

The world we want to live in

UK children and young people's views
on the post-2015 development agenda

unicef 
UNITED KINGDOM





The Millennium Development Goals



Goal 1
Eradicate extreme poverty and hunger



Goal 2
Achieve universal primary education



Goal 3
Promote gender equality and empower women



Goal 4
Reduce child mortality



Goal 5
Improve maternal health



Goal 6
Combat HIV/AIDS, malaria and other diseases



Goal 7
Ensure environmental sustainability



Goal 8
Develop a global partnership for development

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Executive summary

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 12 of the UN Convention on the Rights of the Child

Introduction

For over a decade, the Millennium Development Goals (MDGs) have provided a framework and agenda for development policy and practice, and galvanised unprecedented efforts for poverty reduction and human development. With their 2015 deadline approaching, a global conversation is underway about what should happen next, 'post-2015'.

Children and young people have the right to participate in decisions which affect them, and the decisions made about post-2015 will affect the world that they inhabit now and in the future. The voices of children and young people should therefore be central to the post-2015 debate. As one respondent to our survey noted, "Young people should definitely have a say in the new set of global goals as we will be the ones eventually implementing them."

UNICEF UK carried out a consultation with UK children and young people to understand their views on the issues that are important to them, and the kind of world that they want to live in. It is crucial that those involved in the post-2015 process take these views into account.

We urge the UN Secretary General's High-Level Panel on post-2015, including Prime Minister David Cameron (who is one of the Panel's three co-chairs), to take note of the recommendations and priorities of children and young people highlighted in this report. The UK Government (particularly the

Department for International Development and the Cabinet Office) should also consider the views of children and young people expressed in this report in developing its own position and plans for the post-2015 agenda, and take steps to engage UK children and young people further in this process.

Key outcomes

Although the children and young people engaged in UNICEF UK's consultation expressed diverse views about the issues raised, there were some topics of consensus, where a majority of the respondents expressed particularly strong views. These were:

- the importance of children and young people being informed and consulted in the post-2015 process
- human rights as a priority for action
- freedom as the most important principle for the world that they want to live in
- the importance of new goals being universal.

We also asked respondents what they would tell world leaders who are making decisions that will affect their futures. From the responses there was a clear concern for world leaders to prioritise:

- sustainability
- equality and fairness
- world peace
- future generations
- listening to children and young people.



UNICEF UK's recommendations

1. The UK Government should take note of the views, priorities and suggestions of children and young people laid out in this report, and give them serious consideration in developing its position on post-2015. Other stakeholders in the post-2015 process, including the High-Level Panel, should also seriously consider these views in their planning and discussions about the post-2015 framework. The UK Government should give particular consideration and prioritisation to the most common concerns raised in this consultation:

- the importance of children and young people being informed and consulted in the post-2015 process
- human rights and freedom as important principles for the post-2015 framework
- the importance of new goals being universal
- the need to consider sustainability and future generations
- equality and fairness
- the need for world peace.

2. The UK Government should establish more and better systematic international development education for UK children and young people, through schools, media and other channels.

3. The UK Government should establish mechanisms for consulting children and young people in the UK, and ensure that it has regard to their views as a routine part of decision-making. UK children and young people should be engaged in a meaningful and ongoing way in the development and implementation of the post-2015 framework.

4. Efforts and resources should be focused on achieving the MDGs by 2015, and any unmet Goals should be carried over into the post-2015 development framework. The post-2015 framework should aim to:

- reduce to zero the number of preventable child and maternal deaths
- eradicate hunger and absolute poverty
- achieve universal and sustainable access to safe water and sanitation
- achieve universal and sustainable access to basic health care
- achieve universal and sustainable access to good quality education.

5. The post-2015 development framework must also address emerging challenges and issues which were neglected in the MDGs.

These should include climate change, protection for vulnerable groups, inequality, urbanisation, peace and security, child stunting, disability, reproductive health, disaster preparedness, malnutrition, and human rights.

6. Tackling inequalities should be a central objective of the post-2015 framework. UNICEF UK supports the following mechanisms for addressing inequalities in the new framework.

- A goal on reducing major inequalities.
- The new goals should aim to reach all of the population, rather than a certain proportion. Below this, targets and indicators should be equity-focused, with priority given to reaching the poorest and most vulnerable first, including children with disabilities, indigenous children, and girls.
- The indicators in the new framework should be disaggregated along the most common inequalities in each goal area. At a minimum this should include, gender, age, rural/urban status, disability, ethnicity, living situation, legal citizenship, wealth quintile, and refugee status.
- The post-2015 framework should encourage the use of participatory situation analyses to identify the most vulnerable children and families and the underlying causes for their marginalisation, and encourage concentration of efforts and resources on reaching the most deprived.

7. The post-2015 development framework should be universal; relevant for all societies and all people, regardless of where they live. In addition to a set of global goals, the post-2015 framework should include a 'menu' of targets which can be adapted according to national context.

Education
and the
world.

Supporting other
countries to improve
their health system

Give expertise

Short-term -> immediate support
long-term -> teaching people
skills so they can
do it for
themselves.

Encourage
companies to be
responsible

Tackle inequality
& unfairness

What do you think are

Companies get greedy and
exploit poorer countries

the most important ways the

UK should help other

Countries?

Human Rights allow
countries to develop

Champion for
rights

Share technology
& information
to help
developing
countries

Promote a fair
tax system

Share technology
& information

Supporting fair
trade

Work now with
humanitarian agencies

Stop the trade
of arms & weapons

Promote
the

WAR

Work with charities
McPinnedy
to promote
international
development
day

Work with
charities
to promote
international
development
day

Findings: at a glance

1. Which of the MDGs are still important?

- **69%** of respondents chose MDG1: reduce poverty and hunger by half.
- **46%** chose MDG2: universal primary education.
- **42%** chose MDG4: reducing child deaths.

Many respondents also expressed concerns about prioritising any one goal over the others, with some noting that failure to achieve one goal might harm efforts on the others.

2. If you were head of the UN, what would you prioritise?

- **59%** chose 'human rights'.
- **57%** chose 'ending hunger'.
- **57%** chose 'making sure that everyone has long-term access to clean safe water'.
- **56%** chose 'making sure that every child can have a good education'.
- **53%** chose 'ending poverty'
- **52%** chose 'making sure that everyone has access to good health care'

Further priorities chosen by a significant number were peace and safe housing for all.

3. Should there be a new set of global goals?

- **82%** of respondents and a majority of workshop participants believed that there should be a set of shared global goals, with all countries working together to achieve them.

4. Who should the new set of goals apply to?

- **83%** of respondents believed that the new set of goals should apply to everyone, everywhere. However, many also argued that the goals should allow for **responsiveness to different national contexts**.

Many expressed support for global goals on climate change, poverty, inequality, economic growth and human rights.

5. How should the UK help other countries?

- **36%** said 'support other countries to improve their health system'.
- **33%** said 'support other countries to improve their education system'.
- **31%** said 'be a champion for human rights'.

Other suggestions included sharing technology, information and skills as well as giving financial support; creating better partnerships with countries outside the EU; working to remedy the negative impact of the UK's own behaviour; and respecting and encouraging other countries.

6. What is important for the world you want?

- **67%** chose freedom as a top priority.
- **59%** chose human rights.
- **48%** chose equality.

Other common priorities included partnership, democracy, opportunity, accountability, ending racism, protecting the environment, and stopping conflict.

7. How can children and young people in the UK help to achieve the new goals?

Common themes in the responses included:

- **Helping to decide the new goals.** Suggestions for how included through consultations, a youth panel to mirror the High-Level Panel and a committee of young people appointed specifically to support the delivery of the goals.
- **Making changes in their own lives.** Suggestions included being critical consumers; volunteering or donating to charity; taking action to protect the environment such as recycling and saving electricity; and spreading awareness of environmental issues.
- **Being advocates** and holding governments to account for the goals through, for example, campaigning, petitions, and raising awareness through social media.
- Many felt strongly that children and young people should have **greater awareness** and knowledge of global issues, so that they can better support and promote the goals.

