



# **A POST-2015 AGENDA UNDERSTOOD BY AND INSPIRING TO CHILDREN AND YOUNG PEOPLE**

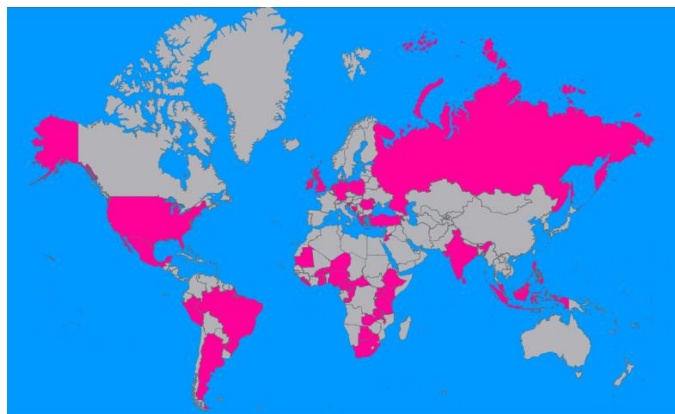
Final Report of the E-Consultation with Children and  
Youth on the SDGs Draft Declaration

July 2015

## KEY MESSAGES

Children and Young People Agree that the Declaration of the SDGs:

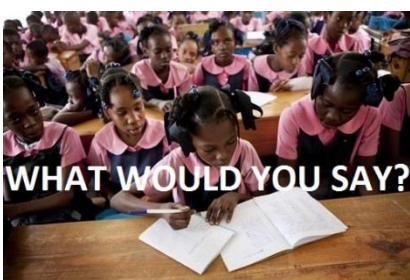
- Is important to their lives and the lives of their families
- Has the potential to teach them about their rights
- Gives them hope for the future
- Should be child-friendly and easy-to-access
- Should describe children as active participants in the realization of the SDGs
- Does not adequately address that children and young people are interested in and important to *all* three pillars of sustainable development
- Can inform the development of learning and entertainment materials that help to teach children and youth about the values and principles articulated in the SDGs as a means to inspire their positive action.



Map of Over 400 Responses from 47 Countries

## BACKGROUND

During the Sustainable Development Goals (SDGs) intergovernmental negotiations in February, the Government of the Kingdom of the Netherlands made a strong [statement](#) on the need for the SDGs to be understood by and inspiring to children and young people, even suggesting to ask a couple of young people to help in drafting or proofreading the Declaration. The suggestion was welcomed by a number of other Member States, including Jamaica, the United States and Lichtenstein.



[unicefpost2015 instagram](#) asking followers: what if you were the lead writer of the Declaration?

UNICEF, in partnership with the Child-Focused Agencies and the UN International School, followed-up on this request and facilitated a rapid e-consultation with children and young people on the zero draft of the SDGs' Declaration. The Zero Draft was released on 2 June 2015 and the consultation was launched the next day. The consultation explained the SDGs and asked participating children and young people to “think of the Declaration like an essay that introduces the SDGs to the world and explains why they exist and why they are so important. **What if you were the lead writer of that essay –**

**what would it say?”** Five guiding questions -- developed in collaboration with students from the UN International School – were posted to the consultation space to help the participants express their views. (Please see Annex 1 for a complete list of consultation questions).

The consultation took place on [The World Children Want platform](#) and was set to run for only two weeks. However, with the support from many Civil Society and Youth Group Organizations, we

received numerous requests to extend the consultation for another two weeks until 1 July. This final summary report follows on from the [interim summary report](#) which was released prior to the June SDG intergovernmental negotiations.

In four weeks, there have been **over 400 individual and joint responses to the five questions from 47 countries<sup>1</sup> in every region, representing thousands of children young people.**

While holding a consultation online has its limitations in reaching marginalized youth, a number of organizations as well as youth mobilizers and leaders have filled this void in taking the consultation offline themselves. For example, *Shaishav*, a child-rights NGO working with and for marginalized children in Bhavnagar, India translated and facilitated a group discussion on the SDGs and the Declaration with their child and youth groups. *Environmental Protection and Development Association* in Cameroon interviewed 40 respondents 12-26 years old. The international NGO *World Vision* facilitated offline focus group discussions with children and youth in a number of countries: over 300 in Central African Republic (CAR), 126 in Ghana, 23 in Sierra Leone, 25 in Zambia, 16 in Mauritania, 10 in Niger, and Senegal. In addition, the *World Association of Girl Guides and Girl Scouts*, representing ten million girls from 146 countries across the world, provided a collective response to all five questions and promoted the consultation on their website. (Please see Annex 2 for a complete list of participating organizations). **Impressively, young people themselves took note that the Declaration needs to be accessible to marginalized children that may not have access to schools, online tools or other social forums.**

