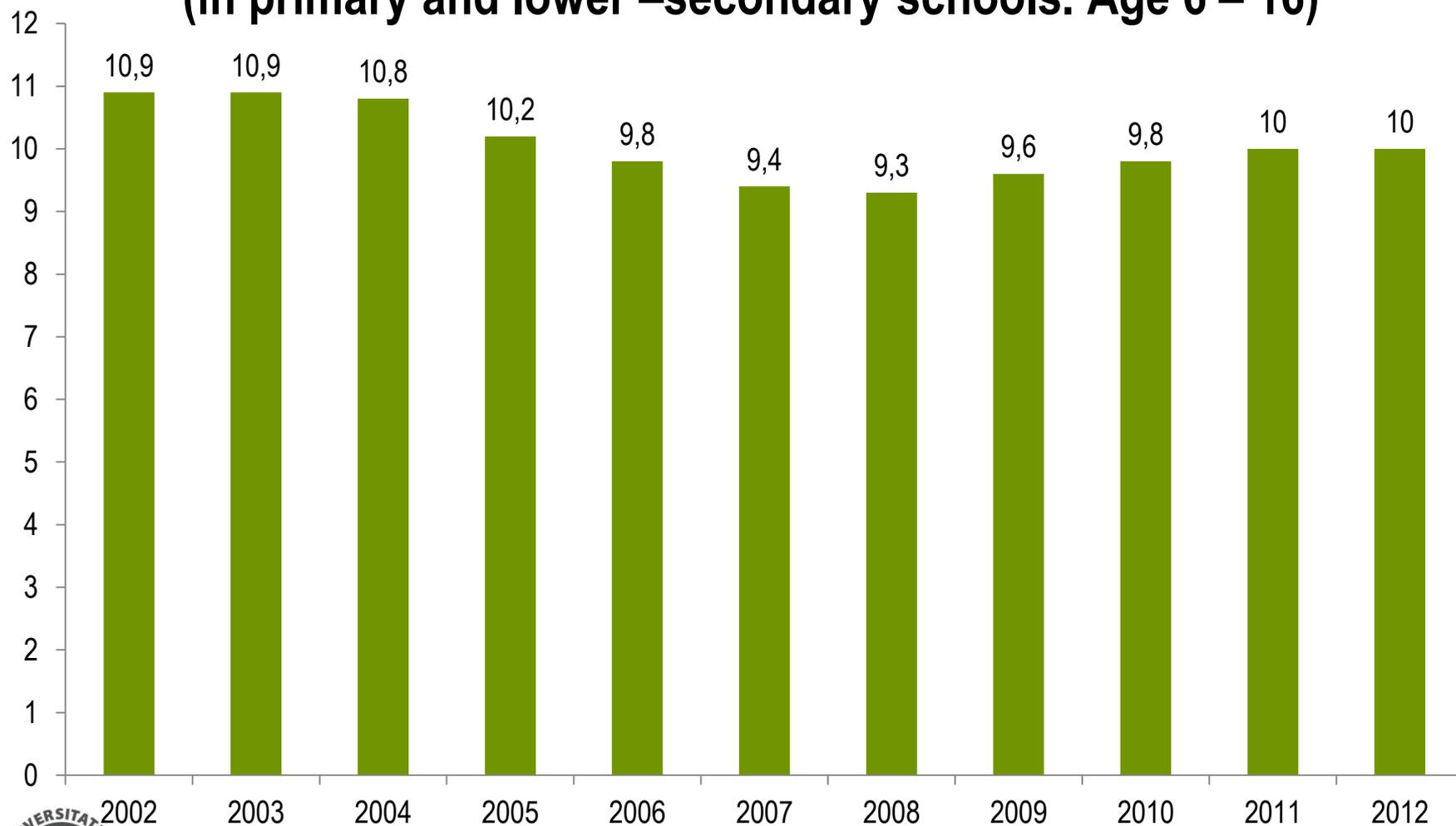
Chart B2.3. Impact of the economic crisis on public expenditure on education

Index of change between 2008 and 2010 in expenditure on educational institutions as a percentage of GDP, for all levels of education (2008=100, 2010 constant prices)

