

Shaping our Future

Toolkit for children and youth
engaging in the **post-2015 debate**



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Preface

Greetings! If you are reading this booklet, then chances are that you are a creative and intelligent person who is a leader in your community. Even if you do not know it yet, you probably are a child or youth full of ideas on how to make your neighbourhood, town, village or country a better place. You know the problems and issues that children and youth face in your community, and you have a desire to do something about it. Well, you are not alone, and this booklet will teach you about how to use your voice, talents, and experiences to speak up for yourself and other vulnerable children and youth.

This booklet is written mostly for children and youth, although adults who work with them may find the information useful as well. It is all about how you, as children and youth, can make a difference in one of the most important global decision-making processes of this decade: the process leading up to the formation of the world's post-2015 development framework. These decisions will be made by some of the most influential people today and will have a great impact on the world of tomorrow. They will determine what development priorities our governments will focus on, and will affect the well-being of children and youth like you all around the world.

This booklet was written and compiled by people at World Vision International who believe in the power of children and youth to shape our world and make it a better place to live. We wanted to create a resource that will equip and prepare you with the knowledge, skills, and capacity to add your voice to this important process. You have the ability to advocate for the needs of children and youth and to make sure that these needs are reflected in the final decisions that influential world leaders will make about the post-2015 development agenda.

We believe that when children and youth are given the opportunity to participate in important decisions (especially decisions that will affect their lives), not only are those decisions better but children and youth benefit in the entire process. We believe that you have the right to participate and we have confidence in your intelligence, creativity and abilities. We hope that this booklet will encourage you, teach you, give you many ideas on how to express your views, and above all help you believe that you and your peers – together – have the power to shape the future of this world.

Sincerely,

**World Vision International's working group
for children and youth engagement in the post-2015 process**

Corina Villacorta, Patricio Cuevas-Parra,
Felipe Cala Buendía and Tiffany Tao Joiner



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Abbreviations

ART	[Youth are] Aware, Raising their voice, and Taking action
CRC	Convention on the Rights of the Child
IAWGCP	Inter-Agency Working Group for Child Participation
MDGs	Millennium Development Goals
UN	United Nations
UNDP	United Nations Development Programme
UNRC	United Nations Resident Coordinator
UNICEF	United Nations Children's Fund
WPAY	World Programme of Action for Youth
WV MEER	World Vision Middle East–Eastern Europe Region



Introduction

In 2015, something called the Millennium Development Goals (MDGs) will end. These goals were set in the year 2000 and consist of eight development priorities that world leaders thought were the most important things to work on in order to end the most extreme forms of poverty and deprivation.

Since these goals came into existence, we have seen some major progress. By agreeing on these eight goals, governments and international organisations have been able to focus and work together to achieve many good things. We have seen many more children go to school thanks to this joint effort. The spread of malaria, a disease that kills many, has been also significantly slowed down.

However, we also have to admit that we have not achieved all our goals, and some places in the world are doing much better than others. In the time left, we can still work to make more progress to achieve them by 2015. But we also know that there are other areas of work and new priorities that need to be established to make the world better and end the worst forms of poverty.

So, as the current goals are close to expiring, the world is preparing to define the development plans for the years after the Millennium Development Goals, and this time the United Nations (UN) system is intent on supporting an open and transparent process. This means that the leaders want to listen to local citizens and hear their opinions on what should and should not be included in the post-2015 development agenda. It will require that all people are included and that no one is left out.

However, this process can be truly open and transparent only if it includes the voices of children and youth – you! Who better to lead the way than the girls, boys, young men and women who are the next generation's leaders and will have the responsibility of making sure their governments keep their promises? You may even be a government leader someday!



Equip you with knowledge about your rights to participate in important decision-making processes such as the post-2015 development agenda



Teach you more about the UN, the post-2015 process and opportunities for children and youth to get involved.



Empower you with the skills necessary for representing your peers in child-and youth-led advocacy



Inspire you to work together with other children and youth to add the voices of vulnerable children and youth to this process.



How to use this manual?

This manual is intended for children and youth, although adults may also want to be familiar with the materials. Collaboration among children, youth and adults is strongly encouraged.

This manual is meant to build on and enhance the work that children and youth groups are already doing, so it may be best used by a group that already has some experience working together and discussing ideas. This could be:

- **a school class project**
- **an after-school club**
- **a community youth council**
- **a faith-based group**
- **a network of children and youth groups**
- **a children and youth group coordinated by an organisation like World Vision**
- **a child-led or child-organised group in your community**
- **any other groups where children and youth meet regularly.**

Chapter one talks about your right to participate in the important decisions that affect your life. It talks about the Convention on the Rights of the Child, how to exercise your right of participation in an inclusive way, how to self-organise, and how to include the most vulnerable children and youth in your projects or campaigns.

(If this is your first time coming together to discuss important topics or work on a project, we suggest you spend some time building trust and relationships with one another by reading the material and doing the activities in Chapter 1, before diving into the post-2015 discussions in Chapters 2 and 3. The Article 15 Resource Kit* may also be helpful for new child-led groups or established groups who want to improve the ways they work. Learn more about this resource kit on page 19.)

Chapter two will help you learn more about the United Nations, the current MDGs and the process that the UN will take to form the next development agenda, also known as the post-2015 process.

Chapter three introduces some ideas on what you can do to participate in the post-2015 process. It also has an important section on what it means to represent the needs of other children and youth in the process and how to elect good representatives.

We want you to be able to use this manual to fit your own needs, objectives and goals for participating in the post-2015 process. If you are already familiar with some of the material, feel free to skip those parts and move on to other sections. You may choose to do all the activities in a particular section, only some or none at all and substitute your own learning activities. Find out what your group needs, use it and adapt the manual to make it as useful as you can for your situation.

* <http://www.crc15.org/>

Ready, set, go!

Your participation is essential if the needs of other vulnerable children and youth are to be reflected in the world's post-2015 development agenda. Your efforts, the way you represent your peers, and your willingness to work with adults can help achieve the existing goals and shape what is to come in the future. Thank you for your willingness to participate!



Chapter One

Preparing your group for engaging in the post-2015 process



We want you – children and youth – to participate in and shape the conversation about the post-2015 development agenda. To do this, you and the adults you work with must feel equipped and ready to participate in a way that can make a difference. Let's take some time to discuss your rights to participate in decisions that affect you, what the participation process can look like and why it is important. Once you are prepared and organised, you can use your voices to influence the important discussion of how to reduce poverty and improve the world.

In this chapter you will learn about:

- ✓ your right, as children and youth, to participate and express your views on the decisions that affect your life, and why this is important
- ✓ ways to exercise this right in safe, inclusive and non-discriminatory ways
- ✓ ways to organise yourselves to exercise this right
- ✓ ways to include the most vulnerable children and youth when you exercise this right.

Note: This chapter is meant to build on the activities that children and youth groups are already doing and to enhance the work that you are doing in your communities. If you have already talked about the right to participation, we suggest that you skip to the section 'Vulnerable children and youth' and move on to Chapters 2 and 3.



The right to be heard!

As children and youth, you have the right to freely express your views. Adults, organisations and governments have an obligation to listen to your views and to facilitate your participation in all matters affecting you within your family, your school and other institutions.

Your participation is an essential part of an informed, effective and responsible exercise of citizenship. It is also a basic right granted by international law.

Citizenship is not just an expression of political rights, such as voting or being elected to public office. The right to participate implies that you are a decision-maker.

You have the right to express your views and opinions on the issues that affect your life. It is fundamental for children and youth to feel empowered and in control of your lives, but also to build more democratic societies.

One important document you need to know about is the Convention on the Rights of the Child (CRC). This is an international law that describes the rights you have as a young person under the age of 18, no matter what country you live in. The CRC (as it is called for short) describes many of your rights to participation.



Citizenship rights outlined in the CRC include the following articles:

Non-discrimination (Article 2)

Right to have a name and nationality (Article 7)

Right to express an opinion (Article 12)

Right to freedom of expression (Article 13)

Right to freedom of thought, conscience and religion (Article 14)

Right to freedom of association (Article 15)

Right to have access to information (Article 17)

Right to fully participate in cultural and artistic life (Article 31)



Activity



Hang a flipchart on a wall and divide it into three columns. In the first column, everyone should write what being heard feels like. In the second column, everyone should write what not being heard feels like. In the third column, everyone should write what the values and beliefs about participation in your community are. If you do not want to write, you can draw or use drama to express your ideas.



As a group, discuss the aspects that you have identified. Add to the conversation the things that the group can do to improve the right to be heard.



Duration: 20 minutes.



Why is your participation important?

Participation of children and youth provides an opportunity for developing sense of self-direction, independence, social competence and resilience.

Like many other children and youth, you have creativity, idealism and the desire to build a better society in which all people have the opportunity to freely participate and an equal chance to enjoy their rights and develop their potential and talents.

Participation provides you with the opportunity to be a part of decision-making processes at different levels in your family, school and community. Further, you can learn about your rights and how the rights of others limit your own rights.



Meaningful child and youth participation improves self-image, promotes acceptance and relationships with other groups and reaffirms social values, a sense of belonging, dialogue and respect for others.

Meaningful participation requires **building your leadership skills** and having the opportunity to develop your abilities and equip yourself with tools to **become a social actor**. This approach improves your socialisation skills by encouraging you and your friends to play an active role in your schools, colleges, clubs, associations and communities.



Activity



As a group discuss, the qualities of a young leader. Talk about the limitations to child and youth participation in your community – in your school or places of worship, for example – and how you and your peers can overcome them.



On a flipchart write the training you need or anything you want to learn in order to become a young leader in your community. If you do not want to write, you can draw or use drama to express your ideas.



Duration: 20 minutes.

Equality in participation

The participation and contributions of children and youth will not be at their best unless we think about certain questions. Who has power, and who does not? Who is included and who is not? Are any groups left out? Ethnic or religious minorities? Girls? Poor children and youth? Children and youth with disabilities? Children who do not go to school?



It is important to try to make sure that everyone has an equal voice and an equal chance to share and to lead in the work and decision-making.

Gender

Many girls face obstacles to participation because of unequal power relations and cultural values that cause girls to be valued less than boys or to be banned from participating in social activities with their peers.

In some places girls are extremely vulnerable because of a cultural context in which they experience violence, restrictions on social life, lack of extended family, social isolation and barriers to accessing services and protection systems. This affects their rights to participate, enjoy cultural life, access information and form associations.

Children and youth with disabilities

One group commonly left out is children and youth with disabilities. They are often excluded from participating in decision-making because of a combination of social, cultural and physical barriers that affect their daily lives.

International human rights treaties say that children and youth with disabilities have the same rights to participation, association and leisure as others. Unfortunately, many times people with disabilities are left out, not because they lack the abilities to participate but because of the attitudes of other people. They need to have equal opportunities for developing their personalities, talents and mental and physical abilities, and sometimes this may involve special considerations to ensure they are included like everyone else.





Activity



Have a discussion about a situation where children and youth in your community have been excluded because of stereotypes and discrimination.



As a group, discuss how your group can tackle traditional stereotypes and change discriminatory attitudes. Take notes of all your ideas.



Duration: 30 minutes.



For further discussion and thinking about this important topic, consider using:

Module 5 - 'Who we include as members' of the Article 15 resources at <http://www.crcl5.org/>

If you do not have access to Internet, ask the World Vision facilitator to help you to find this information. She or he can print out the information for you or can write it on a flipchart.



Imbalance of power

We all know that the power which adults have and which children and youth have is not the same. Sometimes, this can affect the way children and adults work together.

In some cases, children and youth have a clear opinion regarding power struggles with their adult facilitators. They may complain that adults tend to control or manipulate their decisions and decide on the agenda and activities without consulting them. Other times, children and youth fail to ask for advice and support from adult facilitators.

However, there are some good examples of ways that children and adults can and do work together in spite of this imbalance of power. Adults can respect children and youth by helping them understand the power they do have to improve their lives. They can also empower children and youth by listening to them, encouraging them, and providing support to put the ideas of children and youth into action. Children and youth, in turn, can show respect to adult facilitators by asking for their advice, listening to them when they give suggestions and allowing them to facilitate when appropriate.



One of the main principles that should guide participation is the principle of non-discrimination based on age and power.

It is important to know that exclusion and discrimination against children and youth can stem not only from adults, but also from young people themselves. Children and youth can also develop power imbalances among their peers by giving some groups or individuals more control than others on the basis of gender, class, linguistic skills, physical ability or popularity.

To overcome the differences in power, it is crucial to identify any age-related challenges and to ensure the inclusion of children and youth regardless of age limitations and respecting their ability to grow and mature with time and experience.

‘Adults can respect children and youth by helping them understand the power they do have to improve their lives.’



Activity



Hang a flipchart on a wall and write the characteristics of your ideal adult facilitator. If you do not want to write, you can draw or use drama to express your ideas.



Organise two pairs of participants. One person in each pair should play the role of the child or youth; the other should play the role of adult facilitator. One pair should act out a situation in which the adult facilitator has the characteristics of an ideal facilitator. The other couple should act out a situation in which the facilitator does not have the characteristics of an ideal facilitator.



