Voices of girls and boys in shaping the post-2015 development agenda

Child-led organisations talk about being free from violence and exploitation and an analysis of MY World data from children

ChildFund
Alliance

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Executive summary

Throughout the world, children are subject to the worst forms of child labour, living and working in the streets; harmful traditional practices, such as child marriage, female genital mutilation and cutting; sexual abuse; to the impact of armed conflict, including the use of child soldiers by armed forces and groups; to lack of access to justice, including child-friendly justice, and to unnecessary institutionalization, among others.

Preventing and responding to violence and exploitation is essential to ensuring children's rights to survival, development and well-being. The impact of violence and exploitation is known. Countries with high rates of child labour tend to have low rates of school attendance. Children who study in a violent environment achieve lower academic results than those who do not. A child victim of abuse and exploitation can be affected emotionally, mentally and physically, and his or her ability to learn and socialize can be seriously hampered.

If the post-2015 development framework is to carry the torch of the Millennium Development Goals (MDGs), and if the next generation of development goals is to finish the job of the current one, violence and exploitation will need to be explicitly included and addressed.

To enhance the voices of children in this process, this report looks at both qualitative data through focus groups with child-led organisations, and quantitative data through an analysis of United Nations' MY World survey.

The authors partnered with child-led organisation in 7 locations to conduct focus group discussions on the issue of violence and exploitation perpetrated against children.

From these focus group discussions, there were a series of common concerns and themes that the children identified regarding their own protection from violence and exploitation. They included:

- Children aspire to have their rights fulfilled and be able to exercise their fundamental freedoms –including the right to non-discrimination, and the right to participate in the decisions that affect their lives.
- The experience of violence and exploitation perpetrated against these children takes many different forms, most prominently physical harm, psychosocial distress, traditional harmful practices, and hazardous forms of child labour.
- Violence and exploitation perpetrated against these children takes place in different settings: at home, in school, in public spaces, and online.
- Gender-related factors impact the risks that girls and boys face in terms of violence and exploitation. Girls are more exposed to violence and exploitation related to their sexuality, while boys are more at risk of being subjected to physical harm.

Secondly, the report analyses the data from MY World, a United Nations global survey for citizens. The aim of MY World is to capture people's voices, priorities and views, so world leaders can be informed as they begin the process of defining the next set of global

development goals. Respondents are prompted to list the top six priorities out of sixteen that they would like to see reflected in the post-2015 development agenda.

The quantitative analysis is based on 42,372 votes of children between the ages of 5-17, of which 26,282 were cast in Africa; 2,885, in the Americas; 11,654, in Asia; 1,295, in Europe; and 259, in Oceania.

Taking into account their age, gender, educational level and geographical location, we can assess what children are prioritizing for their future. This analysis yields interesting trends about the ranking at the global level of protection against violence:

- Children prioritized violence within their top seven issues to be addressed by the post-2015 development agenda.
- Girls were more likely than boys to prioritize protection against violence.
- Children who have completed a secondary education, irrespective of gender, were more likely to prioritize protection against violence.
- In medium and high HDI countries approximately 50% of the voters ranked protection against violence in their top six priorities.
- Protection against violence is a priority for over 50% of the voters in all continents – the Americas, Asia, Europe, and Oceania–, except Africa.
- In Africa, protection against violence ranked eighth among the different priorities with 8,668 votes; in the Americas, Asia, Europe and Oceania, it ranked fourth with 1,617, 5,061, 634 and 131 votes.

The focus group discussions and the analysis of the MY World survey clearly reveal the need to bring forward the voices of girls and boys with respect to violence and exploitation. This is small window into what children are saying about these issues, but nonetheless it reveals a larger call for putting a stop to violence and exploitation against children, and children's desire to be included in the agenda-setting process for the post-2015 development framework.

Acknowledgements

Introduction

Around the world, vast numbers of children and adolescents are subject to violence and exploitation. They continue to be at risk everywhere: at home, in their communities, schools and workplaces; in care institutions and justice facilities.

Efforts have been made to eliminate all forms of violence against children by the child protection sector, in which leading organisations work for effective child protection systems to ensure that vulnerable children and adolescents have access to education, healthcare, justice, legal protection, social welfare and other essential services.

Despite these efforts, the question of participation of children and adolescents in decision-making processes to frame protection policies and plans, at all levels, remains inadequate. However, the steady progress to guarantee that children have a significant presence and voice in child-friendly decision-making structures and processes cannot be overlooked. The task ahead is to continue and extend these efforts at every level: local, sub-national, national, regional, and global.

As the world undertakes the challenge of defining the development agenda for the years to come after the MDGs expire in 2015, the UN system is intent on supporting an open and transparent process.

This process can only be open and transparent if it includes the voices of children and adolescents, especially on the protection from violence and exploitation, to which millions are subjected every day. And even more are at risk throughout the world.

In shaping this new development agenda, inclusive and non-discriminatory mechanisms to strengthen the engagement of girls and boys through their direct participation will be fundamental. It is a strategic occasion to gain children's perspectives, boost efforts to overcome persisting challenges experienced by children themselves, and promote children's involvement in agenda-setting processes to address violence and exploitation.

Their voices and action will certainly be key for decision-makers; if they are listened to, they will also gain a sense of ownership that will be of the foremost importance in the implementation of whatever framework is agreed upon.

There is no question that violence against children is a serious concern that impedes the development of nations.

A life free from violence and exploitation is not just desirable, is also achievable. The world should set a goal that allows millions of children to live without the experience of threat of violence and exploitation.

It is our responsibility to ensure that the voices of children and adolescents against injustice are heard.

This is why this report is important. This is why these efforts to mobilise child-led organisations in 7 different locations, to organise focus group discussions on violence and exploitation, are worthwhile.

About this Report

Child participation is not only a right, but also a general principle and part of the general measures of implementation of the Convention on the Rights of the Child (CRC). This means that the Convention cannot be fully realised if children are not respected as right-holding citizens and their views are listened to and given due weight.

Furthermore, participation is highly valued and acknowledged in the UN Study on Violence against Children.[1] Of the 12 overarching recommendations of the Study, the seventh relates to children's participation, and calls upon States to engage actively with children and respect their views in all aspects of prevention and response to violence against children.

The purpose of this report is to strengthen the voices of girls and boys in the agenda-setting process for the post 2015 development framework. Specifically, this initiative seeks two main objectives:

a) to ensure that children's voices are included in the post-2015 development agenda;
b) and to fill a gap in qualitative research regarding children's views about violence and exploitation perpetrated against them, and their place in the post-2015 development agenda.

Understanding and defining violence and exploitation from the perspective of girls and boys is crucial, as it plays a fundamental role in developing child-centred measures to address them. To this purpose, focus group discussions were conducted in 7 different child-led organisations in as many locations, all of which engaged about twenty to thirty children in open discussion.[2] **While the authors coordinated this process, it is in the end the result of a child-driven and child-led process.**

Hence, the added value of this process is the strengthening of child-led organisations to promote protection and take action to end violence and exploitation. Child-led organisations and children's networks –be they child clubs, student councils, children's villages, or online communities– enable children to come together, make collective decisions and take collective action to end violence and exploitation. This encourages children as individuals to express their voices collectively in a group setting and find peer support. At the same time, we need to ensure that the core responsibility of promoting child protection lies with adults, especially Governments with the support of the development community.

Methodology

This report is primarily based on the first-hand information that children shared during focus group discussions. However, a desk review and a peer consultation were conducted for the preparation of various support documents that were used to conduct these discussions.

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[1] Paulo Sérgio Pinheiro (2006), *World report on violence against children* (United Nations). Available at: http://www.unviolencestudy.org/.
[2] The term *child-led organisation* refers to associations, clubs, groups, etc. that are led by children themselves and work for the betterment of children and their community as a whole.

To strengthen the voices of girls and boys on protection from violence and exploitation, one focus group discussion, with approximately twenty children from child-led organisations, was conducted in each selected country:

1. Cameroon
2. India (in Gujarat and Jharkhand)
3. Mexico
4. Nepal
5. Serbia
6. Uganda

While there was no systematic methodology for the selection of countries, due attention was paid to ensure representation of all regions. The participation of both girls and boys was also ensured, and disaggregated data according to age, level of education, and gender was obtained.

Figure 1: Disaggregated information for participating children in focus groups
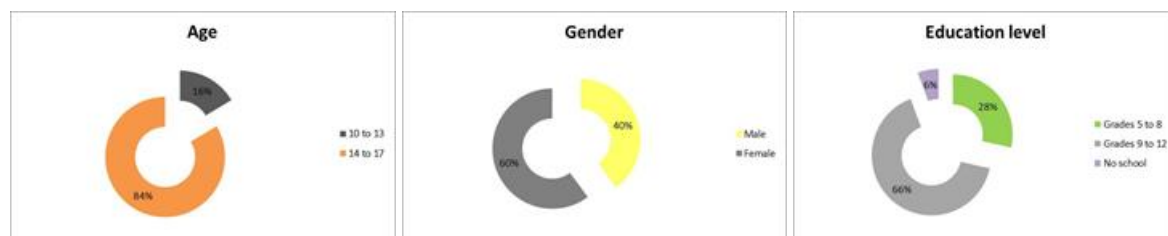
The authors provided the following documents to support the work of facilitators, and to ensure that discussions were conducted in a safe and inclusive environment:

- a concept note
- a facilitators' guide
- a focus group session plan
- a list of open-ended questions, with both principal and guiding questions
- all the necessary consent forms for children and their caregivers
- a reporting guideline
- a guideline on the MY World global survey

These documents were mostly adapted from existing publications. Additionally, the participating child-led organisations and the facilitators were provided with feedback and guidance, as and when necessary, to successfully conduct the discussion and collate the information.

These focus group discussions provided a platform for girls and boys to discuss child protection concerns, specifically violence against and exploitation of children; to share their understandings and experiences of these issues; and to recommend possible actions to end all forms of violence and exploitation perpetrated against children.