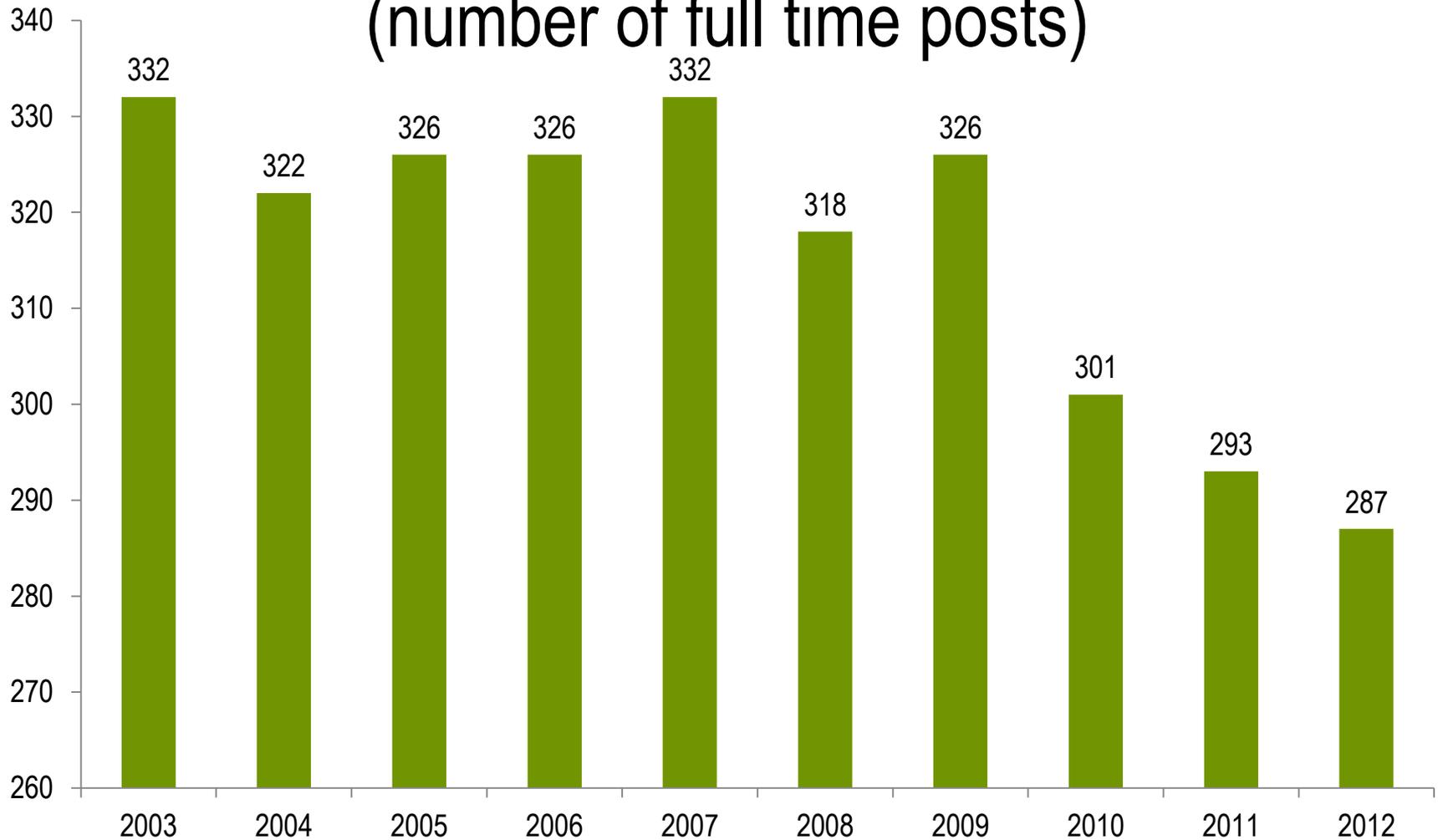




Number of pupils per full-time teacher equivalent (in primary and lower –secondary schools. Age 6 – 16)

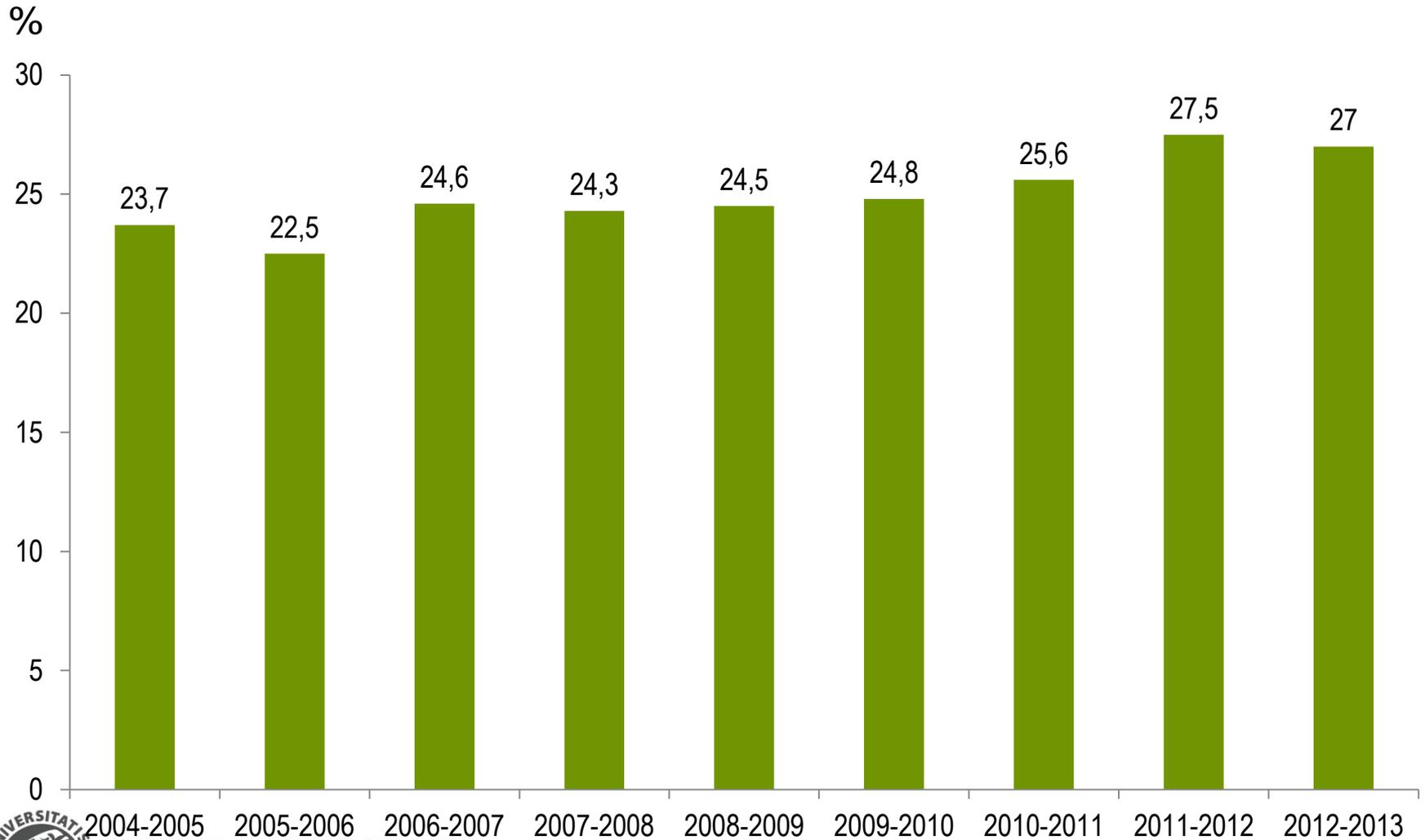


Headmasters and assistant heads (number of full time posts)





Pupils receiving special education





Total budget allocated to upper secondary schools 2007-2014 (ISK according to value 2014)

Icelandic National Audit Office





Reactions in municipalities

- Reduced number of administrative staff
- The maximum number of students in each class higher
- Overtime was not paid and transport fee taken off
- School mergers both within and between school levels.
- Less maintenance of housing and furniture.
- No or very little renewal of ICT technology.

Article 2015 (abstract in english): <http://netla.hi.is/greinar/2015/ryn/004.pdf>





Opportunities?

- To re-evaluate or replace fundamental values in education as well as in wider community.
- Tighter cooperation between parents and schools
- Easier to recruit qualified teachers
- „What we were doing before was simply too expensive, that was nonsense. We can still have fun if we take our graduation trip inland instead of going abroad“ (pupil in grade 10)





Guiding lights from Reykjavik schools' Prevention Policy

- Cooperation with **parents**.
- Strong and positive **self-esteem, social skills** and **healthy lifestyle**.
- **Cooperation** with the micro-society and empowerment of the **social capital** - protects children and teenagers and supports parents in their pedagogical role.
- **Active participation** of children and teenagers in school and youth work.





The objective in compulsory education regarding prevention against drugs and abuse

- To ensure all students' protection against drugs and all abuse

How do the schools work towards that goal?

- All schools are required to have their own protection plan built on Reykjavik's protection policy (since 2005)
- All teachers are expected to follow instructions laid down in the plan if they suspect their students are having difficulties
- All schools have school counsellors that guide the students and look out for troubles to be able to prevent them before they go too far





Guiding principles in leisure activities

(6-16 years)

- Children and adolescents should have access to leisure activities that have developmental and educational value.
- Emphasis is placed on **active engagement, practical experience, democracy and human rights**.
- Encouraging and mobilizing individuals **who need special encouragement and support** due to disabilities or social status will receive special consideration.
- The main function of leisure centres is **prevention** and helping children and youth lead a **healthy lifestyle** and to be **active members** of society.