As a group, identify the power imbalance among your members and discuss some ideas on how to reduce them.



Duration: 20 minutes.



To learn more about this important topic of adult facilitators and group power decision-making see:

Module 10 - 'How adults work with our group'
and Module 6 - 'How we organise and manage ourselves as a group'
of the Article 15 resources at <http://www.crc15.org/>

If you do not have access to Internet, ask the World Vision facilitator to help you to find this information. She or he can print out the information for you or can write it on a flipchart.



Protection and participation

Child and youth participation needs to be linked to protection initiatives to ensure that it is carried out in a safe and comfortable manner. It is essential that you participate in developing your own child-protection strategy for your group or community.



**With your resources, skills and knowledge,
you are capable of contributing to the creation of
a safe environment for playing, learning
and interacting with your peers.**

Adult facilitators are pivotal in ensuring the safe participation of children and youth, and they must take all necessary actions to ensure the implementation of child protection policies, guidelines and protocols. Help them by following the protection standards and procedures. Also, ask them about the Child Protection Risk Assessment for Child Participation and how you can help them fill out this form.

In your community there may be some cases of abuse. We know that children and youth who are encouraged to talk are able to deal with abuse in a more proactive manner and they do not just rely on adult protection.

If you feel uncomfortable or threatened, you have the right to stop participating in any activity and to talk to an adult whom you trust.



Activity



Think about ways to put in place a protection plan to make everyone feel safe and cared for, so that you and your peers are able to enjoy the activities. Hang a flipchart on a wall and draw symbols to illustrate the threats to safety that you and your friends are aware of. Discuss your ideas and try to come up with an actual plan.

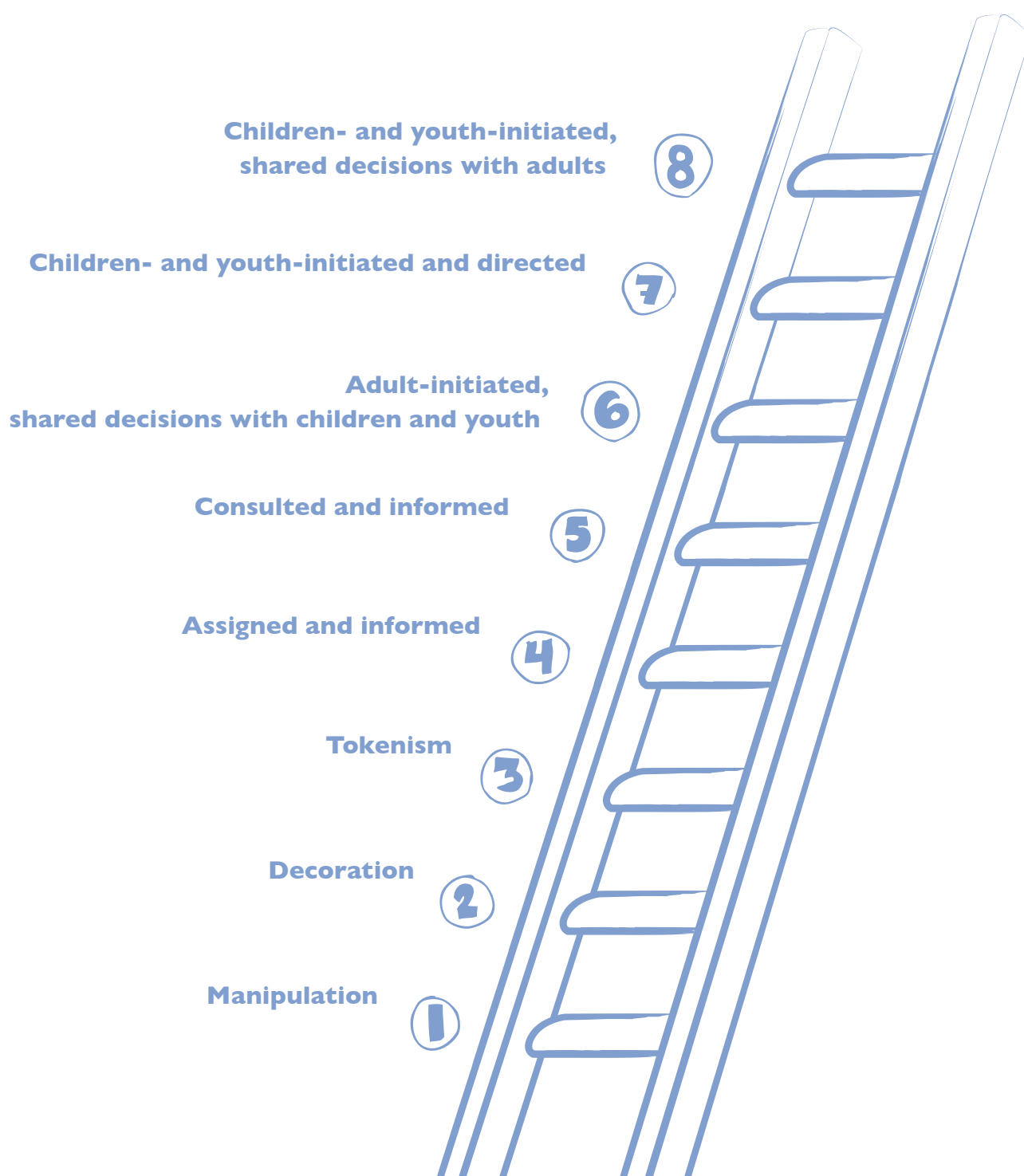


Duration: 20 minutes.

The ladder of participation (from bottom to top!)

The ladder of participation helps us to understand the process of participation and to see when our participation is meaningful and when it is not.

Roger Hart, a child rights expert, created this ladder. It has eight rungs that are characterised by several elements, practices and attitudes as follows:





- ① **Manipulation:** Children and youth are asked to do certain things they do not understand or things for which they do not understand the consequences, such as asking school children to carry political banners, or consulting children and youth but giving no feedback.
- ② **Decoration:** Children and youth are asked to reinforce an adult cause in an indirect way, such as wearing a T-shirt supporting a cause, or singing or dancing at an event.
- ③ **Tokenism:** Children and youth are supposedly given a voice, but have little or no choice about what they do or talk about. For instance children and youth have only token, or symbolic, participation when they are invited to a conference panel without any preparation or consultation with their peers and are not representing other children or youth.
- ④ **Assigned and informed:** Children and youth are assigned a specific role and they understand the intentions of the activity. They are informed about their involvement and they agree. An example is a conference where children have agreed to play a role that is not just symbolic but meaningful.
- ⑤ **Consulted and informed:** Adults run the activity but children and youth are consulted and well informed about the process, and their opinions are taken seriously, such as if a TV station asks children to criticise their programming and, based on their feedback, redesigns the programmes.
- ⑥ **Adult-initiated, shared decisions with children and youth:** Adults start a project and include children and youth in the decision-making process. One example is when children publish a news bulletin that has been initiated by adults but with great level of involvement of children in the production of the news and in decision-making processes.
- ⑦ **Children- and youth-initiated and directed:** Children and youth initiate and implement their own initiatives, and adults have only a supportive role and do not interfere in decision-making processes. This occurs, for example, when children decide to clean and plant a garden to make it friendlier, and adults provide support without interfering in the activity.
- ⑧ **Children- and youth-initiated, shared decisions with adults:** Children and youth initiate the projects or activities, but they share decision-making with adults to learn from them and to expand their impact. An example is when a group of students, with the support of a teacher, develop a programme to understand student behaviour in their school with the aim of improving their abilities to resolve conflicts.



Activity



Make a poster of the ladder of participation and hang it on a wall. As a group, identify the rung that describes your group. Review the ladder rung by rung and give examples of why you believe that you are or are not in that rung.



Discuss where you would like to be as group.



Once you have learned about the post-2015 process in the next chapter, come back to this activity and try to figure out where this process fits in the ladder of participation.



Duration: 20 minutes.

Degrees of participation

Children and youth participation can be divided into different levels, ranging from a high to a low degree of participation, including a natural overlap between the different categories.

Degree 1: Consultative processes

This process involves recognition from adults that they do not have all the information and they need to consult children and youth to get their views on specific issues. This practice is initiated, led and managed by adults.

Degree 2: Participatory processes

This process implies involvement of children and youth in the development, implementation, monitoring and evaluation of projects or activities. This process is initiated by adults but includes children and youth as partners and empowers them to influence decisions.

Degree 3: Self-initiated process

This process recognises children and youth as people who are empowered to take actions and make decisions. In this degree of participation, adults have a facilitation role rather than a directive one.



Activity



As a group, discuss the pros and cons of each degree of participation. Give ideas on how your group can go to a higher level of self-direction and participation.



Duration: 20 minutes.

Structures for participation

The structures for children and youth participation are very important to engage and empower you as advocates of your rights. Through learning activities, children and youth can be equipped with knowledge and skills that will remain with your organisations in the long term.

Many structures show the types of organisations you can use in setting up your youth group.

A student association is an organisation that seeks to represent students and provide services on issues that affect their schools. In some countries, student associations are compulsory and each school should set up an association to represent students.



A children and youth club is a structure that aims to gather children and youth who have common interests in areas such as sport, arts, games and hobbies. Clubs are structures that are easy to set up and enable children and youth to experiment with joint decision-making, planning and action, and leadership.

A children and youth council is an organised body of children and youth with a formal structure and membership. A council usually aims to provide children and youth with opportunities to influence decision-making processes and look for social change at the community or national level.

A children and youth parliament is a formal structure similar to a national parliament but composed of children and youth who want to influence local or national legislatures, bring children's and youth's voices to leaders, and participate in decision-making processes. Its goal is to enhance the voice of children and youth at the political level so that their interests are promoted in discussions about policy.

You are free to choose the structure you think is the best for your group.

The **Article 15 Resource Kit** can be a helpful tool if you are self-organising a children and youth group, or for groups with an adult facilitator who wishes to help you improve your group dynamics. This resource kit contains activity modules that will help your group explore topics such as who you include as members, how to keep your group strong over time and how to organise and manage yourselves well. You can find these resources at www.crc15.org. If you do not have access to the Internet, ask the World Vision facilitator to help you to find this information. He or she can print out the information for you or can write it on a flipchart.



Activity



As a group, discuss which type of organisation you think is more suitable for your group.



Discuss with your peers the various alternatives. Negotiate with each other and try to achieve a consensus. This means that you all should try to agree on which is the most suitable structure for you to get organised and participate.



Duration: 25 minutes.

Vulnerable children and youth



**The most vulnerable children and youth
have the right to be heard.**

Participation is not a privilege. It's a right.

While implementing your activities, it is crucial to ensure integration and inclusion of the most vulnerable children and youth from your community.

We all have an obligation to promote the principle of non-discrimination, celebrate diversity and change discriminatory attitudes against children and youth.

Including the most vulnerable children and youth is important because they have the right to be heard. They can contribute many ideas to your group and everybody can learn from each other to make participation a great experience for everyone.

But, who are the most vulnerable children in my community?



The most vulnerable children and young people are those who are 'unable to reach their full potential because they are affected by extreme poverty, discrimination, and exclusion from society. These are children and youth whose rights have been violated, who live in catastrophic situations, who experience violence in their relationships, who are often excluded from mainstream society, or who have experienced exploitation and abuse.' *

* Child-friendly version of World Vision's working definition of 'most vulnerable children'.

Easy steps for building an inclusive child and youth-led organisation



You and your friends can list the vulnerable children and youth in your community who are not already present in your meeting.



You and your friends can think about the key issues that affect the ability of children and youth to participate on a fair and equal basis in your community. Write down a list of issues on a flipchart and add the potential actions you can take to address those issues.



You can prepare an outreach plan to reach all children and youth in your community. Your plan does not need to be complicated; just have some good ideas on how to reach those children and youth who are far away, neglected or without access to communications and those who do not know how join your group.



While preparing the activities, try to think about how the activities can be inclusive and accessible to children and youth of all abilities. Some children and youth cannot use staircases; others cannot go out alone and need company to move from one place to another; some cannot understand visual signs but they can be very good at getting information in other ways.



Pay attention to gender issues in your community. Sometimes boys and girls do not have opportunities to participate equally. So while inviting children and youth to participate in your activities make sure that you have balanced gender representation.



You can invite working and street children to join your group. If you cannot invite them to join, you can think about some ideas on how to include them in at least some activities. We know that it can be a bit difficult to organise activities with them due to some restrictions, but you can make an extra effort to make it happen. You will notice that it is worth it.



Think about other issues in your community, such as how to include children and youth from diverse ethnic and religious backgrounds, rural children and youth, refugee children and youth, children and youth with household responsibilities, out-of-school children, etc.

Empowerment approach

To ensure that the most vulnerable children and youth have the ability to participate meaningfully, it is important to have an empowerment approach.

How to do it?

- Create a safe and fun environment for all participants.
- Conduct activities that are relevant for all.
- Break cycles of discrimination and disempowerment.
- Establish a violence/harassment/bullying-free zone.
- Learn and celebrate diversity.



Activity



As a group, reflect on each of the points highlighted above and consider how to create a safe and fun environment for all participants, conduct activities that are relevant for all, break cycles of discrimination and disempowerment, establish a violence/harassment/bullying-free zone and learn about and celebrate diversity.