## THE FINDINGS

### *Children Agree that the SDGs' Declaration Directly Concerns Them*

There is wide understanding and agreement among the young participants that the SDGs' Declaration is **very important to children and young people**. They agree that it directly concerns them because they are the most affected by the outcomes of the SDGs. They noted that it also informs them about the SDGs -- the achievement of which will help create a better future for them and make the world they live in a better place. As noted in the collective statement by *World Vision CAR* that had a group consultation with over 300 children in Yaloké, "the Declaration of the SDGs matters to children and youth because it sets a new framework [and] plan of action for people, planet and prosperity..." where children and young people "...shall be included in decision-making processes and taken into account in international scenarios such as the SDGs to have a real impact in the world." The SDGs' Declaration can "**provide a means** by which children all around the world can learn about the key issues in the world today and development work of the future."

Many of the young participants wrote that although the current problems in the world today – poverty, hunger, wars, climate change – can be very discouraging to them, the Declaration gives them hope that world leaders are "determined to solve these problems." Many participants believe that the SDGs' Declaration has a lot of potential as it would provide children with "**better opportunities and living conditions in life**" as noted by *Arman, 13, from USA*. Children say that the Declaration gives them hope for "a better tomorrow" and for "a better world to live in." Some call the SDGs "vital" and "a brilliant plan and idea."



World Vision Senegal - 15 year old members of the Children's Parliament in Kedougou, Senegal

### **The Declaration, Children and Human Rights**

The vast majority of the participants agreed that the SDGs' Declaration told them about their human rights and inspired them to help those rights be recognized and respected. For example, the *World Association of Girl Guides and Girl Scouts* wrote: "The centrality of human rights is acknowledged, largely incorporating the language of a right-based approach and reaching out to the most vulnerable in an attempt to leave nobody behind."

Young commenters wrote that there are a lot of children who are discriminated against and who are living in extreme poverty, and because of the SDGs, these **children will have equal rights**.

The India-based NGO *Shaishav*, says: "All the goals are relevant to our life and reflect the basic rights necessary to lead a fulfilling and peaceful life. The process of creating the goals, their targets and the Declaration should be more participatory to reflect our **right to participation**."

### **Children and Youth Demand a Child-Friendly and Easy-to-Access Declaration**

Though participants were generally positive on the importance of the SDGs and the Declaration, there was also healthy and constructive criticism expressed. Some young people noted that "the Declaration is **written in a too complex way**." "If it is meant for the children of our generation, it should be explained in a more understandable way." *Jalisco 2015* writes that "**it should be friendlier** to those people who have not had the access to the Post-2015 Development Process." *Callie from the USA* asks "does it inspire people who

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*It [the Declaration] should be friendlier to those people who have not had the access to the Post-2015 Development Process. It should be more socially inclusive and translated to all languages beyond the UN official languages. It has to be shorter by simplifying the ideas into a couple of sentences.*  
-JALISCO 2015

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do not already care about poverty or the planet?" *Francine, also from the USA* believes that "for the children and youth of today, the Declaration is in "**a length too difficult to comprehend and in a language not very engaging for younger readers**." However some participants noted that "it would not be easy to make this document more child-friendly" and instead suggest that "child-friendly versions should be circulated and shared with children" (*Child and Youth Finance International*).

Children recommend for it to "be an educational as well as engaging document so that children can understand the problems while also being inspired to take on these challenges," and that in its current form, it will not be read by many children and young people. A group of 25 children in *World Vision Zambia* suggest: "Some of the terms used can be simplified for them to be child friendly." As *YouAct European Youth Network on SRHR* writes that the Declaration "does not create the energy and excitement needed for youth and children to be captured." Thus, the majority of the young participants demand a **child- and youth-friendly version of the Declaration**, based on the principles expressed in the current Declaration but using language, style and multi-media that is more interesting and approachable for children and youth.