Young facilitators asked the following questions, with the respective sub-questions to guide the dialogue:

1. What makes you feel free?
2. What does freedom of expression mean to you?
3. What makes you feel free from violence and exploitation?
4. What makes you feel free to take action to stop violence and exploitation?
5. What can world leaders do to free children from violence and exploitation?
6. What can adults do to free children from violence and exploitation?
7. Are risks different for boys or girls? What are the risks for girls? What are the risks for boys?
8. Is there anything else you would like to say about the protection of children from violence, exploitation and abuse?

The process applied the standards for child participation as highlighted in the General Comment No. 12, enabling children to express their opinion and develop their recommendations, and also participate in the MY World global survey.

For the country-level reports, facilitators were asked to include a brief introduction of their child-led organisation; disaggregated basic information about participating children; the outcomes of each question; relevant and significant quotations from participants; and finally their own observations and comments on the overall process.

Chapter One:
What are children saying about being free from violence and exploitation, and its place in the post-2015 development agenda?

Major themes coming out of focus group discussions

1. Children's rights and the Convention on the Rights of the Child

In all focus group discussions, children expressed the aspiration of having their rights fulfilled, and their fundamental freedoms respected. This aspiration mostly relates to access to information, education, and freedom of expression and movement –all which are seen as intertwined.

Mentions of the Convention on the Rights of the Child, and the need to raise awareness around it, were made in **Cameroon, Nepal** and **Serbia,** while the other focus groups tended to refer more abstractly –but nonetheless with great awareness– to the rights of children.

The fulfilment of children's rights was consistently linked to being free from violence and exploitation.

1.1. Participation

Throughout the focus groups, participation came across as one of the strongest aspirations of children, all of whom were aware of the differences between effective participation and tokenism; of the settings in which their opinions should be brought to bear; and of the value that this would add to decision-making processes.

In all cases, the possibility of expressing their opinions and views was correlated with the absence of violence. Children in **Mexico, India (Gujarat), Nepal, Serbia, and Uganda** stated their desire of being able to express their views without fear. Children in **Serbia** explicitly linked participation to the possibility of living up to their potential.

But mostly, children aspire to be allowed to be included in decision-making processes. In **Mexico,** children's participation in decision-making processes and issues that affect them came through very strongly. They were very vocal in expressing their frustration at being constantly referred to as the future, as if their present aspirations and opinions should not be taken into account.

In **India (Jharkhand),** one response to the question about having ever been consulted in decision-making process is quite eloquent. "What?" the girl asked. "No!" Meanwhile, children in **Serbia** pinpointed two settings where children should be engaged in decision-making processes: at home, and at school.

In all focus groups, children expressed their desire to be partners rather than adult's beneficiaries –something that necessarily cuts through active participation in decision-making processes. In **India (Gujarat)** and **Nepal,** children strongly emphasized that child-led

organisations empower children to be free: free to express their opinions; free to participate in decision-making; and free to take action to stop violence and exploitation.

Throughout the focus groups there was consensus about not being coerced in what children think or say. This was the explicit call of children from **Serbia** and **Uganda.**

1.2.   Non-discrimination

Discrimination came across as pervasive. "There are many labels and stigmas for different social classes," said a 14-year-old girl from **Mexico.** "These differences create a segregated society and leads to greater poverty."

These concerns were replicated by children in **India (Gujarat),** where children referred to caste and religion preventing Hindu and Muslim children, or children from different castes, from playing together; and to gender discrimination preventing girls from getting an education.

Furthermore, children in **Nepal** associated discrimination –based on caste, for example– to not being free to realize their full potential. In this sense, they expressed their aspirations of a life free from discrimination, where children receive equal treatment in schools and are afforded equal opportunities. In this same line, participants in **Cameroon** regarded discrimination as an obstacle to participation, and expressed their desire to live in a society where "young people's voices are heard irrespective of their ethnicity, gender or race."

2.   Different experiences of violence and exploitation

Violence, exploitation and abuse were discussed in all focus groups, and participants stated that they had either experienced or witnessed children as victims of violence and exploitation. Children in **Serbia** thought that, to eliminate violence against children, society needs to stop promoting violence in general.

One of the main forms of violence to which focus groups referred was physical harm, including corporal punishment at home, school and work. In **Mexico,** participants referred to their friends experiencing corporal punishment at home –on occasions because of what they say or think. "They agreed," says the report, "that violence begins at home. When children are abused at home, they show the same behaviour outside." In **India (Jharkhand),** it was reported that the first thing that came to children's minds when presented with the issue of child protection was domestic violence.

Focus groups in **India (Gujarat), Mexico** and **Serbia** all referred to armed conflict or crime-related violence as a constant source of violence and exploitation perpetrated against children. In **Mexico,** participants expressed that they are afraid to walk in the streets, and made a call to Governments to "increase security, eradicate criminal groups and reduce crime." Furthermore, crime was considered a source of violence as well as an increasing risk factor for boys, who are often caught in gang and drug-related violence. On their part, children in **India (Gujarat)** –living close to the border with Pakistan– expressed a fear of becoming orphans and/or being recruited as child soldiers.

Finally, harmful traditional practices also came across as one of the most salient experiences of violence against children. Children in **Uganda** identified female genital mutilation and cutting as a great risk for girls, while child marriage was also brought up in several focus groups as one of the most pervasive manifestations of violence and exploitation perpetrated against children.

In **India (Gujarat),** girls expressed their fear of child marriage, and of being bullied by their new husbands' family. Being forced into child marriage was also identified in **Nepal, Uganda** and **Cameroon** as one of the most salient risks for girls.

Overall, a broad range of manifestations of violence and exploitation were identified in the focus groups as the most common. Varying according to context-specific factors, these are:

1. **Children without care** in Uganda.
2. **Recruitment of children into armed forces** in India (Gujarat).
3. **Sexual violence and abuse** in Nepal, Serbia, and Uganda.
4. **Psychosocial distress** in Cameroon, India (Gujarat), Mexico, Nepal and Serbia.
5. **Physical harm** in India (Gujarat), India (Jharkhand), Mexico, Nepal, Serbia, and Uganda.
6. **Trafficking of children** in India (Gujarat)
7. **Hazardous forms of child labour** in India (Gujarat), India (Jharkhand), and Uganda.
8. **HIV and AIDS and other forms of vulnerability** in Uganda.
9. **Children in conflict with the law** in Uganda.
10. **Harmful traditional practices** in India (Gujarat), India (Jharkhand), Nepal and Uganda.

Figure 2: Key child protection concerns from focus group discussions
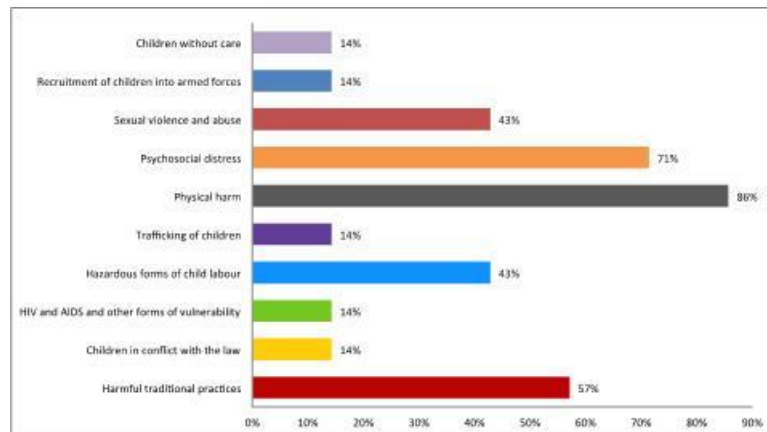
2.1. Different risks for girls and boys

Across the different focus groups, children recognised that boys and girls face different risks in relation to violence and exploitation. A recurring theme in all countries was that girls are at a higher risk than boys of experiencing sexual violence. Participants in **Serbia** summarized the situation: "While girls are more exposed to sexual violence, boys are to physical violence. What is common for girls and boys is psychological violence."

This difference was also highlighted in **Mexico,** where children said that "because of the [Mexican] culture, *machismo* is widespread and the media has created the idea that men are more important than women, which leads to different risks."

Girls in **India (Gujarat)** brought up the fact that they are often not allowed –because of different factors– to continue their education beyond a certain age. This was considered a situation that puts them at higher risk of child marriage, and/or early pregnancy.

In all focus groups, participants noted that risks faced by girls mostly relate to their sexuality. In **Cameroon** and other locations, girls were said to be at risk not only of experiencing sexual violence and abuse, but also of being subject to harmful traditional practices –such as child marriage and female genital mutilation and cutting.

Gender discrimination was also brought up in **Nepal,** where children acknowledged an additional risk for girls: that of being over-worked due to their involvement in carrying out domestic chores.

In **Nepal** and **Serbia,** children expressed that boys are more at risk of physical violence than any other form of violence.

In **Mexico,** gang and street violence is a major problem for boys; a situation in which they can be perpetrators and victim. They also pointed out the risk of boys being recruited into armed groups to be drug peddlers.

In **India (Gujarat),** children stated that risks for boys are mostly associated to earning money for living and supporting their families, with negative consequences: dropping out of school, being subjected to violence in the workplace, higher suicide rates, etc.

Children in **Uganda** stated that boys are at risk of being affected by HIV and AIDS, child labour, recruitment into armed forces and armed groups, and drug and substance abuse, etc.

3. Different settings for violence and exploitation

From the focus group discussions, it was apparent that violence and exploitation perpetrated against children is everywhere. Again, depending on context-specific factors, violence and exploitation perpetrated against children was present in the home, in schools, in public spaces, and online.

It was in **Mexico** where children stated that the household played a central role in the cycle of violence. Moreover, children in **India (Gujarat)** and **Uganda** also explicitly referred to households as being one of the primary settings for violence against children, in the way of physical harm.

