



The World We Want After 2015

What should come after the Millennium Development Goals?
A discussion pack for children and young people



UNITED KINGDOM



Section 1: What are the Millennium Development Goals?	
An introduction to the Millennium Development Goals (MDGs)	2
The eight MDGs and their targets	4
Section 2: How close are we to achieving the MDGs?	
A summary of the achievements and limitations of the MDGs	6
Section 3: Some criticisms of the MDGs	
An in-depth look at some key criticisms of the MDGs	8
Section 4: What happens after 2015?	
An introduction to the post-2015 debate	11
Different voices in the post-2015 debate	12
Some key points in the post-2015 debate	15
Why is 'post-2015' important for children and young people?	16
Section 5: What are UNICEF's views on the post-2015 debate?	
Nine things that UNICEF thinks are important for post-2015	18
Section 6: UNICEF UK wants to hear from children and young people	
Introduction to UNICEF UK's post-2015 consultation	24
Section 7: General information	
United Nations glossary	25
Glossary of key terms and words for the post-2015 debate	26
Some key facts and statistics on our world and our key development issues	29
Links to further information	30

Section 1: What are the Millennium Development Goals?

In 2000 the largest-ever gathering of political leaders took place at the **United Nations (UN)** in New York. The result of that meeting was something called the **Millennium Declaration**. This Declaration put in writing the principles and values that mattered to world leaders at the beginning of the new millennium. It was a commitment to making life better for people around the world.

After the Millennium Summit, the UN Secretary General (the head of the UN – in 2000 it was **Kofi Annan**, today it is **Ban Ki-moon**) gave a team of people the responsibility of turning the words of the Millennium Declaration into goals for action. It was also their job to think about how to measure progress towards the goals. This meant creating specific ‘targets’ and ‘indicators’ for each of the goals, which would help to show whether or not the goals were being achieved.

The team came up with the eight Millennium Development Goals (MDGs) to be achieved by the year 2015. Each MDG has a set of specific ‘targets’ and ‘indicators’ to measure progress towards the Goals.



Definitions and explanations of the words highlighted in purple throughout this pack can be found in the Glossary.

The Millennium Declaration

In 2000 the Millennium Declaration was agreed by world leaders in New York. It highlighted six fundamental values:

1. Freedom and **tolerance**
2. Equality among nations and individuals
3. Solidarity to manage global challenges based on **equity** and social justice
4. Tolerance of different beliefs, cultures and languages
5. Respect for nature and sustainable development
6. Shared responsibility to manage global economic and social **development**.

And eight objectives:

1. Peace, security and **disarmament**
2. Development and a reduction in **poverty**
3. Protecting the environment
4. **Human rights**
5. Democracy and good **governance**
6. Protection for people and groups who are particularly **vulnerable**
7. Consideration for the special needs of Africa
8. Strengthening the UN.

The Millennium Declaration was signed by 189 UN member states. You can read it here: bit.ly/TGEgDM

Section 1: What are the Millennium Development Goals?

What is 'development'?

The MDGs were created to set goals for the world's 'development'. You may have heard people talking about 'international development' before, but what exactly is it? The MDGs are focused on what is often called 'human development', which means the development of a better quality of life for humans. This kind of development is aimed at "advancing the richness of human life" (Amartya Sen, economist). Human development includes different issues and themes, including: reducing and ending poverty, people's wellbeing, health care, education, economics, human rights, the environment, improving the way that countries and people are governed, preparing for natural **disasters**, and better **infrastructure**.

People often talk about 'developing countries' and 'developed countries'. These terms imply that the so-called 'developed' countries have already reached all the aims of human development, while the 'developing' countries have not (however this is not the case and the situation is much more complex than that).

Throughout this pack, you will find lots of references to the 'development agenda' or the 'development framework' that will come 'post-2015'. This means the new framework that will be agreed to start after the MDGs run out in 2015. It is likely that this 'framework' will have goals, targets and indicators, like the MDGs.



Do you think the UK is a fully 'developed' country? Why/why not?



Section 1: What are the Millennium Development Goals?



Goal 1

Eradicate (get rid of) extreme **poverty** and **hunger**

Target 1a

Halve, between 1990 and 2015, the percentage of people living on less than a dollar a day.

Target 1b

Make sure that everyone, including women and young people, has full-time, productive, and fair employment.

Target 1c

Halve, between 1990 and 2015, the percentage of people in the world who suffer from hunger.



Goal 2

Achieve **universal** primary education

Target 2a

Make sure that by 2015, children everywhere (boys and girls) will be able to attend and finish primary school.



Goal 3

Promote **gender equality** and empower women

Target 3a

Make sure, ideally by 2005, that boys and girls are receiving the same primary and secondary education. By 2015, there should be gender equality at all levels of education.



Goal 4

Reduce child mortality

Target 4a

Reduce by two thirds, between 1990 and 2015, the number of deaths of children under five years old.



As you go through the eight goals, think about which of them might apply to the UK, and which ones don't. Which groups of people do you think these goals target? Are there any other goals that you can think should be included?

You can also see the full list of the Goals, targets and indicators from the UN site at <http://bit.ly/WDFyR0>

Section 1: What are the Millennium Development Goals?



Goal 5 Improve maternal health

Target 5a

Reduce by three quarters the number of mothers dying in childbirth.

Target 5b

Make sure everyone has access to reproductive health services (services related to sexual health, pregnancy and childbirth).



Goal 6 Combat HIV/AIDS, malaria and other diseases

Target 6a

Stop the spread of HIV/AIDS by 2015 and see a decrease in people with the disease.