The participants also called for a **relatable** Declaration, meaning they want it to help explain how the issues expressed in the SDGs relate to their everyday lives. As *David Zuther from Germany* says, “the best way to convince youth to become active and engage in this debate is explaining to them why the SDGs matter for them.” *Macy Moujabber from Lebanon* suggests to “add more **daily-life** examples so kids can relate to what they see around them and be more interested and willing to engage in change.”

Most notably, children and young people were disappointed about how their role in the SDGs was recognized in the Declaration. **Children want to be identified as positive change agents** in the Declaration and think that would inspire other young people much more when reading it. Young participants express concern that the Declaration **very seldom mentions children and youth**, which, as noted by *Niluka Perera from Sri Lanka* is “disheartening.” Young participants were also concerned that they are viewed “**primarily as beneficiaries** of the agenda and not as the agents of development and the contributors to this process that we truly are.” According to *Medsin from the UK*, there is a lack of “**clear guidance** on how children and young people can be involved in the process in a concrete way so that the generation that will inherit the legacy this Declaration leaves behind can make sure that the SDGs are focused on and worked towards in the most comprehensive way possible.” Therefore, children and youth **demand that the role and active participation of children and youth** in the implementation of the SDGs as well as in the monitoring and reviewing processes is acknowledged and adequately reflected in the Declaration and final Outcome Document.

### Goals that Children Prioritize for a Better World and a Better Future

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*Poverty has a dangerous impact on all the other goals. There is no way to end hunger or to give full access to education or good health care services to children if poverty is not eradicated. 47% of people living in extreme poverty are 18 years old or under. This means that almost 50% of the poorest people on Earth are children. They are the most vulnerable and the numbers show this very clearly. During childhood they depend on the adults from their family/community and without help they cannot live a balanced and happy life, or even survive, in many cases.*  
-- Oana Arama, Global Children for a Sustainable World (GCSW), UK

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When children around the globe were asked to prioritize the five most important goals which could help achieve a world they want to live in, the answers were diverse. Young people thought that all goals are important and are “interconnected.” As it was pointed by Oana Arama from UK, “...all goals have their unique role in the sustainable development of the world.”

The majority of children opts for **ending poverty and hunger, getting good education, being healthy, achieving**

**gender equality, living in peace, having access to clean water and the protection of our planet** as the most important goals to their own lives and they strongly believe these matters go hand-in-hand. Ending poverty, conflict and hunger as well as having access to clean water energy, housing, food and health, including sexual and reproductive health, are positioned by many of the participants as basic human rights and are “the fabric of any functional society in the world” (*GreenEarthCitizen, Kenya*).

For the vast majority of the e-consultation participants, **Goal 4 on Education is a top priority**. Children and young people believe that education is a means for living better and happier lives and that *ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all* will help “develop skills and knowledge that can provide [children and young people] with

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opportunities to have a better future for themselves and their families.” This result mirrors similar results from the [My World global survey](#), where education has been holding #1 position since the survey’s launch in 2013. (The MyWorld survey currently has over 7.6 million votes.)

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*Without educational policies that can reduce the gap between the less educated and the most educated we could not achieve [sustainable development].*  
-- Patricio Guillermo Roulier Pazos, Argentina

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In the consultation, the goal on education shares the top position with **Goal 2 on Ending Hunger** with an equal number of votes. In prioritizing this particular goal, young people shared inspiring ideas on promoting “sustainable agricultural techniques,”

“mobilization of farmers into agricultural cooperatives” and utilization of new technologies in farming that would all lead to achieving food security and ending hunger through sustainable practices.

The second top priority among consultation participants was **Goal 1 on Ending Poverty**. Here again, children see a strong correlation between the goals, noting the negative impact that poverty has on the achievement of other goals. For example, *Myr from Lebanon* notes “implementing economic policies for a better economic growth” would lead to ending poverty. Participants noted that the remaining 16 SDGs “should work towards eradicating poverty” and that achieving the goal on ending poverty “gives an opportunity for the achievement of all other goals.”