In schools, violence against children takes different shapes. In **Cameroon, India (Gujarat), Mexico, Nepal** and **Serbia,** violence in schools was primarily associated with bullying. At the same time, children in **Cameroon, India (Gujarat and Jharkhand)** and **Nepal** referred to instances of physical harm on the part of teachers. In both cases, however, despite the modality of violence, schools were presented as spaces of fear.

Children in **Mexico** talked about their own efforts to reclaim public spaces. Streets were often described as dangerous spaces, where both girls and boys could fall subject to violence. In this context of high crime and urban violence rates, a high premium was placed on the possibility of walking on the street without fear.

Finally, the Internet came up as a setting for violence against children in **Serbia** and **Uganda.**

Figure 3: Key settings for violence and exploitation
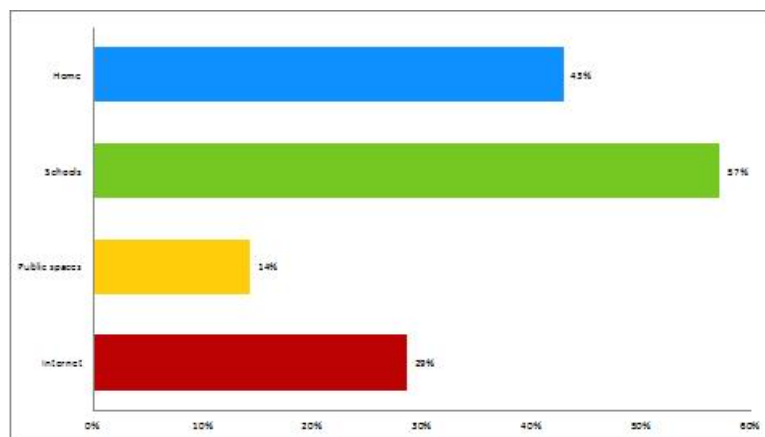
Children's answers to discussion questions

1. What makes you feel free?

"Sometimes I dream of flying high in the open sky: no worries, no punishment."

Boy, 16, Nepal

"Our dreams are different from the dreams of our parents.
Let us fulfil our dreams, not our parents'."

Girl, 13, India (Gujarat)

To this question children often responded with counter-examples of situations in which they did not feel free and felt their rights were violated through abuse, neglect or violence, or in which they were not listened to. For example, children in **Mexico** stated that the streets are not safe preventing them from going to school without fear from crime and violence.

Children in **Nepal** expressed their desire for a life free from violence and caste-based discrimination, for equal treatment in schools and equal opportunities for all. In **Uganda,** children suggested that an ideal environment should be safe and child-friendly, so they can enjoy their rights without fear and achieve their goal of being responsible citizens of their country. In **Serbia,** children emphasized that being engaged in their families, schools and communities enables them to be more responsible.

Aspirations of children regarding the fulfilment of their rights revolved around access to information and the Internet, to education, and to decision-making processes with no discrimination or violence in the form of physical harm or psychosocial distress –for example, bullying or corporal punishment. Emphasis was also placed on the possibility of just being children: being with friends, and carrying out ordinary activities without fear. Children expressed that they are only feel free when their rights are fulfilled and respected.

Children expressed that they only feel free if they can undertake different activities that are essential for their development, such as getting involved in community activities, forming associations and clubs, etc. In **India (Gujarat)** and **Nepal,** children highlighted the value of spaces –such as child-led organisations– where they can express their opinion freely. They expressed a desire for adults to be supportive of these activities, and of children being active and innovative at home as well as in school and their communities. In all focus groups, children argued that they want to be partners rather than beneficiaries of adults.

Children cannot feel free if they are subjected to violence or exploitation. Throughout the focus groups, children strongly called for all forms of violence and exploitation against them or their peers to be stopped. They consistently expressed their fear of falling victims to violence and exploitation in various settings: at home, in school, in public spaces, and online.

2. What does freedom of expression mean to you?

"We need our voices to be heard today to become better citizens tomorrow"

Boy, 15, Cameroon

*"Freedom of expression means that I can say what I think
without fear of people laughing at me or my friends teasing me for what I said."*

Boy, 13, Serbia

When asked a question on what freedom of expression means to them, all children loudly said "freedom to speak." They expressed that for them, freedom of expression means to be free to say what they want to say, to express their ideas and views, and to share information. Children in **Cameroon** viewed that freedom of expression at home as well as in schools and the community enables them to voice their ideas, but also gave them the capacity to receive acknowledgement and positive feedback in decision-making processes.

Children are aware that they should be listened to, and their views taken into account in all matters that concern them. They interestingly expressed a desire in establishing a dialogue across generations. If the children are listened to, they feel honoured and obliged to abide by the rules of decision-making processes. Children were very vocal in expressing that they all have to be heard irrespective of ethnicity, gender or race.

Children in **Mexico** strongly remarked that they are tired of hearing that children are the future of the country. They regard children as the present too. Children's present is more important and they should be empowered by providing them with all opportunities and protection to prepare them for the future.

In **Serbia,** children did not feel they are consulted enough in decision-making processes at home, in school and in their community. Recognizing the importance of participation they pinpointed three important issues in which children should be engaged: education, family, and free time and leisure.

Children in **Nepal** emphasized the importance of effective participation with specified roles in decision-making, and stated "decorative participation does not help much in realizing the participation rights of the children."

Expression without information cannot fulfil the notion of freedom of expression. Children in **Uganda** expressed that access to information is a key to the realization of freedom of expression. They further argued that access to information enables children to make their participation meaningful. More efforts are needed to inform children about their rights and enable them to access information on matters that concern them.

3. What makes you feel free from violence and exploitation?

"There are many labels and stigmas in social classes, creating segregation and leading to greater poverty. As a result, the influence of violence is pervasive."

Girl, 14, Mexico

Children in all focus groups said that they had experienced or witnessed different types of violence at home, in school and in their communities. Particularly in **Uganda,** they said that there must be stricter laws, that they should be enforced and perpetrators should be punished. They suggested reforming existing laws and enacting new ones to address violence and exploitation against children. In addition to stricter laws, children in **Nepal** suggested that raising awareness is equally important to diminish the incidence of violence and exploitation.

Children expressed that violence does exist at home. Although the family should be the natural environment for protection of children, the home can also be a place where children experience violence. Examples given by children in the focus groups include: corporal punishment, domestic violence, and gender-based discrimination. Children described that it is common to be hit by family members, schoolteachers and other adults. Children condemned all forms of violence at home and in schools, including bullying. Children expressed their fear of being punished for small mistakes.

Bullying and corporal punishment was considered to be pervasive in schools. For example, children in **India (Gujarat and Jharkhand)** expressed that teachers would usually beat them. In **Serbia,** children felt that violence in schools is rising, and in **Nepal** they suggested raising awareness and providing training to schoolteachers on issues related to child protection. Children across the focus groups called for safer schools.

Violence also takes place at the neighbourhood level. Children called for stronger mechanisms to prevent and respond to violence against children. Children in **India (Gujarat)** suggested that children's platforms like "Balsena" –a child-led initiative– can work to stop violence against children at home, in schools, neighbourhoods and communities.

4. What makes you feel free to take action to stop violence and exploitation?

"All Children should be protected from violence and have equal opportunity to achieve happiness in life."

Girl, 15, Serbia

Children want law enforcement mechanisms to be supportive and accessible if they want to take any action against violence. Since the responsibility of maintaining order in communities falls under the law enforcement, children suggested that child-friendly and supportive mechanisms boost their morale to initiate action.

There is no doubt that adults should take action to stop all forms of violence against children. However, focus groups expressed that it is crucial that adults think of children as allies in all interventions to combat violence and exploitation. Children feel they are able to initiate action if the adults are appreciative and supportive their initiatives. Children would also feel free to take action if their parents and caregivers acknowledged that children could be involved in preventing and responding to violence and exploitation.

Across different focus groups, children called for easy access to services to prevent or respond to violence and exploitation, which should also take prompt and quick actions when called upon. In **Uganda,** participants expressed that when services are inaccessible and unresponsive, children's desire or willingness to take action against violence and exploitation is also affected.

Children feel free to take action when the support to tackle the issues is in place. Children in all focus groups agreed that this is achieved through collective action and teamwork. But capacity building also came across as fundamental, especially orientation and training regarding risk factors and on how to properly respond to situations of violence and exploitation. In **India (Gujarat),** participants stated that due to their involvement in child-led organisations, they were keen to take action against child labour. This was echoed by children in **Serbia,** who stated that they should be made aware of how to act when they experience or witness violence or exploitation.

5. What can world leaders do to free children from violence and exploitation?

"Violence against children should be strictly condemned because a violence-free childhood is the right of every child."

Girl, 16, Uganda

In all focus group discussions, children felt that they do not know what is going on internationally to end all forms of violence against children. Discussing the post-2015 development agenda and participating in the MY World survey, children stated that it is a strategic occasion to call upon world leaders to act for children and suggested the following recommendations:

- Involve children in agenda-setting and implementation processes.
- Outreach to communities with messages on ending all forms of violence against children.
- Educate children and promote violence-prevention initiatives.
- Monitor and follow up national initiatives to end all forms of violence and exploitation against children.

6. What can adults do to free children from violence and exploitation?

"Adults should think about themselves when they were children."

Boy, 14, India (Jharkhand)

Across all focus groups, children stated that adults have the responsibility to protect children from violence. Children suggested adults should not discriminate on the basis of gender, or involve them in activities that are harmful for them. They strongly called for adults to work on their behalf for the fulfilment of their rights.

To end all violence and exploitation, children made the following recommendations for adults to act as agents of change in realizing children's rights:

- Involve children in decision-making.

- Respect and care for child rights and protection.
- Be educated on prevention initiatives and child protection.
- Be a bridge between children and government.

7. Are risks different for boys or girls? What are the risks for girls? What are the risks for boys?

"I feel unsafe where I work: an environment controlled by people who do not take me and my opinion into account, surrounded by corruption."

Boy, 15, Mexico

*"We are also human.
I don't understand why we are treated inhumanly and not considered citizens."*

Girl, 13, Nepal

As discussed above, children expressed that both girls and boys possess different risks regarding violence and exploitation.