Target 6b

By 2010 anyone with HIV/AIDS should be able to access treatment.

Target 6c

By 2015, there should be less people getting **malaria** and other major diseases than there are now.



Goal 7 Ensure environmental sustainability

Target 7a

Countries should have policies and programmes in place to promote sustainable development. We should be restoring our environmental resources (clean water, forests, fertile land and so on) not losing them.

Target 7b

The speed at which our **biodiversity** is being lost needs to stop. By 2010, the speed at which our biodiversity is disappearing should have slowed down significantly.

Target 7c

Halve, by 2015, the number of people who don't have ready access to safe drinking water and basic **sanitation**.

Target 7d

By 2020, significantly improve the lives of at least 100 million people who are living in slums.



Goal 8 Develop a global partnership for development

Target 8a

Work on making the system of exchanging money and goods fair. 'Fair' means it is: open and predictable (so it always works in the same way), based on rules, and doesn't discriminate against anyone.

Target 8b

The poorest countries (known as 'least developed countries') have particular needs and problems that should be dealt with to help them improve the lives of their people.

Target 8c

Developing countries that are landlocked (don't have access to the sea), as well as developing countries that are small islands, have some particular challenges when it comes to improving the lives of their people. Their specific needs should be addressed.

Target 8d

Deal with the debt problems of developing countries in a way that really solves the problem.

Target 8e

Work alongside pharmaceutical companies (the companies that make medicines) to make sure everyone in developing countries has access to essential medicines that they can afford.

Target 8f

Work alongside the **private sector** to make sure everyone can benefit from new technologies, especially information and communications technologies.

Section 2: How close are we to achieving the MDGs?



Every year, the UN puts out a 'progress report' on the MDGs. The [latest report](#) showed that:



1. The MDG target of reducing extreme poverty by half was reached five years ahead of the deadline in 2015.



2. The target of halving the number of people without proper access to safe and clean drinking water has been met.



3. Living conditions in slums have improved for more than 200 million people – that's double the target which was set for 2020 in the MDGs.



4. The number of girls enrolling in primary school now equals the number of boys.



5. Progress has been made in reducing the number of children and mothers dying from preventable causes.



6. The number of people dying around the world from **tuberculosis** and malaria has fallen. There is also now more treatment available for people living with HIV.

Section 2: How close are we to achieving the MDGs?

But there is still a lot to do ...

On some of the MDG targets there has been much less progress and more attention must urgently be given to them. One example is the target for improving sanitation in MDG7, which is off track. In 2010, 2.5 billion people were still estimated to be living without access to safe and clean toilet facilities.

Even where MDG targets have been met, there are still many people who have not been reached. For example, while the target for clean water has been met, there are still around 780 million people who do not have access to safe and clean drinking water. The progress that has been made towards the MDGs has often been unequal and unfair. The poorest and most vulnerable people, who are the most in need of support, are often the ones who have been left behind.

There are big challenges to meeting all of the MDG targets by the 2015 deadline. Natural disasters, climate change and the **global financial crisis** all threaten the progress achieved so far. Another big concern is the millions of people who still go hungry all around the world.

Governments must stick to their commitments to achieve the goals and do everything that they can to do so before 2015. More progress is possible if attention and resources are focused on reaching the poorest and most vulnerable children and their families.

See the [UN MDGs Progress Report](#) for more information.



Section 3: Some criticisms of the MDGs



Not everyone has been happy with the success of the MDGs, or with the goals and targets themselves. Some think that the MDGs are not the best way to 'do development'; while others have argued that there are problems in the way that the MDGs were decided in the first place. In this section, we look at some of the main criticisms of the MDGs.

Promoting a narrow idea of development

Some people have criticised the MDGs for narrowing what counts as 'development' to only the issues that were included in the Goals. They say that this has made other issues, which were not included in the goals, seem less important.

Important issues missing

Some of the important parts of the Millennium Declaration are not dealt with in the MDGs. These include peace, security, human rights, protecting vulnerable people, and equality. There are some people who say that missing these issues affects progress towards development in all kinds of ways, and even threatens to reverse the progress which has already been made.

Furthermore, since the MDGs were designed many issues which were not a focus in 2000 have become increasingly important, and threaten to reverse the progress made on reducing poverty and achieving sustainable development. Climate change, for example, is one of these issues.

Who says these are the right goals?

The process which the MDGs came out of has been criticised for being undemocratic and not including enough different points of view. Although the Millennium Declaration was widely supported at the **UN General Assembly** (where countries get to vote on international issues), the MDGs were decided by a small team of people, and many have argued that the process did not include the views of people who are actually affected by poverty. Some have argued that the MDGs only suit the rich countries, rather than the poorer ones.

Section 3: Some criticisms of the MDGs



Do they ignore inequality?

The progress which has been achieved towards the MDGs has been very unequal, with **evidence** showing that it is most often the poorest, most **deprived**, and most vulnerable people (particularly women and children) who have been left behind.

For example:

- More than 80% of all deaths among young children now take place in Africa and South Asia.
- In the developing world, children born in the poorest 20% of households are almost twice as likely to die before age 5 as children in the wealthiest 20% of households and children born in rural areas are almost twice as likely to die before their fifth birthday compared to those born in towns and cities.