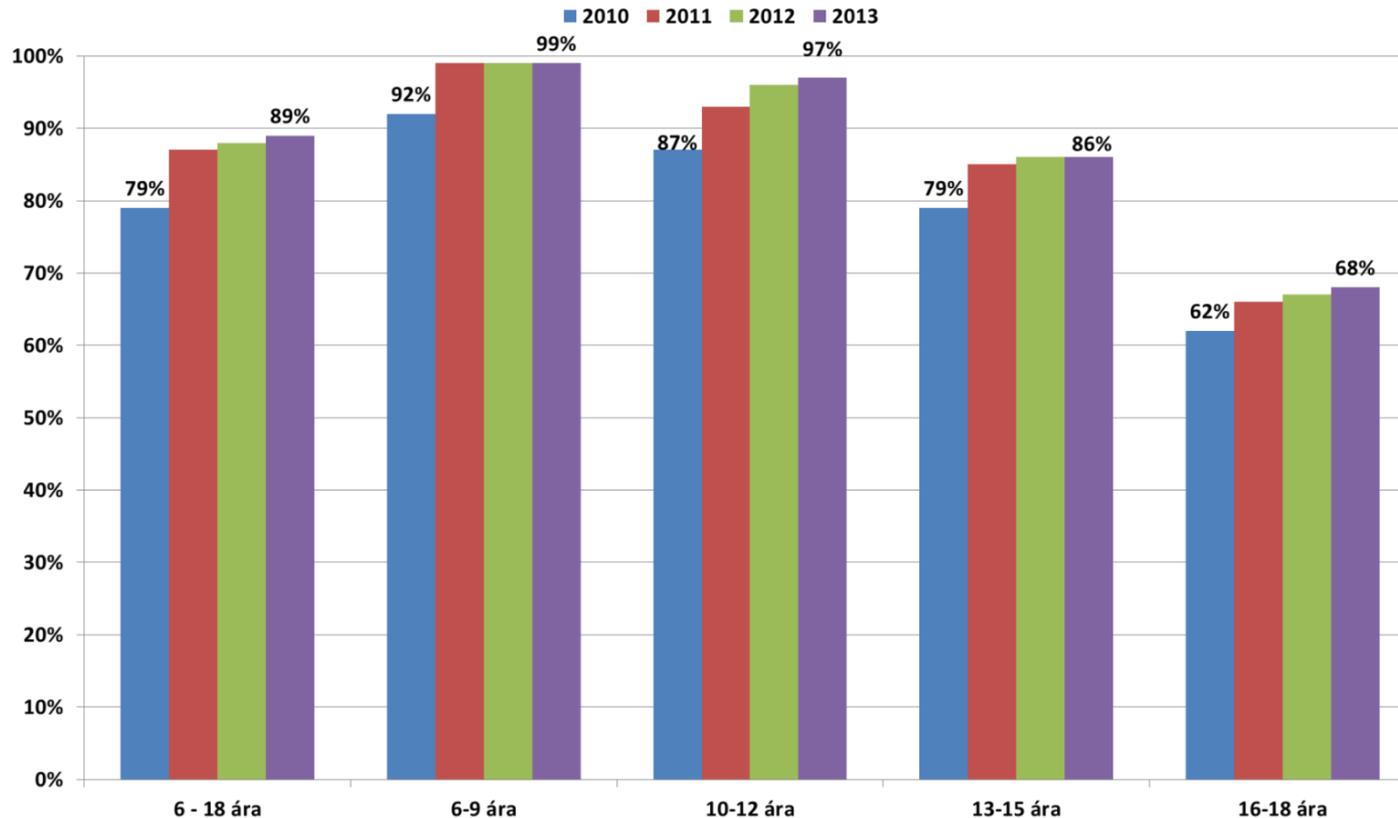
Children and Youth in Reykjavik Achieve Success

- **90% of parents** of pre-school children feel that the pre-school works well with social skills and 97% say that their children are happy at the pre-school.
- **Over 90% of** compulsory school parents say **their children are happy** at school.
- **Around 87% of parents** say that after-school programs and youth centers have positive influence on their children social competence and the activities are interesting.
- **Over 90% of youth** aged 13-15 take part in some form of leisure activities.
- Monitoring methods and prevention policy has **significantly decreased** student use of **alcohol, drugs and smoking**.





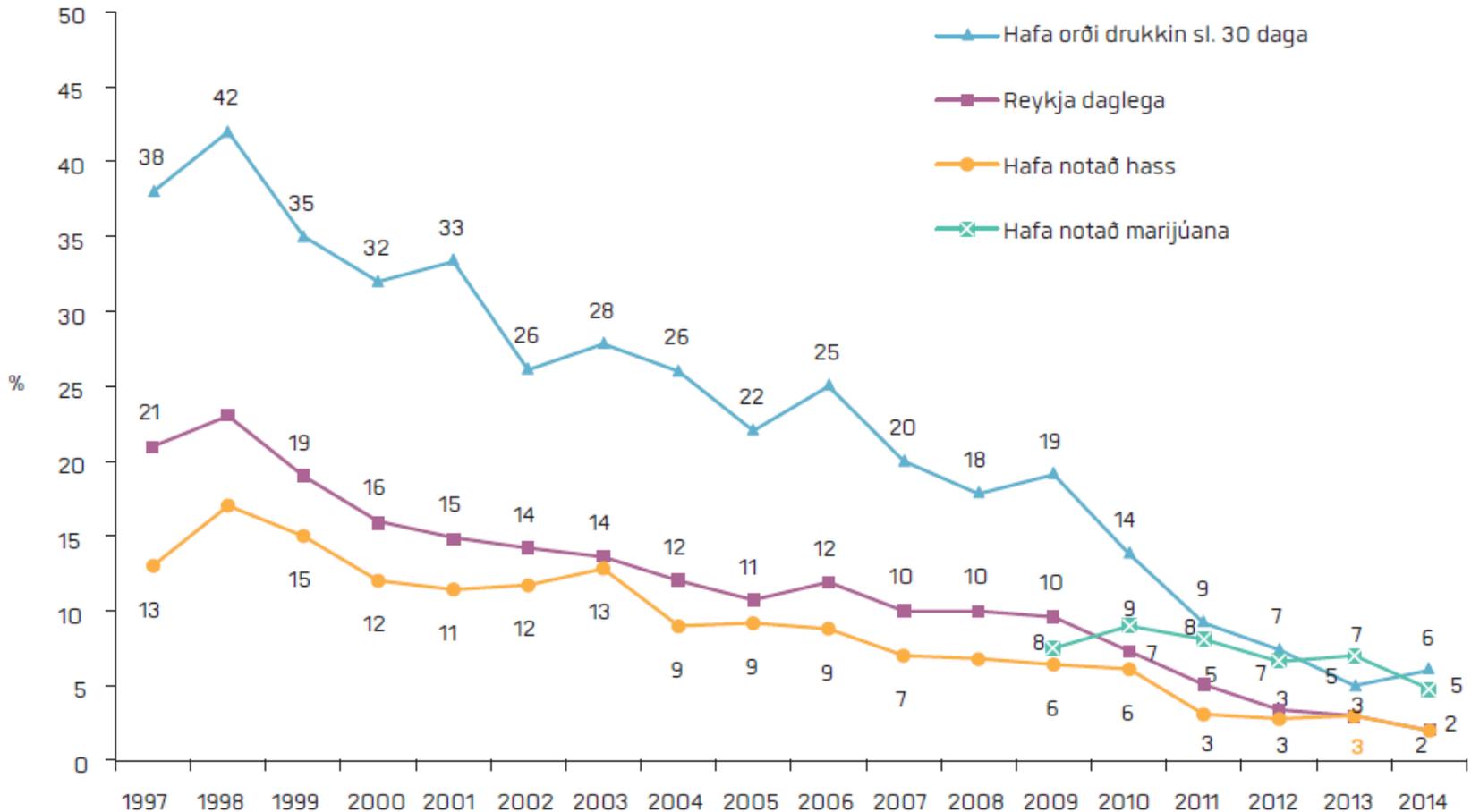
The proportion of children and adolescents in leisure activities in Reykjavik by year and age