8. How do you feel about the world and your own future?

- **23%** of respondents said that they feel worried or concerned.
- **22%** said that they feel uncertain.
- **21%** said that they feel hopeful.

9. What do you want to tell world leaders?

Common themes in the responses centred around wanting leaders to:

- **Protect the environment**, address climate change and promote sustainability.
- Avoid short-term thinking and consider and **prioritise future generations**.
- **Listen to children and young people** and involve them in decisions which affect their futures.
- Prioritise **equality and fairness**.
- Promote **world peace** and keep people safe.

Many were concerned that world leaders do not have the best interests of ordinary people in mind when making global decisions. They want leaders to consult and **encourage participation**, and to **behave ethically** and with consideration for the poorest and most vulnerable.

Findings: in full

The following chapters explore the responses from children and young people to the nine survey questions. Evidence gathered during the workshops is interspersed throughout.

All the quotes are from children and young people who participated in the consultation and all photographs used were taken during the workshops.

The graphs which appear in the following chapters relate to the multiple choice questions in the responses to the survey. They do not include data from the workshops, or the extensive qualitative data we received in the form of comments. All percentages in this report have been rounded to the nearest whole number.

For an explanation of the methodology used in this consultation see Appendix B.

1: Which of the MDGs are still important?

'The Millennium Development Goals are eight goals designed to reduce poverty and improve the lives of poor people. The eight Millennium Development Goals are listed below. Please select the top three goals you think are still important.'

1. Which of the MDGs are still important?

- **69%** of respondents chose MDG1: reduce poverty and hunger by half.
- **46%** chose MDG2: universal primary education.
- **42%** chose MDG4: reducing child deaths.

Many respondents also expressed concerns about prioritising any one goal over the others, with some noting that failure to achieve one goal might harm efforts on the others.

The most common answers were:

MDG1: reduce poverty and hunger by half

MDG2: universal primary education

MDG4: reduce preventable child deaths

"I think all [goals] should be continued, only improved upon after 2015."

"I have chosen 'reduce poverty and hunger by half' because, although this goal was achieved in 2010², it is important that it is refined to target the most vulnerable people and that it doesn't get placed as a low priority because of what the statistics suggest."

"I think education is the most important goal – with education so many things can be achieved."

Many of those who commented emphasised the difficulty of prioritising only three goals from the full list.

"All are incredibly important, and all have varying importance to the people they are designed to help, so I think all should be continued, only improved upon after 2015."

2 Target 1A, 'Halve, between 1990 and 2015, the proportion of people whose income is less than \$1.25 a day' is estimated to have been met. See United Nations, *The Millennium Development Goals Report 2012* (United Nations, 2012), p. 4. Target 1C, 'Halve, between 1990 and 2015, the proportion of people who suffer from hunger' has not been met, though the FAO believes that this is achievable if countries step up their efforts against hunger. See FAO, 'MDG hunger target still within reach' (October 2012), available at <http://www.fao.org/news/story/en/item/162319/icode>

1: Which of the MDGs are still important?

'The Millennium Development Goals are eight goals designed to reduce poverty and improve the lives of poor people. The eight Millennium Development Goals are listed below. Please select the top three goals you think are still important.'

"I think these are all equally important and without any one of these elements the results will be inadequate. We can see the prospect of hugely negative ramifications if we fail to place a significant emphasis on any goal, so therefore none can be said to be more or less important."

In relation to education, several respondents argued that quality should be emphasised alongside school completion.

"Quality is perhaps an even more important consideration. Ensuring that all girls, boys and people of any other gender can read and write would be more relevant."

"Education is also very important but what is taught to children needs to be relevant to their livelihood; simply completing primary school is not a specific enough goal."

Others criticised the way that some goals aim to reduce problems, rather than eradicate them, and stressed that any new goals should aim to reach everyone.

"It is not ok to aim for a target by which to reduce hunger. Each life that is lost due to lack of food is a disaster."

"I don't like it how you have said reduce by 'half'. That's pointless – what about the other 'half'? We should be working towards reducing it all."

A number of respondents also highlighted important issues that they felt were missing from the MDGs. These included help for countries affected by conflict and world peace.



This question was also explored in the workshops, and the overwhelming answer was yes; the MDGs are still important.

However, some participants raised concerns about gender-based disparities across all eight goals. Others expressed reservations about why governments and international organisations are not finding common ways to deal with the issues covered in the MDGs.

The participants from the diaspora group were particularly clear that work needs to continue on the MDGs as they are. Many emphasised the fact that the current goals are well known, and there is so much more to be done to meet them.

All the workshop groups highlighted poverty reduction and meeting basic needs as a priority. There was also a strong feeling that gender equality should be a focus throughout all the goals, particularly on education.

“Girls – make sure they particularly have a chance.”

There was also general support amongst workshop participants for extending the MDG on education to include secondary education.

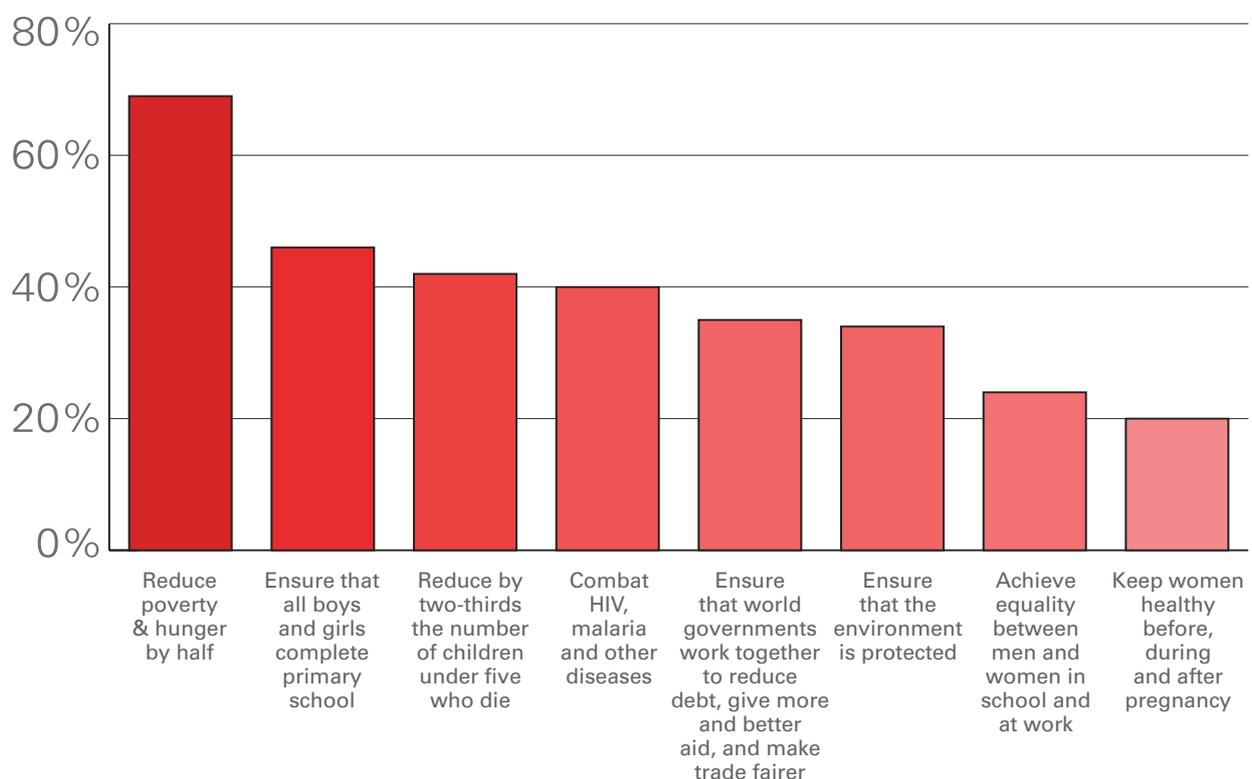
Some workshop participants argued for keeping the current goals, or an amended version of them.