Participants identified the following risks for girls:

- bullying and other forms of violence in school;
- domestic violence;
- dropping out of school;
- early pregnancy;
- exploitation in the workplace;
- female genital mutilation and cutting;
- child marriage;
- gender-based discrimination at home, in schools and communities;
- honour killings;
- kidnapping;
- rape and other forms of sexual violence and abuse; and
- trafficking and commercial sexual exploitation.

On the other hand, participants identified the following risks for boys:

- bullying and other forms of violence in school;
- corporal punishment;
- dropping out of school;
- drug and substance abuse;
- forced migration;
- abuse and exploitation in the workplace, including forced labour;
- gang and street violence;
- HIV and AIDS;
- kidnapping;
- physical violence;
- recruitment into armed forces and armed groups; and

- suicide.

Major recommendations coming out of focus group discussions

There were a series of recommendations focusing on three key areas for implementation of a post-2015 agenda for a world free from violence and exploitation against children.

1. National legislation

The first set of recommendations refers to national legal frameworks to prevent and respond to violence and exploitation against children. This came through very strongly in **India (Gujarat)** and **Uganda,** where children suggested the enactment of new and stricter laws to address violence and exploitation against children in the different settings where they take place; including laws addressing traditional harmful practices, gender gaps in education, and public safety.

Furthermore, lack of implementation came across as a problem in several focus groups. In this sense, in **Uganda,** children they also called for the actual enforcement of current laws to guarantee their safety at home, in schools, in public spaces, and online. In relation to this last point, children emphasized the importance of robust monitoring and evaluation systems, as well as adequate follow-up processes, to enforce and implement any law to prevent or respond to violence and exploitation. Children in **India (Gujarat)** expressed their concern about the Government "not checking whether services are actually being delivered."

In several focus groups, children further called for harsher punishments to perpetrators of violence and exploitation. "The law should be tough," said children in **India (Jharkhand),** so that people are scared out of doing bad things."

2. Services for children

The second set of recommendations refers to the enhancement of services to prevent and respond to violence and exploitation against children. Inefficient and unresponsive service providers –from law enforcement to counselling services– were a shared experience in all focus groups. While in **India (Gujarat)** children told stories about non-working helplines and untrustworthy police, in **Serbia** children highlighted the importance of actually knowing whom they should talk to about these issues, and of being able to do it anonymously.

Children in **India (Gujarat)** felt that "adults never base their planning around the potential impact on children." They shared a story about how municipal authorities only allow water pumps to be turned on at night, disregarding the impact that this has for children, who are often in charge of collecting it for their families.

In fact, throughout all focus groups, a common call was that children should engage and participate in the formulation, implementation, and monitoring and evaluation of policies to address the issues of violence and exploitation perpetrated against them.

The curbing of corruption and the enhancement of accountability mechanisms was also a shared concern across all focus groups. In **India (Gujarat)** children suggested this should be taken to a global level, with the United Nations developing a system to hold Governments accountable.

3. Awareness-raising

The third set of recommendations refers to an area in which children consider themselves critical partners: awareness-raising and public education campaigns about violence and exploitation against children. Children in **Serbia** referred to the benefits of having participated in activities to raise awareness about violence and exploitation. In **Mexico,** participants felt that adults should be educated on ways to eradicate violence and exploitation against children, and "put an end to the vicious circle they create." Moreover, children in **India (Jharkhand), Nepal** and **Uganda** joined in the call for Governments to educate the public and raise awareness about the impact of violence and exploitation against children, and about ways to address and combat them.

Chapter Two:
Analytics of MY World Survey: Voices of Girls and Boys

Introduction

MY World is a United Nations global survey for citizens. Working with partners, the aim is to capture people's voices, priorities and views, so world leaders can be informed as they begin the process of defining the next set of global development goals.[3]

Respondents are prompted to list the top six priorities out of sixteen that they would like to see reflected in the post-2015 development agenda. Based on their age, gender, country, and educational level, we can assess what children are prioritizing for their future.

The following is an in-depth analysis of the priorities that children aged 5-17 selected. To this purpose, data was imported from the MY World website. The data presented was retrieved on 1 April 2013 (1500 EST).[4]

Data analysis

There are four types of stratification in these data:

- gender (male and female) in all strata, and in education at finished secondary level;
- education level (finished primary and finished secondary levels);
- economic status of country (low HDI, medium HDI, high HDI and very high HDI);
- and geographical location (Africa, the Americas, Asia, Europe and Oceania).

By separating the data based on these strata, assessment has been done to understand the concerns and priorities for children.

Table 1, below, depicts all strata for children respondents aged 5-17. The proportion was calculated by dividing the votes received per priority over the total votes. This value describes how frequently a given priority was selected, based on 42,372 votes. The difference in proportions was calculated based on a reference value. As "Protection against Crime and Violence" is the prime concern of this report, it was used as a reference.

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[3] Available at: http://www.myworld2015.org.
[4] Available at: http://data.myworld2015.org.

Table 1: Proportions for all strata

Priority	Total voters	Votes	Proportion	Difference in proportion
A good education	42372	31888	75%	1.923513
Better healthcare	42372	27260	64%	1.644348
An honest and responsive government	42372	21430	50%	1.292677
Better job opportunities	42372	20766	49%	1.252624
Access to clean water and sanitation	42372	18667	44%	1.12601
Affordable and nutritious food	42372	18373	43%	1.108276
Protection against crime and violence	**42372**	**16578**	**39%**	**1(ref)**
Better transport and roads	42372	15768	37%	0.95114
Support for people who can't work	42372	12865	30%	0.776028
Equality between men and women	42372	11815	27%	0.712692
Reliable energy at home	42372	11497	27%	0.693509
Protecting forests, rivers and oceans	42372	11449	27%	0.690614
Political freedoms	42372	10665	25%	0.643322
Freedom from discrimination and persecution	42372	10653	25%	0.642599
Phone and internet access	42372	8705	20%	0.525093
Action taken on climate change	42372	4075	9%	0.245808

The difference in proportion helps us understand how important the different priorities are in comparison to "Protection against Crime and Violence". For example, it can be inferred that 39% of all participants aged 5-17 prioritized "Protection against Crime and Violence." As such, this issue is four times as likely to be prioritized compared to "Action Taken on Climate Change" and twice as likely to be less prioritized compared to "A Good Education."

The largest proportion of votes was for "A Good Education" following "Better Health Care," "An Honest and Responsive Government," "Better Job Opportunities," "Access to Clean Water and Sanitation," and "Affordable and Nutritious Food". The "Protection against Crime and Violence" agenda falls in seventh position by just a small number of votes (.11 times) compared to the sixth highest priority – "Affordable and Nutritious Food."

The overall data suggests that children prefer to focus on implementing better educational systems compared to any other priority. However, children also value other development agendas, including "Protection against Crime and Violence." This is even more prominent when looking at the tables for the other strata.[5]

"Protection against Crime and Violence" was also highly ranked across the different strata – i.e. gender, education level, etc.–, as we will discuss below.

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[5] See Annex 4 for the stratification tables (tables 1 to 16) for in-depth information.

Figure 4: Development priorities based on the number of votes by children
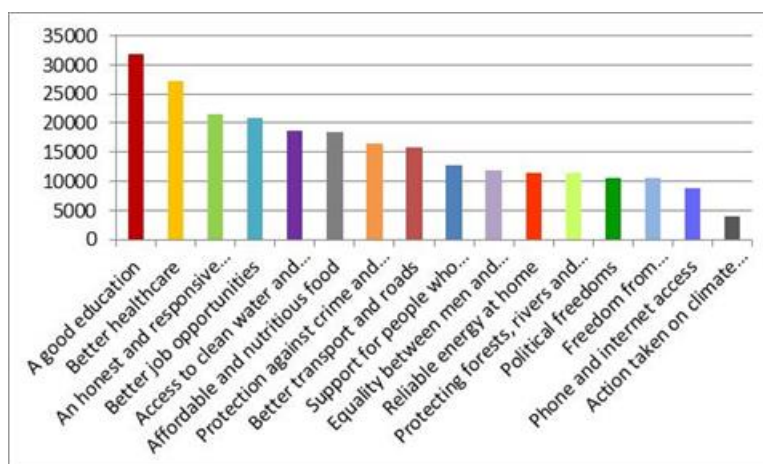
Figure 5: Development priorities based on proportions[6]
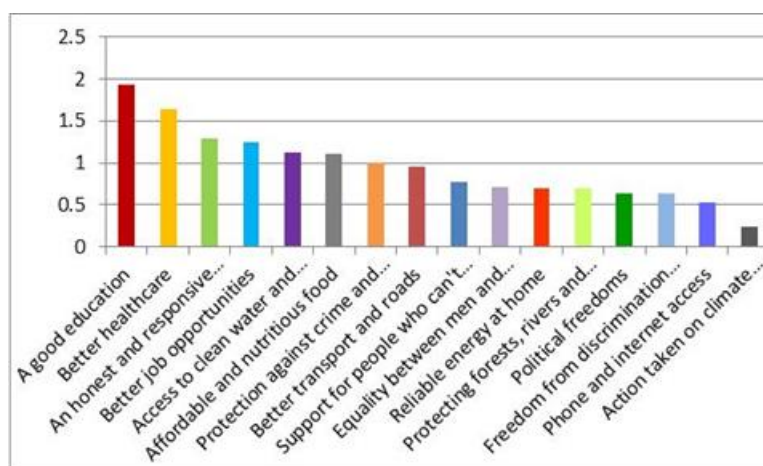
1. **Gender (male and female) in prioritizing development agendas, specifically "Protection against Crime and Violence"**

Looking at gender in all strata, females are more likely to prioritize "Protection against Crime and Violence." However, there is very little difference in proportion between males and females –i.e. males=0.39, females=0.40). Females are approximately 1% ahead in voting. However, both genders ranked the "Protection against Crime and Violence" agenda as their seventh priority.[7] Looking at the other priorities, both males and females coincide in prioritizing an agenda on "A Good Education" as their number one issue.