Discuss the answers with your group and put the ideas on a flipchart. Then try to list actions to make them happen. If you do not want to write, you can draw or use drama to express your ideas.



Duration: 30 minutes.



Chapter two

Learning about the post-2015 process



**In this chapter you will learn about:**

- ✓ the United Nations and a case of child engagement with the UN system
- ✓ the Millennium Development Goals and the progress that has been made to achieve them
- ✓ the process to formulate the next development agenda, known as the post-2015 process.

Introduction

Did you know that children and youth have the ability to influence the world's next development agenda? These modules are designed to help you and your peers shape the world you want. They are intended to guide you through the process that will lead to the formulation of the future development agenda, as well as to provide you with a series of reflective exercises on several issues related to this process and present some ideas on how to engage and participate in it.

This chapter is divided into three sections.

- **The first** provides information about the United Nations and the impact its work has on the children and youth of the world.
- **The second** explores the Millennium Development Goals and presents an assessment of their achievements and shortcomings.
- **The third** outlines the process that has been put in place to design and formulate a post-2015 development agenda.

The most important thing is to remember that participation is not only your right but it will also be fundamental if you want the next development agenda to address the issues that concern you most. Whatever the result of this process, it will be incomplete without the contributions of children and youth like you.

Engage! And have fun doing it!



Case study of children engaging with the United Nations: Child-led report to UN Human Rights Council from Lebanese Children's Council

Forty-five children aged 11 to 17 who are members of the Lebanese Children's Council drafted an unprecedented children's submission to the United Nations Human Rights Council Universal Periodic Review. This was believed to be the first time that a report written by children was submitted to the Universal Periodic Review mechanism.

Over three months, children attended workshops to increase their skills and creativity and enable them to share their experiences by writing their own report. Children engaged in data collection and report writing. In addition, children were equipped with the tools to conduct grassroots child-led initiatives, through training on advocacy campaigning and video and photography skills. Once the children finalized the child-friendly, field-based research, they presented their findings, in the form of a report, to the UN Human Rights Council's Universal Periodic Review in Geneva.

The report written by children was included in the stakeholders report prepared by the United Nations and its review was conducted in November 2010. The children's report will help to inform the Human Rights Council about the situation of children in Lebanon.



Children from Ghana met government representatives in Geneva.

World Vision children's clubs in Ghana worked together to identify common issues of concern in different parts of the country in 2012, and following the submission of their report, two children aged 16 and 17 met government representatives in Geneva to brief them about progress since the 2008 Ghanaian UPR. During the main presentation to 16 governments, the two spoke about issues for which they had particular experience.

The government officials attending the meeting had had a long afternoon of such briefings, but once the children started talking from personal experience, they began listening intently and were all noting down what they were hearing. Even prior to the review taking place, the attention given by the government of Ghana to both the children who participated and the concerns that they raised has been remarkable. The children were invited to meet the President of Ghana in order to de brief him about their meetings in Geneva, and the government has pledged to examine how the children's recommendations can be implemented.

The international development agenda: What has the world been up to in the past 20 years?

Back in the year 2000, with the new millennium approaching, countries around the world became increasingly concerned with poverty and its consequences, especially in developing regions such as Latin America, South Asia and sub-Saharan Africa.

More than half of the people in the developing world did not have access to basic sanitation or clean water; almost a million women died each year from preventable and treatable complications at childbirth; and the HIV and AIDS epidemic had reached its peak. This had an awful impact on the lives of communities, including children and youth.

With these concerns in mind, the Member States of the United Nations held a meeting in 2000, called the Millennium Summit. Here, they agreed on eight goals. Known now as the Millennium Development Goals, they call for countries to take action and work together with one another to provide access to education, economic opportunities, food, and health care to children, women and men everywhere.

Member States promised to work together to eliminate hunger and reduce poverty in developing countries. The targets set out in the Millennium Development Goals have a deadline in 2015. Now that deadline is less than three years away!



Here is some stuff that you might find interesting:

- **UN General Assembly, 'The Millennium Declaration.'**

<http://www.un.org/millennium/declaration/ares552e.htm>

- **UN Cyber School Bus, 'The Millennium Development Goals.'**

<http://cyberschoolbus.un.org/mdgs/flash/index.asp>

- **UNICEF, 'Voices of Youth.'**

<http://www.voicesofyouth.org>

If you do not have Internet access, ask the World Vision facilitator to help you to find this information. He or she can print out the information for you or can write it on a flipchart.

Millennium Development Goals to achieve by 2015

There are eight goals and each one has a few targets to tell us whether we are achieving the bigger goal.



Goal 1: Eradicate extreme poverty and hunger

- By 2015, reduce by half the proportion of people living on less than \$1 a day.
- By 2015, reduce by half the proportion of people who suffer from hunger.
- By 2015, achieve full & productive employment & decent work for all, including women & young people.



Goal 2: Achieve universal primary education

- By 2015, ensure a full course of primary schooling for all boys and girls everywhere.



Goal 3: Promote gender equality and empower women

- By 2015, ensure a full course of primary schooling for all boys and girls everywhere.



Goal 4: Reduce child mortality

- By 2015, reduce by two-thirds the number of children dying under the age of five.



Goal 5: Improve maternal health

- By 2015, reduce by 3/4 the number of women dying from complications of pregnancy and childbirth.
- By 2015, achieve universal access to reproductive health.



Goal 6: Combat HIV/AIDS, malaria and other diseases

- By 2015, halt and begin to reverse the spread of HIV/AIDS.
- By 2010, achieve universal access to treatment for HIV/AIDS for those who need it.
- By 2015, halt and begin to reverse the incidence of malaria and other major diseases.
- By 2015, achieve universal access to reproductive health.



Goal 7: Ensure environmental sustainability

- Reverse the loss of environmental resources.
- By 2010, significantly reduce the rate of biodiversity loss.
- By 2015, halve the proportion of people without sustainable access to safe drinking water & basic sanitation.
- By 2020, achieve significant improvement in the lives of at least 100 million slum dwellers.



Goal 8: Develop a global partnership for development

- Develop further an open, rule-based, predictable, non-discriminatory trading and financial system.
- Address the special needs of the least-developed countries.
- Address the special needs of landlocked countries and small-island developing states.
- Deal comprehensively with the debt problems of developing countries through national and international measures in order to make debt repayments sustainable in the long term.

So all this is pretty wordy, right? But never mind the complicated words. In the end, all the actions proposed in the Millennium Development Goals are targeted toward making things better for the world's poor, especially in developing countries.



Activity



In your group, read the Millennium Development Goals. Discuss what you read and try to agree on what it means. Write your answers in the graphic below. Remember to use your own words to explain each goal. This will help you understand what these goals are trying to accomplish by 2015.



Duration: 20 minutes.



The Millennium Development Goals in our own words



Goal 1



Goal 2



Goal 3



Goal 4



Goal 5



Goal 6



Goal 7



Goal 8



In your group, review your answers above. Now think about what all this has to do with you. How would the achievement of these goals affect your life and that of your peers? How would your life and that of your peers be affected if these goals were not met? Write your answers below. Also think of other age groups – your younger brothers and sisters, your mum and dad, your grandparents. How would they be affected?



Duration: 20 minutes.

Why are the Millennium Development Goals important to us?



The progress of the Millennium Development Goals

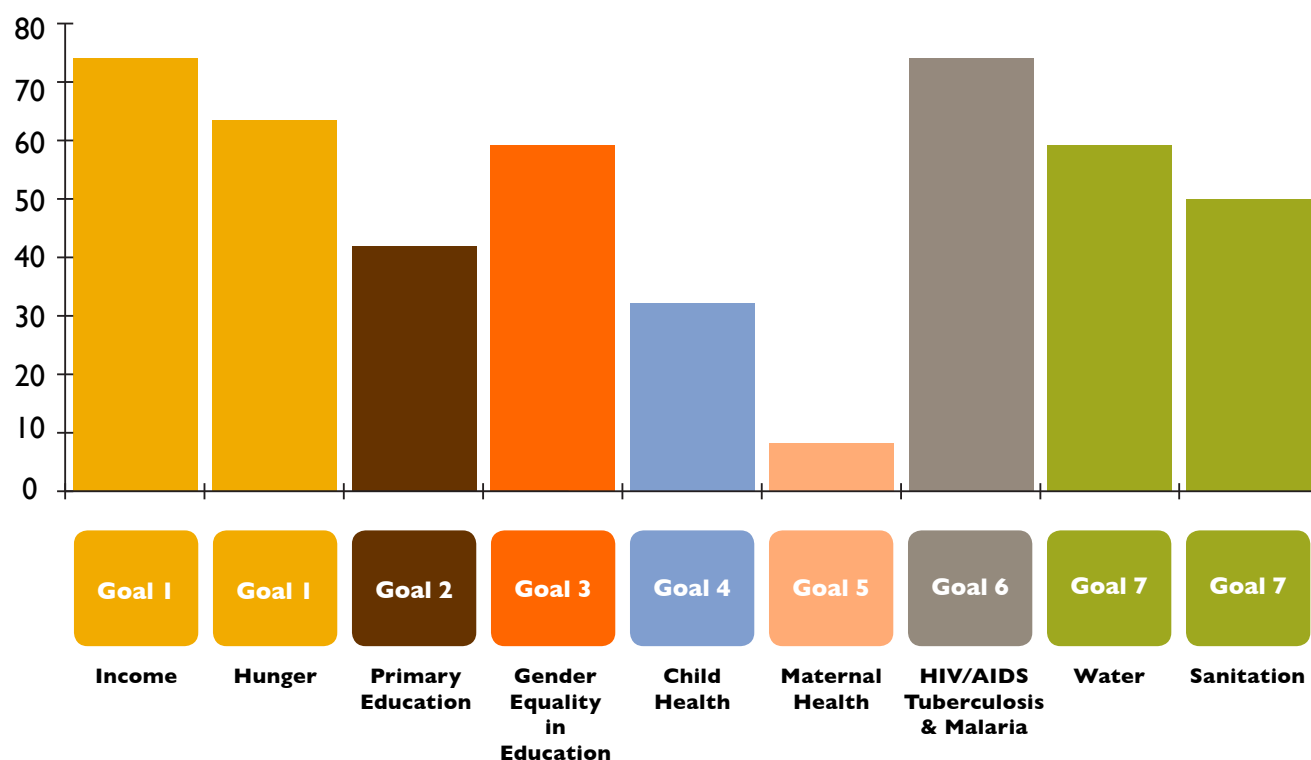
Every few years, the member states of the United Nations meet to assess the progress made to achieve the Millennium Development Goals. It was in one of these meetings, in 2010, that the discussion about what would happen after 2015 first emerged.

The road ahead is steep, and the Millennium Development Goals are still a long way from being fully met. They are global goals that apply to the whole world. So let's look at some global trends, both positive and negative.ⁱ

Goal 1	The number of extreme poor in developing regions fell from over 2 billion to less than 1.4 billion between 1990 and 2008.
Goal 2	Enrolment in primary education in developing regions went from 82% in 1999 to 90% in 2010.
Goal 3	In 2008, 96 girls for every 100 boys were enrolled in primary school, and 95 girls for every 100 boys in secondary school in developing regions. The global share of women in parliament was almost 20% in 2011.
Goal 4	The number of children in developing countries who died before the age of 5 dropped from 100 to 72 deaths per 1,000 live births between 1990 and 2008. But of the 67 countries defined as having high child mortality rates, only 10 are currently on track to meet the target. Revitalizing efforts against pneumonia and diarrhoea, while bolstering nutrition, could save millions of children.
Goal 5	The maternal mortality rate is declining only slowly, even though the vast majority of deaths are avoidable.
Goal 6	HIV remains the leading cause of death among reproductive-age women worldwide. Access to HIV treatment in low- and middle-income countries increased ten-fold in just five years.
Goal 7	Some 1.7 billion people have gained access to safe drinking water since 1990. Yet 884 million people worldwide still do not have access to safe drinking water and 2.6 billion people lack access to basic sanitation services, such as toilets or latrines.
Goal 8	Developed countries give only 0.31% of all the money they collect to development assistance. The United Nations target is 0.7%.

ⁱ Data taken from The Millennium Campaign website - <http://www.endpoverty2015.org>.

Global progress toward the Millennium Development Goalsⁱⁱ



Activity



As you can see, goals 4 and 5 are quite off track, according to these global trends. Now get together with a couple of your peers. What is the situation in your community in terms of child health? Try to talk to some community leaders, local authorities or health workers – such as a doctor or nurse – who can provide you with some guidance and evidence about this situation. If the situation is good, try to find out why. Why has been success possible? If the situation is not good, also try to find out why. What do you think can be done to improve it?

ⁱⁱ Adapted from Countdown to 2015 - <http://www.countdown2015mnch.org>.