Percentage of 10th grade students in Reykjavik schools, smoking daily, being drunk the last 30 days and used narcotics once or more in their lifetime - 1997-2014



Mynd 82. Þróun vímuefnaneyslu unglinga í 10. bekk á Íslandi árin 1997 til 2014.



Children in the City

- Depression 2008
- Cooperation
 - School (principle and teacher, preschool and compulsory), youth worker, socialworker (Welfare) culture sector, mayor's office, parents' organization etc
 - Meeting every month for the first years, just focusing on the childrens well being, food, poverty, participation in sports and leisure, art/museums (Childrens festival) a lot of support from the Welfare Department.
 - Now the group meets twice a year
 - Rapport to the Mayor and Welfare Department one a year. Now we are facing more anxiety among children and a greater financial gap between classes.





- **School level:** The compulsory school level was protected by laws while other levels were harder hit. An attempt was made to cut rather in areas with less effect on students outcomes (Hull, 2010). Upper secondary schools face serious financial problems.
- **Political level:** There was general agreement at national and local levels to protect schools as much as possible.
- Temporary “backlash” of neo-liberalism in educational policy, the vision of a school for all seems to be strong.

More ideological, emotional or political effects than financial.





Effects of crisis

Negative effects?

Loss of assets, unemployment, anger, loss of trust



Positive effects?

Health related behaviour, spending time together, order of priority





First response in society

Back to basics:

Knitting lopapeysur (Icelandic wool sweaters)

Meeting friends and families more

“we got each other”

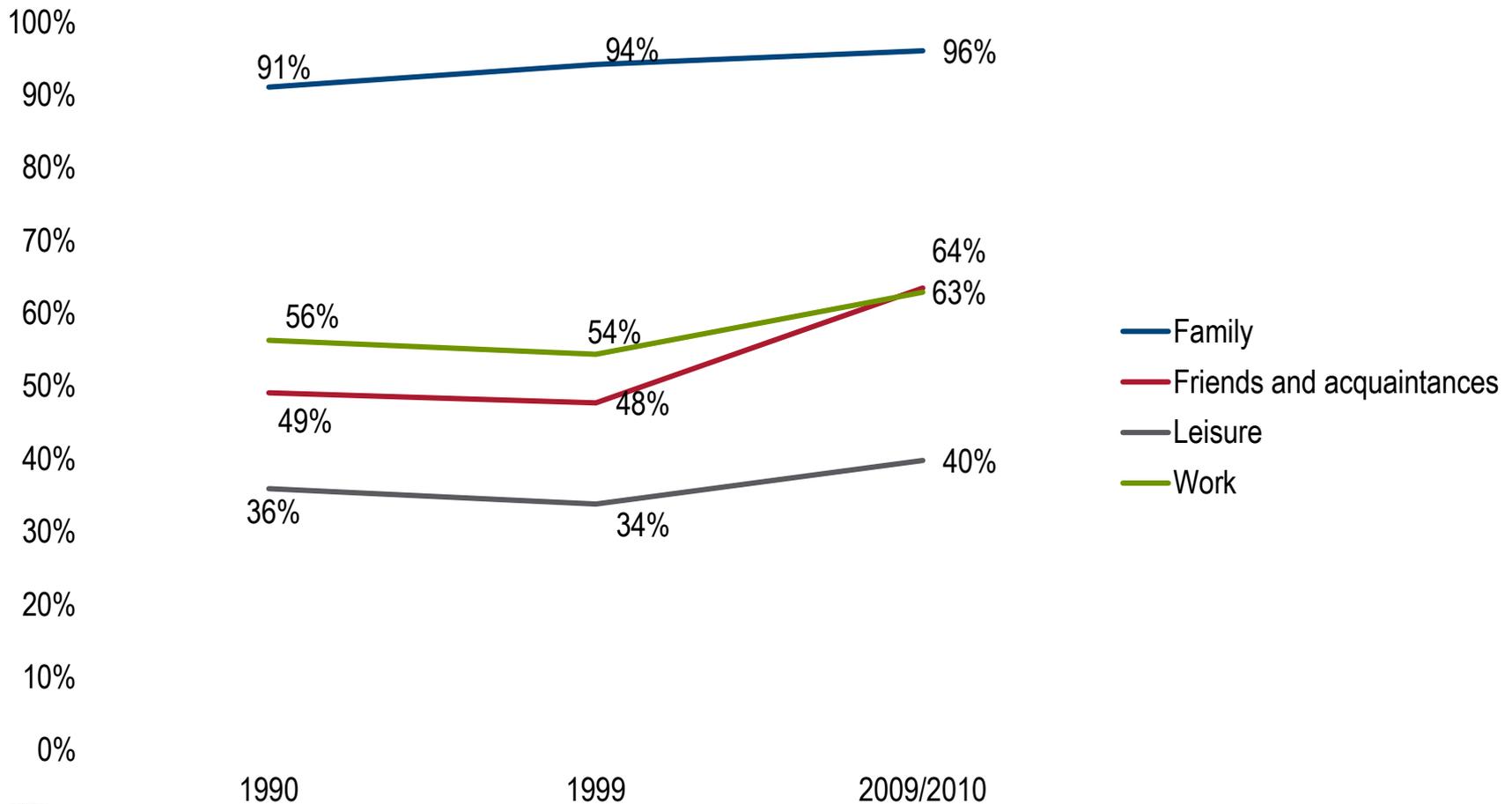
“we are strong”

“new/old values”