2. **Education level in prioritizing development agendas, specifically "Protection against Crime and Violence"**

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[6] "Protection against Crime and Violence" was used as the reference.
[7] See the Tables 2 and 3 in Annex 4.

Looking at the education level of respondents, it can be concluded that children with finished secondary education are more likely to vote for "Protection against Crime and Violence" than children with finished primary education.[8] Approximately 38% of children with finished primary education voted for "Protection against Crime and Violence" and placed it in seventh priority, whereas children with finished secondary education placed it in sixth priority, with approximately 42% of the votes.

Looking at gender in education, both males and females with finished secondary education voted the "Protection against Crime and Violence" agenda with little difference in proportion (male=0.414, female=0.413).

It can be concluded that both genders with finished secondary education coincide in having the "Protection against Crime and Violence" agenda on the top six priorities.[9]

Figure 6: Education level and gender in prioritizing the protection agenda
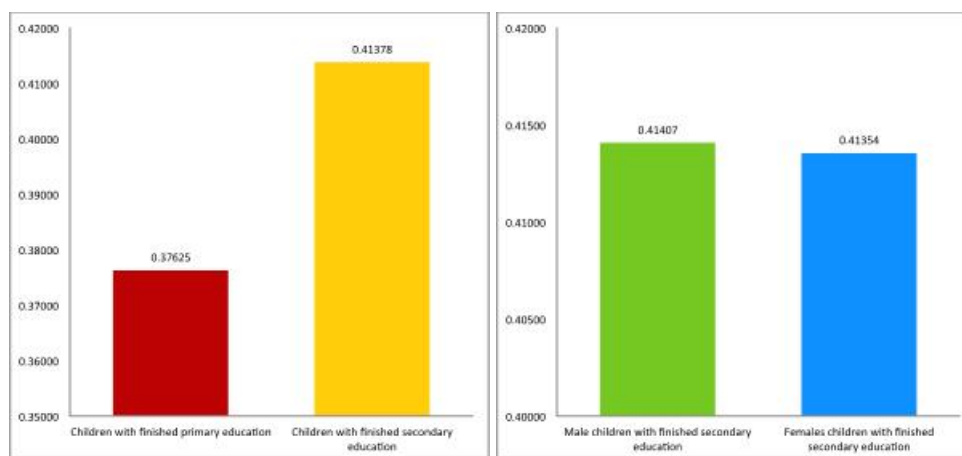
3. Economic status of countries in prioritizing development agendas, specifically "Protection against Crime and Violence"

Looking at the values for "Protection against Crime and Violence" for the HDI strata, children in low HDI countries voted this issue as their eighth priority, while those in very high HDI voted it as their sixth priority. In medium HDI countries this agenda ranked fourth, and in high HDI countries it ranked second.[10]

If we look at the proportion, low HDI countries have 0.329 and very high HDI countries have 0.445. In regards to votes, out of a total of 25,470 votes in low HDI countries, 32% have voted for the "Protection against Crime and Violence" agenda, whereas 46% have voted for this agenda in very high HDI countries, with a total of 1,675 votes. From this data, it can be concluded that children from very HDI give this agenda more priority compared to those in low HDI countries.

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[8] See Tables 4 and 5 in Annex 4.
[9] See Table 6 and 7 in Annex 4.
[10] See Table 8-11 in Annex 4.

Conversely, children who live in medium HDI countries and high HDI countries tend to value the "Protection against Crime and Violence" agenda with higher regard than other development priorities. Looking at the proportion, medium HDI countries have 0.465 and high HDI countries have 0.585, meaning that approximately half of the respondents from medium HDI and more than half of the respondents in high HDI voted for the "Protection against Crime and Violence" agenda. In regards to the number of votes, there is a large difference of children and adolescents participation in voting in medium HDI countries and high HDI countries. The total votes are 12,233 and 2,993 respectively.

The data present the interesting fact that the more the countries are developed the less the participation of children in prioritizing the development agenda.

Figure 7: Proportion of votes for "Protection against Crime and Violence" in different HDI countries
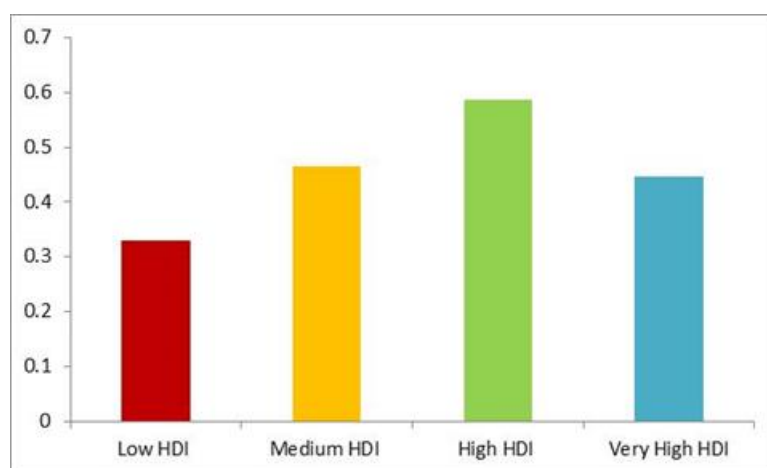
4. Geographical location in prioritizing development agendas, specifically "Protection against Crime and Violence"

Looking at the continental stratification, "Protection against Crime and Violence" is much higher in the priorities list compared to all strata discussed above.[11] In all continents, this issue ranks as the fourth priority except in Africa. In Africa, it is in eighth position, with 32% of the total votes, whereas in all continents this agenda got approximately 50% of the total votes: Asia 47%, Europe 49%, the Americas 56% and Oceania 50%.

However, comparing the total number of votes, it is apparent that significantly larger amount of participants live in the African continent compared to all other continents. The total number of votes to the development priorities received in Africa is significantly higher than the sum of all votes in all continents. It is the same as in prioritizing the protection agenda. The following table and figure describes the situation of the distribution of votes amongst continents in prioritizing the protection agenda.

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[11] See Tables 12-16 in Annex 4.

Table 2: Comprehensive information on the protection agenda in different continents

Continents	Total Votes	Votes on Protection Agenda	Priority	Proportion
Africa	26282	8668	8th	32%
Americas	2885	1617	4th	56%
Asia	11654	5061	4th	47%
Europe	1295	634	4th	48%
Oceania	259	131	4th	50%

Figure 8: Proportion of votes for "Protection against Crime and Violence" agenda in different continents
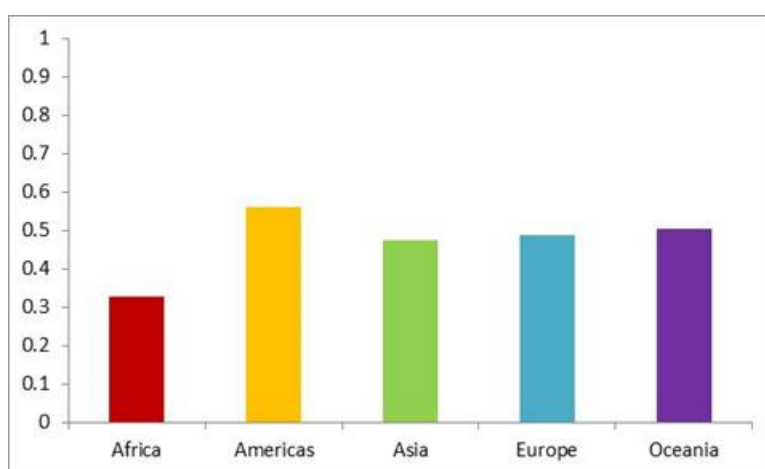
Conclusions

The data suggest that there is a clear difference between the strata and among the strata. Between the categories that received the greatest total votes, there is a general consensus; that is, irrespective of gender, education or country status, the same priorities are desired. These include "A Good Education", "Better Healthcare", "An Honest and Responsive Government", "Access to Clean Water and Sanitation", "Affordable Nutritious Food", and "Protection against Crime and Violence."

While the data represents what children are prioritizing for the post-2015 development agenda, there are a number of limitations with this data set. As shown in Annex 4, in Tables 8-16, there is a significantly larger amount of participants who live in low HDI and medium HDI countries, and in the African and Asian continents, compared to all other strata of development and continents. This indicates that not enough individuals who have the necessary resources are reporting their priorities, and possibly skewing the data either in one continent or in low and medium HDI countries. As such, with these misrepresentations in the data, it is difficult to reliably determine the rankings and significance of the priorities.

Another limitation with the data includes the neglect for the optional seventeenth choice. Respondents are allowed to write in a priority they feel is not included within the list. If

there were a proportion of individuals who write in a similar option, this would decrease the statistical power and strength of the present analysis.

This analysis is explicitly focused on the "Protection against Crime and Violence" agenda in different strata and it does not provide any analysis on other priorities. However, the data suggest that certain priorities, like "Protecting Forests, Rivers, and Oceans", "Support for People Who Can't Work", "Reliable Energy at Home", and "Phone and Internet Access" are not as highly rated.

Annexes

Annex 1: Brief description of participating child-led organisations

TODOS SOMOS MEXICANOS, Mexico

TODOS SOMOS MEXICANOS is an organisation led and operated by teenagers and young people in Mexico City. The primary focus of this child-led organisation is to provide a platform for children where they can meet, discuss, and take actions to deal issues related to children such as: gang disputes and gang violence, bullying, discrimination, and different forms of violence and exploitation. They promote non-violence means of settling disputes amongst gangs and promote other social inclusion activities such as: football tournaments, art and cultural activities, with participatory approach to several community activities.

Girl's Education Movement-Uganda

Girl's Education Movement-Uganda is a child centred, children and young people-led NGO, whose mission is to empower children and young people especially girls to participate in issues affecting their education and lives through skills development, advocating and mobilizing for increased opportunities, and creating platforms for their empowerment. The mission of the organisation is to engage children and young people especially girls to understand issues affecting their lives, propose solutions and mobilize communities to address them.