Progress by region

In the progress toward achieving the Millennium Development Goals, some regions do better than others. Here is a look at some of the regional trends, as reported by the United Nations in 2007.ⁱⁱⁱ

GOALS & TARGETS	The Millennium Development Goals Progress									
	AFRICA		ASIA				OCEANIA	LATIN AMERICA & CARRIBEAN	COMMONWEALTH OF INDEPENDENT STATES	
	NORTH	SUB-SAHARAN	EAST	SOUTH-EASTERN	SOUTH	WEST			EUROPE	ASIA
Reduce extreme poverty by half	⊙	⊘	✓	✓	⊙	✗	NO DATA	⊘	⊘	⊘
Reduce hunger by half	⊙	⊘	⊙	⊙	⊘	✗	⊘	⊙	⊙	✗
Universal primary schooling	⊙	⊘	✗	⊘	⊙	⊘	✗	✓	⊙	⊘
Equal girl's enrolment in primary school	⊙	⊘	✓	✓	⊙	⊙	✗	✓	✓	✓
Women's share of paid employment	⊘	⊘	⊙	⊘	⊘	⊘	⊙	⊙	✓	✓
Women's equal representation in national parliaments	⊘	⊘	✗	⊘	⊘	⊘	⊘	⊘	⊘	⊘
Reduce infant mortality by two-thirds	⊙	✗	⊙	⊙	⊘	⊘	⊘	⊙	⊙	⊘
Measles Immunization	✓	⊙	✗	⊘	⊘	✓	✗	✓	✓	✓
Reduce maternal mortality by three quarters	⊘	✗	⊙	⊘	✗	⊘	⊘	⊘	⊙	⊙
Halt & reverse spread of HIV/AIDS	⊘	✗	✗	⊘	⊘	⊘	⊘	⊘	⊘	✗
Halt & reverse spread of malaria	⊙	✗	⊘	⊘	⊘	⊙	⊙	⊘	⊙	⊙
Halt & reverse spread of tuberculosis	⊙	✗	⊘	⊘	⊘	⊙	⊘	⊙	✗	✗
Reverse loss of forests	⊙	✗	✓	✗	✗	⊘	✗	✗	✗	✓
Halve proportion without drinking water	⊙	✗	⊙	⊙	✓	✓	✗	✓	✓	✗
Halve proportion without sanitation	⊙	✗	⊙	⊙	✗	⊙	✗	⊙	⊙	✗
Improve lives of slum dwellers	⊙	⊘	⊘	⊙	⊙	⊘	⊘	⊙	✗	⊘
Youth employment	⊘	⊘	✓	✗	⊘	✗	⊙	✗	⊘	⊘
Internet users	⊙	✗	⊙	⊙	⊘	⊙	⊘	✓	⊙	⊙

KEY



Target is already met or very close to being met.

No progress, deterioration or reversal.



Target is expected to be met by 2015 if trends persist, or problem is not a serious concerns in the region.



Target will not be met by 2015.

Note that in each country the experience might be different from the regional average, and that within each country certain areas may fare better than others.

ⁱⁱⁱ UN Department of Public Information. *Everything You Always Wanted to Know About the United Nations*. New York: United Nations, 2008. Print.



Activity



Get together with a couple of your peers. Now that you have a grasp of what the Millennium Development Goals are, discuss in your group about their shortcomings.

- What issues were not included that you think should have been included?
- What do you think are the most critical areas in your country?
- Why do you think progress has been made in some areas and not in others?
- What do you think should happen after the deadline of 2015?



Duration: 30 – 45 minutes.



Here is some stuff that you might find interesting:

- **MDG Monitor**

<http://www.mdgmonitor.org>

- **UN Millennium Campaign, ‘Videos from the Five Years Left Vignettes project’:**

<http://www.endpoverty2015.org/en/five-years-left-vignettes>

- **UN Millennium Campaign, ‘Countdown to 2015: Some MDG Success Stories’:**

http://www.endpoverty2015.org/en/2010_mdg_review_summit

If you do not have Internet access, ask the World Vision facilitator to help you to find this information. He or she can print out the information for you or can write it on a flipchart.



Strengths and weaknesses of the Millennium Development Goals

Throughout the years, several strengths and weaknesses of the Millennium Development Goals have been pointed out. Here are some of them.

Strengths	Weaknesses
<p>➞ They united the world around a common goal to address poverty and put human progress at the centre of the development agenda.</p> <p>➞ They are few and specific.</p> <p>➞ They shifted attention from economic growth to the human being.</p> <p>➞ The indicators help us measure progress.</p>	<p>➞ Some of the targets are not adequate or did not take into account population trends, such as the difference between people in the cities and people in the countryside.</p> <p>➞ They did not provide guidance on the way to achieve the desired results.</p> <p>➞ There is no clarity as to who is responsible for what.</p>

Also, the development community has learned a few lessons that should be taken into account for the formulation of the next development agenda.

Learnings
<ol style="list-style-type: none"> 1. The format and simplicity of concrete goals, targets and indicators should be maintained. 2. We should keep focusing on what is really possible, while balancing the need to be more ambitious. 3. The focus on results should be maintained, but something should be said on the best way to achieve them. 4. We should avoid a one-size-fits-all approach, and targets need to be freely adaptable to regional, national and subnational realities through participatory processes, including children and youth. 5. Other dimensions should be addressed: inequalities within and between countries, population trends, peace and security, human rights, child protection and environmental sustainability.





Activity



In your group, discuss the following questions: What do you think about these strengths and weaknesses? Can you think of any other strengths and weaknesses? Can you think of any other dimensions that should be addressed in the next development agenda? Set up a debate. One side should present the strengths of the Millennium Development Goals, while the other should present the weaknesses. At the end, the two teams should try to agree on improvements for the next development agenda.



Duration: 30 minutes.



The post-2015 process: And now what?

With the 2015 deadline for the Millennium Development Goals approaching, and with new challenges that have emerged or become more pressing in the past 20 years, the process to form a new development agenda – usually called the post-2015 agenda – is already underway.

In a nutshell this process has four main components, which will be explained below:

- national consultations
- thematic consultations
- global conversation
- United Nations High-Level Panel.



National Consultations

A consultation is a process in which people, including children and youth, are asked about their hopes, ideas and opinions on a particular issue, in this case the post-2015 agenda.

One of the flaws of the Millennium Development Goals was that ordinary citizens were not asked about what they wanted them to be. So to address this issue, the United Nations is working with national governments to carry out consultations in 50 countries around the world, in which citizens, including children and youth, and civil society organisations – children and youth groups, churches, non-profits, trade unions, etc. – can participate. In each country, the process will be different.

See the next section of this booklet for the UN's guidelines on these national consultations so you will know what to expect.



Thematic Consultations

In addition to the national consultations, United Nations agencies will be conducting consultations on nine topics that have been considered important for the post-2015 process. These topics are:

1. economic growth and employment
2. inequalities
3. food security and nutrition
4. governance
5. conflict and fragility
6. health
7. education
8. environmental sustainability
9. population dynamics.



The Global Conversation

In addition to all this, the United Nations has created a website to allow citizens, including children and youth, and civil society organisations to participate in the discussion around the post-2015 agenda.

The website was launched in August 2012, at www.worldwewant2015.org.



United Nations High-Level Panel

A high-level panel is just a group of important leaders and expert people who get together to discuss and make recommendations on a certain issue, in this case the post-2015 agenda.

The High-Level Panel on Post-2015 Development Agenda has 26 members and is led by the prime minister of the United Kingdom and the presidents of Liberia and Indonesia.

Included on the panel is an impressive young woman who won the Nobel Peace Prize in 2011: Tawakel Karman, from Yemen.

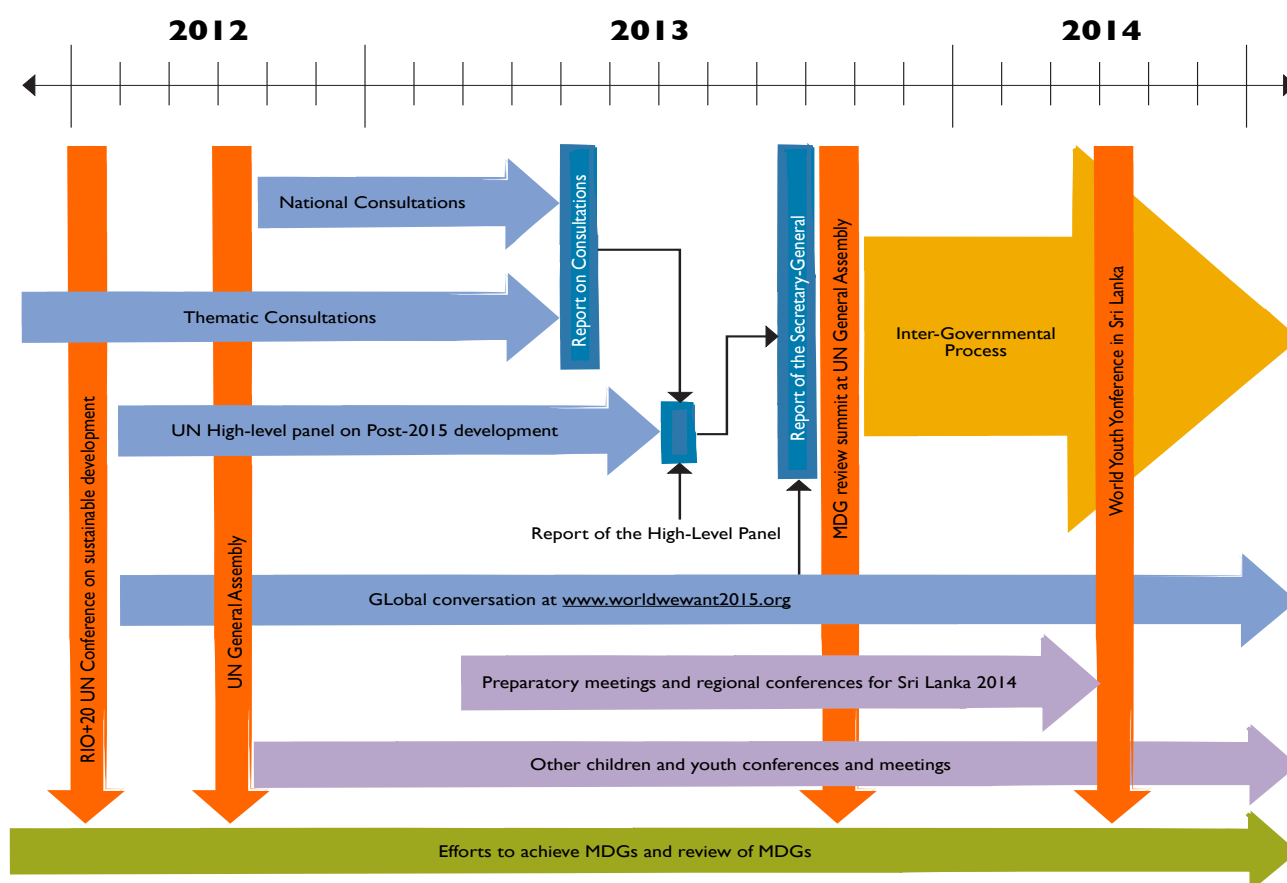
The panel will use the results from the national, thematic and online consultations to create their recommendations for the next development agenda. They met for the first time in September 2012, and by mid-2013 they are expected to submit a report.



Many things going on!

As you can see, a lot of things are taking place at the same time and there are many spaces for citizens – yourself included – to get involved in the process. Here is a timeline that can give you an idea of how things will unfold. Of course, there is always the possibility that things will change along the way, so it is important to keep yourself informed. At the end of this booklet is a list of useful websites that you can keep an eye on for information.

Graph: post-2015 timeline



Activity



In your group, try to get some information about this process. Getting information is like going on a treasure hunt: each piece of information you find will give you a clue that will lead you to more information. Start with a basic search on Google and see what you can find. Also, can you come up with a similar timeline for the activities in your community and country?

For example, look at a list of countries where national consultations will take place. Is your country on the list? If so, when will the national consultation take place? Who is hosting or leading the national consultation? Learn what you can about who is already invited and whether children and youth are included. Discuss with your group whether you want to be involved – and how – and then, with the help of your adult facilitator, develop a plan to find ways to contribute.

If your country is not on this list, are there any thematic topics you wish to research and discuss? Talk with your group about doing a research project on a topic that is important to you, and sending your ideas to those who are leading the process of thematic consultations. You probably need also investigate who those people are and how to get in touch with them.