“Keep the same goals but take different approaches.”

“Don’t give up. The goals should be looked at and questioned – maybe altered.”

One participant argued that there should not be any new goals as “we haven’t even completed the first set.”

The Millennium Development Goals are eight goals designed to reduce poverty and improve the lives of poor people. The deadline for achieving the goals is 2015 and lots of people around the world are talking about what should happen after that. The eight Millennium Development Goals are listed below. Please select the top 3 goals you think are still important.



2: If you were head of the United Nations, what would you prioritise?

'Imagine you are the head of the United Nations and you are deciding on the most important issues and problems to focus attention on and get world leaders to take action on. From the list below, please select the eight issues which you think are most important, or use the box below to tell us your ideas.'

2. If you were head of the UN, what would you prioritise?

- **59%** chose 'human rights'.
- **57%** chose 'ending hunger'.
- **57%** chose 'making sure that everyone has long-term access to clean safe water'.
- **56%** chose 'making sure that every child can have a good education'.
- **53%** chose 'ending poverty'
- **52%** chose 'making sure that everyone has access to good health care'

Further priorities chosen by a significant number were peace and safe housing for all.

Based on the comments from respondents, there were some recurring suggestions for alternative priorities.

These included addressing climate change and ensuring sustainability; stopping forced marriages, fighting gender-based violence and keeping women and children safe; world peace; and ensuring equality and fairness.

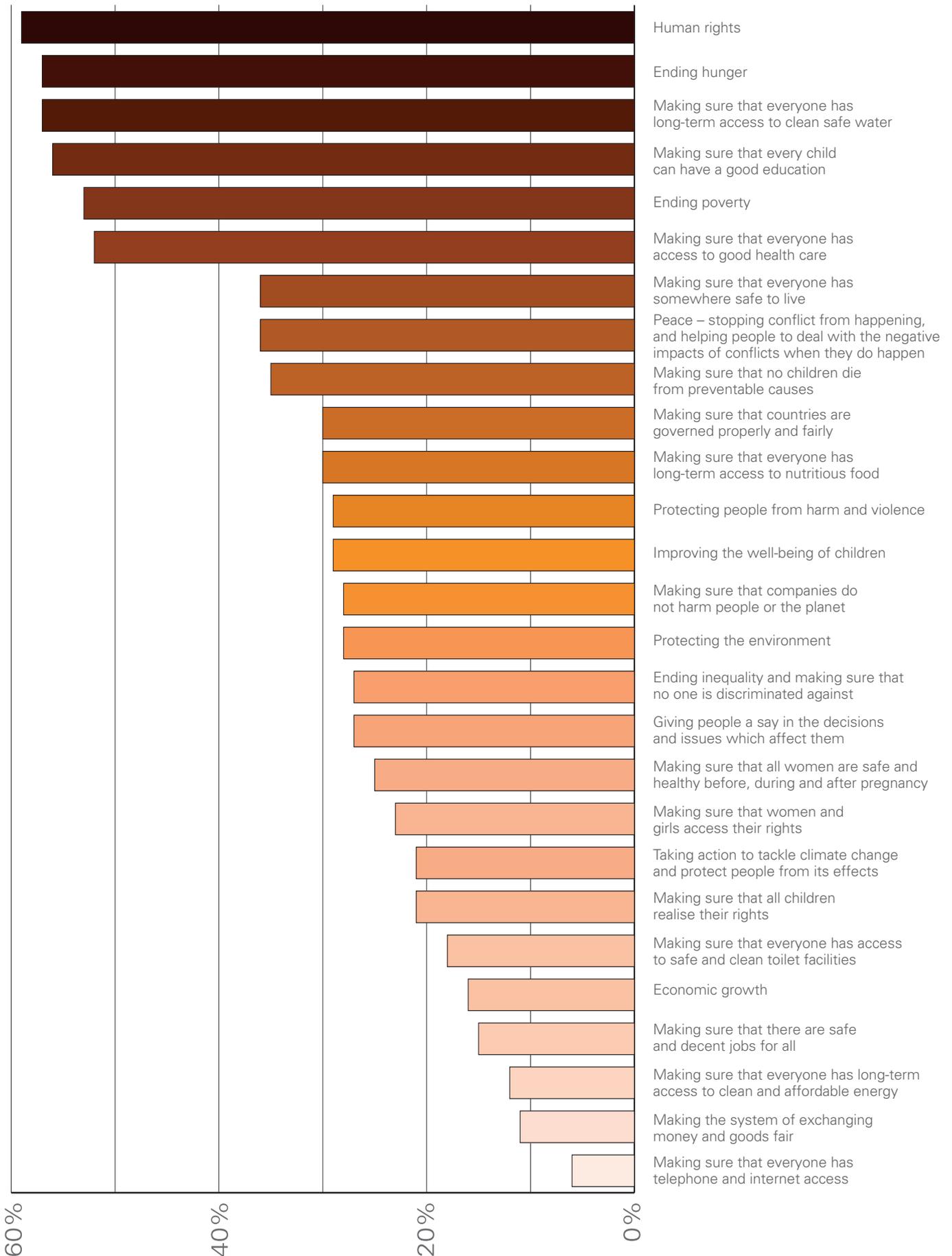
There was also lots of support for improving health care and the treatment of specific illnesses; particularly cancer.

A number of respondents also emphasised the importance of tackling all of the issues listed.

"A lot of these issues, if combated holistically, will impact each other."

"If we all try, we can achieve these goals and make the world a better place."

Imagine you are the head of the United Nations and you are deciding on the most important issues and problems to focus attention on and get world leaders to take action on. From the list below, please select the 8 issues which you think are most important, or use the box below to tell us your ideas.



3: Should there be a new set of global goals?

'Do you think that the world should have a set of shared goals which all countries should be working to achieve?'

3. Should there be a new set of global goals?

- **82%** of respondents and a majority of workshop participants believed that there should be a set of shared global goals, with all countries working together to achieve them.

"I think we all need to work together. I don't like the allies and teams made up between the countries. We are all human, and we all deserve the best. We have to help each other out, because ultimately it's just us on the planet, and we have to be there for one another."

Respondents who thought that there should be a set of shared goals gave reasons such as the following.

"I think you should as if, for instance, one country tries to lower the increase of co2 and others don't it won't happen, whereas if we all try we can achieve these goals and make the world a better place."

"Goals and targets help to highlight discrepancies in development – or lack of."

"All countries have something they need to work on."