**Gender equality** was also prioritized by many in the discussions. A world where inequalities between women and men and boys and girls exists is seen by children as “unfair” and “wrong.” Young participants strongly believe that everybody should have the same, equal opportunities

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*In a world of intensive production, I find it so incoherent that people are still dying of hunger and malnutrition. This should not exist anymore, and so many solutions are just in front of us but we ignore them constantly.*  
– Virginie, Luxembourg

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regardless of their gender. As was stressed by a young participant, “discrimination of women and girls in the 21st century is a shame, we need to act massively on it.” *Finest Igbayo from Nigeria* said, “gender discrimination is a major setback in today’s world.”

Children and youth also hold a strong stance in terms of **combatting climate change**. They agree and understand that climate change is a threat to the planet and to the human race and other living things and that people need to act now “in a coordinated and cooperative way to ensure the worst-case scenario does not become true.” Children understand the devastating effects and existential threat of the climate change on our planet and on all lives. *Sebastian, a student from the USA* writes, “...if we don't fix [climate change] soon there will be no more people to help.”

### **Awareness Raising about the SDGs and the Declaration among Children and Youth**

Children and young people were incredibly responsive to the popular question about raising awareness of the SDGs. According to young people like *Eva from the USA*, “**Awareness of these goals is the key to their fulfillment.**” The central recognition was that there needs to be outreach to children and young people through diverse channels. But in addition to awareness-building, young people want platforms and networks to inspire further **discussion and action**. Young people

specifically want schools and civil society organizations to help them learn about holding their governments accountable in implementing the agenda.

## Social Media

One of the most prominent reactions was in relation to the role of social media. Participants discussed it would be useful to hold **interactive campaigns and advertisements** on the television, radio, mobile applications (apps), Facebook, Instagram, Twitter and other social media platforms. There was also wide-spread recognition that children are interested in the arts, visuals, drama, sports, games and messages

from celebrities. For example, *Jeunes Vertes from Togo* recognizes that educational tools such as **games and cartoons** would be effective in reaching young audiences. *Macy Moujabber from Lebanon* articulates how “social media plays such a crucial role in our lives today and we have to use that to our advantage to have kids and teenagers interested.” Both *Muhammed* and *Schylar from the USA* say that advertisements on TV, Spotify, YouTube, Hulu or Netflix can promote the goals and show how they impact the watcher or listener’s life. A student *Anand D. Singh from the USA*, also points out how **celebrities can create momentum for a social movement** because if “celebrities

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*There is no better way to raise awareness of the SDGs in youth than to include them in development projects...the UN and other development practitioners should work hand-in-hand with local schools and groups of young people. Young people will be the future change agents in their communities. By actively collaborating with young members of communities, the UN not only raises awareness for the SDGs, but also expands their workforce and trains a more tolerant and socially-engaged next generation.*

–Mark, USA

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*Social media has the power to motivate people to act and show their involvements or progress on the goals in their respective countries.*

–Beakal, Ethiopia

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share the word by doing good and it appears on social media or the news, children could look up to that and do it too” like “famous singer Akon, [who] supplied 600 million people in Africa with solar power energy to power their homes.” Many children and youth think that the key to effective social media campaigns is inspiring longer term engagement and action.

Yet young people also recognize the limitations of online outreach alone. *Gerald from Liberia* responds to some social media ideas with the comment “wonderful points... But just to inform you that in developing countries like where I come from (Liberia), **very few children have access to internet, smartphones and iphones.**” *Didacus from Cameroon* also points out that because “touch screens are basically unavailable as well as smart phones in most parts of the developing countries, I suggest that innovators can begin to think of possible learning and communication tools for children and youth.” It is recognized that “social media will definitely be one of the best ways to raise awareness about these goals, but in a lot of the places where the goals need to be recognized, social media is not always available. We need to find a way for the less developed countries to be aware of what the SDGs are.” *Faby Lizarraga from Mexico* has a few ideas, like writing **books** and distributing them in schools and “even propaganda in the bus stops or subway” where many people of all backgrounds go.

## School curriculum and the role of teachers

Learning about the SDGs in schools was identified as one of the effective ways to reach the most children from different nationalities and backgrounds. *Madison from the USA* notes that “finding

ways to incorporate some of the issues the SDGs raise into education curricula is an initiative which governments must engage in." *Gerald from Liberia* agrees, stating, "I believe it should be included in the national curriculum of every country."

