



Global Gathering of Working Children and Youth

Documentation
Kigali / Rwanda



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Terre des Hommes
International Federation

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Kindernothilfe is a German children's rights organization that supports vulnerable and marginalized children and youth to develop their full potential. We partner with local non-governmental organisations in 33 countries and empower children to lead independent, self-fulfilled lives.

Terre des Hommes International Federation is a network of ten national organisations committed to realizing children's rights and to promote equitable development without racial, religious, political, cultural or gender-based discrimination.

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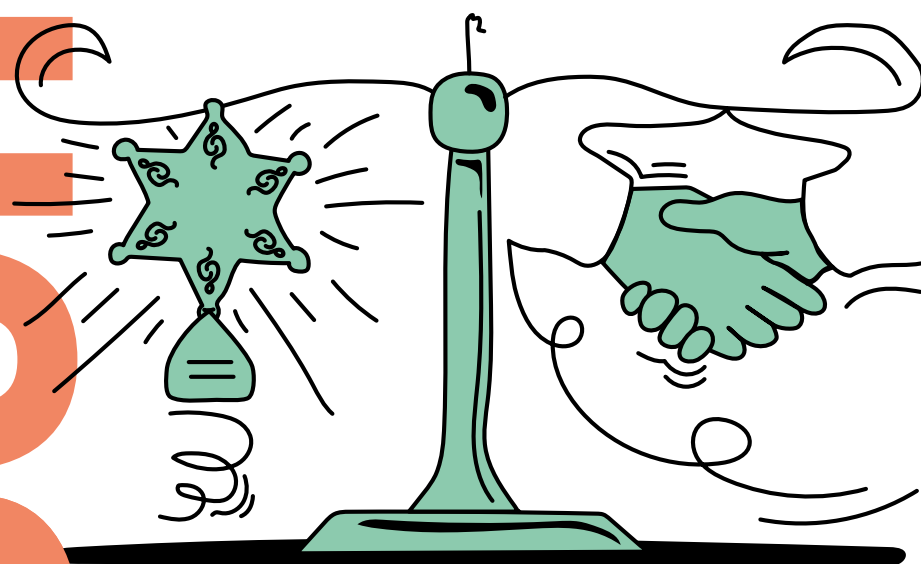
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Group picture of participants at the Global Gathering in Kigali, Rwanda



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POEM: "Together we can"

Let me come as an author, as the voice of all children,
Showing joy and happiness, welcoming all who came today,
Because now best future and development is being achieved,
Through the hard work and other opportunities we get day by day.

Millions of children were died because of abusing their rights,
Violence based on discrimination, teenager pregnancies and
School drop outs all because of abuse to place at schools,
Homes and other places where a child reach day by day.

Ooo god, what a bad structure seeing girl's struggling,
All because of violence which is mostly infective with,
For getting boys who are also suffering with the problems,
Based on harmful works which are now increasing.

Then the only hope is one, the Scientifics use to say that,
Teeth are only strong when steel bounded together,
That way we all work together to avoid and protect every,
One from being violated at all we do as children.

The rights are update, the rules are update,
Grassroots are active, meetings and trainings are given,
To get the pretty performance on avoiding all issues,
Affecting child rights in our daily life actions.

Then adults and children we are called to advocate,
Mobilize and advice for our well of a child in all,
The countries and the all world as the best,
Empowers of the strong future and vision.

Now there is no need to die today,
There is no need to destroy the future,
Because we are now a team with the same,
Purpose of developing every child's well-being.

THANKS

The author; Elisabeth Musinganyiki, 16 years old.
CAC Member, Children's Voice Today (CVT) Rwanda



01 Background

The global campaign "Dialogue Works - Anchoring working children's participation sustainably in societal and political processes" (2020-2024) was initiated by the two child-rights organisations Kindernothilfe and Terre des Hommes International Federation in October 2020. It is co-funded by the German Federal Ministry for Economic Cooperation and Development. The campaign aims to expand spaces for working children to participate in local to global political debates to express their individual experiences and recommendations to political stakeholders. Working children from 15 countries and 20 partner organisations meet regularly in local Children's Advisory Committees (CACs) and are encouraged to host an annual advocacy dialogue with key stakeholders in their environment.