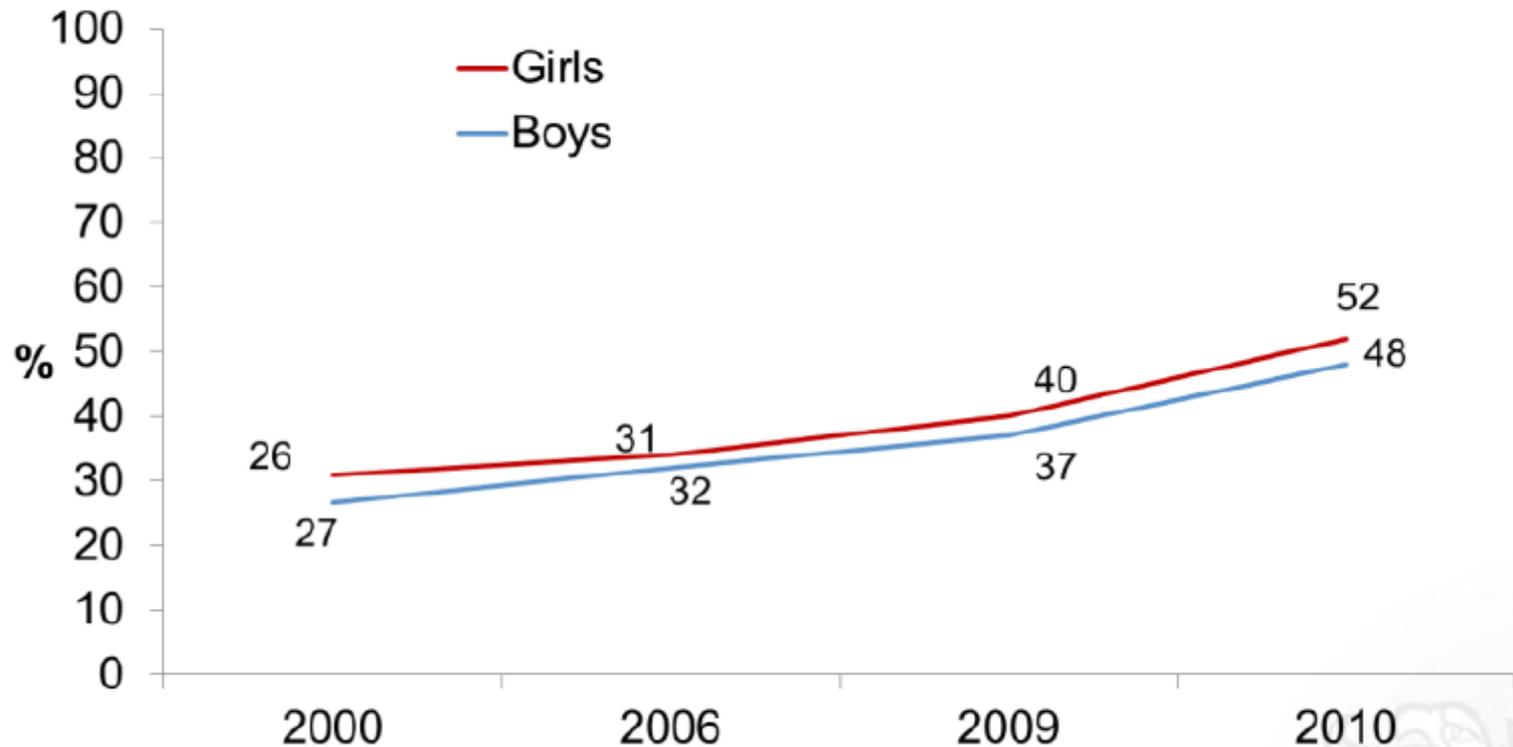
How important is... in your life?





Spend time with parents on weekdays

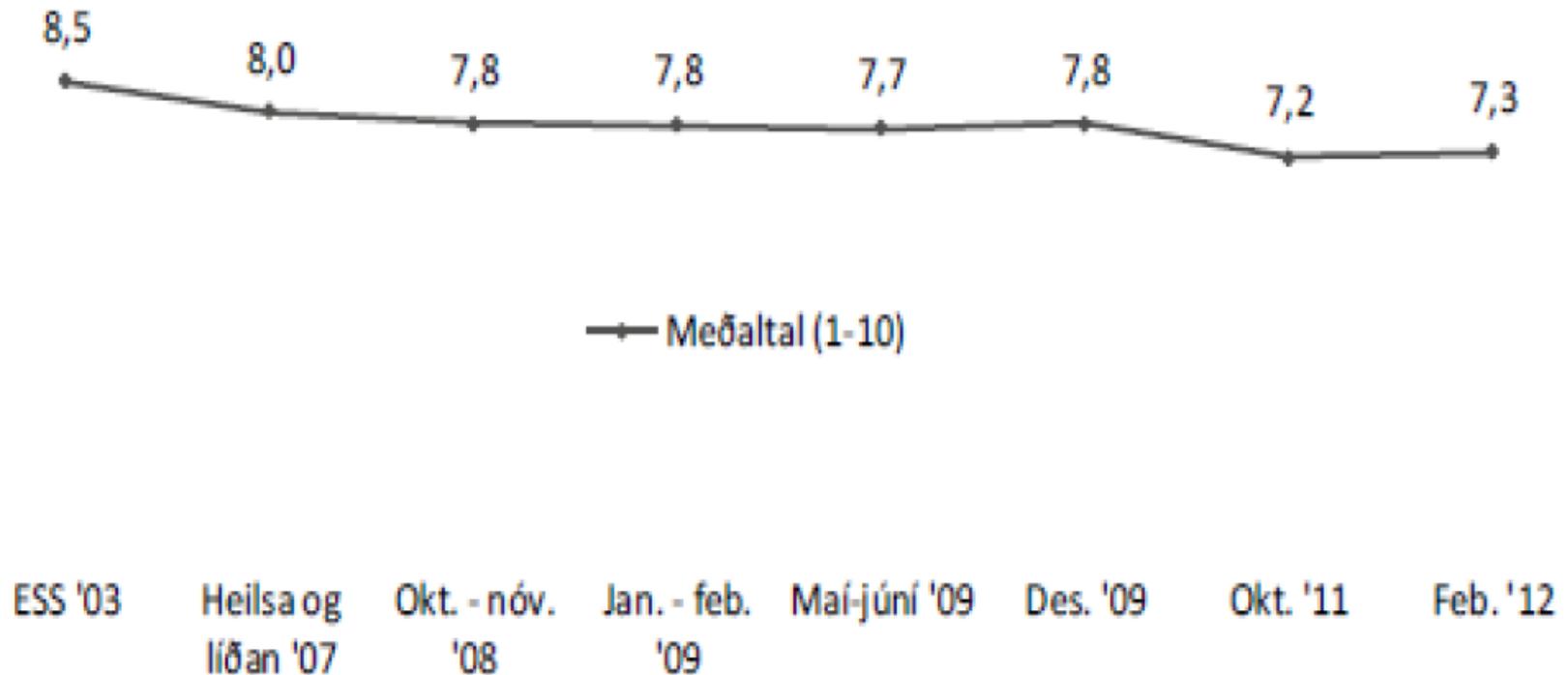
(often, always)