It was importantly noted that education in schools about the SDGs should not only focus on learning about the SDGs, but also on discussing and acting on the SDGs. In particular, many students noted the value of **peer-to-peer interaction, discussion and collaboration**. "The best way to raise awareness is through discussion. The problems in our world should not be something we try to cover up, but something we openly discuss at home and at school"

wrote Madison. In a joint response from the Philippines, six students had the suggestion that teachers could lead seminars about "how these goals will be achieved when all of the people will work hand-in-hand" (*Valerie Ann Enquilino, Soshana Elli, Colyn Mae Macaroy, Jireh Nissi Raman, Maria Melizah Pajunar*). **Children and youth recognized that they have a**

**unique role in spreading knowledge** because when they learn and become passionate about certain things, they discuss these issues with their friends, families and communities. *Tuan Wadding Hayes, 17 from Ireland* says "children and young people can be used as information dissemination centers."

*The Declaration should provide a platform for young people to channel their infinite activism into helping others all over the globe.*  
-- Kiran, 13, Sri Lanka/Britain

### **Inclusivity of children with disabilities and children that speak local languages**

A considerable number of children in the consultation recognized **the need to translate** the Declaration and the SDGs into multiple languages. *Delphine from Cameroon* says it should be "translated in the many vernacular or dialect if necessary to meet with all children especially those who are underprivileged and/or living in very remote communities." The *Mughie Youth Association* "fear that it might not still be child-friendly to village dwellers who speak most of the time their mother tongue which is different from the national language. Maybe in such cases, interpreters could be trained."

Many participants also wished for there to 1) be more **reference to children with disabilities** and mental well-being; and 2) underscored the importance of accessible materials for children with disabilities. *AbleChildAfrica* articulated this point further stating: "there are a number of ways you could make the SDGs' Declaration more inclusive and accessible to all. This includes communications materials accessible to children with hearing or sight impairments, easy-read and picture versions for young children and/or children with intellectual impairments, materials translated into local languages and training materials and information for specialist teachers. The SDGs' document has some very inspiring messages, and if adapted, has the potential to be a strong tool for children and young people to advocate for their rights."



[unicefpost2015 instagram](#) announcing the extension

### **Awareness gives hope and inspires action**



“The Declaration of the SDGs is important for children and young people around the world as it demonstrates to them that world leaders are committed to securing a better future for their generation.” In other words, the SDGs give children and young participants **hope for their future**.

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*We constantly find ourselves worrying about the future. We don't know what's waiting for us, we don't know if the earth's fragile resources are going to last, and we don't know if we're gonna be able to live well, find good jobs and keep that going for the next generations. But the Declaration of the SDGs ensures a better tomorrow when we won't have to suffer to get our basic needs.*

– Marcy, Lebanon

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*Debby Akporobo from Nigeria says, “I am from a developing country where the rights of children are easily trampled upon. The Declaration is important to me and other people around the world because it gives hope to me as well as others in this generation.” From Botswana, Samuel Akinsola says that because of the SDGs, “we can change the mentality in the hearts of billions of people*

worldwide...we believe the importance of this Declaration as its vision gives almost everybody...hope” because “it carries all on board for a better tomorrow.”

And as *Krzysztof Rentflejsz from Poland* says, “I think it’s especially important for youth to get involved, we, young people, are the future and we now create the world in which we will live.” Young people specifically ask for platforms to discuss issues, **call for governments and institutions to take action and to learn how to take action themselves**. They identify the important role of clubs, organizations, youth groups, religious groups and civil society. *Tuan and Patricio Guillermo Roulier Pazos* were among the young people who ask for civil society networks, churches, vocational programs, conferences and workshops to teach “how to push our governments to implement the agenda” (*Patricio*) and “hold our governments responsible” (*Tuan*). Additionally, *Farhan Mirza, 24 from Malaysia* powerfully writes that it is her “hope for a platform or opportunity” for authorities to make changes *with her*.

Children and young people communicate eagerness to take action, recognizing that spreading awareness can also “show the big difference a small personal action can make” (*Ben Wiley, USA*).