Centre for Human Rights and Development Studies, Serbia

Centre for Human Rights and Development Studies (CHRDS) is non-governmental and non-profit youth-led organization based in Belgrade, Serbia. The aims of the organization are: Scientific research on human rights, and especially on the rights of the child, youth rights and sustainable development; Education and capacity building of professionals, political actors, states' and non-states' organisations, citizens, children and youth in the field of human rights and sustainable development; Awareness raising and promotion of human rights and sustainable development. The organization has established partnerships with other child rights organization both in Serbia and internationally. For more information about CHRDS is available at www.chrds.org

Hatemalo Child Club, Nepal

Hatemalo Child Club (HCC) located in Chakupat, Lalitpur Sub-Metropolitan City, Lalitpur District, Nepal and it has been active since its establishment 1995. The main objective of this group is to enhance overall capacity of children in development through participation. Child rights are their major concern and they work for realizing child rights in family and all community level structures. The children, mostly from government schools but children from private school also join, meet every Friday from 2:30-5:00 PM (during winter 2:00-4:00 PM) and discuss various issues they faced, children's right including right to protection and other matters concerns them. The club was established by Hatemalo Sanchar, an NGO working for child rights through child participation to create platform for children to know about their rights and to aware its stakeholders how child participation in unique and important.

ASHEER Foundation, Jharkhand, India

ASHEER Foundation is in its nascent stage established in 2012 in Jharkhand India. It is focus on the issues of social exclusion in Jharkhand area and particularly in children and youth empowerment and their contribution in social development. The NGO's short-term goal (work started) is to form children clubs (and later Bal Panchayats). These clubs will deal with issues on health, education, civic amenities and also will help in raising awareness about issues including but not limited child labour,

child trafficking, child abuse and more. The creation and management of these forums will be by the children and for the children – which assists the children to display their remarkable potential; thus making children understand and demonstrate their interdependence of rights and responsibilities. Therefore genuinely making this a children's movement where children decide for themselves the issues they want to focus on, the goals they want to achieve and how those goals will be achieved.

Shaishav, Gujarat, India

Shaishav's largest flagship program is called Balsena, the "children's collective." It is a child-led, community based organization that cultivates the collective strength of children while training them in life skills and democratic values. The first of its kind in Gujarat, Balsena has a membership of nearly 3000 children ages 6-18. Established in 2003, the organization's objectives include the promotion of unity amongst children, an increase in confidence, economic independence, and awareness of child rights, and a development of children's capacity to lead, make decisions and solve problems. All decisions related to activities, programs, and leadership roles are made by the children themselves. Members organize friendship camps, a child-specific micro-finance initiative, monthly meetings, a newsletter, and gender specific adolescent programs. The practical training and experiential learning provided by participation in the organization empowers the members to identify issues that affect their lives and aspirations and explore solutions and resolutions. The group focuses on child protection through its gender specific adolescent programs where young girls and boys are trained in self-defence and confidence to protect themselves.

Sought Out Cameroon

Sought Out Cameroon is a non-profit organization established in 2009 working for the betterment of 'Benakuma' community. The organization is open to children and adolescents for the membership. Sought Out Cameroon owns a primary school which equally acts as a pilot centre for children and youth advocacy towards peace building and processes to enhance the CRC in the said community. In this framework, they carry out excursions, games, drama activities and singing religious songs to keep them together in love led by children themselves. They equally work on the school farms under the supervision of youth leaders elected within them. These activities are carried out year in year out to improve on their capacity and ability to respond to human rights education. Wednesday of each week, they hold symposia on selected topics such love, peace, patriotism and hard work to ensure proper understanding of their future plans within their community. More information available at http://www.soughtoutcameroon.org.

Annex 2: The Monrovia Declaration on Children

THIRD HIGH-LEVEL PANEL MEETING ON THE POST 2015 DEVELOPMENT AGENDA

MONROVIA DECLARATION ON CHILDREN

Monrovia, Liberia – January 30, 2013

We the children and child rights agencies would like to thank the High-Level Panel for the opportunity to input into the post-2015 agenda process. With over 2.2 billion children living in the world today, we must be central to the post-2015 development agenda.

The Millennium Development Goals (MDGs) have made a significant impact on the lives of billions, but there is still much more to be done to address extreme poverty, diseases, environmental crises and violence, particularly for children. The global development agenda for the period after 2015 must be built on the progress made on the MDGs while confronting persistent inequalities and new and neglected challenges facing children and their families.

At children consultation forums, we articulated the following seven priorities, with special focus on the most vulnerable and marginalized children, on what we would like the High-Level Panel to consider when developing the post 2015 development framework:

Access to early childhood development services and quality basic education for both girls and boys in a safe and conducive environment

1. Ensuring Child Participation in decision making –particularly in the formulation, implementation and review of the MDGs post 2015 and national development agenda

2. Access to health care for all including sexual and reproductive health services

3. Care and service provision for children living with disabilities including mental health care services, inclusive education, public transport and special budgetary allocation

4. Emphasis on reducing malnutrition and ensuring adequate nutrition for all children

5. Protection from violence including harmful traditional practices (i.e. FGM and early marriage), and exploitation, and increased access to services for child victims of violence

6. Good governance, accountability and adequate budgetary allocations for children

We will not be able to fully realize the existing development goals relating to children without addressing protection from violence and exploitation. The post-2015 agenda needs to consider the multidimensional aspects of poverty, including vulnerability and the need for protection.

Violence against children takes place in every country and has serious effects on a child's development. 150 million girls and 73 million boys are raped or subject to sexual violence every year. An estimated 246 million children worldwide are engaged in some kind of labour, about 180 million of them in hazardous conditions. 20 million girls and boys have been forced to flee their homes and more than one million children have been separated from their families.

It is vital that the issue of violence perpetrated against children be explicitly included in the post-2015 agenda. For countries to achieve social and economic transformation, growth and prosperity, they must invest in children and address protection.

We thank you for this opportunity and hope that concrete steps shall be taken to ensure children will become active participants in shaping the new development agenda and ensuring that governments follow through on their commitments.

Annex 3: Basic requirements for the implementation of the right of the child to be heard[12]

The CRC Committee urges States parties to avoid tokenistic approaches, which limit children's expression of views, or which allow children to be heard, but fail to give their views due weight. It emphasizes that adult manipulation of children, placing children in situations where they are told what they can say, or exposing children to risk of harm through participation are not ethical practices and cannot be understood as implementing Article 12.

If participation is to be effective and meaningful, it needs to be understood as a process, not as an individual one-off event. Experience since the Convention on the Rights of the Child was adopted in 1989 has led to a broad consensus on the basic requirements which have to be reached for effective, ethical and meaningful implementation of Article 12. The Committee recommends that States parties integrate these requirements into all legislative and other measures for the implementation of Article 12.

All processes, in which a child or children are heard and participate, must be:

- Transparent and informative
- Voluntary
- Respectful
- Relevant
- Child-friendly
- Inclusive
- Supported by training
- Safe and sensitive to risk
- Accountable

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[12] UN Committee on the Rights of the Child (2009), *General Comment No. 12: The right of the child to be heard (CRC/C/GC/12)*. Available at: http://www2.ohchr.org/english/bodies/crc/docs/AdvanceVersions/CRC-C-GC-12.doc.

Annex 4: Data analytics for MY WORLD

Table 1: Proportion for all strata

Priority	Total voters	Votes	Proportion	Difference in proportion
A good education	42372	31888	0.752572	1.923513
Better healthcare	42372	27260	0.643349	1.644348
An honest and responsive government	42372	21430	0.505759	1.292677
Better job opportunities	42372	20766	0.490088	1.252624
Access to clean water and sanitation	42372	18667	0.44055	1.12601
Affordable and nutritious food	42372	18373	0.433612	1.108276
Protection against crime and violence	42372	16578	0.391249	1(ref)
Better transport and roads	42372	15768	0.372133	0.95114
Support for people who can't work	42372	12865	0.30362	0.776028
Equality between men and women	42372	11815	0.27884	0.712692
Reliable energy at home	42372	11497	0.271335	0.693509
Protecting forests, rivers and oceans	42372	11449	0.270202	0.690614
Political freedoms	42372	10665	0.251699	0.643322
Freedom from discrimination and persecution	42372	10653	0.251416	0.642599
Phone and internet access	42372	8705	0.205442	0.525093
Action taken on climate change	42372	4075	0.096172	0.245808

Table 2: Proportion for all strata (male)

Priority	Total voters	Votes	Proportion	Difference in proportion
A good education	20787	15643	0.752538	1.947585
Better healthcare	20787	13292	0.639438	1.65488
Better job opportunities	20787	10539	0.507	1.312126
An honest and responsive government	20787	10410	0.500794	1.296066
Affordable and nutritious food	20787	9295	0.447154	1.048387
Access to clean water and sanitation	20787	8866	0.426517	1.103835
Protection against crime and violence	20787	8032	0.386395	1 (ref)
Better transport and roads	20787	7731	0.371915	0.962525
Support for people who can't work	20787	6461	0.310819	0.804407
Protecting forests, rivers and oceans	20787	5835	0.280704	0.726469
Reliable energy at home	20787	5766	0.277385	0.717878
Political freedoms	20787	5460	0.262664	0.679781
Freedom from discrimination and persecution	20787	5210	0.250637	0.648655
Equality between men and women	20787	4722	0.227161	0.587898
Phone and internet access	20787	4553	0.219031	0.566858
Action taken on climate change	20787	2131	0.102516	0.265314

Table 3: Proportion for all strata (female)