Happiness in Iceland

from 2003 - 2012

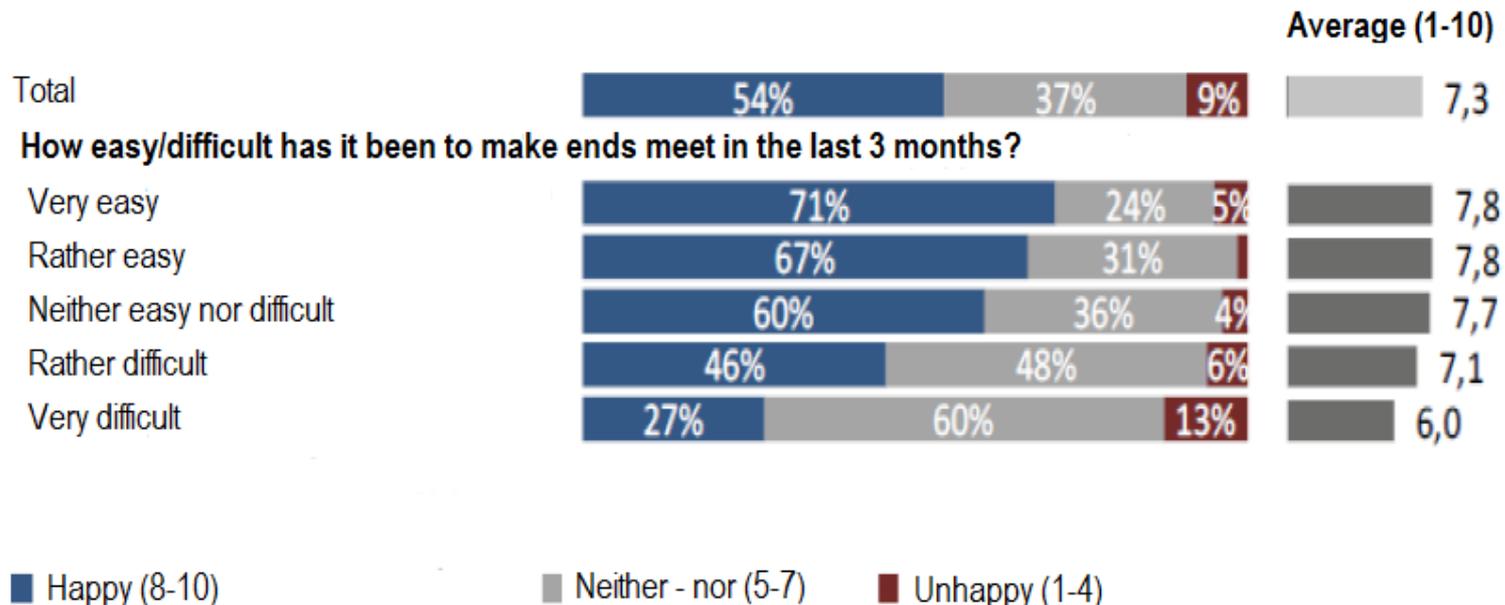


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Dóra Guðrún Guðmundsdóttir: Áhrif efnahagsþrenginga á hamingju og líðan Íslendinga. Kynning í Þjóðmenningarhúsi, júní 2012



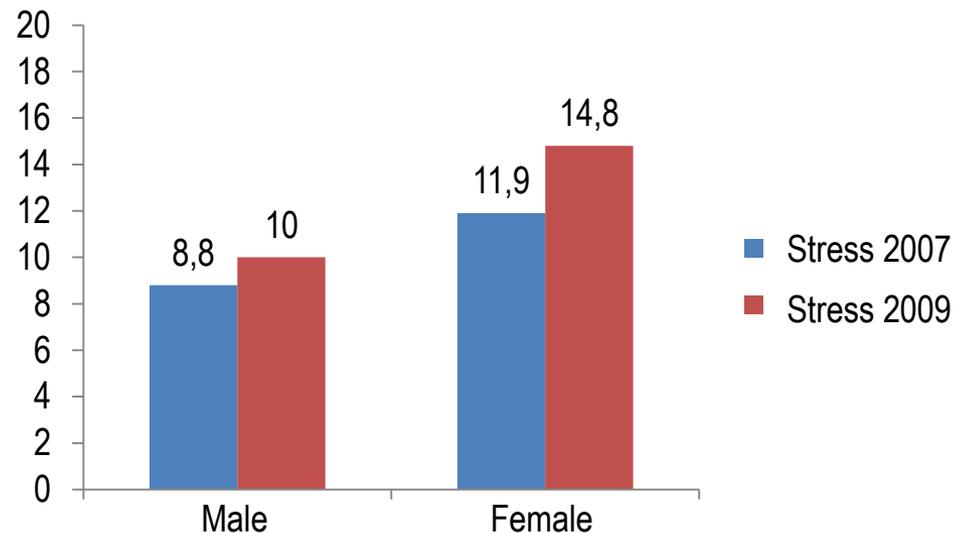
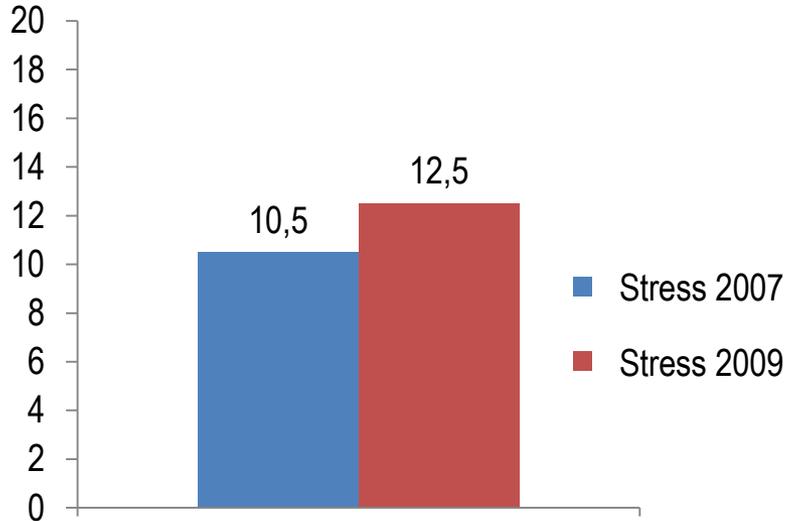
Happiness – and financial difficulties





Increased stress

	2007	2009	
	n (%)	n (%)	OR (95% CI)**
High stress	393 (10.5)	470 (12.5)	1.29 (1.12, 1.49)