### **Children are Interested in all Three Pillars of Sustainable Development**

When asked, “*What would you add or take out of the Declaration?*” there were multiple calls for there to be mention of how important children and youth are to *all three pillars of sustainable development*. Specifically, many voiced the need for the Declaration to explicitly mention children and young people as important to economic development and not just social development. For example, many participants noted that they are crucial to entrepreneurship and innovation although that was not made clear in the

Declaration. Participants overwhelmingly applauded the mention of youth employment and suggested that “the Declaration should strongly support the need to promote ‘Economic Citizenship Education,’ which includes financial, social and livelihoods education, as a way to empower young generations.” It was

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*As a youth, it was most important to me to see included in the Declaration (1) admission that youth unemployment is a problem that needs to be addressed in the coming years, and (2) admission that my generation holds the key to poverty eradication and to environmental sustainability. While these are heavy burdens to bear, I think that we are ready to tackle them.*

– Aja, USA

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explained that “financial inclusion and literacy is one of its essential components since children and youth need to understand financial terms, the use and value of money and how they can participate in the economy.” When young people have access to financial literacy, young people like *Nancy from Kenya* are eager to “invent and innovate probable solutions for the realization of SDGs.”

Children also take climate change and the preservation of the planet very seriously, recognizing their generation’s crucial role in reversing damage. “These goals are important to children because we can do small things and still make a change...The earth is for everyone now and in the future, but we are doing the messing up and damage. We can ride more bikes, have solar energy, use less electricity and reuse and recycle when we can” (*Anonymous Classroom of Year 3 Students*).

The Declaration has the potential to teach children about sustainable development and inspire them into action, but in their view, will be much more effective if it recognizes how children are integral to all three pillars of sustainable development: the social, economic, and environmental.

## CONCLUSION

Participating children and young people embraced the Declaration of the SDGs as a potential tool for inspiring a future generation of global citizens and community change agents. Children and young people value the opportunity to learn from, spread awareness of, and be called into action by the SDGs. Upon the requests of young people, they must be partners in implementing, monitoring, and reviewing this new agenda and look forward to working with each other and other stakeholders to make the SDGs a reality for all.

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## ACKNOWLEDGMENTS

This e-consultation is the result of collaborative efforts among UNICEF and a number of partners including the Child Focused Agencies (ChildFund Alliance, Plan International, Save the Children, SOS Children’s Villages and World Vision), the United Nations International School, the World We Want 2015 Platform, Voices of Youth, as well as many grassroots organizations and networks, children and youth groups and individual children and young people themselves.

Special thank you to the youth mobilizers and volunteers who helped reach out to children and young people in remote areas with no internet access.

Most importantly, thank you to all of the children and young people across the world who contributed their ideas and thoughts about making the SDGs’ Declaration child- and youth-friendly!

This summary report is done by UNICEF with thanks to Mamura Nasirova, Callie King-Guffey and Shannon O’Shea.

## ANNEX 1: CONSULTATION ANALYTICS & QUESTIONS



**Most** visited page during 1 June - 1 July, 2015

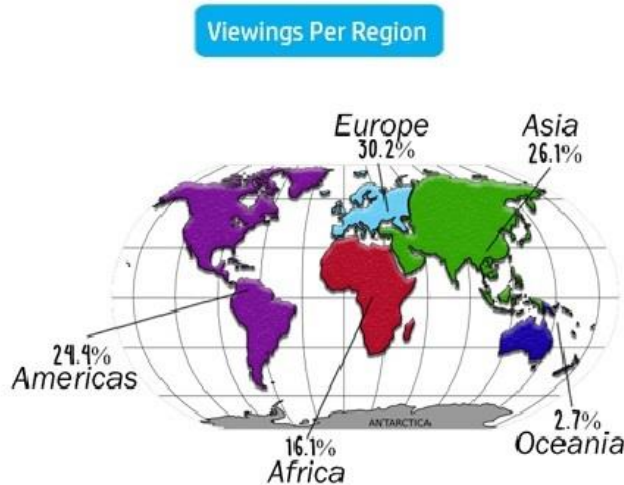
**More than 10,000 hits/pageviews**

Average age range: **12-25 years old**

Massive mobilization on Twitter!

1st tweet about the consultation: **more than 950 retweets**

Tweet impressions (during a month): **15.3K**



Answered five questions in relation to the **SDG Outcome Zero Draft**:

- Do you think the Declaration of the SDGs is important for you or other children and young people around the world? Why or why not?
- If you could prioritize the 5 most important goals which could help achieve a world you want to live in, what would they be?
- Does the SDGs' Declaration tell you about your rights and inspire you to help human rights be recognized and respected?
- What would you add or take out of the Declaration to make it better, simple, understandable and child-friendly?
- What do you think is the best way to raise awareness of these goals among children and young people?