Priority	Total voters	Votes	Proportion	Difference in proportion
A good education	21567	16232	0.752631	1.900703
Better healthcare	21567	13960	0.647285	1.63466
An honest and responsive government	21567	11013	0.510641	1.289578
Better job opportunities	21567	10217	0.473733	1.19637
Access to clean water and sanitation	21567	9795	0.454166	1.146956
Affordable and nutritious food	21567	9069	0.420504	1.061944
Protection against crime and violence	21567	8540	0.395975	1 (Ref)
Better transport and roads	21567	8028	0.372235	0.940047
Equality between men and women	21567	7087	0.328604	0.829859
Support for people who can't work	21567	6400	0.29675	0.749415
Reliable energy at home	21567	5728	0.265591	0.670726
Protecting forests, rivers and oceans	21567	5609	0.260073	0.656792
Freedom from discrimination and persecution	21567	5438	0.252144	0.636768
Political freedoms	21567	5201	0.241155	0.609016
Phone and internet access	21567	4145	0.192192	0.485363
Action taken on climate change	21567	1942	0.090045	0.2274

Table 4: Proportion for all strata – Finished primary education

Priority	Total voters	Votes	Proportion	Difference in proportion
A good education	20396	15643	0.766964	2.038441
Better healthcare	20396	13309	0.65253	1.734298
Better job opportunities	20396	10120	0.496176	1.318739
An honest and responsive government	20396	9967	0.488674	1.298801
Access to clean water and sanitation	20396	8863	0.434546	1.154939
Affordable and nutritious food	20396	8788	0.430869	1.145165
Protection against crime and violence	20396	7674	0.37625	1 (Ref)
Better transport and roads	20396	7611	0.373161	0.99179
Support for people who can't work	20396	6277	0.307756	0.817957
Equality between men and women	20396	6104	0.299274	0.795413
Protecting forests, rivers and oceans	20396	5559	0.272553	0.724394
Reliable energy at home	20396	5463	0.267847	0.711884
Political freedoms	20396	5195	0.254707	0.676961
Freedom from discrimination and persecution	20396	5016	0.245931	0.653636
Phone and internet access	20396	4229	0.207345	0.551082
Action taken on climate change	20396	1840	0.090214	0.239771

Table 5: Proportion for all strata – Finished secondary education

Priority	Total voters	Votes		Proportion	Difference in proportion
A good education	8478	6313		0.744633	1.799601
Better healthcare	8478	5236		0.617598	1.492588
An honest and responsive government	8478	4530		0.534324	1.291334
Better job opportunities	8478	4298		0.506959	1.2252
Access to clean water and sanitation	8478	3536		0.417079	1.007982
Protection against crime and violence	8478	3508		0.413777	1 (ref)
Affordable and nutritious food	8478	3401		0.401156	0.969498
Better transport and roads	8478	3307		0.390068	0.942702
Support for people who can't work	8478	2347		0.276834	0.669042
Equality between men and women	8478	2299		0.271172	0.655359
Political freedoms	8478	2296		0.270819	0.654504
Freedom from discrimination and persecution	8478	2285		0.269521	0.651368
Reliable energy at home	8478	2261		0.26669	0.644527
Protecting forests, rivers and oceans	8478	2087		0.246167	0.594926
Phone and internet access	8478	1771		0.208894	0.504846
Action taken on climate change	8478	878		0.103562	0.250285

Table 6: Proportion for all strata – Finished secondary education (male)

Priority	Total Voters	Votes	Proportion	Difference in Proportion
A good education	3910	2909	0.74399	1.796788
Better healthcare	3910	2330	0.595908	1.43916
An honest and responsive government	3910	2045	0.523018	1.263125
Better job opportunities	3910	2032	0.519693	1.255096
Affordable and nutritious food	3910	1627	0.416113	1.004941
Protection against crime and violence	3910	1619	0.414066	1 (ref)
Access to clean water and sanitation	3910	1607	0.410997	0.992588
Better transport and roads	3910	1559	0.398721	0.96294
Support for people who can't work	3910	1129	0.288747	0.697344
Political freedoms	3910	1125	0.287724	0.694873
Reliable energy at home	3910	1088	0.278261	0.67202
Freedom from discrimination and persecution	3910	1028	0.262916	0.63496
Protecting forests, rivers and oceans	3910	965	0.246803	0.596047
Equality between men and women	3910	921	0.23555	0.56887
Phone and internet access	3910	883	0.225831	0.545398
Action taken on climate change	3910	415	0.106138	0.256331

Table 7: Proportion for all strata – Finished secondary education (female)

Priority	Total voters	Votes	Proportion	Difference in proportion
A good education	4563	3401	0.745343	1.802332
Better healthcare	4563	2905	0.636643	1.539481
An honest and responsive government	4563	2484	0.544379	1.316375
Better job opportunities	4563	2265	0.496384	1.200318
Access to clean water and sanitation	4563	1926	0.422091	1.020668
Protection against crime and violence	4563	1887	0.413544	1 (Ref)
Affordable and nutritious food	4563	1771	0.388122	0.938527
Better transport and roads	4563	1745	0.382424	0.924748
Equality between men and women	4563	1376	0.301556	0.7292
Freedom from discrimination and persecution	4563	1254	0.274819	0.664547
Support for people who can't work	4563	1216	0.266491	0.644409
Reliable energy at home	4563	1172	0.256849	0.621092
Political freedoms	4563	1169	0.256191	0.619502
Protecting forests, rivers and oceans	4563	1122	0.245891	0.594595
Phone and internet access	4563	886	0.194171	0.469528
Action taken on climate change	4563	463	0.101468	0.245363

Table 8: Proportion for all strata – Low HDI countries

Priority	Total voters	Votes	Proportion	Difference in proportion
A good education	25470	17811	0.699293	2.124404
Better healthcare	25470	16765	0.658225	1.999642
An honest and responsive government	25470	13606	0.534197	1.622853
Better job opportunities	25470	12904	0.506635	1.539122
Access to clean water and sanitation	25470	11800	0.46329	1.407443
Better transport and roads	25470	11517	0.452179	1.373688
Affordable and nutritious food	25470	11341	0.445269	1.352696
Protection against crime and violence	25470	8384	0.329172	1
Reliable energy at home	25470	8370	0.328622	0.99833
Support for people who can't work	25470	8033	0.315391	0.958135
Political freedoms	25470	7758	0.304594	0.925334
Phone and internet access	25470	6170	0.242246	0.735926
Equality between men and women	25470	5673	0.222733	0.676646
Freedom from discrimination and persecution	25470	5480	0.215155	0.653626
Protecting forests, rivers and oceans	25470	4469	0.175461	0.533039
Action taken on climate change	25470	1137	0.044641	0.135615

Table 9: Proportion for all strata – Medium HDI countries

Priority	Total voters	Votes	Proportion	Difference in proportion
A good education	12233	10522	0.860132	1.84791
Better healthcare	12233	8061	0.658955	1.415701
Better job opportunities	12233	6356	0.519578	1.116263
Protection against crime and violence	12233	5694	0.465462	1 (Ref)
Affordable and nutritious food	12233	5326	0.43538	0.935371
An honest and responsive government	12233	5241	0.428431	0.920443
Access to clean water and sanitation	12233	4765	0.38952	0.836846
Protecting forests, rivers and oceans	12233	4579	0.374315	0.80418
Equality between men and women	12233	4461	0.364669	0.783456
Support for people who can't work	12233	3975	0.324941	0.698103
Better transport and roads	12233	3310	0.27058	0.581314
Freedom from discrimination and persecution	12233	3235	0.264449	0.568142
Reliable energy at home	12233	2469	0.201831	0.433614
Political freedoms	12233	1801	0.147225	0.316298
Phone and internet access	12233	1746	0.142729	0.306639
Action taken on climate change	12233	1687	0.137906	0.296277

Table 10: Proportion for all strata – High HDI countries

Priority	Total Voters	Votes	Proportion	Difference in Proportion
A good education	2993	2278	0.761109	1.299487
Protection against crime and violence	2993	1753	0.5857	1 (Ref)
Better healthcare	2993	1742	0.582025	0.993725
An honest and responsive government	2993	1742	0.582025	0.993725
Protecting forests, rivers and oceans	2993	1696	0.566656	0.967484
Freedom from discrimination and persecution	2993	1187	0.396592	0.677125
Access to clean water and sanitation	2993	1153	0.385232	0.65773
Better job opportunities	2993	1013	0.338456	0.577867
Affordable and nutritious food	2993	963	0.321751	0.549344
Equality between men and women	2993	905	0.302372	0.516258
Better transport and roads	2993	779	0.260274	0.444381
Action taken on climate change	2993	637	0.21283	0.363377
Political freedoms	2993	585	0.195456	0.333714
Support for people who can't work	2993	556	0.185767	0.317171
Phone and internet access	2993	536	0.179085	0.305762
Reliable energy at home	2993	433	0.144671	0.247005

Table 11: Proportion for all strata – Very high HDI countries

Priority	Total voters	Votes	Proportion	Difference in proportion
A good education	1675	1276	0.761791	1.708166
Access to clean water and sanitation	1675	948	0.56597	1.269076
An honest and responsive government	1675	840	0.501493	1.124498
Equality between men and women	1675	774	0.46209	1.036145
Freedom from discrimination and persecution	1675	751	0.448358	1.005355
Protection against crime and violence	1675	747	0.44597	1(Ref)
Affordable and nutritious food	1675	744	0.444179	0.995984
Protecting forests, rivers and oceans	1675	705	0.420896	0.943775
Better healthcare	1675	691	0.412537	0.925033
Action taken on climate change	1675	614	0.366567	0.821954
Political freedoms	1675	520	0.310448	0.696118
Better job opportunities	1675	493	0.294328	0.659973
Support for people who can't work	1675	301	0.179701	0.402945
Phone and internet access	1675	253	0.151045	0.338688
Reliable energy at home	1675	225	0.134328	0.301205
Better transport and roads	1675	162	0.096716	0.216867