Some people have said that the way in which the MDGs encourage organisations and countries to do development work has led to inequalities being ignored, and sometimes has even made them worse. The way that we measure 'progress' towards the MDGs has meant that in some cases the people who are the easiest to reach (often meaning those who are not the poorest or most vulnerable) have received the most help and benefitted most from progress towards the MDGs. The people who are harder to reach – because they are the poorest and most vulnerable and often hidden at the edges of society, and who are even more in need of help and resources – have not received as much support.

What about human rights?

The MDGs have also been criticised for failing to address human rights. You'll have noticed that a lot of the goals aim to improve things for a proportion of people in a country (like half, or a third). This goes against the principles of **non-discrimination** and **universalism**, which are central to human rights. These principles refer to the ideas that no one should be discriminated against and that everyone has the same equal rights. Some people have also argued that specific areas of human rights are missing from the MDGs, such as civil and political rights (explained in the box page 10). Other important principles of human rights including **accountability** have also been argued to be missing from the MDGs.

Section 3: Some criticisms of the MDGs

Whose right is it anyway?

One of the things that the United Nations is best known for is writing up and agreeing the rights that ought to be respected in all countries and communities.

Human rights are based on the idea that all humans are entitled to the same basic rights, such as the rights to life and liberty, to freedom of thought and speech, and equality before the law. The [United Nations Universal Declaration of Human Rights \(UDHR\)](#), signed in 1948, says in much more detail what these rights are, and what duties countries have to ensure and protect them.

Civil and political rights are the main part of human rights and make up the first section of the UDHR. **Civil rights** include the right to life and to protection from discrimination because of: physical or mental disability, gender, religion, race, national origin, age, sexual orientation or gender identity. They also include individual rights, such as privacy, freedom of thought, freedom of speech and religion, and freedom of movement. Political rights include those related to law and justice (e.g. the right to a fair trial), and those related to **participation** in **civil society** and politics (such as the right to gather together in public, to petition and to vote).

One size does not fit all!

Although the MDGs were never meant to be used as a global guide for how development should be carried out in every country, that's mostly how they have been interpreted. The emphasis which the MDGs put on measuring progress towards global targets doesn't pay attention to the big differences between the economies, cultures and political systems of different countries. Each country is different, is starting at a different place in terms of how 'developed' they are, and has different priorities, issues and needs. The MDGs didn't take account of this and, as a result, some countries are seen as having 'failed' to meet the MDG targets, even when they have made a lot of progress.



Which of these criticisms seems most important to you?



Section 4: **What happens after 2015?**



The MDGs have a deadline of 2015. With this deadline getting closer, lots of people are asking 'what happens next?' What should we replace the MDGs with? What will be the plan and the priorities for development after 2015? This has become known as the 'post-2015' debate.

Thinking about what comes next obviously involves looking at: what has worked well with the MDGs, what could have worked better, and what didn't work at all (see sections 2 and 3).

There are many different people and organisations – including governments, campaigners, charities and companies – getting involved in the post-2015 debate. Like you, people all over the place are talking, writing and having meetings about what they think should replace the MDGs and what important issues world leaders should pay more attention to.

The opinions of children and young people are important for making those decisions. You have rights that must be fulfilled now, and decisions made about the post-2015 framework will affect the world that children and young people live in now and in the future.

Section 4: **What happens after 2015?**

Consultation, consultation, consultation

If you are reading this it is likely you are taking part in UNICEF UK's consultation. To consult means "to seek advice or information from", or "to ask guidance from". If we want the 'post-2015' agenda to be more inclusive, and reflect as many people's interests and views as possible, then consulting widely is essential. Surveys, forums and workshops are all versions of consultation – where people's opinions are being asked for and taken into account. Children and young people have a right to have their views considered on issues that affect them, therefore they must be consulted.

Different voices in the post-2015 debate

Rio+20 and the Open Working Group

The UN Conference on Sustainable Development (Rio+20), took place in Rio de Janeiro, Brazil, in June 2012. The Conference agreed to establish an 'Open Working Group' of government representatives to make a set of goals like the MDGs, but specifically about sustainable development. These are known as the SDGs – or Sustainable Development Goals. The people on the Open Working Group will have to think about how these SDGs can join together with whatever is chosen to follow the MDGs. More information on sustainable development is in the box on the next page.



Section 4: What happens after 2015?

Sustainable development

Most people now agree that the pressures of development, a rising population and economic growth are putting a huge strain on our environment and natural resources (for example, drinking water and clean air). Sustainable development is one of the biggest challenges of our age. Unless we can find ways to use Earth's resources sustainably (so that they remain in good condition and don't run out), then we are at risk of serious environmental damage and runaway climate change. This will have huge impacts for people, especially our children. When making decisions for the future of people and the planet, we must consider not only our children today, but future generations too.



Why do you think the SDGs are so important to the post-2015 agenda?

UN Task Team on post-2015

The MDGs came out of the process led by the UN, which will also play an important role in deciding what comes after 2015. In 2011 the head of the UN Ban Ki-Moon set up a 'task team' to look at the MDGs – to think about their successes and weaknesses. UNICEF was part of that team. In June 2012 they produced a report about what the priorities should be beyond 2015. To read that report, see bit.ly/TDMHDy

High-Level Panel on Post-2015

The UN Secretary General also appointed a group of important people including politicians, academics, businesspeople and development experts. He asked them to look at the post-2015 development agenda and to put their advice, ideas and recommendations into a report. The UN Secretary General will then look at these ideas, and bring them to the 2013 UN General Assembly (the main meeting of the UN that takes place in September) to be discussed by member states. Three people have been given the position of 'co-chair' of the High-Level Panel (which means that they help to lead the work of the Panel and their discussions): the President of Indonesia, the President of Liberia and our UK Prime Minister David Cameron.

