

00:00.111 --> 00:04.433

[SPEAKER_03]: [Automatic captions by Autotekst using OpenAI Whisper V3. May contain recognition errors.]

Welcome

to After Us, Becoming Good Ancestors. This is Tanu. And this is Tim. And

00:04.473 --> 00:13.197

[SPEAKER_03]: this week we're talking about our course Childism and Archiving the Climate Movement with our students who participated in a challenge to

00:13.277 --> 00:22.241

[SPEAKER_03]: find future solutions that can help historians write about child and youth contributions to the early 21st century climate movement.

00:39.000 --> 00:49.831

[SPEAKER_03]: I have with me here students from various ECIU universities who have participated in this challenge and have been here this week to learn

00:49.851 --> 00:58.639

[SPEAKER_03]: about childism and how we can archive the climate movement. So let's get started. I'm excited to talk to y'all. Would you like to introduce

00:58.679 --> 01:09.866

[SPEAKER_01]: yourself first? Hello, my name is Mojgan and I'm coming from Tampere University. I'm a master's student in environmental engineering. I'm

01:09.886 --> 01:23.974

[SPEAKER_01]: really glad that I'm taking part in this course. Thanks, Mojgan. Yes, hello everyone. I'm Sepideh from Tampere University and I'm doing my

01:24.014 --> 01:35.200

[SPEAKER_02]: master's degree in sustainable transport. I'm really happy for having me here. Hello everyone. I am Hamza from Tampere University where I'm

01:35.260 --> 01:46.712

[SPEAKER_00]: doing my master's program and I'm really excited to be on this podcast. Yeah. Yeah, welcome. So like on this podcast after us, we talk about, you

01:46.752 --> 01:57.515

[SPEAKER_03]: know, experiences of students and especially, you know, the first contact with this idea of childism. So did you hear this word before you

01:57.715 --> 02:02.636

[SPEAKER_03]: found this course name or is that something you discovered? How was it for you?

02:11.758 --> 02:26.021

[SPEAKER_01]: I think I have focused more on the technical aspect of studies. I was engaged in another field, a technical field. And this one was something

02:27.421 --> 02:36.082

[SPEAKER_01]: totally different from my field of studies. But it was really

interesting. I wanted to be engaged in something more social because I

02:36.142 --> 02:48.725

[SPEAKER_01]: wanted to improve my multidisciplinary skills. skills, it was really great and here in this course I learned a lot and it was really

02:48.785 --> 03:02.609

[SPEAKER_01]: interesting and amazing experience for me. Yeah, thank you. What about you, Sabine? Yeah, especially when I saw the name of this course at ECIU

03:02.629 --> 03:16.053

[SPEAKER_02]: website, I'd never thought about this topic and I'd never heard about this and at that time I thought that it's a really novel idea and

03:19.674 --> 03:35.639

[SPEAKER_02]: I didn't have any experience regarding to this and I also thought that I have to think about very main topics of climate change but all of them was

03:36.100 --> 03:50.006

[SPEAKER_02]: regarding to adults not children and being participating in this course was really exciting for me and I learned a lot of new things that

03:50.446 --> 04:05.716

[SPEAKER_02]: before that I wasn't familiar with. Yes, when I saw this course on the ECIU platform, I never thought it would be as interesting as it is right

04:05.796 --> 04:15.431

[SPEAKER_00]: now, even when I got to Stavanger. And even when I was online, I kind of didn't even get the idea of childism. You know, it is a marginalized

04:15.651 --> 04:26.577

[SPEAKER_00]: group, like any other group, like you say, like would say feminism or racism, all those other kinds of marginalized groups. But it's

04:26.838 --> 04:36.268

[SPEAKER_00]: actually not what I thought about, even I myself, I didn't think about childism. it before i got into the course so it's this course really

04:36.448 --> 04:47.008

[SPEAKER_00]: exposed me to the concept of childism And what does this concept mean for you now after this week in Stavanger? How has it changed

04:47.128 --> 05:00.259

[SPEAKER_03]: something in your thinking? Yes, it actually means a lot of stuff. Like, for example, how children's minds and thoughts and their

05:00.419 --> 05:11.867

[SPEAKER_00]: participation in the society is really important and their ideas are really important. And for our case, we were learning about history. And

05:13.928 --> 05:23.993

[SPEAKER_00]: when you get to find that in the past, the concept of childism also is not,

when you look into the archives and also the literature, It's hard to

05:24.033 --> 05:34.358

[SPEAKER_00]: find the concept of childism except when you search a lot using specific terms. No one talks about the feelings, the emotions, what children