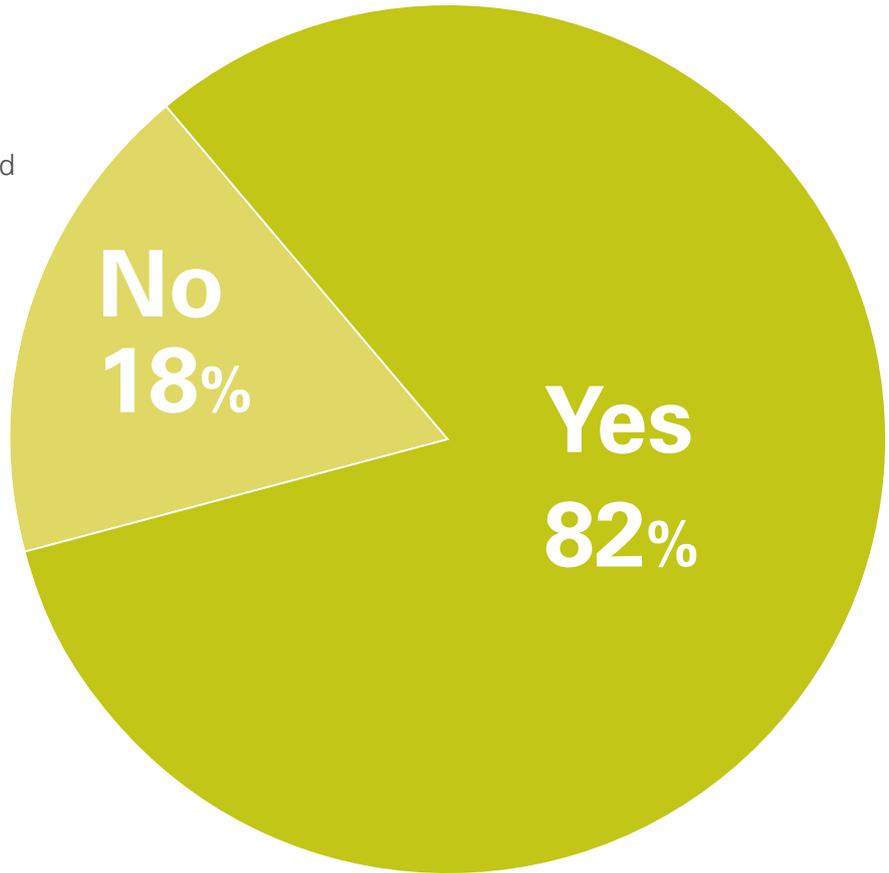
"Because by setting targets you plan for the future and make room for improvement."

"Because having goals gives you something to aim for and goals can also be reviewed and revised."

Some respondents argued that the goals should be optional, rather than forced on all countries.

"They should be run on an opt-in/opt-out system so that they are agreed upon collectively and are not forced upon a nation that doesn't want to participate. That ensures that quality of life is better for all but also protects the sovereignty of each nation."

Do you think that the world should have a set of shared goals which all countries should be working to achieve?



4: Who should the new set of goals apply to?

'The Millennium Development Goals were mostly applied only to developing countries. If there are a new set of goals do you think that they should apply to everyone (including people in the UK) or should they just apply to people in developing countries?'

4. Who should the new set of goals apply to?

- **83%** of respondents believed that the new set of goals should apply to everyone, everywhere.

However, many also argued that the goals should allow for **responsiveness to different national contexts**.

Many expressed support for global goals on climate change, poverty, inequality, economic growth and human rights.

"If you want to change the whole world, no one should be left out in making changes and improvements to themselves."

"Just because we are not living in a developing country does not mean these issues are not ours to be aware of, be educated on and contribute to the solution."

"Why should we advocate gender equality or an end to hunger when we cannot abide by our own rules? "

A key reason cited in favour of universal goals was that many issues, such as poverty and inequality, are relevant to all countries.

"There are still plenty of people in 'developed' countries living below the poverty line, and all countries must address these issues."

"Every country can improve."

Some also noted that it is important that all countries work together.

"It will only work if everyone is involved...we are looking for a collective, peaceful world and that can only succeed if everyone is involved and abiding by the rules."

"Moving forward, international equality is of paramount importance."



"Every country can improve."

Others noted that rich countries have a responsibility to help poorer countries.

A majority of workshop participants were also supportive of the new goals being universal.

Similar arguments were made about the importance of rich countries supporting poor countries, all countries being equal, countries working together and trusting and respecting one another and the universality of human rights.

The most commonly cited argument for why goals should not be universal was that different countries have different contexts, and that the new goals should reflect this.

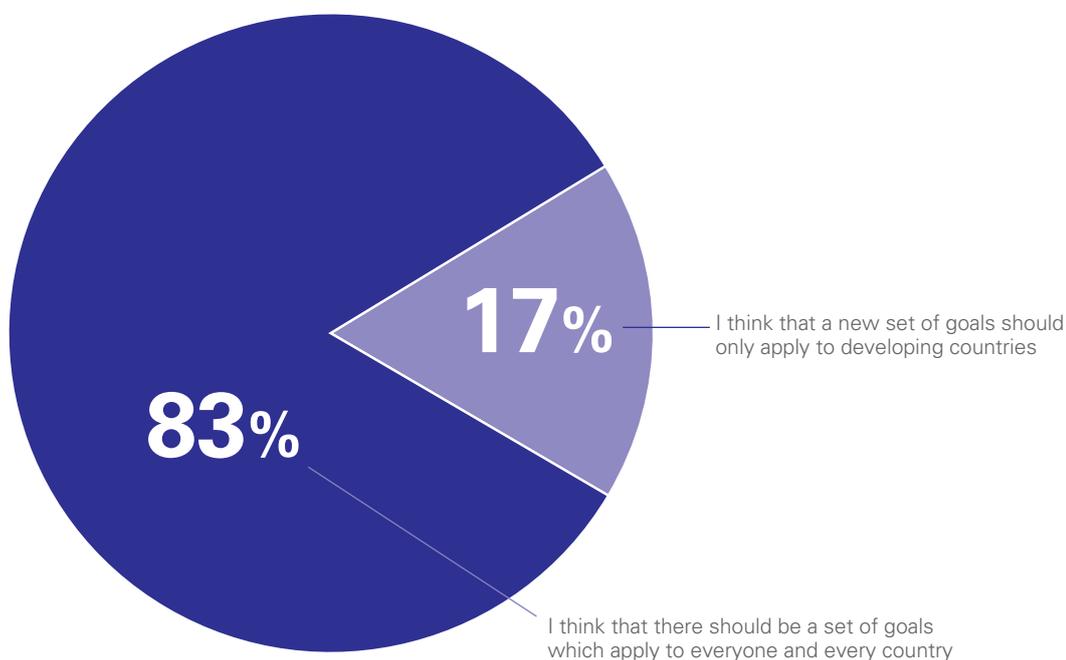
“Every country suffers from different problems and faces different situations.”

Some respondents argued that the new set of goals should apply differently to different countries, while others suggested a combination of global and country-specific goals.

“In the interests of equality the goals should apply to everyone. However, developing countries will need special attention to ensure those who are most vulnerable are targeted.”

A recurring theme in the comments from respondents was that there should be shared goals specifically around global issues such as climate change, inequality, economic growth and human rights.

The Millennium Development Goals were mostly applied only to developing countries. If there are a new set of goals do you think that they should apply to everyone (including people in the UK) or should they just to people in developing countries?



5: How should the UK help other countries?

'What do you think are the three most important ways that the UK should help other countries?'

5. How should the UK help other countries?

- **36%** said 'support other countries to improve their health system'.
- **33%** said 'support other countries to improve their education system'.
- **31%** said 'be a champion for human rights'.

Other suggestions included sharing technology, information and skills as well as giving financial support; creating better partnerships with countries outside the EU; working to remedy the negative impact of the UK's own behaviour; and respecting and encouraging other countries.

"Sending money alone purely is not helping. It needs to be backed up with expertise, education and infrastructure which is led by developing countries, yet supported by the developed nations."

"I think it is equally important that the UK sorts out its own issues regarding tax, trade, human rights etc. We cannot inspire other nations if hypocrisy can be levelled against us."

"Expertise, education and infrastructure which is led by developing countries, yet supported by the developed nations."

Further suggestions for ways that the UK should help other countries included the following.

"Giving expertise is fine as long as it doesn't replace those that could do it within a recipient country – it would be better to train locals to train others."