## ANNEX 2: LIST OF PARTICIPANTS

### \*Organizations and Coalitions listed in *italics*

#### ARGENTINA

*Population Care and Services*

Patricio Guillermo Roulier Pazos

#### BOSNIA/HERZEGOVINA

Jasmin Niks

#### BOTSWANA

Samuel Akinsola, Student

#### BRAZIL

*MBMFI Foundation*

Gabriella Carvalho, Student

Jadson Bezerra, Student

Ronaldinho

#### CAMEROON

*CANU Charity Association*

*Mughie youth Association (MUYA)*

*Environmental Protection and Development Association (EPDA)* interviewed 40 respondents (12-26 years old)

Asong, Mutengene

Beatrice, Newtown, Limbe

Bernard, Limbe

Brunhilder

Cecilia, Buea

Damian Suh, Batoke

Delphine, Limbe,

Didacus, Mankon

Fanny, Limbe

Fanny, Mokunda

Fusina, Bota, Limbe

Gabriel, Limbe

Manka'a, Bamenda

Mboule E, Buea

Mike Junior, Limbe

Nicoline, Middle farms

Peter, Bonadikombo

Priscine Ngwe, Kumba

#### CAR

*World Vision CAR* (consultation of over 300 children)

#### CONGO

*Hope land Congo*

#### ETHIOPIA

Beakal Beakal

#### GERMANY

Isabelle Freelance

#### GHANA

*World Vision Ghana, offline consultation*

(46 children from Anyima Mansie and Kintampo South; 60 children from Ejura Model School Reading club -Ashanti ADP from Ghana; 20 children (7 girls, 13 boys) in Tolon Kumbungu; children from Karaga)

Addae Rita

Afriyie Florence

Efua Achia

Georgina Ofori

Hannah Kuffour

Jacqueline Agyei Yeboah

Kyei Precious

Oforiwa Isabella

Opoku Faustina

Opoku Laudina

Rose Opoku Agyemang

#### GREECE

Evangelia

#### INDIA

*Shaishav Bhavnagar, organization interviewed Students in Gujarat*

Asheesh Kumar Pandey, Educator

#### INDONESIA

Kirana Anjani, Student

#### IRELAND

Tuan Wadding Hayes

#### KENYA

*GreenEarthCitizen*

Caroline Syowai

Nancy Marangu

Njeri

#### LEBANON

Marcy Moujabber, Student

Myr

#### LIBERIA

Gerald, Social Entrepreneur

#### LUXEMBOURG

Virginie, Civic Volunteer

#### MALAYSIA

Farhan Mirza

#### MAURITANIA

*World Vision Mauritania* (Offline consultation of 16 children, aged 12-15, in 4 group discussions)

#### MEXICO

Faby Lizárraga, Student, Activist

Jalisco

#### NETHERLANDS

*Child and Youth Finance International*

*Copernicus Institute of Sustainable Development, Utrecht University*

Robert Orzanna

#### NIGER

*World Vision Niger*, (offline consultation of 10 children (5 boys, 5 girls) aged 14-16, Niamey)

#### NIGERIA

*Climate Smart Agriculture Youth Network*

Abraham Obagbodi

Anionting Aki

Debby Akporobo

Edafe Emmanuel

Edesisri

Eguono

Ejeguo Ochuko

Ejeguo Ogheneovo,

Elizabeth

Excellent Aki

Finest Igbayo

Kingsley Agbajor

Marcel Ngogbehe Computer science and Engineer

Meyene Uko

Uche Ofili A, Writer, Blogger, Entrepreneur & A Social Change Advocate, Benin City