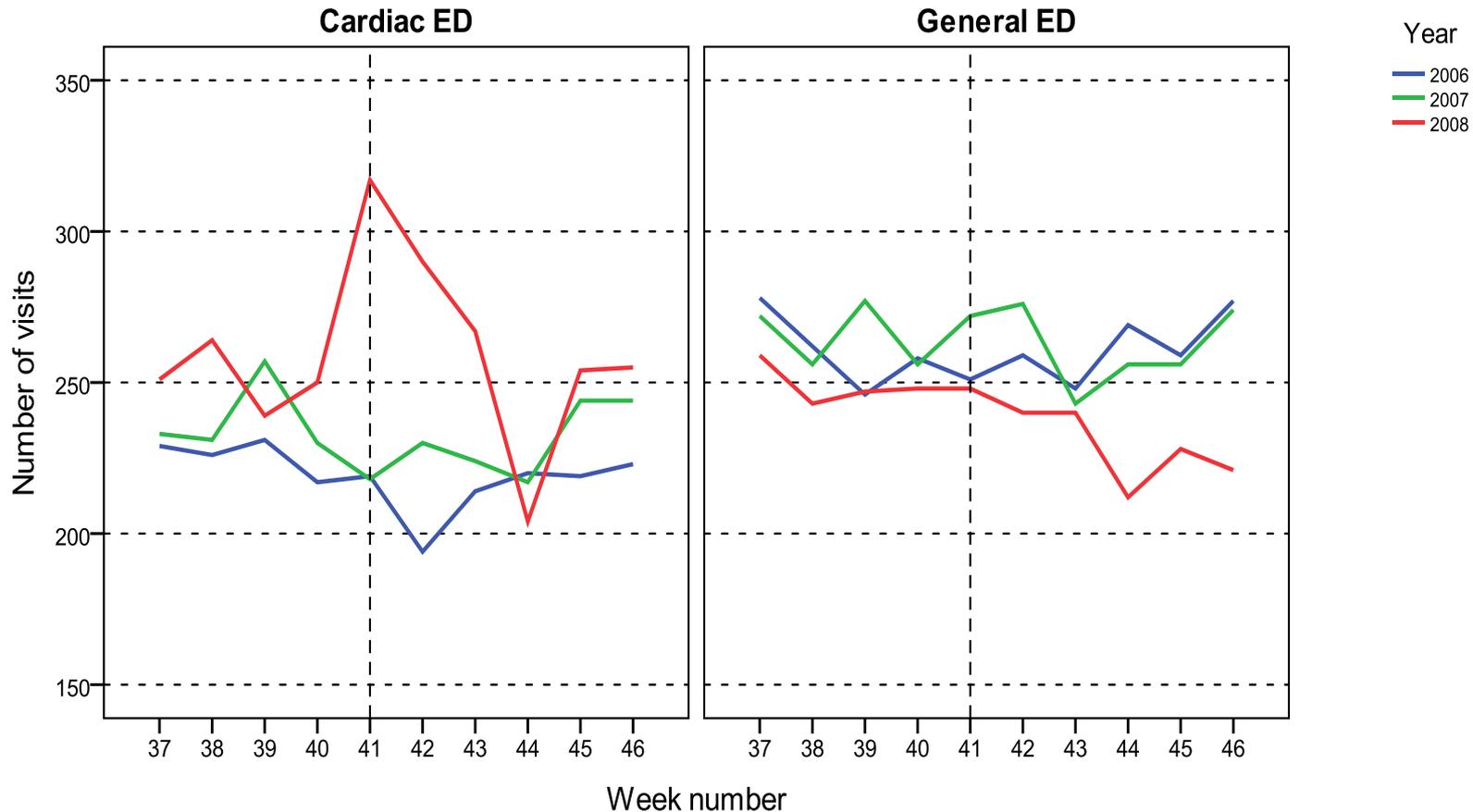


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Arna Hauksdóttir, Christopher McClure, Stefán Hrafn Jónsson, Örn Ólafsson, Unnur Anna Valdimarsdóttir (2011). Áhrif efnahagshrunsins á hátt streitustig. Málþing um efnahagsþrengingar og heilsu í Þjóðminjasafni 26. maí.



Number of weekly visits to emergency departments in Reykjavik from week 37 through week 46 in 2006, 2007 and 2008