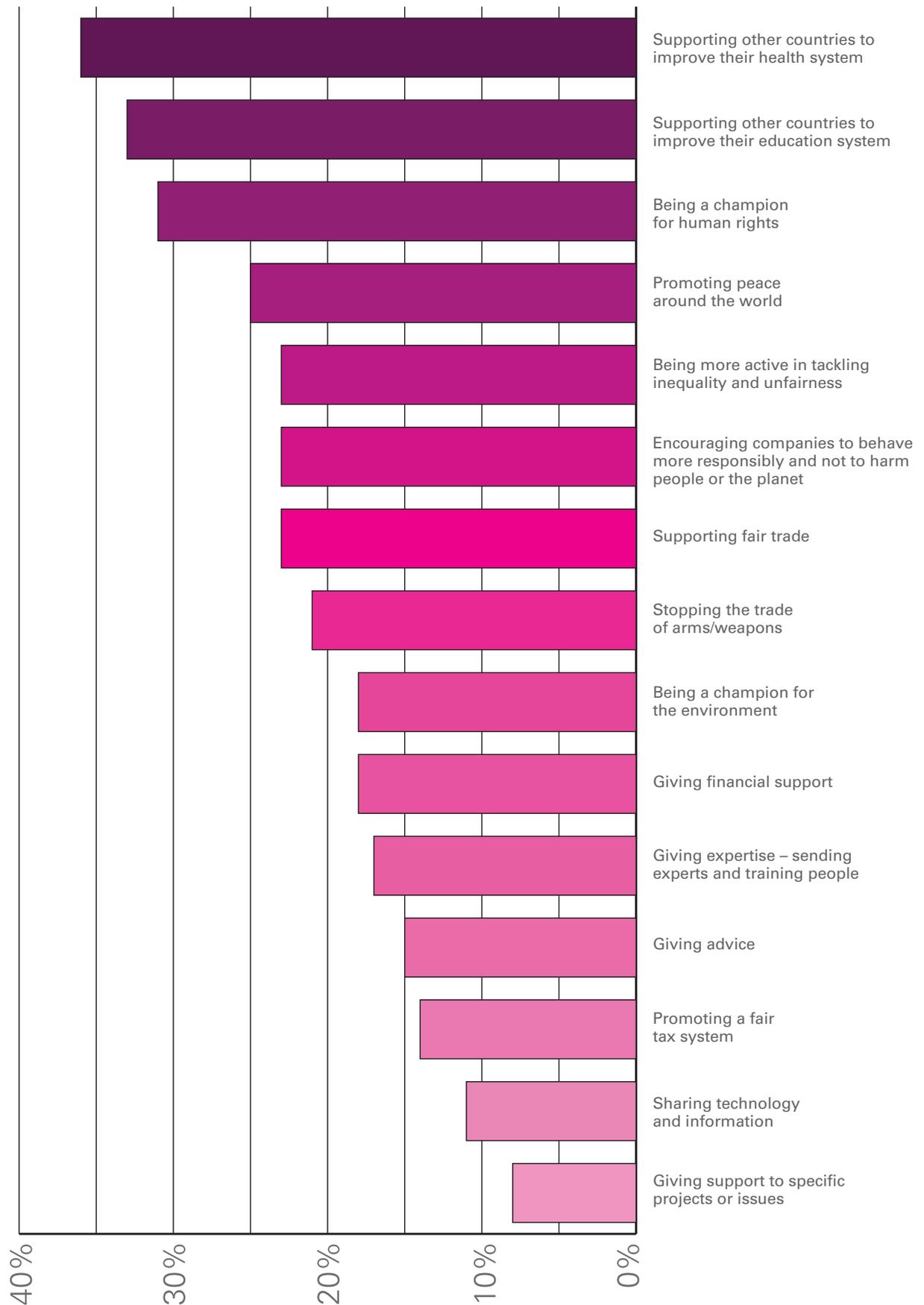
"The biggest help I believe the UK can do for other countries is consider the ways in which its actions are affecting them, and work upon that; for example, get rid of high import tariffs on manufactured goods from poorer countries, giving them a chance to compete in the global market."

"Taking real steps towards setting an example in terms of energy production. Changing the focus of the economy from one driven by growth at any cost to one that operates within the natural, sustainable limits of the planet."

"Working within the UK with NGOs and young people to help promote the idea of humanity, that it is our duty to help other people, so that young people who will be the leaders of tomorrow will grow up believing this and so work more rigorously to help deal with these pressing issues."

Another common opinion expressed was that the UK should do all of the suggested actions, and that it was hard to choose only three.

What do you think are the three most important ways that the UK should help other countries?



6: What is important for creating the world that you want to live in?

'When you imagine the kind of world that you want to live in, what are the three things that you think are most important for making that world happen?'

6. What is important for the world you want?

- **67%** chose freedom as a top priority.
- **59%** chose human rights.
- **48%** chose equality.

Other common priorities included partnership, democracy, opportunity, accountability, ending racism, protecting the environment, and stopping conflict.

The workshop discussions explored participants' visions for the future in more depth.

The groups painted a rich vision of the future they want to see. Although there were differences in priorities and approaches, the most common themes echoed the results of the survey, including equality and justice, freedoms and rights, and democracy and voice.

All the participants displayed a strong a sense of fairness and a passion to see a more equal world.

We asked children and young people to finish this sentence: 'I want to live in a world where...'

"I want to live in a world where money is distributed evenly and fairly."

"I want to live in a world where there is more equal political distribution."

"I want to live in a world where men and women are equal – end discrimination against women."

Whatever the post-2015 framework looks like, the workshop groups felt strongly that it should redress inequalities and ensure that everyone can share in the benefits.

"The world I want to live in has supportive, happy and safe people living in a clean, non-violent environment."



Freedom and human rights were also recurring themes, with over half of participants mentioning them directly.

“I want a world that allows people to explore their dreams and hopes where they can express themselves.”

“I want to live in a world where every individual has human rights and is able to have equality without racism or any type of discrimination”

“I want to live in a world where transparency is king!”

Nearly two-thirds of participants expressed opinions on the importance of democracy, participation and political leadership.

“I want to live in a world where citizens feel empowered to make decisions and proud of the country’s policy and decision makers.”

“I want to live in a world where young people’s voices are heard, valued and recognised by decision-makers – and acted on.”

“I want to be free from corruption.”

“I want to live in a world which belongs to all of us, no barriers but we all have a part in decisions.”

6: What is important for creating the world that you want to live in?

‘When you imagine the kind of world that you want to live in, what are the three things that you think are most important for making that world happen?’

“My vision is of a worldwide democracy.”

“Use the power of the United Nations to connect all countries to endorse values.”

“They should listen to us. Because life doesn’t mean anything without humane behaviour. We don’t need to look for power. We have to learn to share.”

“Everyone is entitled to food, water, shelter, clothes, education.”

“No one should feel vulnerable.”