05:34.398 --> 05:47.003

[SPEAKER_00]: were thinking maybe in those times. There is even no content that is preserved that this is content that was created by a child and all this

05:47.063 --> 06:02.437

[SPEAKER_00]: kind of stuff. That's what it means to me. Yeah, I think I agree with Hamza. It was a really interesting idea. And, you know, it made me to

06:02.717 --> 06:16.606

[SPEAKER_01]: think more about children. I'm an adult. I don't have children. I don't have children around me right now. So I may not think about them or their

06:16.726 --> 06:32.951

[SPEAKER_01]: rights or their activities as much as the other regular parents. So it made me to think differently and how they can be effective in a society

06:33.071 --> 06:51.036

[SPEAKER_01]: and how they have to be educated or be encouraged to be active or not or how

they have to be heard. Sometimes people just ignore children. But here

06:51.076 --> 07:07.821

[SPEAKER_01]: when we pay attention to them and when we investigate or study their behavior in details, we can understand a lot and we can find that there

07:07.941 --> 07:18.033

[SPEAKER_01]: are a lot of opportunities that we can study and improve our knowledge and practice.

07:19.917 --> 07:34.703

[SPEAKER_01]: At least we can prepare a better education for them, a better world for them to grow up. And in the future, when the future children come back to

07:34.983 --> 07:49.498

[SPEAKER_01]: our history, they will think that there were some people who cared about these things. Yeah, who knows? That would change a lot of things. Again,

07:49.839 --> 08:04.771

[SPEAKER_02]: like my friends here, this course made me think about how important would be the role of children in social problems like climate change and

08:04.791 --> 08:16.660

[SPEAKER_02]: so on. And I remember that we had an interesting discussion. For example, I personally said that, for example, we don't have to share our

08:16.720 --> 08:30.150

[SPEAKER_02]: worries with children. But at the same time, for example, we have an economical problem in a family. We have to learn children how to tackle

08:30.290 --> 08:40.479

[SPEAKER_02]: it with, for example, save money and something like that. And in the big society, We can learn them, for example, when we can teach them. For

08:40.539 --> 08:45.804

[SPEAKER_02]: example, when we have climate problems in our society, how can they

08:49.328 --> 09:00.299

[SPEAKER_02]: be active and how can they participate in these kinds of activism? Yeah, it was really interesting. I think in some of our discussions, like I was

09:00.359 --> 09:09.346

[SPEAKER_03]: also thinking about like it's the relationship between adults and children is also like reciprocal because we are teaching children

09:09.386 --> 09:20.195

[SPEAKER_03]: things, but they're also teaching us a lot. And some of the climate activists whom we met in this course, you know, through media and And

09:20.235 --> 09:32.718

[SPEAKER_03]: their stories, like for me, they've also been very inspiring in my life because like these children have helped me also see parts of, you know,

09:32.778 --> 09:43.161

[SPEAKER_03]: social life and also understand problems differently, which I couldn't have done if I didn't hear them. And what were your experiences

09:43.181 --> 09:53.305

[SPEAKER_03]: like when you heard stories about the current, like present climate activists? And we looked at activists from different countries. Were

09:53.345 --> 10:03.149

[SPEAKER_03]: there any stories where you felt like, OK, I'm inspired by this child? You know, I learned something from them. Yeah, exactly. And this course

10:03.209 --> 10:13.590

[SPEAKER_02]: helped me see the world from the eyes of the children. And it was really interesting for me. What about you? Were there any activists who you

10:13.630 --> 10:25.374

[SPEAKER_01]: thought were inspiring? Yeah, actually all of them were inspiring because sometimes I come up with some idea, but I don't share them. It's

10:25.495 --> 10:40.861

[SPEAKER_01]: just for one second, and after that I may forget. But it was inspiring when I heard their stories because it helps me to... At least think about

10:41.181 --> 10:57.990

[SPEAKER_01]: my own thoughts and value them. Maybe later I will come up with a better

idea in the future. I mean, I'm not a child now, and I cannot be a child. I

10:58.030 --> 11:12.262

[SPEAKER_01]: cannot go back into the... But at least I can learn from them. I can be voice of some people who need help in the future in this world. And also I

11:12.703 --> 11:28.636

[SPEAKER_01]: can understand what children nowadays are talking about, their concerns, you know. And it would help me maybe in the future. I can use

11:28.676 --> 11:40.803

[SPEAKER_01]: their ideas. I help them how to be the voice of their own generation. That's a great idea. You know, it was really amazing for me. I learned a

11:41.024 --> 11:52.526

[SPEAKER_01]: lot. What about you, Hamza? Yes, yes. A lot of activists have come up. For example, when I got into the course, I got to know about an activist.