Uriri Otite

#### PERU

Víctor Santillán

#### PHILIPPINES

*Students of Negros Oriental State University*

Acabal,

Alexander

Arvelle Jhoy Tilos,

Checknya Candia,

Colyn Mae Macaroy,

Denise S.Lasco,

Dominique

Edmund Atay Jr,

Erchelyn D. Sedillo,

Frecella B. Dominguez,

Francy Chris Briones, Hubert Jason R. Macayan, Jecelle Magbulogtong Jesselah Bangca, Jireh Nissi Raman, John Mark Tolomea Jucelle Magbulogtong, Keziah Mae Kimberly Rous, Kristel Marie Lumacad, Maria Melizah Pajunar, Michelle Alvarez Riza Dagodog, Rolando Jr. Villamero Soshana Elli Valerie Ann Enquilino, Zaiah Dion Alcosero	<i>Youth Council, ActionAid, Plan UK and Restless Development)</i> Denis, Student Kiran Wijesekera, Student, Activist Medsin Oana Arama, Global Children for a Sustainable World (GCSW) Sarah Kirby, Volunteer	Toky
<b><u>POLAND</u></b> Krzysztof Rentflejsz	<b><u>UKRAINE</u></b> Student	<b><u>ZAMBIA</u></b> <i>Lufwanyama Boarding Secondary School Council - 25 members</i> <i>World Vision Zambia</i> (focus group of 25 children in Zambia)
<b><u>ROMANIA</u></b> Anamaria Suciu, Volunteers Coordinator	<b><u>USA</u></b> Amadou Sow, Student Anya Mehta-Rao, Student Anya Patel Arman Abelian, Student Ben Wiley, Writer Callie King-Guffey Claudio, Student Clemonce, Student Eva Faculdade Asces, Global Citizenship Project Francesca V Francine Henry Ian Frankel, Student Indira Rao, Student Isabella Jamel Ben Abdallah, Artist Jennifer Drumgoole, Student Jeremy Lee, Student Kanika Gupta, Student Liza Student Lizzie Madison Mark Muhammad Nate Nikola Paula Prajna Naidoo, Student Schuyler Sebastian, Student Shehab Shehab Chowdhury	<b><u>OTHER CONTRIBUTING ORGANIZATIONS</u></b> <i>World Association of Girl Guides and Girl Scouts (146 countries)</i> <i>YouAct</i> , European Youth Network on SRHR ( <b>Romania, Germany, Ireland, Poland, Armenia, Moldova, Russia</b> ) <i>Voice Africas Future (Botswana, Burkino Faso, Burundi, Ethiopia, Ghana, Kenya, Malawi, South Africa, Tanzania, Uganda and Zambia)</i> <i>Y-PEER (Jordan, Albania)</i>
<b><u>SIERRA LEONE</u></b> <i>World Vision Sierra Leone</i> (Offline Consultation of 23 children)		<b><u>YOUTH MOBILIZERS</u></b> Amos Mbugua, African Women's Health Foundation (AWHF) Chely Esguerra, Philippines Chernor Bah, USA/Sierra Leone Dejan Bojanić, Sweden Divine Ntiokam, Global Youth Digital Advocate, Post-2015 and MY World 2015 Ejeguo Ogheneovo, Nigeria Elischia Fludd, USA Emmanuel Marfo, Ghana Eunice Wambura, AWHF Isaack Odhiambo, AWHF Jemima Kibira, AWHF Joao Scarpelini, Kenya Joseph Murage, AWHF Lauren Greubel, USA Mark David, AWHF Ntiokam Mercy Nahjela Chidinma Iwu Ravi Karkara, UN Women Rolando Jr. Villamero, Philippines Senel Wanniarachchi, Sri Lanka Sheila Bungei, AWHF Tanda Godwin, EPDA Cameroon
<b><u>SLOVENIA</u></b> Petra		
<b><u>SRI LANKA</u></b> Kiran Wijesekera Student, Activist Niluka Perera, Project officer		
<b><u>TURKEY</u></b> <i>The Scouting and Guiding Federation of Turkey</i> U. Savaş Baran		
<b><u>TOGO</u></b> Esso Pedessi		
<b><u>UK</u></b> <i>AbleChildAfrica</i> <i>Youth Governance and Accountability Task Team (British</i>		

<sup>i</sup> The countries represented in the consultation were: Albania, Argentina, Armenia, Bosnia & Herzegovina, Botswana, Brazil, Burkina Faso, Burundi, Cameroon, Central African Republic, Congo, Ethiopia, Germany, Ghana, Greece, India, Indonesia, Ireland, Lebanon, Liberia, Luxembourg, Jordan, Kenya, Malaysia, Mauritania, Mexico, Moldova, Netherlands, Niger, Nigeria, Peru, Philippines, Poland, Romania, Russia, Senegal, Sierra Leone, Slovenia, South Africa, Sri Lanka, Tanzania, Togo, Turkey, Uganda, United Kingdom, United States, Zambia