Global Conversation and the "World We Want"

The 'Global Conversation' is a general term for the discussions that the UN is encouraging about post-2015 all around the world. This 'Global Conversation' includes many consultations in individual countries as well as between them, on different themes. There is also a website: worldwewant2015.org that aims to bring together different people's opinions (including yours) through social media.

Country consultations

The UN is leading consultations in many countries around the world about 'post-2015'. The aim of these is to understand what different countries think is important for development post-2015. The consultations aim to involve many different **stakeholders**, including governments, charities, civil society, and citizens. Most of the countries where these consultations are taking place can be found at bit.ly/110txg1

Section 4: **What happens after 2015?**

Global consultations on themes:

The UN is also holding 11 'thematic consultations' (consultations focused on different themes) on post-2015. Rather than the views of different countries, these will bring together different voices around the themes of:

- Inequalities
- Population
- Health
- Education
- Growth and employment
- Conflict, violence and disaster
- Governance
- Environmental sustainability
- Food security and nutrition
- Water
- Energy

For more information, see www.worldwewant2015.org

Beyond 2015

Outside of the UN, different groups and communities are having their own discussions about post-2015. There is a global campaign called 'Beyond 2015' which brings together about 500 organisations from all over the world. The Beyond 2015 campaign aims to make sure that a wide range of voices from across civil society are included in the post-2015 debate. For more information about the campaign visit www.beyond2015.org/

Civil society

'Civil society' means the citizens and organisations that are not part of the government or the private sector. NGOs (non-governmental organisations) are part of civil society, along with charities, campaigning groups, and many youth and student organisations. Together these groups are sometimes referred to as the 'third sector'. A lot of these organisations work closely with society's most vulnerable people, and there are lots of people who think that civil society needs to have a stronger voice and more influence in the post-2015 debate.



Section 4: **What happens after 2015?**

Some key points in the post-2015 debate

How can the process be inclusive and fair?

As we've seen, there is a big push going on to make sure that decisions on what happens post-2015 include the views of as many different people as possible. A big part of the debate, then, is about who should be leading the whole process: the UN? Governments? Citizens? And how do we make sure that the most vulnerable and deprived people – the ones who are often not represented – can really participate this time?

What should be in the framework?

The 'post-2015 framework' means all the things that get included in whatever replaces the MDGs. It is that framework which will help decide what the 'development agenda' is all about after 2015. Different groups and people are arguing for different things to be included. Those different groups each have their own priorities, and it will be difficult to include all the competing themes and make everyone happy, while at the same time keeping it realistic and simple enough for people to understand!

Should the new framework be for everyone?

The MDGs were mostly seen as goals for developing (poorer) countries, but lots of people say that whatever comes post-2015 should have at least some parts which are relevant for all countries and all people. That's because there are some issues, like sustainability, inequality and poverty, which affect countries and societies everywhere. But some people disagree. Also, if the post-2015 agenda really is going to be universal, there are lots of questions about we can make that happen.

How can the new framework be more flexible?

Individual people have different needs and abilities, and are dealing with different problems in their lives. It's the same with countries – each has its own situation and its own problems. So, when it comes to meeting targets, how do you make them flexible enough to suit different countries? There is a lot of debate about this. Should the post-2015 targets be adaptable, to take into account the different situations in different countries? How? And what does that mean for how we measure the progress that has been made? One suggestion is to have a kind of menu of targets from which countries could choose their own 'development targets, depending on what suits them.

How does sustainable development fit in?

Looking after our environment and making our way of living more sustainable has become a big priority for many countries. Some people are worried because the discussions happening around the SDGs are mostly happening separately from the rest of the post-2015 conversation. How will plans for the future of sustainable development, which began at the Rio+20 conference, be joined up with the other decisions about post-2015?

Section 4: What happens after 2015?



Why is 'post-2015' important for children and young people?

- **It adds up**

One in every three people in the world is a child (under age 18) or young person (under 25). In many developing countries, children and young people make up half of the population.

Children and young people are also the most affected by poverty around the world. Therefore, post-2015 is vital for children

- **Children have different needs**

Children are more vulnerable, and less able to cope with the damaging effects of poverty. Any attempt to fight poverty has to include children if it is going to be successful.

- **Post-2015 can help build a future for children**

Deprivation and poverty can cause children damage that lasts the rest of their lives and can mean that they have fewer opportunities. This can then go on to affect their children, making a cycle of poverty and inequality.

So it makes sense to deal with these problems early on, by paying attention and directing investment to children. Considering children in post-2015 is an important step along the way.

- **Children can make a difference**
Children and young people can be champions for change in their families, schools, communities and countries and are able to help change the societies they live in.

Therefore, children and young people must be part of the plans for improving the world we live in, and children and young people must be part of the post-2015 decisions.

- **It's a right**

Governments have agreed to protect and promote the rights of children by signing the UN Convention on the Rights of the Child. As a result, governments should put children's rights at the heart of talks about the post-2015 world.

But today's children are also the adults of the future – they will live and work in the post-2015 world, dealing with the consequences of the post-2015 decisions.

How can we talk about the future without including children? It's right and fair that children should have a say.

Section 4: What happens after 2015?



UN Convention on the Rights of the Child

Another very important document that the UN wrote and countries agreed is the UN Convention on the Rights of the Child (CRC). World leaders decided that children needed an international agreement just for them, because people under 18 years old often need special care and protection. They also wanted the world to recognise that children also have human rights.