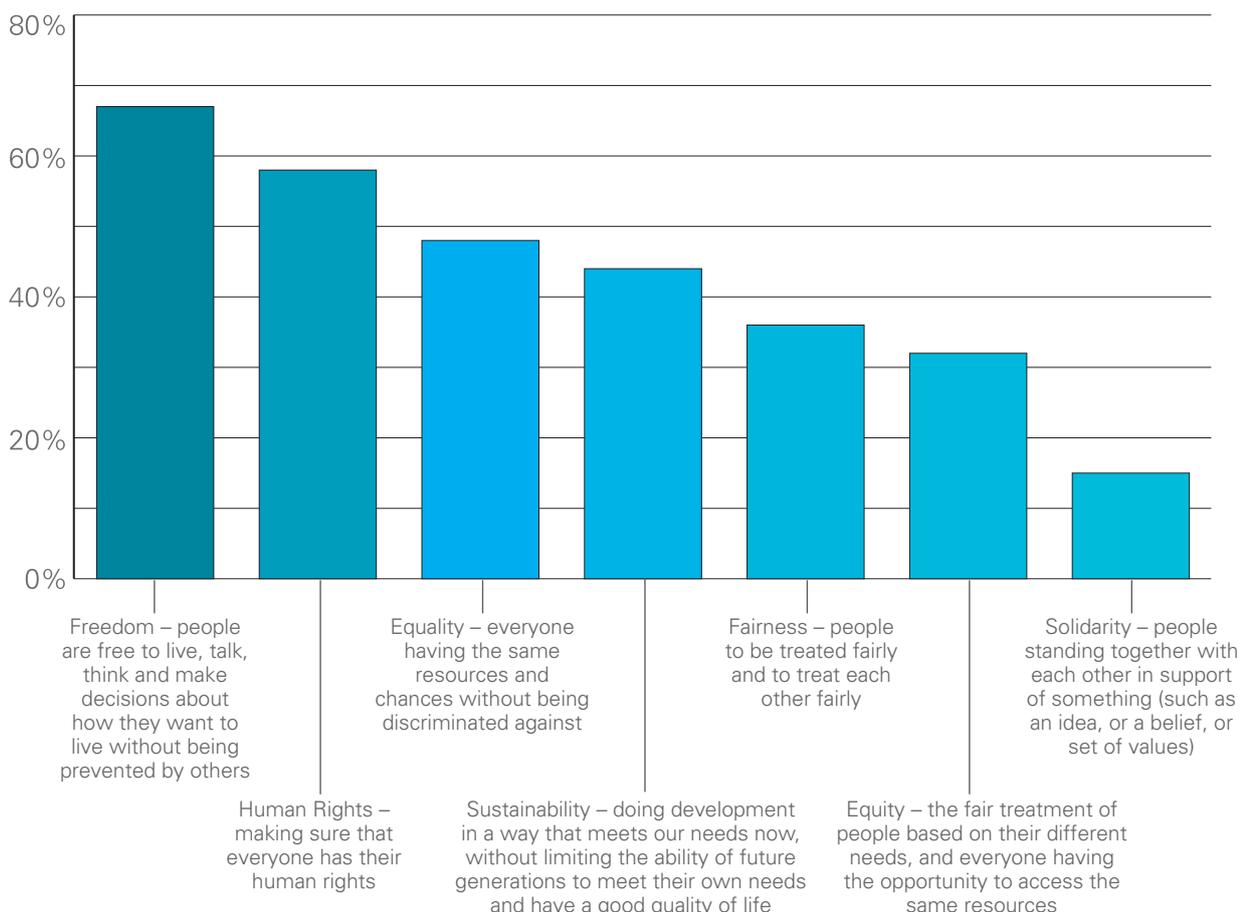
“My vision is a place where there is enough food, energy for every living creature.”

Most participants were surprised and outraged that so many people in the world still don’t have their basic needs met. In discussions, many mentioned ending poverty as an essential goal.

Education and health care were key topics of conversation. It was clear that most participants believed in investing in education and health care as a crucial means to achieve other goals.

‘I want to live in a world where every person has the right to education without being stopped by barriers in society.’

When you imagine the kind of world that you want to live in, what are the 3 things that you think are most important for making that world happen?





"I want to live in a world where education is free for all young people."

"I want to live in a world where people will not be deprived of medical care due to financial reasons."

"I want to live in a world with a better division of world health."

"I want to live in a world where someone is given medical treatment first and then works out a way for payment, instead of being left to die at the hospital reception because they don't have health insurance or the ability to pay upfront."

A smaller but still significant number of participants highlighted the environment and peace as their priorities.

"I want to live in a sustainable world which occurs in harmony with nature."

"I want to live in a place filled with love, peace, harmony and happiness."

7: How can children and young people in the UK help to achieve the new goals?

'How do you think you and your friends should be involved in making sure that a new set of global goals are achieved?'

7. How can children and young people in the UK help to achieve the new goals?

Common themes in the responses included:

- **Helping to decide the new goals.** Suggestions for how included through consultations, a youth panel to mirror the High-Level Panel and a committee of young people appointed specifically to support the delivery of the goals.
- **Making changes in their own lives.** Suggestions included being critical consumers; volunteering or donating to charity; taking action to protect the environment such as recycling and saving electricity; and spreading awareness of environmental issues.
- **Being advocates** and holding governments to account for the goals through, for example, campaigning, petitions, and raising awareness through social media.
- Many felt strongly that children and young people should have **greater awareness** and knowledge of global issues, so that they can better support and promote the goals.

“We are part of the new generation of people who can achieve those goals.”

“Young people should definitely have a say in the new set of global goals as we will be the ones eventually implementing them.”

“Letting us have a say on what is happening, because as children we can bring a new perspective on the world and its issues.”

“Once these global issues are noticed by the younger generation, or the general population, people may feel more motivated to taking action to support a new set of global goals.”

Many respondents argued that children and young people should be involved in deciding the new goals, right from the initial stages.

“If you have a say you are more likely to keep involved and promote.”

There was appetite for more consultation and participation. Suggestions for how to achieve this including through consultations, surveys, opinion polls, a youth panel to mirror the High-Level Panel, and a committee of young people appointed specifically to support the delivery of the goals.

“The UK government could use the Youth Parliament system already in place and launch a national campaign in order to discover what goals matter to Britain’s youth.”



Many respondents suggested that children and young people could help to achieve the goals by making changes in their own lives.

Suggestions included buying fair trade products, being critical consumers, volunteering or donating to charity, and taking action on climate change through things such as recycling and saving electricity. It was felt that these actions would lead to wider change.

“Starting acting upon [the goals] in our small circles, as it will lead to the achievement of these goals on a wider level.”

“People should be more aware of what we can do in terms of small behavioural changes in this country that can benefit those globally. There is a lack of awareness of how change can be brought about and what people can do.”

“We need to be given an opportunity to help with environmental issues. Instead of being told how bad climate change is - we need to be inspired to believe that our actions can make a difference and then we need to be told how we can get involved.”

“Being aware of poverty in other countries, saving electricity, trying to lower the amount of Co2 we produce.”

“Trying to help the planet by spreading the word and doing small things.”

7: How can children and young people in the UK help to achieve the new goals?

'How do you think you and your friends should be involved in making sure that a new set of global goals are achieved?'

Many noted that children and young people could be effective advocates, and could hold governments to account for the goals.

Ideas included campaigning, petitions, lobbying governments, and raising public awareness, for example through social media.

"Campaigning, pushing the government to do their part."

"Campaigning, spreading the word, standing in solidarity with people."

"Actively informing ourselves of the issues, supporting government and NGO led campaigns, trying to influence politics when it is going in the wrong direction."

"Spreading awareness while following the path that leads to attainment of the goals. Being proactive and collaborative."

A noticeable theme among responses was a strong desire for better education on international development, the global goals and how children and young people in the UK can help to achieve them.

"Tell more people about the global goals so that everyone knows about them and can help to achieve them."

"If people know more about them they are more likely to get passionate about the issues and therefore want to do something about it."

"Young people are the next generation – we need to know what is going on in our world."

Suggestions for ways to achieve this included the school curriculum, social media and television, and linking UK schools with schools in developing countries.

"School geography departments could be contacted in the UK to give all with some knowledge of these areas (e.g. GCSE, A-level students) a chance to work together to understand the values being promoted with the MDGs, and to have a say in what they should entail."

"There could be advertising campaigns/workshops/school and college visits etc. which educate young people on the smaller things they can do to help achieve the new set of global goals, such as buying fair-trade goods, lowering their carbon footprint etc."