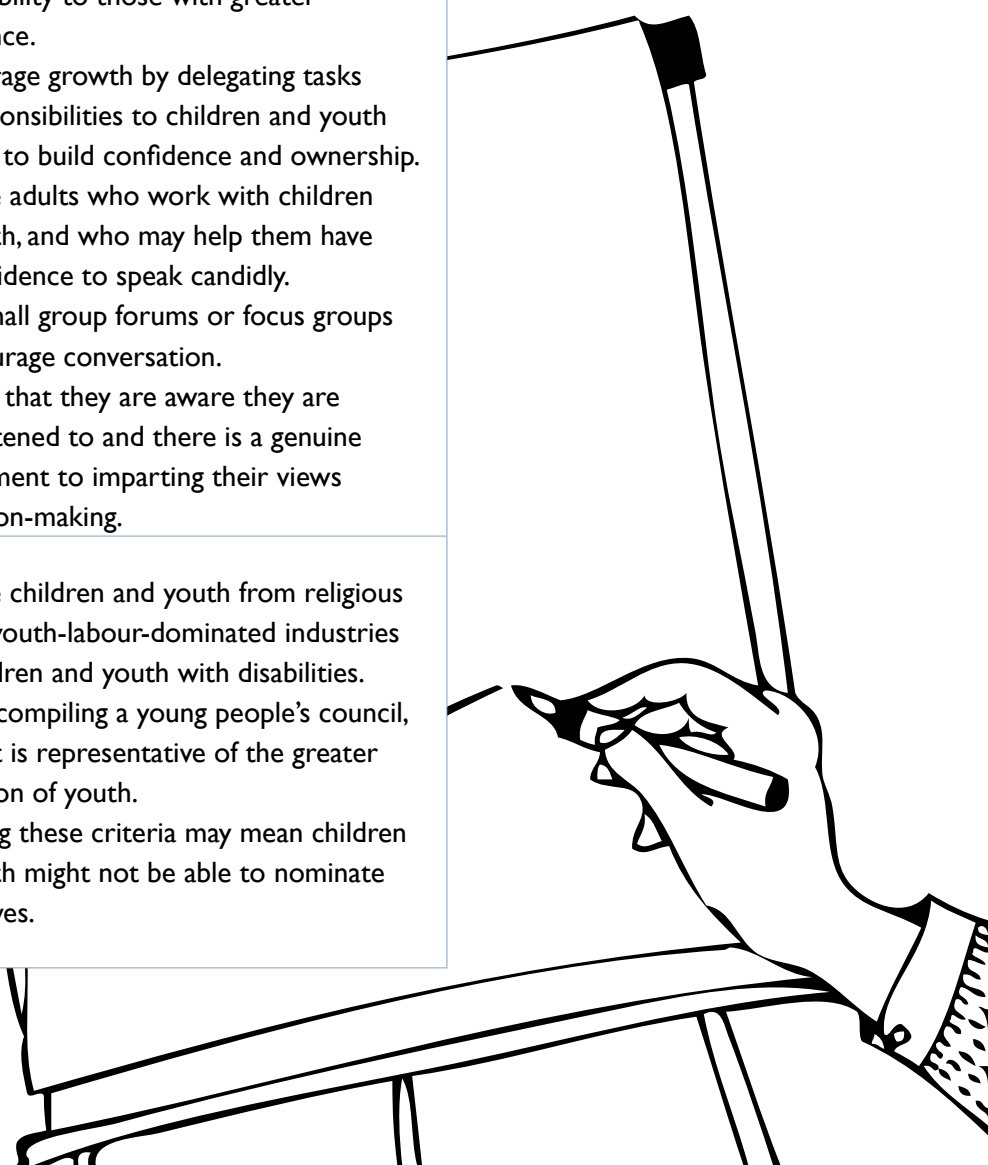
Duration: 30 minutes.

United Nations Development Group's Guidelines for National Consultations

So you know what to expect...

As noted above, the national consultations are one of the ways that the UN is going to gather information and opinions from local citizens – including children and youth like you. The United Nations Development Group has produced and distributed some guidelines for this process. These guidelines point out a few considerations to take into account when consulting with children and youth, and they outline some recommendations on how to address those matters.


Key Considerations	Recommendations
Different avenues for communication	<ul style="list-style-type: none"> • Use platforms they are familiar with, such as social media. • Be aware that they are likely to be more responsive to direct social contact than to surveys and telephone interviews.
Limited experience with responsibility	<ul style="list-style-type: none"> • Use young people's councils to allocate responsibility to those with greater experience. • Encourage growth by delegating tasks and responsibilities to children and youth in order to build confidence and ownership. • Include adults who work with children and youth, and who may help them have the confidence to speak candidly. • Use small group forums or focus groups to encourage conversation. • Ensure that they are aware they are being listened to and there is a genuine commitment to imparting their views in decision-making.
Cross-cutting groups	<ul style="list-style-type: none"> • Include children and youth from religious groups, youth-labour-dominated industries and children and youth with disabilities. • When compiling a young people's council, ensure it is representative of the greater population of youth. • Meeting these criteria may mean children and youth might not be able to nominate themselves.



These guidelines also refer to the content of the national consultations, which will involve asking local citizens their opinions on five broad categories:

1. **WHAT?** Referring to people's experiences of poverty, their well-being and what they need to live well.
2. **WHY?** Referring to the root causes of these experiences.
3. **WHO?** Referring to the agents that should lead positive change.
4. **HOW?** Referring to the actions needed to change the situation.
5. **WHEN?** Referring to accountability and a timeframe for these changes.

The idea is to adapt these questions to local contexts and audiences, but to keep them recognisable so the information from different countries can be compared. The content of national consultations is expected to revolve around the following questions. We have adapted them for children and youth, so you know what to expect.

Category	Guiding Questions	Adapted Questions
 WHAT	<ul style="list-style-type: none"> • What is important for any person (woman, man, boy or girl) in this country/community to live well? • Are there things that some people need in particular? • Who are the people who are not living well in this community? • What is a person lacking who does not live well in this country/community? • What do you think has made your life better or worse recently and what could be done about this situation (including your own role)? • Are there things that some people in your community lack in particular? • What will be needed for future generations to live well in this country/community? • What aspects of your community life do you think are important to protect in order to ensure that people live well? 	<ul style="list-style-type: none"> • What is important for children and youth in your country or community to live well? • Are there things that children and youth need in particular? • Who are the people who are not living well in your community? Are children and youth part of this group? • What are children and youth lacking to live well in your country or community? • What do you think has made your life better or worse recently and what could be done about this situation? What do you think you can do? • Are there things that children and youth in your community lack in particular? • What will be needed for future generations to live well in your country or community? • What aspects of your community life do you think are important to protect so that children and youth live well?

 <p>WHY</p>	<ul style="list-style-type: none"> • What are the main reasons some people do not live well in this country or community? • Is the gap between those who live well and those who do not growing? Why? 	<ul style="list-style-type: none"> • What are the main reasons some children and youth do not live well in your country or community? • Is the gap between those who live well and those who do not growing? Why?
 <p>WHO</p>	<ul style="list-style-type: none"> • What can be done (by an individual or community) to help achieve this? • Which actors and institutions in the country need to do something to achieve this? • Which actors and institutions outside the country need to do something to achieve this? 	<ul style="list-style-type: none"> • What can be done by people – including children and youth – and by the community so that people live well? • Which actors and institutions in your country – the government, for example – need to take action so that people live well? • Which actors and institutions outside your country – the United Nations, for example – need to take action so that people live well?
 <p>HOW</p>	<ul style="list-style-type: none"> • What do these actors and institutions need to do? • What do they need so they can act? • How can change best be achieved? What are people's theories of change? 	<ul style="list-style-type: none"> • What do these actors and institutions need to do? What do you think children and youth can do to bring about change? • What do they need so they can act? What do you think children and youth need in order to bring about change? • How can change best be achieved?
 <p>WHEN</p>	<ul style="list-style-type: none"> • By when do we want to achieve this? • How can we ensure collectively that we know we have or have not achieved it? • How could the mechanisms we use for these consultations be used in future reviews of progress? 	<ul style="list-style-type: none"> • By when do we want to achieve change? • How can we make sure that change has or not happened? What do you think can be the role of children and youth in monitoring and reviewing progress? • How do you think these consultations could be used to monitor and review progress?



Activity



Gather your group to discuss these questions:

1. What do you think of the UN Guidelines for National Consultations?
2. Is this the correct approach?
3. Is it inclusive enough of all the children and youth in your community?

If you feel there is anything missing, express your concerns. Maybe think about writing a letter to those in charge of national consultations to let them know how you would prefer to be consulted.



Discuss the what, why, who, how and when questions by putting each set of questions on a separate flipchart. Break up into five groups and rotate from flipchart to flipchart, discussing and recording your answers to each question. Allow 10–15 minutes for each set. You can also think of questions of your own that are not included here but that you think should be taken into account in the formation of the next development agenda.



Duration: 90 minutes.



Chapter Three

Moving forward and taking action



**In this chapter you will learn about:**

- ✓ some ideas as to what you can do to engage and participate in the post-2015 process and in the follow-up to the commitments that result from it
- ✓ what it means to represent the needs of other children and youth in this process, and how to elect good representatives
- ✓ working with your adult facilitator(s).

So what is the role of children, adolescents and youth in all this?

As you saw in the beginning of this booklet, participation is a fundamental right. It is one of the guiding principles of the Universal Declaration of Human Rights and it has been reiterated in many other conventions and declarations. One example is the Convention on the Rights of the Child, which states – in Article 12 – that children, as individuals and as a group, have the right to express their views freely in all matters affecting them.

You have something important to share. You know what are the most important issues that affect your life. You also have good ideas of how to make those things better. In the future, when the deadline for the post-2015 development agenda comes, you will be an adult. What sort of world do you want to live in? Discuss and write your ideas of goals the world can have.

Children and youth should be at the centre of the process leading to the post-2015 development agenda. This will ensure their increased ownership and commitment to bringing about the changes that this agenda envisions.

By now you are probably wondering **what you can do or how you can get involved in the process leading to the post-2015 development agenda.** There are numerous things you can do, including but not limited to the following:

1. Raise awareness on the MDGs and post-2015 development agenda.
2. Put pressure on stakeholders with your vision of the future.
3. Follow up with these stakeholders to make sure they take your opinions into account.
4. Represent the voices of other children and youth in the UN national and thematic consultations, the global conversation and any interaction with the UN high-level panel.

More information about each of these options is provided in the following sections of this chapter. In all your activities, please try to intentionally include the most vulnerable children and youth. Review the 'Vulnerable children and youth' section in Chapter 1 to refresh your memory on this.

Note about managing your expectations: While children and youth participation is your right, as outlined by the Convention on the Rights of the Child, it is important to understand that all adults may not be ready to listen to children and youth. While you may have (or have already had) some great experiences with adults, please be prepared for potentially negative reactions and possible setbacks. This is not meant to discourage you – we just want to make sure you are prepared and to not give you any false expectations during this process.

Child and youth participation is a process in which you and adults should engage. It is a privilege to be able to provide input into the post-2015 development agenda, and we want to encourage you to not lose hope if you experience any negative comments during your activities. Remember, the post-2015 agenda will be incomplete without your views and contributions, so we encourage you to find creative ways to have your voice heard!



Activity

Before you start getting involved in the post-2015 process



In your group, think about the issues that matter to you.

- In which ways do these issues affect your life and that of your community?
- What kind of solutions do you envision for these problems?
- Can you come up with some indicators to measure progress in these issues?

Fill out the chart below with your answers to prepare for engaging in the post-2015 process. Here are some issues to get you started, but do not stop here. **Think about more issues!**



Duration: 30 minutes.



Issues	Impact	Solutions	Indicators
 Human Rights			
 Poverty & Hunger			
 Education			
 Health			
 Environment			
 HIV & AIDS			
 Violence, War & Conflicts			
 More Issues			

Raising awareness

Getting people excited to take action begins by raising awareness about the issues. Most people still do not even know what the Millennium Development Goals or the post-2015 agenda are, so it's our job to educate them and let everybody know why they are important!

You can help to get the word out on how important the Millennium Development Goals have been and how important it is for the world to agree on a new development agenda, and you can let your friends know why they should get involved. You can also be active by organising your own campaign, reminding your governments of their promises and letting them know your aspirations and ideas for the new development agenda.

Here are some examples to get you thinking about what you can do in your own community. Think about what kind of activities you and your friends would enjoy doing, and which ones would spread the message most effectively.



Ideas to raise awareness

- **Participate in discussions.**

Create or participate in online and offline discussion groups.

- **Get the word out.**

Create your own postcards and flyers to distribute around schools, in community centres and anywhere else you can. Multiply your message by getting your friends to do the same. Minding safety issues, post messages on Facebook and other social networking sites, if you have access to them.

- **Use your talents and creativity.**

You can write plays, poems, short stories, songs, etc. You can produce your own videos and – minding safety issues – post them on Facebook and other social networking sites, if you have access to them.

- **Organise a school assembly.**

Talk to your school administrators and request a place to host a student meeting about the Millennium Development Goals and the post-2015 agenda.

- **Publish articles and artwork online and in print.**

After researching and reflecting on the Millennium Development Goals, create a written or artistic piece that can be shared in local media, such as local magazines, or on the Internet through Facebook and other social networking sites, if you have access to them.



Tips for youth media

- Identify your audience.
- Use traditional and new media.
- If you are a blogger, increase your outreach.
- If you are not a blogger, how about setting up a blog?
- In addition to a press release, establish contact with traditional media in advance of the event you are going to cover.
- Create relationships with journalists and maintain those relationships.

- **Launch a post-2015 art contest.**

Find a gallery or a space that will allow you to showcase a post-2015 theme, and invite children and youth to participate in an art contest.

- **Organise a public meeting in your community or place of worship.**

Find a team and a space to meet and exchange ideas on how the Millennium Development Goals and whatever comes next will affect your community, and discuss what can be done together.

- **Organise an open forum.**

Invite children and youth and their organisations to discuss how you can influence and participate in the post-2015 process.