The Convention spells out the basic human rights that children everywhere have: the right to survival; to grow up and develop fully; to protection from harm, abuse and exploitation; and to properly take part in family, cultural and social life.

The four core principles of the Convention are:

- non-discrimination – everyone has the same equal rights and no one should not be treated unfairly or discriminated against
- best interests of the child – attention and priority should be given to what is in the best interests of children
- life, survival and development – all children have the same rights to life, survival and development
- participation – the views of children should be listened to and respected

Nearly every country in the world has signed up to the CRC.



How do you think children and young people around the world can have more influence on the big decisions which will affect their future?

Section 5: What are UNICEF's views on the post-2015 debate?



As we've already discussed, 'post-2015' is important for children and young people everywhere because the decisions that are made will affect children, and the world that children live in, now and in the future.

UNICEF is the UN agency that was set up to protect and promote the rights of children and young people. So what does UNICEF have to say about the post-2015 debate? Here are 9 things that we think are important.

1. The MDGs have brought lots of benefits for children and young people around the world. But there is a lot still to do.

There are also new issues that need to be looked at and old ones that have been neglected. The post-2015 development agenda needs to get to grips with those to ensure a world fit for children.

There are MDGs that haven't been achieved, millions of people who haven't yet been reached, and important parts of the Millennium Declaration that have been ignored. Work must speed up on these things between now and 2015, and some work will need to continue after 2015.

There also needs to be a special focus on the big issues that have been missed by the MDGs. These include the need to address inequalities, climate change and protecting the environment, changing populations, and war and other threats to people's safety.

Section 5: What are UNICEF's views on the post-2015 debate?

2. Governments must re-confirm their commitment to agreements for the world such as the Millennium Declaration and A World Fit for Children, so that these can be guidelines for the post-2015 framework.

The MDGs have been criticised for becoming separate from the Millennium Declaration and other important frameworks. Some say that, because of this, the MDGs are not focused enough on human rights.

It is important that the world restates its commitment to the Millennium Declaration and other important frameworks, including the UN Convention on the Rights of the Child and A World Fit for Children. These documents are important: they have helped to base our ideas about development on the human rights principles of accountability, participation, universality and non-discrimination.

A World Fit for Children

In May 2002 the UN General Assembly gathered with the aim of discussing purely children's issues. Part of this aim was planning how to make progress on the MDGs, which are closely linked to the well-being of children. The resulting document, A World Fit for Children, set goals and targets for the next decade based on four priorities: (a) promoting healthy lives; (b) providing quality education for all; (c) protecting children against abuse, exploitation and violence; and (d) combating HIV/AIDS. World leaders committed themselves to building 'A World Fit for Children', and to achieving these commitments by 2010. UNICEF is committed to building A World Fit for Children, and we believe it is very important to incorporate it into the post-2015 agenda.

For more information, see www.unicef.org.uk/specialsession/wffc



Section 5: What are UNICEF's views on the post-2015 debate?

3. The post-2015 framework must prioritise sustainability and aim to make sure that the world is fit for children now and in the future.

Whatever goals and targets are set for post-2015, they must recognise how important protecting the environment and ensuring 'sustainability' is for making sure that everyone benefits from development. That means that the new goals and targets must protect both the planet and everyone who lives on it.

It is the responsibility of everyone, young and old, to make sure that today's children grow up in a cleaner, safer, healthier and more inclusive world. This is the only way we can make progress in tackling poverty and exclusion in a way that will last.

4. The post-2015 development framework should be relevant for all people, no matter where they live.

The MDGs were generally seen as being about the world's poorest countries. Even in the richest countries, however, children suffer because of the effects of poverty, climate change and damage to the environment, violence, poor education, unemployment and inequality.

The world doesn't divide simply into rich and poor anymore. For example, countries like India, China and Brazil all have strong economies these days, but in 2000 they were considered to be poorer countries.

It is also important for countries to work together to deal with big global problems. So the post-2015 agenda should be relevant to everyone, and inspire people in all countries to take action to make the world a better place.

5. For countries to do well economically, it is important to invest in people, especially children and the most vulnerable.

Some people say that the post-2015 framework should pay more attention to economic development and less to 'human development', which was the main aim of the MDGs. But it should not be a case of one versus the other. You need to invest in both because they support each other. A society where individuals grow up healthy, well-fed, educated and safe is one where people can build a strong economy that benefits everybody.



In what ways do you think neglecting the human development of children could hurt their ability to earn money later in life?

Section 5: What are UNICEF's views on the post-2015 debate?



6. Targets for the post-2015 development framework must be set carefully, so that they can keep track of any unfair differences and inequalities between people and groups and help to tackle them.

As we saw in the earlier section on 'Criticisms', one problem with the MDGs was that they measured progress based on national averages. This meant that information about those people who were being left behind was often hidden.

In the post-2015 framework, there needs to be more attention to making sure that no one is left out, and to tackling the inequalities between people and countries. That means doing good research, which includes talking to the people affected by the issues, to find out who the most vulnerable people are, where they live, and why their rights are being neglected. This will help to identify those who most need help and to find out how we can reach them.

People should also be given more power to support good development in their own villages, towns and communities. One way to do this could be to get people to set and monitor their

own development goals, which would fit in with the national ones for their country. This would help to get people working together.

7. Children and young people must be part of discussions on what the post-2015 development agenda should look like.

Children and young people should have the chance to give their views and ideas about what the future should look like, and this is especially true for discussions about the post-2015 framework. This starts with the decisions that affect their families, communities, schools, health services and the places to play – and goes way beyond.