11:52.626 --> 12:04.472

[SPEAKER_00]: You can search about them. They are called Juliana from the United States who sued the United States government in court. The cause was about

12:04.732 --> 12:13.677

[SPEAKER_00]: climate and how like United States is not caring about this stuff. When they go into other countries, they only care about themselves. And

12:13.857 --> 12:26.924

[SPEAKER_00]: another activist was called Debbie from Nigeria, who was saying like they have flood interruptions and this interrupts their school

12:27.024 --> 12:40.471

[SPEAKER_00]: attendance when they go and also they can't play as usual as they play in their home areas. And also the concept of modernization, the concept of

12:40.732 --> 12:49.376

[SPEAKER_00]: modernization and how it is affecting children today, it is kind of reversed. In the past, children used to...

12:52.375 --> 13:03.040

[SPEAKER_00]: participate in the contribution in the society. But now it is kind of reversed. We let, we make the children be, we don't allow them to

13:03.100 --> 13:12.083

[SPEAKER_00]: participate more in the society. Like they used to, okay, participate economically, but now they have also must have that voice to

13:12.123 --> 13:21.988

[SPEAKER_00]: participate on the aspects that are going around them, have this voice whereby they are heard more effectively. Yeah. And how we organize

13:22.028 --> 13:33.975

[SPEAKER_03]: society. Yeah, it's I think Debbie is also very, very inspiring. And she

has to also fight an illness, you know, as she's being an activist to

13:34.596 --> 13:47.445

[SPEAKER_03]: against the against all the climate extraction. And it's a very, for me, like these stories and also our course, like one of the ideas that we had

13:47.505 --> 13:56.391

[SPEAKER_03]: and wishes in creating this core challenge, as well as, you know, the other micro modules and challenges of the Childism Higher Education

13:56.872 --> 14:05.679

[SPEAKER_03]: and Research program here. is to support students and younger generations to think long term. So long term thinking and also

14:05.839 --> 14:14.867

[SPEAKER_03]: intergenerational thinking, you know, to see ourselves in relation to other generations. And do you feel like this course has, you know, to

14:14.907 --> 14:24.155

[SPEAKER_03]: some extent succeeded in helping you to think long term more than you were doing before you took it?

14:29.403 --> 14:42.068

[SPEAKER_00]: Yes, of course, yes. We are able to see that we should see the children more as contributors, more even in the future. We shouldn't see our

14:42.148 --> 14:52.730

[SPEAKER_00]: children as a burden to us because, like, That's what we see mostly, but we should see them as contributors in the society in a good aspect, in

14:52.830 --> 15:02.775

[SPEAKER_00]: things that they can and they also they want. If a child comes up and tells like, mommy, daddy, you shouldn't be doing this because it's affecting

15:02.815 --> 15:12.140

[SPEAKER_00]: the environment. You shouldn't be doing certain stuff because it will affect your health. We should have a good ear when they say something,

15:12.300 --> 15:22.564

[SPEAKER_00]: when they become contributors in the environment. like in our society, socially and other aspects of life. Before our participation in this

15:22.624 --> 15:40.168

[SPEAKER_02]: course, I thought that this is just the younger generations, older generations problem, not children. And it's our responsibility. But

15:41.188 --> 15:53.033

[SPEAKER_02]: at this stage, I think that children are a vulnerable age group and maybe they are more affected than older generation because of the, I don't

15:53.073 --> 16:06.119

[SPEAKER_02]: know, climate change and environmental problems. So because of this

reason, I think their activities are really important for us and we have

16:06.179 --> 16:20.205

[SPEAKER_02]: to listen to their voice. And maybe we can encourage them through education or whatever to be active in these kind of problems. So this

16:20.745 --> 16:38.155

[SPEAKER_02]: course really changed my thoughts. And now I think really differently from. Well for me it was like a system. In a system if all the parts or all

16:38.175 --> 16:55.267

[SPEAKER_01]: the pieces are working correct then the whole system will work correctly. But if something is not working correctly is broken and

16:57.128 --> 17:12.219

[SPEAKER_01]: there would be some challenges but if the system works correctly the other pieces can fix this problem I think ignoring children is like that

17:12.319 --> 17:27.735

[SPEAKER_01]: broken piece So when you talk about it, when you have some courses like this, when you try to make other students familiar with this field, it's

17:27.835 --> 17:41.151

[SPEAKER_01]: like you are trying to fix this broken piece. You are working in a system, and you have found that missing piece, and you are working on it. And it's