- **Start an educational radio show.**

Work with local or school radio stations to support a programme that examines how the Millennium Development Goals are affecting your community, and that allows people to share their aspirations regarding the post-2015 agenda. Information about the process, as it comes along, can also be shared.

- **Organise a drama showcasing the future you want from the post-2015 agenda.**

Talk to young actors and directors about creating a play or presentation about what the world should look like if the post-2015 process succeeds and the goals it sets are achieved.

- **Organise a concert.**

Seek out local or national music groups to perform and promote participation in the post-2015 process and then get permission to use a space to host a concert.^{iv}



Tips for advocacy

- Mobilise your community and get local organisations involved in the process.
- Promote participation at a grassroots level; get your friends involved and create a team.
 - Think of fun ways to raise awareness.
- Partner with children and youth in another neighbourhood, town or city somewhere else in the world.
 - Share your stories online, but beware of safety issues.
- Develop a concrete advocacy position based on the voices of children and youth.
- Map the key players, including members of your national government and parliament, and set up informal meetings with them.
 - Establish contact with your country's delegation at the United Nations.
 - Consider lobbying your country's delegation at the United Nations.
 - Keep things short and simple.

^{iv} Adapted from The Millennium Campaign. *Only with your Voice: Millennium Development Goals Youth Action Guide*. New York: The Millennium Campaign, n.d. http://www.un.org/Pubs/CyberSchoolBus/mdgs/EN_ACTION_GUIDE.pdf.

Putting pressure on stakeholders

You might think that, because you are a child or youth, there is not much you can do to influence powerful people. But your voice is just as powerful as anyone else's. When children and youth team up and unite their voices, they can do whatever they put their minds to.

First things first: figure out whom you are trying to influence. Here are some ideas:

- members of the high-level panel
- United Nations specialised agencies in charge of thematic consultations, such as the United Nations Development Programme (UNDP), UNICEF, UN-Habitat, UN Women
- United Nations officials supporting the national consultations, such as the United Nations Resident Coordinator (UNRC) in your country
- representatives of the member states at the United Nations
- national or local government officials, such as at the Ministry of Foreign Affairs
- members of national parliaments
- civil society organisations working in your community
- civil society coalitions, such as the Beyond 2015 campaign at www.beyond2015.org.

If you do not know where to go or who to talk to, ask your teachers, adult facilitators, youth leaders and World Vision staff if they can help you find the right person. You could also look into civil society, government and United Nations websites for contact information. If you do not have access to Internet, ask your adult facilitator to find the information for you.





Activity



Before you start advocating, you need to know whom you are trying to influence! This will affect what activities you choose to do.

Ask yourself, who are the decision-makers who have the power to change the situation? Who do they listen to? You may need to influence or partner with those people or groups too.

Now, in your group, try to develop a power map to help you identify the specific stakeholders that you want to target in your advocacy activities. Power mapping is a process to identify who are the people or groups in your community that have power, influence or interest in a certain issue that you want to advocate for.

Some people have a lot of power and influence but very little interest, while others have no power but a lot of interest. A power map shows who these people are, what is their relationship with one another and how much power or interest they have in your chosen issue. It is a tool to help children and youth groups plan how they will influence and work with each person to reach their goal.

If you find that you need more information and more time, do not worry. Ask a community leader, a teacher or an older friend to help you. Try doing some research at a local library or on the Internet.

- Is there any resident association or children and youth group in your community that is working on issues related to the Millennium Development Goals or the post-2015 process?
- Is there any civil society organisation advocating locally on issues related to the post-2015 process?
- Is there any local grassroots movement already involved in issues related to the Millennium Development Goals?
- What are the agencies or ministries in the national government in charge of international relations and development issues?
- Who represents your national government at the United Nations?
- Are there any journalists, politicians or university professors publicly talking about the post-2015 process?

List the stakeholders in the table below.



Duration: 30 minutes.

What would get these stakeholders to take action? Here are some examples to get you thinking about what you can do in your own community.



Ideas for putting pressure on stakeholders

- **Join the global conversations.**

Go to www.worldwewant2015.org and participate in the global conversation. Encourage your friends to do the same! If you do not have access to Internet, do not worry. There are many other ways to participate.

- **Join children and youth clubs, councils or parliaments.**

Seek out children or youth groups in your community or country that are active in the political process, and help them advocate for the things that matter to you in city halls and national parliaments.

- **Launch e-campaigns.**

Launch a website that advocates for the things you think should be considered in the post-2015 process. Send out e-mails that encourage people to sign up for petitions on these issues. Minding safety issues, use Facebook and other social networking sites.

- **Demand more government action.**

Create a campaign that asks your government to live up to their promises to achieve the Millennium Development Goals and to commit to the post-2015 process.

- **Form a post-2015 coalition.**

Partner with groups that are already active around one or more of the Millennium Development Goals, and plan ways to participate in the post-2015 process by working together.

- **Write letters or e-mail messages to the stakeholders listed above.**

Send letters to members of the high-level panel, United Nations agencies at headquarters and in your country, your country's representative at the United Nations, national and local government officials, members of parliament, etc.

- **Organise a rally.**

Gather a large group of people to demonstrate (perhaps in front of your national parliament) and demand action from your government on the Millennium Development Goals.

- **Adopt a statement supporting the issues your care about for the post-2015 process.**

Encourage your city council, place of worship or civic group to put the post-2015 process on their agenda, and put out a statement showing their support for the issues you and your peers care about.^v

^v Adapted from The Millennium Campaign. *Only with your Voice: Millennium Development Goals Youth Action Guide*. New York: The Millennium Campaign, n.d. http://www.un.org/Pubs/CyberSchoolBus/mdgs/EN_ACTION_GUIDE.pdf.

Following up on the process

Having your voice heard is certainly very exciting. But what is most important is that your participation is meaningful and your contributions are taken into account. This does not mean that all the issues you raise are going to make it into the final outcome of this whole process. What it does mean is that the process should be as open as possible and that you should be able to follow up on your participation.

For each event or meeting about the post-2015 development agenda in which you participate, make sure you understand:

- whether and how your ideas were used and taken into account.
- whether your participation and that of other children and youth influenced the outcome of the meeting.
- why your ideas and those of other children and youth were not used, if that is the case.
- how you can follow up on the outcomes of this meeting or event.

It is important that you start thinking about these questions, because you should also play a fundamental role in follow-up processes. Work together and figure out the best way to do this!



Ideas to follow up on progress

• Set up a post-2015 newsletter.

With some of your friends, launch a post-2015 newsletter. You can divide the different tasks among yourselves: one of you can be the director; others can be editors; and yet others can be journalists and photographers. Track down the progress that is being made on the post-2015 process and on the commitments that result from it, and inform your community about it.

• Launch a petition campaign.

Is there any issue that you feel is being ignored in the post-2015 process? Launch a petition campaign so that it is addressed. Engage your community in the process and get as many signatures as you can.

• Launch a poster campaign on post-2015 progress.

Design posters that highlight the achievements and shortcomings of the post-2015 process and the commitments that result from it, and hang them where your community can see them.

• Form a post-2015 coalition.

Partner with groups that are already active in one or more of the Millennium Development Goals, and plan ways to monitor progress on the post-2015 process and commitments. Make sure your government is living up to the commitments it agreed to undertake.



Tips for putting pressure on stakeholders

- Creativity helps attract interest.
- Humour can be key to an effective action with impact.
- Non-violence should be the basis for the design of any action.

Representing other Children and Youth

Guidelines for children and youth representatives

First, let's answer some frequently asked questions:

Q: What do we mean when we talk about representation of children and youth?

World Vision wants to make sure that the needs of the most vulnerable children and youth are reflected in the post-2015 development agenda. We also want to make sure that children and youth like you have the opportunity to influence and shape this agenda by participating in the national consultations and other forums. These consultations should ideally provide a space for children and youth to express their opinions and give suggestions on what should or should not be included in the post-2015 development agenda.

However, it would be impossible for all the children and youth in a country (or even town or village) to come to one of these meetings! This is where children and youth representatives play an important role. Their job is to represent the needs and opinions of children and youth in their town, village, or country and to speak for them at these consultations or meetings.

Every child's opinion matters, and it is important that children and youth have a good representative who will speak up for what they want included in the post-2015 development agenda.



Tips for getting involved in the UN national consultations

- Establish contact with the United Nations Resident Coordinator in your country.
- Establish contact with the governmental agencies that will be involved in the post-2015 process.
 - Find ways to gather input from children and youth.
 - Find ways to follow up on your engagement and participation.
- Find ways to stay in touch with the children and youth involved in this process, and with other child and youth representatives.

Q: What does it mean to be a children and youth representative?

Being a children and youth representative means that you will make a commitment to:

- Learn from and listen to other children and youth of various ages and experience
- Carefully record and summarise your findings
- Accurately present their views to adults and other children and youth at any post-2015 consultations, meetings or advocacy forums
- Report back to the children and youth you listened to so they understand how you used the information and what is going to happen next.

You will learn more about the role of a representative and the criteria to be a representative in the next few sections of this booklet.

Q: Why are children and youth representatives important in the post-2015 advocacy process?

Children and youth representatives will provide a unique voice at these consultations and show adult decision-makers that children and youth all over the world are capable of being active participants in improving the lives of citizens in their own communities. Their voice is crucial to make sure that any post-2015 agenda addresses the needs of vulnerable children and youth around the world.



How to elect children and youth representatives?

This section lists some basic criteria for a good representative and offers a tool to help children and youth decide additional criteria and elect their own representatives.



Remember that you should be the ones to choose how your own representatives are elected and what criteria to use. Your adult facilitators can help you in this process and remind you of important principles to think about.

Important principles to consider when electing a representative

- Equity, so that every child and youth has the opportunity to vote for a representative and stand to be elected if she or he so desires.
- Diversity and inclusiveness in terms of gender, socio-economic background, ethnicity and religion, children and youth with disabilities, minority children and youth, etc.
- Representation of everyone, including, and sometimes especially, the most vulnerable children and youth. (See the section 'Vulnerable children and youth' in this booklet.)

Additional criteria for children and youth representatives

A good representative should be someone who:

- has an interest and passion for the post-2015 advocacy process, for child and youth rights and for seeing positive changes in the community and the world.
- is willing to commit to planning, preparing and following up with other children and youth on the consultation process
- is willing to accurately represent the perspective of peers and not only his or her own opinions
- is willing to continue being involved in events and campaigns around the post-2015 process after the particular consultation or meeting
- is comfortable speaking with adults and presenting in front of large audiences
- would benefit greatly from an opportunity such as this to build personal life skills.

Logistical questions to consider

- Does the candidate have the time to participate without compromising his or her other commitments with school, family, etc.?
 - Does the candidate have the ability to travel?
 - Can the candidate under the age of 18 receive permission from her or his parents or caregivers?
- Remember, you will have a chance to add more principles and criteria during the election process outlined in the 'Facilitation Guide for Election of Representatives', included in this chapter.

The role of a representative

While it is up to your group to decide on what being a representative actually means and the role that your representative should play at a particular post-2015 meeting or throughout the process, here are some general guidelines and tools to help you.

1. Gathering information from your peers, especially the most vulnerable

To be a good representative, you need a way to consult and get opinions from the children and youth in your group and surrounding communities, especially those without regular access to the Internet. Consider using interviewing techniques, focus-group discussions or surveys.

A good place to start would be to look at the questions listed under ‘United Nations Development Group’s Guidelines for National Consultations’ in this booklet, to get an idea of what kind of information the UN will be looking for at the national consultations.

Work with your group to identify the most vulnerable children in your community, children of all age ranges and those who are most often excluded, and make sure to prioritise their opinions when you gather information.

2. Documenting your findings

After you have decided how to collect information and who to collect it from, and have done the work of gathering the information, it is time to document your findings in an organised and creative way. Some ideas for documenting are included here. Remember, this list is only to give you ideas. Feel free to come up with your own.

- Write a position paper or statement.
- Create a video.
- Create a play.
- Create a photo journal.

3. Presenting your information and speaking in public

Representing other children and youth at a post-2015 meeting may mean that you will need to present your findings and recommendations in front of a group of adults. No matter what size of audience you will encounter, it is always a good idea to organise your public speaking skills.



The video titled *The Girl who Silenced the World for 5 Minutes* shows a young teenager who delivered a speech to adults at the UN Conference for Environment and Development. Even though this happened a long time ago, we can still learn from her example. Watch the video (about 7 minutes) and discuss the following questions:

<http://www.youtube.com/watch?v=TQmz6Rbpnu0>.

What aspects of her speech did you enjoy?

What aspects of her speech did you not enjoy?

What elements made this speech strong and captivating for the audience?

What aspects of her speech would you change?

4. Following up and reporting back to your peers

After attending a meeting or consultation for the post-2015 development agenda, you will need to report to the children and youth you consulted with and tell them what happened. This is very important. Do not skip this step.

Work with your adult facilitator to figure out the best way to tell others what happened at the consultation. Perhaps you can even plan a safe way to update others during the meeting in real-time through Facebook or Twitter. Whatever way you choose, make sure it is accessible to all the children and youth you gathered information from, especially the most vulnerable!