The world is now a very different place to the one in which the MDGs were created, with mobile phones and social media making it possible to connect and get involved in new ways. At the same time, we need to remember that not everyone is connected to these social networks – lots of young people in developing countries don't have the same access to technology as most people in the UK. So there must be lots of different ways to participate, so that young people everywhere can have a say and no one is discriminated against.



Can you think of a group of people in the UK whose situation seems to stay the same or get worse, even though other people's lives are improving?

Section 5: What are UNICEF's views on the post-2015 debate?



Where and in what ways have you participated in discussions that affect your own life – at school, at home, or anywhere else – on a website or on social media?

8. Citizens should be able to make sure that their governments meet their commitments. This must be built in to the post-2015 framework.

Something missing from the MDGs was a way for citizens to keep an eye on their governments, to make them answer for the progress or lack of progress they'd made towards the Goals.

Citizens should be included in deciding and monitoring the post-2015 development goals and should be able to hold governments accountable for meeting their commitments.



Section 5: **What are UNICEF's views on the post-2015 debate?**

9. The situation in different countries will change, and the post-2015 framework needs to be flexible enough to adapt to these changes. This is even more important in countries where there is conflict or a natural disaster, or where the government is less able to deliver services like health and education.

War and disasters are challenges that the post-2015 framework will have to try and deal with. They are unpredictable and are a huge risk to progress everywhere.

The post-2015 framework should have specific targets on how to reduce the risks from disasters that threaten vulnerable children and families. Communities need to be made stronger so that they can cope when a disaster does happen, and a crucial part of this is building **resilience**.



Section 6: UNICEF UK's consultation: *What kind of world do you want to live in?*

As part of the Global Conversation (see Section 4) about the post-2015 development agenda, UNICEF UK wants to hear what children and young people in the UK think: What kind of world you want to live in, and what issues do you think are important?

If you are below the age of 25, we want you to send us your written views by completing our survey at www.surveymonkey.com/s/talkingaboutyourworld

Why is post-2015 an important issue for children and young people in the UK?

The discussions about the way the world works towards international development after the MDGs run out in 2015 are an important opportunity to look at what progress has been achieved in reducing poverty and improving people's lives, what more needs to be done and what important issues should be getting more attention.

Children and young people in the UK have the right to voice their views on what issues are important for the future and would make the world a better place to live in. Making sure that the new post-2015 framework is a success will need support from all countries and all parts of society. This means that as many people as possible should be involved in the discussion about what it should look like.

And the UK is in a powerful position – the Prime Minister David Cameron is one of the 'co-chairs' (co-leaders) of the High-Level Panel on post-2015 (see Section 4). So it is important that the UK Government knows what is important to UK citizens, and especially children and young people, who will grow up with the new framework and its impacts.



Section 7: Extra information

Includes:

- a. United Nations glossary
- b. General glossary
- c. Some development statistics
- d. Links to further information

a. United Nations glossary

United Nations (UN)

International organisation of 193 countries or 'member states' aiming to help with cooperation in international law, international security, economic development, human rights, and working towards world peace. It was set up in 1945 to stop wars between countries, and to be a place where different countries could debate international issues. There are lots of agencies within the UN that have specific responsibilities – for example, UNICEF is the UN agency responsible for protecting children's rights.

UN General Assembly

Main meeting of the UN that considers how the UN is run, looks at new policies, and makes decisions. All 193 member states participate in the General Assembly. Each country has one vote. It has a session every year and also meets at times of emergency.

UNICEF

UN agency set up in 1946 specifically to protect and promote the rights of children and young people.

UN Agreements

UN Charter

A agreement 'treaty' that set up the United Nations, and was signed in San Francisco, USA, in 1945. You can read it here: un.org/en/documents/charter

UN Member States

There are 193 UN Member States (for a list see [Wikipedia](#)). Each one is a member of the UN General Assembly. Each Member State has an equal role in the General Assembly.

Millennium Declaration

Document that set the development agenda, and was signed by 183 countries in 2000. See the box on page 2 for more details. You can read the Declaration here: un.org/millennium/declaration/ares552e.htm

UN Convention on the Rights of the Child

Legal document that sets out the rights of children, signed by almost every country. See the box on page 17 for more details. You can read the Convention here: www2.ohchr.org/english/law/crc.htm

A World Fit for Children

Document that set the development agenda specifically for children, signed in 2002. See the box on page 19 for more details. Read it here: unicef.org/specialsession/docs_new/documents/A-RES-S27-2E.pdf

Section 7: Extra information

b. General glossary

accountability

Idea that institutions, including governments and civil society agencies, can and should be held responsible ('held to account') for their actions and the decisions that they make. It is especially important that the people who are actually affected by these decisions, such as the citizens of a country, can hold the government/institution responsible.

biodiversity

Wide variety of life that exists in the planet and is found in different ecosystems (animals, trees and plants, as well as all the tiny and microscopic life that we don't see). The Earth's biodiversity is under serious threat from climate change.

child poverty

Children who live in poverty. Child poverty can affect every part of a child's life, from their physical and mental health to their ability to do well at school or get a job later in life. Child poverty exists all around the world, in rich countries as well as in poor ones.

child hunger and child stunting

Extreme child poverty can mean children don't get enough of the right kinds of food and go hungry. Children who don't get enough to eat in up to their second birthday can be 'stunted'. This means that children's physical and mental growth is harmed. Children don't grow as tall they should, and the development of their brain and other organs can be damaged too.

civil rights

Right to participate fully in society without discrimination because of things like physical or mental disability, gender, religion, race, or age. See the box on page 10 for more details.

civil society

Civil society is made up of citizens and organisations outside of the government and private sector. See the box on page 14 for more details

deprivation

Deprivation is often related to poverty, and normally means the lack of a basic resource, right, service or need in someone's life – such as not being able to afford three proper meals a day. Usually deprivation (for example, access to good quality education) affects whole communities and groups.

development

Plans made and actions taken to improve people's quality of life.