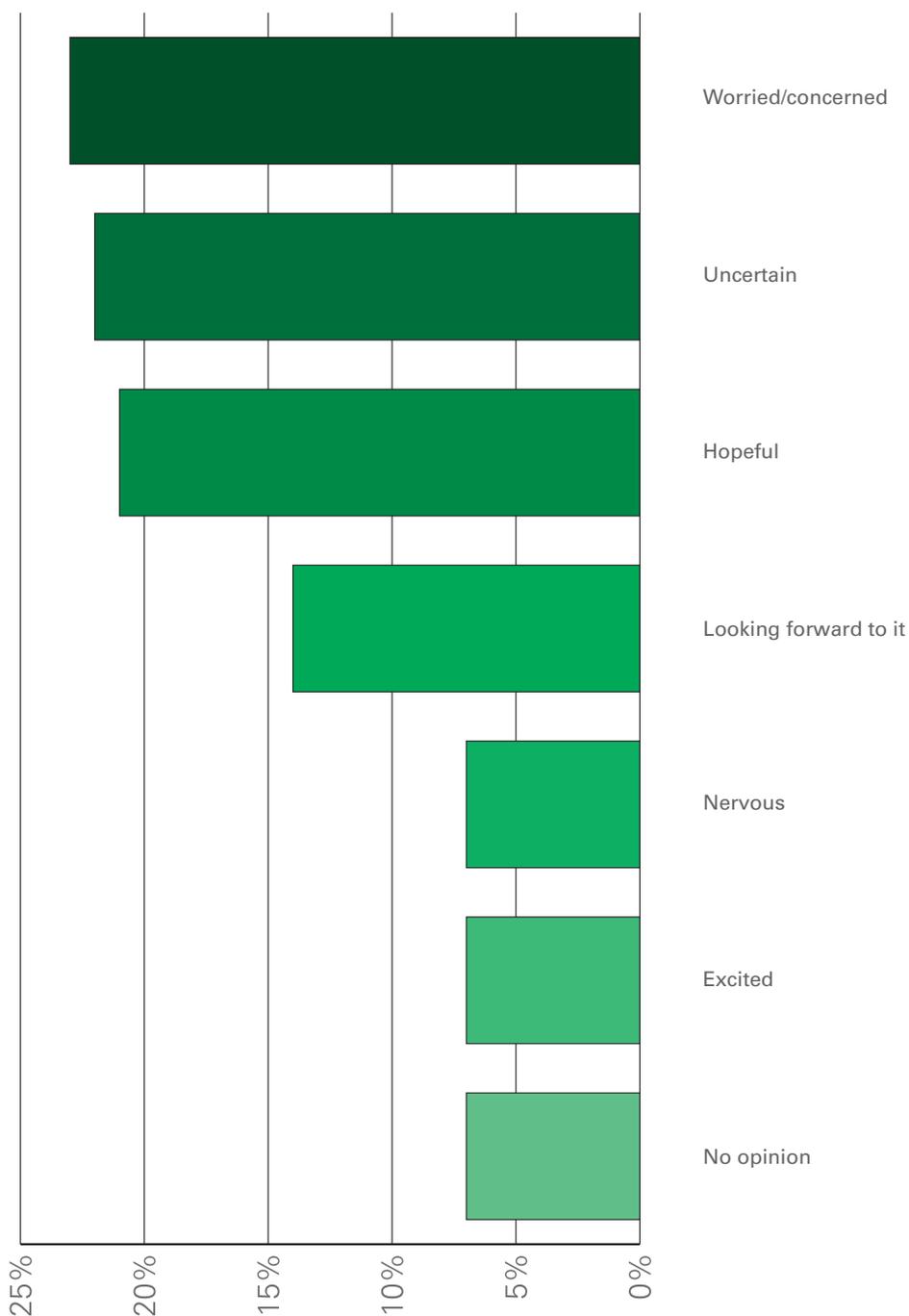
8: How do you feel about the world and your own future in it?

'When you think about the world and your own future, how do you feel about it?'

8. How do you feel about the world and your own future?

- **23%** of respondents said that they feel worried or concerned.
- **22%** said that they feel uncertain.
- **21%** said that they feel hopeful.

When you think about the world and your own future, how do you feel about it?



9: What do you want to tell world leaders?

'If you could tell world leaders something when they are making decisions which will affect your future, what would it be?'

9. What do you want to tell world leaders?

Common themes in the responses centred around wanting leaders to:

- **Protect the environment**, address climate change and promote sustainability.
- Avoid short-term thinking and consider and **prioritise future generations**.
- **Listen to children and young people** and involve them in decisions which affect their futures.
- Prioritise **equality and fairness**.
- Promote **world peace** and keep people safe.

Many were concerned that world leaders do not have the best interests of ordinary people in mind when making global decisions. They want leaders to consult and **encourage participation**, and to **behave ethically** and with consideration for the poorest and most vulnerable.

“I think world leaders should aim to picture how different their lives would be if they had no access to water, sanitation, health care or education. To put themselves in the position of millions of people worldwide just for one day.”

A large number of respondents emphasised the need to protect the environment, and to address climate change and sustainability.

“Create development which is only sustainable and which will not cause further harm to the world. Make sure that development incorporates the fact that our climate is changing and we need to do something about it, otherwise we won't have a world to live in with a hopeful future ahead of us.”

“Make all policies sustainable ones so that future generations can live in a fair world with all the resources we have now.”

Many stressed that leaders should avoid short-term thinking, and consider and prioritise future generations when making decisions.

“To consider the future and not just how it would benefit themselves in the present.”

“To make decisions that meet the needs of today without compromising those of the future.”

“I would tell them to consider the fact that the decisions they make will influence the world that their children and grandchildren etc have to live in.”

“Get it right so we don’t have to clean up your generation’s mess.”

A common theme was the need to listen to children and young people and involve them in decisions which affect them and the world they will inherit.

“Let youth be part of deciding their own future.”

Many respondents also stressed that equality and fairness should be central to the decision-making process.

“It would be to make sure that everybody gets a say and that the world could turn into a fair place.”

“Make sure everyone has access to rights and that everyone is treated fairly and equally.”

“Be honest, be fair, share the profits, wipe out debts for poorer countries.”

Another recurring theme was the importance of world peace and stopping conflict, and the need to keep people safe.

“Make sure that the world you envision for us is safe and peaceful and nurturing. Nothing else matters.”

Other common concerns included consideration for others’ views; helping poor countries and individuals; and ensuring happiness, health, education and safety for all.



9: What do you want to tell world leaders?

'If you could tell world leaders something when they are making decisions which will affect your future, what would it be?'



"Think more about the people you're making the decisions for."

"Consider the environment and focus on developing poor countries rather than making the rich even richer."

"Basic human necessities and freedoms are more important than economic or technological development."

"Everyone deserves to be happy."

During the workshops, participants were asked to imagine themselves as world leaders, and consider the questions they would ask themselves when making decisions about the future.

In these discussions, there was a strong concern amongst participants that leaders do not have the best interests of ordinary people at heart when

making decisions. Participants were clear in their practical demands for consultation and participation and in their desire for leaders to behave ethically and with consideration for the poorest and most vulnerable.

Some of the questions they came up with included:

"Will this benefit and improve the lives of the majority of people?"

"Am I talking to people who will be impacted by my actions?"

"Am I approachable to people who elect me and am I seen as like the people?"

"Have I consulted enough?"

"Does this positively affect the majority and accommodate those who disagree?"

"How will I be able to help poor families to not live below the poverty line?"

"If children are the future, what will they need to create a better state and world?"

UNICEF UK's recommendations

1. **The UK Government should take note of the views, priorities and suggestions of children and young people laid out in this report, and give them serious consideration in developing its position on post-2015.** Other stakeholders in the post-2015 process, including the High-Level Panel, should also seriously consider these views in their planning and discussions about the post-2015 framework. The UK Government should give particular consideration and prioritisation to the most common concerns raised in this consultation:

- the importance of children and young people being informed and consulted in the post-2015 process
- human rights and freedom as important principles for the post-2015 framework
- the importance of new goals being universal
- the need to consider sustainability and future generations
- equality and fairness
- the need for world peace.

2. **The UK Government should establish more and better systematic international development education for UK children and young people, through schools, media and other channels.**

3. **The UK Government should establish mechanisms for consulting children and young people in the UK, and ensure that it has regard to their views as a routine part of decision-making.** UK children and young people should be engaged in a meaningful and ongoing way in the development and implementation of the post-2015 framework.