5. Continuing post-2015 advocacy

There are many ways that youth can be involved in post-2015 advocacy even after an official consultation or meeting is completed. As a representative who has already had exposure to national or international decision-making forums and as someone who is already invested in the process, you are in a special place to continue motivating your peers to advocate for the needs of children and youth in the post-2015 agenda.

Refer to the other sections of Chapter 3 of this booklet for ideas on how to get involved and how to strengthen your advocacy skills for the post-2015 development agenda.



Remember, you and your peers have the ability and knowledge to come up with creative ways to advocate for the needs of vulnerable children and youth. It's time to get creative!

Please note that World Vision does not wish to put you in any danger through your involvement in any post-2015 advocacy events or programmes. It is important that you work with your adult facilitator to make sure that you will be safe from any type of danger, by filling out the Child Protection Risk Assessment for Child Participation alongside them.



Working with your adult facilitator(s)

Your adult facilitators play an important role in supporting your work as children and youth representatives. It is the responsibility of both of you to work together, to respect each other, and to partner with each other for the well-being of other vulnerable children and youth. Adult facilitators have their own guidelines to follow to make sure that they create an enabling, safe and empowering environment for you and your peers. These can be found in the 'Annexes' section of this booklet.

We encourage you be familiar with the guidelines for adult facilitators so that you will know what to expect from the adults who are working with you in post-2015 advocacy. One of the most important steps is to complete the Child Protection Risk Assessment for Child Participation with your adult facilitator.

This tool will help you identify any risks that you potentially face if you are involved in post-2015 advocacy with World Vision or with any other organisation. Ask your adult facilitator about this and help them fill this out.

An important point to remember is that your adult facilitator is there to help you share your voice. If you feel you are not free to do this, talk to the adult to help him or her understand how to better help and support you.

Being a representative in the post-2015 process is a big responsibility! We hope that the guidelines and tools included in this booklet are a helpful place for you to start in the advocacy process. Thank you for being willing to represent the voices of vulnerable children and youth.



More resources

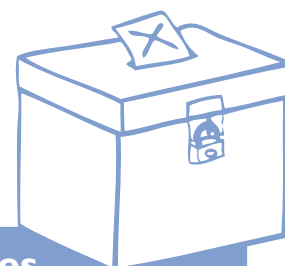
If you are looking for more resources, WV MEER has produced very good material for children and youth participation on post-2015. If you want to have access to the material you can go to www.wvcentral.org. If you do not have access to the Internet, ask your adult facilitator to find the material for you.

Material includes the following items:

- 'How to be a good representative'
- 'What information do you want to collect from your peers?'
- 'How do youth want to collect information from their peers?'
- 'How to create tools to collect information from peers'
- 'How to organise and present the information collected?'
- 'The World Youth Want'.

Facilitation guide for the election of children and youth representatives

This tool is adapted from the World Vision – Middle East and Eastern European Region’s ART Network resources.



Election of Children and Youth Representatives	
Session Objective	<ul style="list-style-type: none"> • Children and youth develop the election criteria for their representatives to a post-2015 consultation or meeting. • Children and youth develop their own process of election, and elect their representatives to a post-2015 consultation or meeting.
Indicators	<ul style="list-style-type: none"> • Children and youth develop selection criteria based upon the key principles of non-discrimination, equity and inclusion, and other standards which they agree on and define. • Children and youth select delegates to represent them at a post-2015 consultation or meeting.
Schedule	1.5–2 hours
Facilitator and Note-taker	<p>Either an adult or children and youth themselves can perform this task. Adults are reminded to help children and youth develop their own criteria and election process based on the principles of non-discrimination, equity, diversity, inclusiveness and representation of children youth with lesser opportunities. These principles and other addition criteria can be found in Chapter 3 of this booklet.</p>
Resources	<p>Required resources:</p> <ul style="list-style-type: none"> • flipcharts • markers • letter size paper <p>Optional resources:</p> <ul style="list-style-type: none"> • computer with Internet access • projector and screen • PowerPoint presentation • YouTube video: http://www.youtube.com/watch?v=v3p2VLTowAA



Methodology

1. Introduce yourself (if needed) and introduce the participants to each other (if needed).
2. Thank participants for being present and introduce the session objectives.
3. Make sure everyone knows what the post-2015 process is.
 - (Optional) Show this video to introduce the current Millennium Development Goals: <http://www.youtube.com/watch?v=v3p2VLTowAA>.
 - (Optional) Refer to Chapter 2 of this booklet for more information about the process leading up to the formulation of the post-2015 agenda.
4. Introduce the details of the specific meeting or consultation for which you are electing representatives today. Share things such as:
 - dates
 - meeting organiser
 - purpose of meeting
 - ways for children and youth to be involved
 - number of children and youth representatives that should go.

5. Ask participants to brainstorm what should be the *role* of a children and youth representative at this particular meeting. Record your answers on a flipchart.

6. Ask participants to brainstorm what *principles* they should keep in mind when electing children and youth representatives.

Remind participants of the following principles (in case they haven't thought about them yet):

- equity to ensure that this is not a popularity contest
- diversity in gender, socio-economic background, religion, ethnicity, etc.
- Inclusiveness of children and youth with disabilities, minority children and youth, etc.
- representation of most vulnerable children and youth.

Ask participants to explain the principles to ensure they understand them. If needed, help them understand difficult principles and why they are important. Record your answers on a flipchart.

7. Ask participants what *additional criteria* they should use to elect their representatives. See examples in Chapter 3 of this booklet. Record your answers on a flipchart.



8. Support participants in the election process. Encourage them to think of creative ways to learn about potential representatives (such as speeches or role-plays) and review the election procedure (nominations, voting, etc.).

Note: This step may require more time! Give participants as much time as they need. At the end of this step, you should have elected the necessary number of representatives.

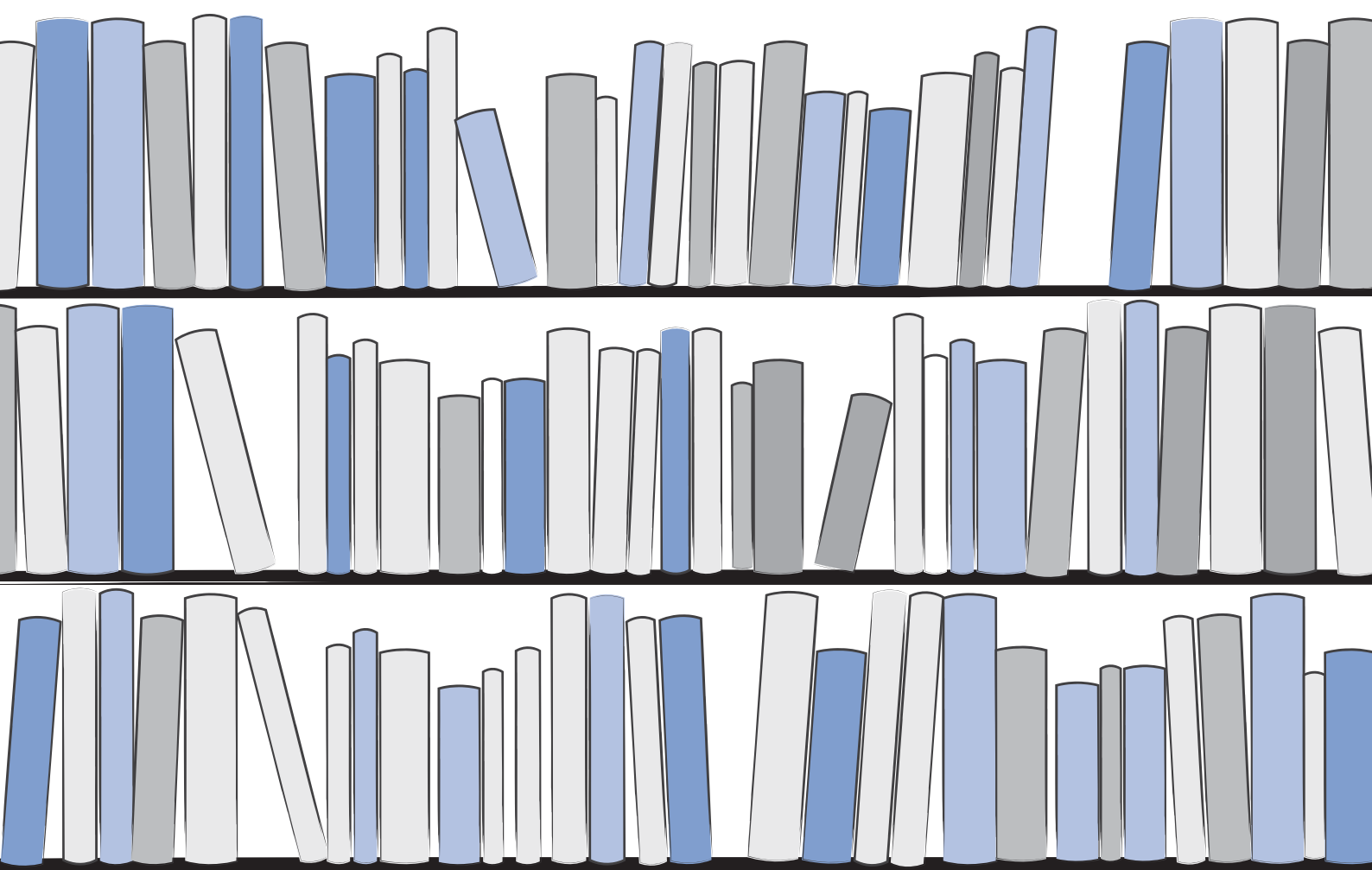
Caution: If you recognise that an unfair process is taking place, challenge participants with their principles.

9. After choosing the delegates and planning committee, ensure they are comfortable about participating in the meeting or consultation, and then begin the normal procedure according to World Vision's child protection policy and child protection standards.

Documentation

Children and youth's chart of roles of their representative.
Principles for selection and additional criteria.
List of chosen delegates.

Annexes



Annex I

Guidelines for adult facilitators

Introduction

This section provides a guideline for adult facilitators of children and youth participation in the post-2015 process. It provides a clear, checklist-style guide for ensuring safe, meaningful, and effective participation in this area of international decision-making.

World Vision's approach to children and youth participation in the post-2015 process

World Vision's approach to children and youth participation in the post-2015 agenda is two tiered:

1. Ensure that the post-2015 development agenda is responsive to the voices children and youth, by facilitating their engagement in all the consultative processes.
2. Ensure that the revised agenda prominently reflects the needs of the most vulnerable children and youth.

Scope of these guidelines

These guidelines are primarily intended to assist adults who are facilitating children and youth engagement in:

- the UN-led national or thematic consultations
- internationally or nationally organised consultations (by national governments or civil society organisations)
- any consultations organised by the high-level panel.

There are also some considerations for children and youth engagement in the online global conversation.

If World Vision or any other non-governmental organisation (NGO) wishes to organise its own consultation, meeting or conference with children and youth, additional measures outside of these guidelines will be needed. Please refer to the two operations from Save the Children and the Inter-Agency Working Group for Child Participation (IAWGCP) for full details on how to organise a participatory consultation or meeting with children and youth. (Links to these resources can be found in the References section.)

What is the role of adult facilitators in this process?

Adult facilitators play a key role in ensuring children and youth participation in the post-2015 process. Among other things, several key responsibilities include:

- ensuring a space for the meaningful participation of children and youth in any form of consultations regarding the post-2015 development agenda
- sharing information about the post-2015 process with children and youth
- facilitating children and youth involvement and strengthening their capacities to do so
- creating a safe environment (online and offline) for children and youth participation
- modelling participatory behaviour and listening skills.



One critical point that must be stressed is that children and youth should be involved in every step of this process – from the planning to the execution of activities and any follow-up and evaluation events. Adult facilitators play an essential role in ensuring that this happens.

A note about child and youth participation

The term ‘child and youth participation’ refers to children and youth contributing to decisions that affect their lives and taking action on issues that are important to them. This requires intentional relationships among children, youth, adults and communities, based on mutual respect and partnership at the familial, local, national and international levels. Adult facilitators have a responsibility to foster these necessary conditions of partnership and promote respect for meaningful and effective participation of children and youth in this international decision-making process.

Child protection considerations





It is essential that every effort be taken to minimise risk to children as they participate in the post-2015 process. These efforts must be made when children and youth travel to national or international consultations and when they participate in local post-2015 activities that are supported by World Vision. Other entities are encouraged to ensure that child protection policies for their organisations are in place and followed for children and youth travel. Please see the corresponding checklist item in the guidelines below for more guidance.






The guidelines

The following guidelines are specifically tailored to the post-2015 process but are adapted from the IAWGCP’s Minimum Standards for Consulting with Children and Save the Children’s So you want to consult with children? Adults using these specific guidelines must also take into consideration World Vision’s Guidelines for Child Participation.