Some say that the purpose of development is the enlargement of people's choices. The aim of this is to create the kind of environment where people can enjoy long, healthy and creative lives (Mahbub ul Haq, Founder of the Human Development Report).

'Human development' can include any of the following: poverty reduction, health care, education, economics, human rights, the environment, foreign aid, governance, preparing for disasters, and infrastructure.

developed/developing countries

Some countries, usually richer ones, are considered to be 'developed' while others (mostly poorer countries) are still 'developing'. See the box on page 3 for more details.

disarmament

Process of reducing or getting rid of weapons. Usually this is done through disarmament agreements between countries.

empowerment

Increasing the political, social, educational, spiritual, gender, or economic strength and power of individuals and communities. Power is not spread equally across society, and many individuals and groups need policies and actions to empower them to go after their rights and goals. Empowerment can happen in all kinds of ways and settings.

equity and equality

Equity basically means fairness. In development, the term is often used in the same way as the term 'equality' to talk about fair and equal rights and opportunities; that is; no one is favoured over anyone else, and no one is discriminated against.

extreme poverty

Profound lack of money or material possessions. The World Bank defines extreme poverty as having \$1.25 or less per day to live on.

Section 7: Extra information

gender equality

Equality and fairness in all areas of life (including school, family and work) between boys and girls or men and women.

global financial crisis

Economic crisis that has affected countries and communities across the world since 2007. During this time, financial institutions like banks got into difficulties.

governance

Process of governing or being in charge of something. It can mean the governing of countries or institutions, of communities or corporations. It can refer to the way in which decisions are made and how they are carried out. People working in development often talk about the need for 'good governance'; this means the ways that institutions (e.g. the UN) run things and manage resources in order to make sure that human rights are protected. Participation is essential to good governance, to make sure that all views within society are represented equally.

human rights

Basic rights to which all human beings are entitled. See the box on page 10 for more details.

human development

(See development)

inequality

Unequal access to the opportunities available to us as human beings and citizens. This can be a result of poverty (which affects societies unequally) or because of deliberate discrimination that prevents certain groups from having equal rights.

infrastructure

Basic structures needed for society to work properly. This can include physical things like roads, railways and power stations, as well as things like the health and education services.

malaria

Often deadly but easily preventable disease that is spread by mosquitoes and particularly affects vulnerable populations in developing countries.

natural disaster

Major natural event such as an earthquake, flood, hurricane or other severe weather or geological event. These events become disasters when they have a major damaging impact on human society, such as loss of life and/or damage to infrastructure. A society's ability to deal with natural disasters is related to its resilience (for the definition of resilience see below).

non-discrimination

To not discriminate against (treat unfairly) any individual or group (for example, because of their race, age or gender). Non-discrimination is essential to equality.

participation

The act of taking part or sharing in something. Participation by all parts of society on important issues is essential to make sure that views are represented and taken into account, and is an important way to ensure equality.

political rights

These include legal rights (such as the right to a fair trial) and participation rights (such as the right to meet together in public). See the box on page 10 for more details.

private sector

The part of the economy that is not controlled by the state (or the government), and is run by individuals and companies, usually to make money – for example, banks and shops.

resilience

Ability to cope with stress and hard times. A key part of the work of many development agencies is about making vulnerable communities more resilient, so that they can better protect themselves against things like natural disasters, or to help them avoid the worst effects of poverty or conflict. Material support – like building hospitals or other infrastructure – is important to resilience, but so are less obvious things like educating people on risks. This could be as simple as preparing children for floods by teaching them to swim!

Section 7: Extra information

sanitation

This refers to the facilities and services which exist to dispose of human waste (urine and faeces).

stakeholder

Anyone who has an interest in something because it affects them directly or indirectly. For example, as a student you are a stakeholder in your school, college or university. Stakeholders should have the right to participate in decisions that will affect them. We are all stakeholders in the decisions made about our society and the global community.

sustainable development

Balancing the needs of human development with the natural resources and limits of the earth and environment. Sustainable development is about the management of our natural resources, and also about intergenerational responsibility. It is part of everyone's responsibility to ensure a safer, cleaner, healthier and more inclusive world for today's children, and for their children after that. See the box on page 13 for more details.

tolerance and tolerance-building

Tolerance means appreciating diversity, and accepting that others might live in a different way to us. It is about having a fair and open attitude to people whose opinions and way of living are different to your own. Intolerance, because of religion, for example, is often a cause of conflict and war. We need to build tolerance between people and communities in order to avoid conflict and build peace in the world.

tuberculosis

An infectious and often fatal disease that usually affects the lungs. It is much more common in the developing world where people's immune systems are less strong, often because of HIV and AIDS.

universality

One of the most important principles of human rights. By definition, human rights are rights that apply to all of us: this is called being universal. All human beings are holders of human rights no matter what they do, where they come from, where they live or which country or community they belong to. To deny anyone rights because of these things is a form of discrimination.

vulnerability

Being especially exposed to hardship (for example, natural disasters, poor health or poverty) for environmental, social or economic reasons, and being less able to cope with that hardship. The most vulnerable people in a society are often the poorest, and also those who are least able to stand up for themselves and their rights, often because they are 'marginalised' or outside of mainstream society. To tackle vulnerability it is necessary to build resilience (see definition above).