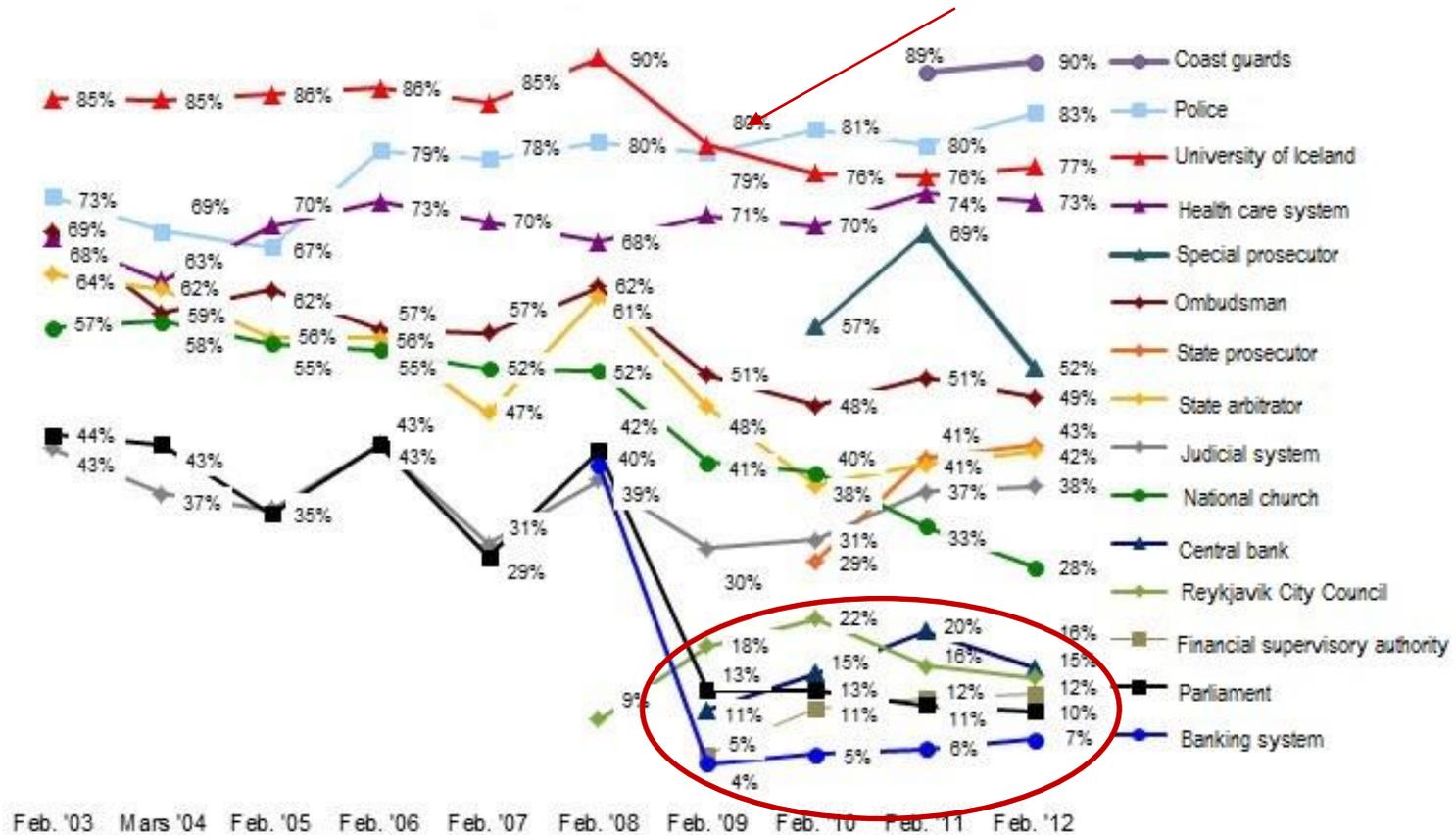


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Guðlaug Raket Guðjónsdóttir, Már Kristjánsson, Örn Ólafsson, Davíð O. Arnar, Linn Getz, Jóhann Ágúst Sigurðsson, Sigurður Guðmundsson, Unnur Anna Valdimarsdóttir (2011). Komur á bráðamóttöku í kjölfar efnahagshrunsins. Málþing um efnahagsþrengingar og heilsu í Þjóðminjasafni 26. maí.



Trust in institutions





MOVING ON



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The Nordic Welfare Watch

- Iceland's chairmanship programme in the Nordic Council of Ministers
- 3 years project 2014-2016, final conference 10th Nov. 2016, Iceland www.nww.is
- Umbrella with 3 projects
- <http://eng.velferdarraduneyti.is/nordicwelfarewatch/>





1. Welfare consequences of financial crises

- The project will consist of inter-Nordic research work into welfare consequences of the financial crises of the 1990s and the present crisis. The aim is to assess and compare multi-dimensional consequences of these crises for the living conditions of the populations, policy environments and effectiveness of policy reactions. Stefán Ólafsson, Olli Kangas, Joakim Palme, ofl.
- 1990-1994 Crises, Finland, Færöyene, Sverige. Lately Ísland, Finland, Danmark .
- Book: “Crises and Welfare: Nordic Crisis Management Strategies in a Comparative Perspective”





2. Nordic Welfare Watch - In Response to Crises

The aim of the study is to investigate how well Nordic welfare systems are prepared for various crises. The welfare state plays an extensive role in crisis and disasters, yet emergency response plans and the organization of civil defence do include the health systems in their planning while the role of social services is rather unclear.





3. Nordic Welfare Indicators

Nordic welfare indicators are based on the idea of “the social indicators” that were defined following the economic crisis in 2008.

The Icelandic “Welfare Watch” that was established in the year 2008 proposed to the Icelandic government to develop indicators that could reflect changes in the social situation of the population in Iceland. Choose 30 Nordic indicators.





Possible outcome

- Important to use knowledge from the project.
- Biannual Nordic Welfare Forum for urgent issues.
Launch the Nordic Welfare Indicators (NOVI).





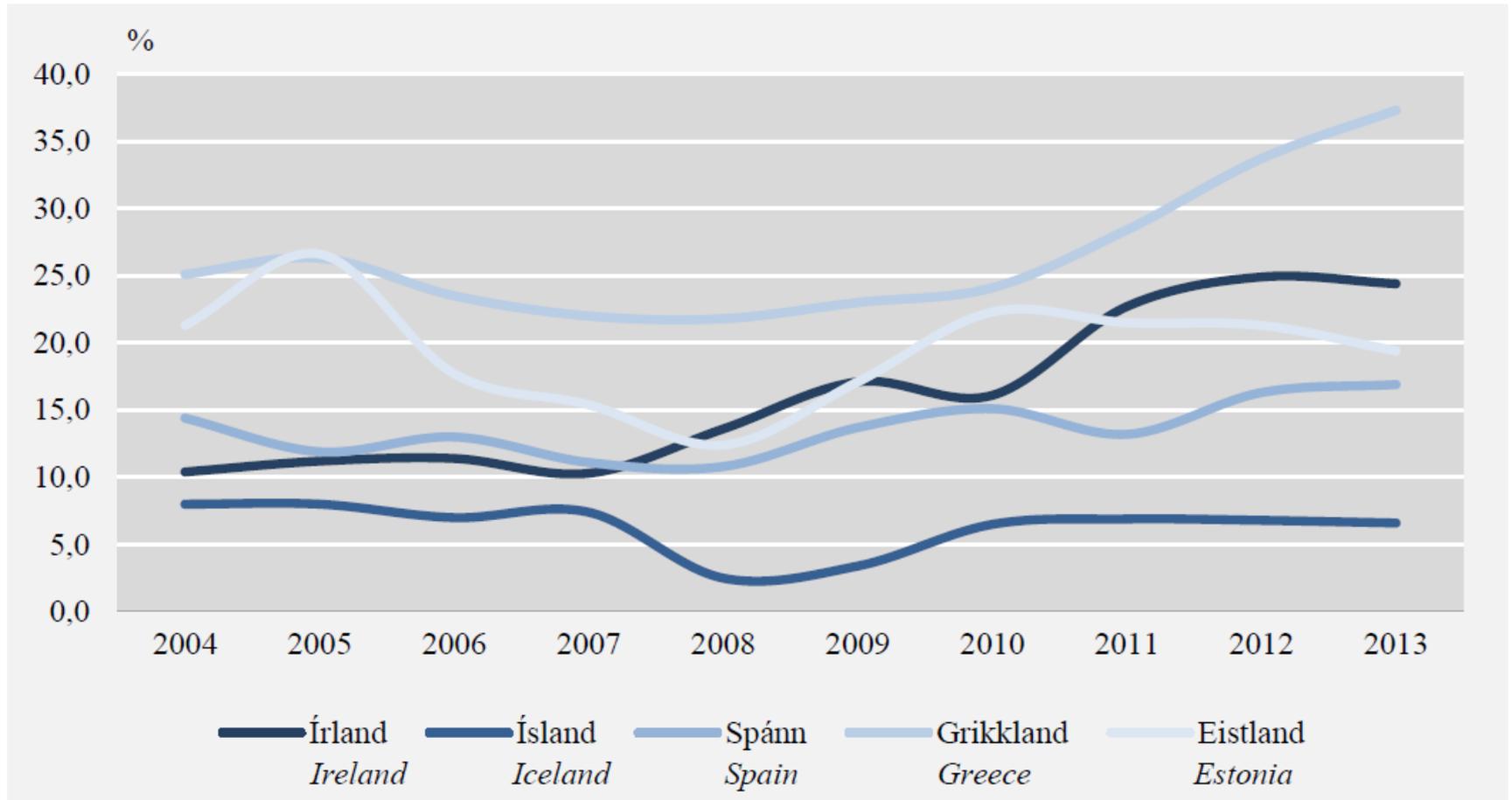
CAN GREECE LEARN SOME LESSONS FROM ICELAND?



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Figure 3. *Material deprivation in Iceland, Ireland, Spain, Greece and Estonia*



Heimild *Source:* Eurostat.



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Figure 2. Children at risk of poverty in Europe 2013