4. **Efforts and resources should be focused on achieving the MDGs by 2015, and any unmet Goals should be carried over into the post-2015 development framework.** The post-2015 framework should aim to:

- reduce to zero the number of preventable child and maternal deaths
- eradicate hunger and absolute poverty
- achieve universal and sustainable access to safe water and sanitation
- achieve universal and sustainable access to basic health care
- achieve universal and sustainable access to good quality education.

5. **The post-2015 development framework must also address emerging challenges and issues which were neglected in the MDGs.** These should include climate change, protection for vulnerable groups, inequality, urbanisation, peace and security, child stunting, disability, reproductive health, disaster preparedness, malnutrition, and human rights.

6. **Tackling inequalities should be a central objective of the post-2015 framework.** UNICEF UK supports the following mechanisms for addressing inequalities in the new framework.

- A goal on reducing major inequalities.
- The new goals should aim to reach all of the population, rather than a certain proportion. Below this, targets and indicators should be equity-focused, with priority given to reaching the poorest and most vulnerable first, including children with disabilities, indigenous children, and girls.
- The indicators in the new framework should be disaggregated along the most common inequalities in each goal area. At a minimum this should include, gender, age, rural/urban status, disability, ethnicity, living situation, legal citizenship, wealth quintile, and refugee status.
- The post-2015 framework should encourage the use of participatory situation analyses to identify the most vulnerable children and families and the underlying causes for their marginalisation, and encourage concentration of efforts and resources on reaching the most deprived.

7. **The post-2015 development framework should be universal; relevant for all societies and all people, regardless of where they live.** In addition to a set of global goals, the post-2015 framework should include a 'menu' of targets which can be adapted according to national context.

Appendices

Appendix A: **UNICEF UK's response to the consultation findings**

1. It is important that work is accelerated to achieve the MDGs by 2015 and that any unmet goals are carried over into the post-2015 development framework. The post-2015 framework should also address important challenges which were neglected in the MDGs.

The MDGs have achieved substantial progress for millions of children and young people around the world. They have focused unprecedented attention and resources on human development and poverty reduction, and the post-2015 framework must build on that focus.

However, progress towards the MDGs has been inequitable, and millions of the poorest and most vulnerable children have not benefited from it. In addition, the MDGs have not yet been fully met. We must aim to finish the job started by the MDGs.

The post-2015 framework should aim to get to zero on preventable child and maternal deaths, hunger and absolute poverty. Similarly, it should aim for universal access to basic health care, good quality education, and safe water and sanitation.

The new framework must also address emerging challenges and issues which were neglected in the MDGs, such as climate change and human rights.

2. Human rights should be at the heart of the post-2015 development agenda.

Human rights principles should guide the process for deciding the new goals, and the way in which the new framework is implemented and monitored.

Human rights already endorsed by governments in the Millennium Declaration, the UN Convention on the Rights of the Child and other key human rights documents should be reaffirmed as part of the post-2015 development agenda.

3. Tackling inequalities should be a central objective of the post-2015 framework.

The MDGs failed to integrate the issue of equality. The emphasis on measuring progress through national and global averages masked extreme disparities within and across countries and regions. Substantial, and in some cases growing, inequalities exist within and between countries, with the poorest and most marginalised often benefiting least from progress.

The emphasis on national aggregates also meant that countries could be technically on track to meet goals, while the most marginalised parts of their populations fell even further behind. This also led to cases where efforts were concentrated on those who were easiest to reach, at the expense of the poorest and most vulnerable groups.

4. The post-2015 development framework should be universal; relevant for all societies and all people, regardless of where they live.

While the MDGs have generally been understood as relevant for the poorest countries and regions, evidence shows that global poverty patterns have changed and the majority of poor people now live in middle-income countries.¹ The dichotomy between so-called 'donor' countries and 'aid recipient' countries which characterised the MDGs is becoming less relevant.

Furthermore, in virtually all countries there are significant groups among whom children are unable to realise their rights – for example indigenous or migrant children, or children with disabilities. Issues such as child poverty and child protection are evident in all societies. As many children and young people involved in the consultation highlighted, climate change and sustainability are also relevant for all people in all countries, and urgently require global action. Global goals with shared responsibilities for all countries are therefore needed.

¹ Sumner, A., *Global Poverty and the New Bottom Billion: What if Three-Quarters of the World's Poor Live in Middle-Income Countries?* (Institute of Development Studies, 2010)

However, the post-2015 development framework must also be responsive to change. It must be flexible enough to respond to the varied challenges faced by different countries and individuals; the specific needs of women and children in conflict-affected countries, for example. In addition to a set of global goals, the post-2015 framework should therefore include a 'menu' of targets which can be adapted to suit different national contexts.

5. The UK Government should involve children and young people in the post-2015 process, ensuring that their views are taken seriously. This should be accompanied by more and better systematic international development education.

Children and young people have the right to participate in decisions that affect them, and to have their views taken seriously. Empowering children and young people to participate in development

policy and programme design, implementation and monitoring can also enhance effectiveness and sustainability. It could also help to ensure that the post-2015 framework is relevant to those who will grow up with it.

There is a clear appetite among children and young people to have their voices heard on the new global development agenda. The UK Government should seek meaningful opportunities for children and young people in the UK to engage in the post-2015 process, and should seriously consider the suggestions of the children and young people who participated in this consultation.

Children and young people in the UK want to be empowered with greater knowledge, enabling them to have a say in discussions about global development. The UK Government should aim to inform and empower children and young people through the school curriculum and through social media.



Appendix B: Overview of the consultation process

UNICEF UK's post-2015 consultation took place between December 2012 and February 2013. It involved a series of five half-day workshops with children and young people from different age groups (between 9 and 25 years) and an online survey which was open to all UK residents aged 25 and under.

The workshops

The five half-day workshops took place in Birmingham and London with a total of 89 participants, aged between 9 and 25. UNICEF UK partnered with the British Youth Council (BYC) to deliver these workshops and BYC staff facilitated each session. References made to the workshops throughout this report are taken from a summary report produced by BYC.

The first three workshops took place in Birmingham in December 2012. The first workshop was with young people aged 18 to 25, the second with children aged 14 to 18, and the third with young people aged 18 to 25 from diaspora groups.

The final two workshops took place at UNICEF UK Rights Respecting Schools in London. The first was with young people from a sixth form college, and the second was with children aged 9 and 10 from three different primary schools.

The workshops lasted between three and four hours and took participants through the following stages:

1. Connecting their lives to what's going on around the world.
2. Challenging their understanding of the current 'state of the world', and where their ideas about it come from.
3. Creating a shared vision for 'the World We Want', and discussing potential actions towards the change they want to see.
4. Discussing and answering the questions in the UNICEF UK survey.

The less experience the group had of the content and issues, the more time was spent exploring the current situation and what a shared vision might look like.

All photographs used in this report were taken during the workshops.

The survey

The online survey was produced through the SurveyMonkey website and was live between 20 December 2012 and 10 February 2013. It was promoted through various channels and networks throughout this time.

There were 587 responses to the survey. The majority of respondents were female (63%) and of those who gave their age the majority were between 18 and 25. The second biggest age group was 10 to 14, followed by 14 to 18 and then under 10.

The survey included nine questions covering a range of topics under the broad theme 'what kind of world do you want to live in?'. Questions combined multiple choice and open answers, with all but one question inviting comments and alternative suggestions. In this way we aimed to encourage respondents to give their own views as much as possible.

UNICEF is the world's leading organisation working for children and their rights.

UNICEF works with families, local communities, partners and government in more than 190 countries to help every child realise their full potential. In everything we do, the most disadvantaged children and the countries in greatest need have priority.

UNICEF UK raises funds for UNICEF's emergency and development work around the world and advocates for lasting change for children worldwide. This includes working to change government policies and practices that restrict child rights in the UK and internationally.

We are a UK registered charity, supported entirely by voluntary donations. We do not receive any money from the UN.

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