Section 7: Extra information

c. Some key facts and statistics on our world and our key development issues

Food

- One in eight people in the world are undernourished, that is they don't get enough food to stay healthy. 19 million of these people are children under the age of 5, who are at immediate risk of dying.
- 6 million children die of hunger every year – 17,000 every day.
- 44 million people (double the population of Australia) fell into extreme poverty and hunger between June 2010 and April 2011 due to rising food costs.
- Poor people in developing countries spend up to 80 per cent of their income on food.
- The world's population is expected to increase from 6 billion to 9 billion by 2050, and demand for food is expected to increase by 40 per cent by the year 2030, and by 70 per cent by 2050.
- While demand for food is rising, the amount of land suitable for growing food is likely to decrease – mainly through pressures from other uses, and climate change.

Water

- 884 million people in the world do not have access to safe water. This is roughly one in eight of the world's population.
- 1.4 million children die every year from diarrhoea caused by unclean water and poor sanitation. The world is on track to meet the MDG water target based on the indicator 'use of an improved drinking water source'. However, at the current rate of progress, this will still leave 672 million people without access to improved drinking water sources in 2015.
- The average European uses 200 litres of water every day for their drinking, washing and cooking. In the UK, the average person uses 50 litres of water a day just flushing toilets. The average person in the developing world uses 10 litres of water every day for their drinking, washing and cooking.
- 27 per cent of the urban dwellers in the developing world do not have access to piped water at home.
- Almost half of all urban residents in Africa, Asia and Latin America are already victims of diseases associated with poor water and sanitation facilities.

Disasters

- Every year, an estimated 100 million young people, including children, are affected by disasters.
- 95 per cent of deaths from disasters occur in developing countries.
- Every dollar spent on reducing the risks associated with disasters saves \$7 (in damage to a country's economy) when disasters occur.

Cities

- For the first time in history, more than half of the world's people – including more than a billion children – now live in cities. Nearly 2 billion more people are expected to live in cities in the next 20 years.
- In 1950, there was only one city with a population of over 10 million inhabitants: New York. By 2015, it is expected that there will be 23 cities with a population over 10 million. Of these, 19 will be in developing countries.
- Between 2002 and 2007, 60 per cent of urban residents in developing countries reported being victims of a crime.
- Around one third of the urban population in developing countries – nearly 1 billion people – lives in slums. In Africa, this is as high as 6 out of every 10 people. The impact on children living in these conditions is significant. From Ghana and Kenya to Bangladesh and India, children living in slums are among the least likely to attend school.

Section 7: Extra information

d. Links to further information

The World We Want

worldwewant2015.org

This website is hosted by the United Nations and civil society, this is a platform devoted to the post-2015 framework. It aims to give up-to-date information on the post-2015 process and on opportunities to take part in the global conversation.

Beyond 2015

beyond2015.org

Beyond 2015 is a global campaign to influence the post-2015 development framework. Beyond 2015 brings together over 380 civil society organisations in more than 80 countries around the world.

Post-2015

post2015.org

Post-2015 brings together key documents, reports and the latest research on the post-2015 agenda, with regular updates on events and information about the emerging agenda. The site is coordinated by the Overseas Development Institute, which conducts a lot of research on the post-2015 agenda.

Restless Development Toolkit on Post-2015 Youth Consultation

bit.ly/11DOdIn

A useful toolkit for anyone wanting to hold consultations with children and young people on the post-2015 framework.

Information from the UN on the MDGs

un.org/millenniumgoals

Links to resources and reports on the progress of the Millennium Development Goals.

Millennium Development Goals 2012 Report

un.org/en/development/desa/publications/mdg-report-2012.html

The 2012 annual report on progress towards the MDGs.



www.unicef.org.uk

Photo credits

Front cover © UNICEF/NYHQ2011-1769/Pirozzi
Page 1 © UNICEF/NYHQ2010-2563/LeMoyne
Page 2 © UNICEF/NYHQ2005-0433/LeMoyne
Page 3 © Sabrina Horn/12
Page 4 © UNICEF/NYHQ2010-1168/Gangale
Page 6 © UNICEF/BANA2009-00123/Noorani
Page 7 top © UNICEF/NYHQ2006-0081/Noorani
Page 7 bottom © UNICEF/NYHQ2009-2170/Pietrasik
Page 8 © UNICEF/Costa
Page 9 © UNICEF/NYHQ2007-0322/Nesbitt
Page 10 © UNICEF/INDA2011-00273/Slezic
Page 11 © UNICEF UK/Hodson
Page 12 © UNICEF/Belgium
Page 14 © istock/thinkstock
Page 16 © International Inspiration/Mateus Sai
Page 17 © UNICEF/NYHQ2005-2096/Pirozzi
Page 18 © UNICEF/NYHQ2008-0568/Dean
Page 19 © UNICEF/Dji12/Modola
Page 21 © UNICEF/NYHQ2011-1588/Bell
Page 22 © UNICEF/NYHQ2011-0798/Domino
Page 23 © UNICEF/NYHQ2010-2437/Domino
Page 24 © UNICEF/NYHQ2007-0632/Pirozzi
Page 30 © UNICEF/NYHQ2010-1610/Williams



UNITED KINGDOM