17:41.332 --> 17:54.887

[SPEAKER_01]: really amazing for me, at least. I was thinking like that. I think I have never think... like this before. I haven't think that as my friend

17:55.047 --> 18:11.704

[SPEAKER_01]: mentioned, children are involved in climate change or they are affecting as much as us adults, the society or world. But now I'm

18:11.744 --> 18:21.579

[SPEAKER_01]: thinking, yeah, this is the small piece of the system that we have ignored it for many years. And now some people are focusing on that and

18:21.679 --> 18:30.590

[SPEAKER_01]: trying to fix it. Yeah, thank you. And so you were, like, your challenge was to, your challenge is, because it's not yet over, to propose, like,

18:30.650 --> 18:39.674

[SPEAKER_03]: an archive, a future archive, so that historians, you know, and different members of the society, like researchers, future

18:39.774 --> 18:49.519

[SPEAKER_03]: activists, can remember and access what is going on today, you know, how children are influencing politics and society and raising their

18:49.599 --> 19:02.328

[SPEAKER_03]: voices using platforms. Tell us a little bit about what ideas you have,

you know, and why is it important to have an archive in the future that

19:02.408 --> 19:09.193

[SPEAKER_03]: will give access to the stories and voices of the young climate activists today?

19:12.232 --> 19:29.683

[SPEAKER_02]: This is exactly the purpose that we have to know about the history and what every problem needs to know the history of the problem to solve this

19:29.743 --> 19:43.610

[SPEAKER_02]: problem. So because of this reason is really important that we have the history and now at this time, you know, gather them and save

19:43.690 --> 19:58.679

[SPEAKER_02]: information somewhere that is that and to preserve them for the next generation and when in the near future we with a problem and we want to

19:59.540 --> 20:16.294

[SPEAKER_02]: solve them, then we can easily refer to the information and data that we have already. And then we can analyze them and consider that maybe in the

20:16.494 --> 20:29.785

[SPEAKER_02]: past, how they tackle with this problem and what was going on and then we can easily solve the problem in the future and because of this reason I

20:29.825 --> 20:43.035

[SPEAKER_02]: really think that is really important that we have the valuable archive and whatever that we think that is important and future generation will

20:43.135 --> 20:55.723

[SPEAKER_02]: need them then we can save them yeah Okay, for me, it's more like a sustainability goal. Because, you know, when we are talking about the

20:55.823 --> 21:10.250

[SPEAKER_01]: future and preserving non-renewable sources for the future generation, We are just talking about this. We are worried about the

21:10.630 --> 21:12.831

[SPEAKER_01]: climate change, the

21:15.351 --> 21:28.654

[SPEAKER_01]: fuel, the scarcity of the water. But we never think that we need some information for the future generation about the children. We have to

21:29.014 --> 21:44.907

[SPEAKER_01]: save them for the future too. It's a... It's like that in my mind. I don't know if I put it right or you can help me here. Thank you. Yes, we also have

21:45.268 --> 21:56.053

[SPEAKER_00]: had good experiences in Finland. In Norway, where we have visited archives and we have visited the museum and see how these aspects have

21:56.213 --> 22:03.217

[SPEAKER_00]: been preserved. Because if they didn't preserve them, then maybe you wouldn't have been able to see them.

22:06.719 --> 22:18.785

[SPEAKER_00]: we see that it takes effort it takes time it takes money to keep these things alive but again it's not a question of money it's not a question of

22:18.885 --> 22:31.270

[SPEAKER_00]: cost or what effort it's a question is like how valuable will it be to the people who will um come in the future like historians and other

22:31.490 --> 22:43.620

[SPEAKER_00]: entities like the courts, the judges, also other researchers, the children themselves that will be in the future. Yes.

22:43.820 --> 22:55.492

[SPEAKER_00]: So I really think a good archive of children that is in the aspect of childism with content created by children and also focusing on

22:55.512 --> 23:05.727

[SPEAKER_00]: children is really important. Thank you so much for visiting us here in Stavanger and also this week it's been really wonderful like working

23:05.967 --> 23:17.781

[SPEAKER_03]: with y'all and discovering you know new questions and new aspects and it's also been great learning from y'all as part of this. Of course.

23:18.621 --> 23:28.651

[SPEAKER_03]: Exciting. It was very exciting. And I also enjoyed the intergenerational exchanges between us. It's been lovely having you

23:28.671 --> 23:35.998

[SPEAKER_03]: all. And we will meet online for the rest of the challenge. So thank you for being with us. Thank you for having us.