Before a formal consultation or meeting**Check off each item as it is completed.**





Action Item	Additional Tools or Resources
 Liaise with consultation or meeting coordinators to ensure space for meaningful children and youth participation. Remember to consider the following: <ul style="list-style-type: none"> • appropriate place for children and youth to present to adults • language and translation needs • accessibility of venue and considerations for children and youth with disabilities • dietary requirements of participating children and youth • meaningful and ethical interaction with the media. <p><i>If you are involved in organising the consultation or conference, consider including children and youth on the steering committee.</i></p>	<p>Save the Children's, So you want to consult with children? (See 'References' section.)</p>
 Secure adequate budget for children and youth participation in formal consultations or meetings, considering: <ul style="list-style-type: none"> • cost of travel for children and youth, and chaperones • cost of lodging for children and youth, and chaperones • language and translation needs • miscellaneous resources. 	
 Connect with other organisations that are sending children and youth representatives.	
 Provide relevant information to children and youth in age-appropriate local languages, including: <ul style="list-style-type: none"> • information about the post-2015 process • logistical information about the consultation or meeting • appropriate options for children and youth who are visually or hearing impaired. 	<ul style="list-style-type: none"> • Chapter 2 of this booklet • 'Checklist of information to be shared with children and youth' (See next document in the annex.)

 Facilitate election of children and youth representatives, keeping in mind the most vulnerable children. <ul style="list-style-type: none"> • Encourage children and youth to define their own selection criteria. • Support children and youth in electing their own representatives. 	<ul style="list-style-type: none"> • ‘Facilitation guide for the election of children and youth representatives’ (included in Chapter 3 of this booklet)
 Prepare children and youth representatives for formal consultation or meeting. <ul style="list-style-type: none"> • Empower children and youth to be good and fair representatives. • Assist children and youth in consulting their peers, other vulnerable children and other children’s groups. • Assist children and youth in summarising collected information. • Coach children and youth in public speaking and methods of organising and presenting collected information. • Ensure that all of these activities are done in a child-friendly and non-discriminatory format. 	<ul style="list-style-type: none"> • Relevant tools in ‘Guidelines for children and youth representatives’ (in Chapter 3 of this booklet)
 Ensure full implementation and adherence to World Vision’s Child Protection Standards for Child Participation. <ul style="list-style-type: none"> • Follow all child protection considerations for child travel. • Complete the Child Protection Risk Assessment for Child Participation. • Have the consent forms filled out by parents or legal guardians. • Select accompanying adult or chaperones. 	<ul style="list-style-type: none"> • Section 9 of World Vision’s Child Protection Standards.
 Brief accompanying adults and chaperones on their roles and responsibilities.	<ul style="list-style-type: none"> • IAWGCP’s Minimum Standards for Consulting with Children, p. 45.
 Organise a preparatory workshop or meeting for children and youth immediately before the formal meeting. This is a time to: <ul style="list-style-type: none"> • prepare children and youth for presenting to adults • review agendas, roles and responsibilities for the formal meeting • share collected information with other children and youth • elect who will present to adults at the formal meeting • ensure that all of these activities are done in a child-friendly and non-discriminatory format. 	<ul style="list-style-type: none"> • Save the Children’s So you want to consult with children, pp. 41–45

During a formal consultation or meeting**Check off each item as it is completed.**

Action Item	Additional Tools or Resources
 Establish a formal complaints procedure to allow children and youth to make complaints in confidence about any issue concerning the consultation or meeting.	
 Ensure that children and youth are given equal opportunity with adult delegates to make statements and presentations and to voice their opinions; and ensure that these contributions are reflected in any outcome documents.	
 Ensure that any children or youth who speak to the media (if present) are well prepared.	
 Ensure that children and youth are able to evaluate their experiences before leaving the consultation or meeting.	• IAWGCP's Minimum Standards for Consulting with Children, p. 149 (See 'References' section.)
 Facilitate a session for children and youth to: <ul style="list-style-type: none"> • debrief and share • formulate next steps and commitments • network with other children and youth • determine how to monitor the post-2015 process. 	

After a formal consultation or meeting**Check off each item as it is completed.**

Action Item	Additional Tools or Resources
 Ensure that consultation or meeting facilitators provide feedback to children and youth regarding: <ul style="list-style-type: none"> • the way in which their opinions and perspectives were used • any meeting notes, reports or follow-up documents • the progress of any commitments made • any available follow-up actions. 	
 Provide information about any follow-up actions or activities in age-appropriate local languages. <ul style="list-style-type: none"> • Ensure appropriate options for children and youth who are visually or hearing impaired. 	
 Assist children and youth in creating their own ways to report back to other peers.	
 Ensure proper Internet safety training for children and youth who are involved in online networking or the online platform for post-2015.	

**Tips for meaningful interaction with children****By Aimyleen Gabriel, Child Focus and Child Protection Team Leader, Asia Pacific Region**

- Listen to children genuinely. Maintain eye contact when children are speaking.
- Children are equal participants. Take their opinions, statements and perspectives seriously.
- Be generous with your affirmation. It helps children feel good and enables them to function well.
- Initiate a conversation with a child or youth. Young people can be hesitant to approach adults, but they are very keen to listen and interact with you.
- Speak with children in simple language. Avoid jargon that even adults often do not understand.
- Children are not expected to speak about their personal experience on sensitive issues or any topics they may not be comfortable with. Children have the right to say no if they do not want to answer a question.
- Help keep children safe by reporting to a child protection focal person any situation where children may seem uncomfortable and concerned.

Annex 2

Checklist of information to be shared with children and youth

This is a checklist of pertinent information that you can use prior to your involvement in any consultation, event or meeting related to the post-2015 process.

About the consultation, event or meeting

- ✓ purpose of the meeting
- ✓ agenda for the meeting
- ✓ attendees to the meeting and their roles
- ✓ anticipated results of the meeting (i.e. what to expect at the end of the meeting)
- ✓ any other background information

Opportunities for child and youth participation

- ✓ participation opportunities during the meeting
- ✓ online ways to participate or network
- ✓ ways that children and youth have participated so far (if applicable)
- ✓ opportunities or mechanisms for participation after the meeting (e.g. online platform, social media, etc.)

Preparatory forum (if applicable)

- ✓ purpose of the preparatory forum
- ✓ agenda for the preparatory forum
- ✓ attendees to the forum
- ✓ anticipated results of the forum
- ✓ date, time and venue for the forum

Logistical details

- ✓ date and time of main event
- ✓ date and time of preparatory event (if applicable)
- ✓ information about the venue
- ✓ information about translation services (if applicable)
- ✓ consent forms
- ✓ packing list suggestions
- ✓ maps of the surrounding area
- ✓ safety and child protection considerations


Know your rights!

- ✓ Internet link or copy of a child-friendly version of the Convention on the Rights of the Child (CRC)

Annex 3

Facilitation guide for formulating goals and SMART objectives

This tool is adapted from the World Vision – Middle East and Eastern European Region's ART Network resources.

Formulating goals and objectives	
Session Objective	Define the basics of what makes good advocacy goals and objectives.
Indicators	<ul style="list-style-type: none"> • Children and youth appreciate the relationship between goals and objectives. • Youth can identify and prepare a SMART indicator.
Schedule	45 minutes.
Facilitator and Note-taker	N/A
Resources Required	<ul style="list-style-type: none"> • PowerPoint slides • MDG banner • flipchart with roadmap or pathway • poster paper and markers
 Methodology	<p>1) Introduction (5 minutes) <i>Have a brief discussion with participants:</i></p> <ul style="list-style-type: none"> • Ask them to raise their hands if they have ever wanted to achieve something. Invite some of them to share what they wanted to achieve. Have they ever set a goal for themselves? What were those goals (e.g. learn a language, pass an exam, master a sport)? • If we truly want to achieve something, it is important to set goals to keep us focused on the path ahead. The same applies for international development and the post-2015 process. Tell participants that they will learn about how to develop some SMART goals. <p>2) Presentation: What makes a good goal? (10 minutes)</p> <ul style="list-style-type: none"> • Explanation: It is important to set goals, objectives and recommendations to help focus your advocacy efforts. Goals are the things you are working toward changing. Objectives are the things you need to achieve on the way to reaching your goals. Recommendations are the actions you think should be taken to achieve the objectives.

Formulating goals and objectives



- **Explanation:** A good advocacy objective should be SMART: Specific, Measureable, Achievable, Realistic and Time-bound. It should identify who needs to do what by when. Each advocacy objective should spell out the actor or the decision-maker, the action to be taken or the decision to be made and the timeline for the change.

- **Example:** Let's look at the Millennium Development Goals as an example of a goal with clear objectives. Show a slide with the Millennium Development Goals, or use the MDG banner as a visual aid. Take MDG2 as an example: 'Achieve Universal Education.' This is the goal. The SMART objective is: 'To ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.' The objective is SMART because it is specific, measurable, and time-bound.

- **Illustration:** You can think of it like a journey, in which at the end of the road you will find your destination. That is your goal. Along the journey you must overcome many hurdles and milestones. These are your objectives. Show visual of pathway with stepping stones.

3) Exercise: Draft your own goals and objectives (20 minutes)

- Draft a goal and some SMART objectives on education, as an example. Ask participants to work in pairs. Using markers and poster paper, draw a road leading from where you are now to your end goal. Ask youth to define their goal and write it on the poster. Then work backwards, marking the major achievements or milestones you need to accomplish in order to reach your goals. Are they SMART?

4) Plenary feedback (5 minutes)

- Ask two or three pairs to share their goals and objectives with the group. Others can ask questions to see whether the objectives are SMART.

5) Wrap-up discussion (5 minutes)

- **Explanation:** Now that you understand what makes good goals and objectives, it is time to draft your own for post-2015. What are the big things you want to see changed? And what are the things that need to happen along the way to reach your goals? These will be your objectives.
- Keep this in mind when preparing your recommendations. Recommendations are the actions you think should be taken to achieve the objectives. They should also say who needs to take action and by when. Consider preparing an additional hand-out (one to two pages) on 'Tips for Policy Recommendations' as a reference guide.

Documentation


None.

Annex 4

Facilitation guide for sharing and prioritising important issues for children and youth

This tool is adapted from the World Vision – Middle East and Eastern European Region’s ART Network resources.

Sharing and prioritising important issues for children and youth

Session Objective	Children and youth discuss and select common issues affecting them toward preparation of policy recommendations for children and youth must-haves.
Indicators	<ul style="list-style-type: none"> • Children and youth analyse and synthesise common issues affecting youth in their region. • Children and youth collectively nominate and select four common issues to take up further for discussion and prepare policy recommendations.
Schedule	1 hour and 10 minutes, including a 15-minute break.
Facilitator and Note-taker	World Vision staff or partner.
Resources Required	<ul style="list-style-type: none"> • coloured paper and tape (or large sticky notes) • ballot papers with spaces for three responses • empty box • flipchart with ‘Top 4 Must-Have Issues’
 Methodology	<p>1) Introduction (5 minutes)</p> <ul style="list-style-type: none"> • Explanation: We are all coming from different countries with different experiences and challenges that we deal with as youth. However, there are some common issues that unite us all. <p>To be a really strong voice for children and youth in our country, in our region and in our world we need to establish what those common issues are. This will help us to create a global children and youth agenda to influence governments and leaders worldwide!</p>

Sharing and prioritising important issues for children and youth



Methodology

2) Brainstorming on common issues (15 minutes)

- Ask participants what they think are some of the most pressing issues for children and youth in their communities and around the world.
- As participants call out their responses, write them on coloured paper and post it on the wall.
- After some time of discussion, ask the group to pause and reflect. Are there any similar issues that can be clustered together? Try to group common issues together and summarise into broader topic headings (e.g., environment, violence, discrimination and inequality, unemployment). Write the topic headings and display them clearly for all to see.

3) Selecting 'four-star issues' (5–10 minutes)

- Now that you have a picture of the common trends and issues affecting children and youth, you need to prioritise the most important. These are called 'four-star issues.' If you could choose only four of them to bring to governments of the world, what would these be?
- Have a vote to find out what your group thinks are the most critical issues. Participants are allowed to nominate three issues because some might be of equal importance.

During a 15-minute break, the facilitator tallies the votes and writes up the four issues with the highest score on a flipchart.

4) Recap of voting results and selection (5 minutes)

- Display the results of the four highest-scoring issues on the flipchart.
- Invite feedback from participants. Do they accept and agree with this selection? It is important that everyone understands the selection process and has a chance to disagree, if they choose. Remind participants that if important issues do not appear on the list, participants can still advocate locally and nationally for them.

5) Thematic groups (20 minutes)

- Participants decide which thematic group they would like to join, to discuss issues in more depth and prepare policy recommendations. A mix of gender, age and nationality should be encouraged if possible.

Documentation

Shortlist of critical issues
Final selection of critical issues

References

References and additional resources

Convention on the Rights of the Child. <http://www2.ohchr.org/english/law/crc.html>

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Useful Websites

Beyond 2015	www.beyond2015.org
Countdown to 2015	www.countdown2015mnch.org
MDG Monitor	www.mdgmonitor.org
Post2015.org	http://post2015.org
The End Poverty Millennium Campaign	www.endpoverty2015.org
The World We Want	www.worldwewant2015.org
UN Cyberschoolbus	www.un.org/Pubs/CyberSchoolBus
UN Integrated Implementation Framework:	http://iif.un.org
Tracking Support for MDGs	http://iif.un.org
Voices of Youth	http://voicesofyouth.org/



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