Table 12: Proportion for all strata – Africa

Priority	Total voters	Votes	Proportion	Difference in proportion
A good education	26282	18521	0.704703	2.13671
Better healthcare	26282	17367	0.660794	2.003576
An honest and responsive government	26282	13915	0.52945	1.60533
Better job opportunities	26282	13393	0.509588	1.545108
Access to clean water and sanitation	26282	12305	0.468191	1.419589
Better transport and roads	26282	11850	0.450879	1.367097
Affordable and nutritious food	26282	11749	0.447036	1.355445
Protection against crime and violence	26282	8668	0.329807	1(Ref)
Reliable energy at home	26282	8636	0.32859	0.996308
Support for people who can't work	26282	8268	0.314588	0.953853
Political freedoms	26282	7904	0.300738	0.91186
Phone and internet access	26282	6301	0.239746	0.726927
Equality between men and women	26282	5817	0.22133	0.671089
Freedom from discrimination and persecution	26282	5617	0.21372	0.648016
Protecting forests, rivers and oceans	26282	4563	0.173617	0.526419
Action taken on climate change	26282	1179	0.04486	0.136018

Table 13: Proportion for all strata – Americas

Priority	Total Voters	Votes	Proportion	Difference in Proportion
A good education	2885	2251	0.780243	1.392084
An honest and responsive government	2885	1693	0.586828	1.047001
Protecting forests, rivers and oceans	2885	1647	0.570884	1.018553
Protection against crime and violence	2885	1617	0.560485	1(Ref)
Better healthcare	2885	1585	0.549393	0.98021
Freedom from discrimination and persecution	2885	1258	0.436049	0.777984
Access to clean water and sanitation	2885	1223	0.423917	0.756339
Affordable and nutritious food	2885	1005	0.348354	0.621521
Equality between men and women	2885	981	0.340035	0.606679
Better job opportunities	2885	861	0.29844	0.532468
Action taken on climate change	2885	724	0.250953	0.447743
Better transport and roads	2885	611	0.211785	0.37786
Political freedoms	2885	572	0.198267	0.353741
Phone and internet access	2885	450	0.155979	0.278293
Support for people who can't work	2885	431	0.149393	0.266543
Reliable energy at home	2885	395	0.136915	0.24428

Table 13: Proportion for all strata – Asia

Priority	Total Voters	Votes	Proportion	Difference in Proportion
A good education	11654	9992	0.857388	1.806872
Better healthcare	11654	7554	0.648189	1.366004
Better job opportunities	11654	5960	0.511412	1.077758
Protection against crime and violence	11654	5530	0.474515	1(Ref)
An honest and responsive government	11654	5061	0.434271	0.91519
Affordable and nutritious food	11654	4997	0.42878	0.903617
Protecting forests, rivers and oceans	11654	4575	0.392569	0.827306
Equality between men and women	11654	4410	0.378411	0.797468
Access to clean water and sanitation	11654	4358	0.373949	0.788065
Support for people who can't work	11654	3813	0.327184	0.689512
Freedom from discrimination and persecution	11654	3188	0.273554	0.576492
Better transport and roads	11654	3025	0.259568	0.547016
Reliable energy at home	11654	2245	0.192638	0.405967
Political freedoms	11654	1725	0.148018	0.311935
Action taken on climate change	11654	1705	0.146302	0.308318
Phone and internet access	11654	1653	0.14184	0.298915

Table 15: Proportion for all strata – Europe

Priority	Total Voters	Votes	Proportion	Difference in Proportion
A good education	1295	923	0.712741	1.455836
An honest and responsive government	1295	664	0.512741	1.047319
Better healthcare	1295	636	0.49112	1.003155
Protection against crime and violence	1295	634	0.489575	1(Ref)
Access to clean water and sanitation	1295	620	0.478764	0.977918
Protecting forests, rivers and oceans	1295	564	0.435521	0.88959
Better job opportunities	1295	505	0.389961	0.79653
Affordable and nutritious food	1295	505	0.389961	0.79653
Freedom from discrimination and persecution	1295	466	0.359846	0.735016
Equality between men and women	1295	462	0.356757	0.728707
Political freedoms	1295	401	0.309653	0.632492
Action taken on climate change	1295	364	0.281081	0.574132
Support for people who can't work	1295	306	0.236293	0.48265
Phone and internet access	1295	263	0.203089	0.414826
Better transport and roads	1295	256	0.197683	0.403785
Reliable energy at home	1295	201	0.155212	0.317035

Table 16: Proportion for all strata – Oceania

Priority	Total voters	Votes	Proportion	Difference in proportion
A good education	259	203	0.783784	1.549618
Access to clean water and sanitation	259	162	0.625483	1.236641
Equality between men and women	259	145	0.559846	1.10687
Protection against crime and violence	259	131	0.505792	1(Ref)
Freedom from discrimination and persecution	259	125	0.482625	0.954198
Better healthcare	259	120	0.46332	0.916031
Affordable and nutritious food	259	119	0.459459	0.908397
Action taken on climate change	259	103	0.397683	0.78626
Protecting forests, rivers and oceans	259	102	0.393822	0.778626
An honest and responsive government	259	99	0.382239	0.755725
Political freedoms	259	63	0.243243	0.480916
Better job opportunities	259	49	0.189189	0.374046
Support for people who can't work	259	47	0.181467	0.358779
Phone and internet access	259	38	0.146718	0.290076
Better transport and roads	259	27	0.104247	0.206107
Reliable energy at home	259	21	0.081081	0.160305

Annex 5: Useful documents for children

APPLICATION OF THE UN GUIDELINES FOR THE ALTERNATIVE CARE OF CHILDREN: YOUR RIGHT TO LIVE IN A FAMILY AND TO BE CARED FOR IN ALL THE SITUATIONS OF YOUR LIFE
http://sca.savethechildren.se/PageFiles/2861/UN%20Guidelines%20on%20Alternative%20Care_Child%20friendly%20version.pdf

CONVENTION ON THE RIGHTS OF THE CHILD
http://resourcecentre.savethechildren.se/content/library/documents/what-un-convention-rights-child

CHILD EXPLOITATION AND ONLINE PROTECTION CENTRE
http://www.ceop.police.uk/safety-centre/
http://www.thinkuknow.co.uk/

GAME ON SAFE SURFING
http://www.wildwebwoods.org/popup_langSelection.php

GENERAL COMMENT NUMBER 13: THE RIGHT OF THE CHILD TO FREEDOM FROM ALL FORMS OF VIOLENCE
http://bit.ly/nu8OyY

GLOBAL SURVEY ON VIOLENCE AGAINST CHILDREN
http://resourcecentre.savethechildren.se/node/5172

IT'S ABOUT ABILITY: AN EXPLANATION OF THE CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES
http://bit.ly/yNVdYI

LEARN WITHOUT FEAR CARTOON: SO WHAT WOULD YOU DO?
http://www.youtube.com/watch?v=iZd8vYHu0WM

ONE STEP BEYOND: ADVOCACY HANDBOOK FOR CHILDREN AND YOUNG PEOPLE
http://resourcecentre.savethechildren.se/content/library/documents/one-step-beyond-advocacy-handbook-young-people-and-children

OUR RIGHT TO BE PROTECTED FROM VIOLENCE: ACTIVITIES FOR LEARNING AND TAKING ACTION FOR CHILDREN AND YOUNG PEOPLE
http://resourcecentre.savethechildren.se/content/library/documents/our-right-be-protected-violence-activities-learning-and-taking-action-chil

PRACTICE STANDARDS ON CHILD PARTICIPATION
http://resourcecentre.savethechildren.se/content/library/documents/practice-standards-childrens-participation

PULLING A FACE AGAINST SEXUAL VIOLENCE
http://resourcecentre.savethechildren.se/content/library/documents/pulling-face-sexual-exploitation-iii-world-congress-against-sexual-exploit

SAFE YOU AND SAFE ME
http://resourcecentre.savethechildren.se/content/library/documents/safe-you-and-safe-me

THINK OF ME, THINK OF YOU: AN ANTI-DISCRIMINATION TRAINING RESOURCE FOR YOUNG PEOPLE BY YOUNG PEOPLE
http://resourcecentre.savethechildren.se/content/library/documents/think-me-think-you-anti-discrimination-training-resource-young-people-youn

UNITED NATIONS GUIDELINES ON JUSTICE IN MATTERS INVOLVING CHILD VICTIMS AND WITNESSES OF CRIME
http://bit.ly/AyTBEb

UNITED NATIONS STUDY ON VIOLENCE AGAINST CHILDREN (2006): ADAPTED FOR CHILDREN AND YOUNG PEOPLE
http://resourcecentre.savethechildren.se/content/library/documents/united-nations-secretary-generals-study-violence-against-children-adapted-

VOICES OF YOUTH
http://www.voicesofyouth.org/

WHAT IS COMMERCIAL SEXUAL EXPLOITATION OF CHILDREN? DEFINITIONS FOR YOUNG PEOPLE
http://resourcecentre.savethechildren.se/content/library/documents/what-commercial-exploitation-children-definitions-young-people

WHAT IS? SERIES FOR YOUNG PEOPLE

Children's Participation
http://resourcecentre.savethechildren.se/content/library/documents/what-children-s-participation

The United Nations
http://resourcecentre.savethechildren.se/content/library/documents/what-united-nations

The UN General Assembly
http://resourcecentre.savethechildren.se/content/library/documents/what-un-general-assembly-1

A Convention and a Treaty
http://resourcecentre.savethechildren.se/content/library/documents/what-convention-and-treaty

The UN Convention on the Rights of the Child
http://resourcecentre.savethechildren.se/content/library/documents/what-un-convention-rights-child

Special Representative
http://resourcecentre.savethechildren.se/content/library/documents/what-special-representative

The Omnibus Resolution
http://resourcecentre.savethechildren.se/content/library/documents/what-omnibus-resolution

The Security Council
http://resourcecentre.savethechildren.se/content/library/documents/what-security-council

The Human Rights Council
http://resourcecentre.savethechildren.se/content/library/documents/what-human-rights-council

The Complaints Procedure for the CRC
http://resourcecentre.savethechildren.se/content/library/documents/what-complaints-procedure