In January 2023, Dialogue Works hosted its first Global Gathering of Working Children and Youth in Kigali/ Rwanda, a conference for working children and youth representatives to exchange, to learn from one another, to build capacities and share key messages on crosscutting issues affecting the lives of working children and youths. In the preparatory phase, each CAC was invited to appoint 1-4 child representatives to participate in the global event. These delegations were accompanied by adult staff from the partner organisations. ●

02 Scope

63 working children from 16 countries including representatives and/or additional youth representatives coming from Gambia and Tchad of the African Movement of Working Children and Youth (AMWCY) and the Latin American and Caribbean Working Children and Adolescents Movement (MOLACNATS) made their way to Kigali to attend this conference. The following table provides the full list of partner organisations that accompanied working children to the event:

Africa

FC - Facilitator for Change (Ethiopia)



AfCiC* - Action for Children in Conflict (Kenya)



WCY - Welfare for Children and Youth (Kenya)



CVT* - Children's Voice Today (Rwanda)



TAWLAE - Tanzania Women Leaders in Agriculture and Environment (Tanzania)



JCM* - Jesus Cares Ministries (Zambia)



CACLAZ - Coalition Against Child Labour in Zimbabwe (Zimbabwe)



Asia

CSID - Centre for Services and Information on Disability (Bangladesh)



PKPA - Pusat Kajian dan Perlingdungan Anak (Indonesia)



CWISH - Children Women in Social Service and Human Rights (Nepal)



Kaugmaon (the Philippines)



CAJDEN - Christian Advocates for Justice and Development - Negros (the Philippines)



Latin America

PASOCAP** - Pastoral Social Caritas Potosí (Bolivia)



CEIPA** - Centro Ecu­mé­nico de Integración Pastoral (Guatemala)



CESIP - Centro de Estudios Sociales e Publicaciones (Peru)



Ifejant** - Instituto de Formación para Educadores de Jóvenes, Adolescentes y Niños, Niñas Trabajadores de América Latina y el Caribe (Peru)



Middle East

NABAA - Development action without border (Lebanon)



Terre des Hommes Lausanne



During the week, policy and practice discussions took place through group work and plenary each morning (see programme in chapter 4). This time was used to analyze problems and solutions affecting working children, identify priority advocacy issues and levels of influence, and to prepare for a dialogue with external guests on the final morning of the global gathering. In the afternoons, skill training workshops were facilitated by adult and child representatives of the partner organisations and members of the Dialogue Works Steering Committee (see chapter 06 Workshop).

A key element in the programme was the creation of Community Groups. These were groups with a stable composition of members of 3-4 CACs to create a safe space during the week. It was used to get to know each other in a better way and to deepen the discussions on key questions around the issue of child labour, to share problems, concerns, suggestions or open questions. In these groups, the children also developed positive agreements for the collaboration during the entire event.

The main conference language was English but simultaneous translation was provided into: Amharic, Arabic, Bengali, Indonesian, Spanish, Swahili. ●

Textbox I: Positive Agreements

- Respecting other cultures/ ideas/ opinions
- Work together, be friendly and help each other
- To get involved and mixed/ share and participate
- Feel free to express yourself
- Keep time

Participants from Lebanon, Gambia, Tchad, Peru and the Philippines



*These Dialogue Works partner organisations are also members of the African Movement of Working Children and Youth (AMWCY).
**These Dialogue Works partner organisations are also members of the Latin American and Caribbean Working Children and Adolescents Movement (MOLACNATS).

03 Child Safeguarding

Many of the children involved in Dialogue Works live in very remote and rural areas, and some live in urban settings. The great majority of them has never travelled or even left their home country before. So, traveling to Rwanda was a big event for all involved loaded with excitement but also with concerns of parents and children themselves. The Dialogue Works team prepared intensely and developed safeguarding guidelines including:

- Consent forms for children, parents and accompanying adults,
- Safeguarding procedures before, during and after the Global Gathering for the traveling delegations (e.g. formation of a safeguarding team, creation of emergency cards for all travellers as the example from PKPA in Indonesia shows),
- Code of Conduct for all adults involved that built upon suggestions from NGO partner staff in each region.

Emergency card from PKPA/ Indonesia



In addition, potential risk factors were discussed and addressed in a virtual meeting with the Dialogue Works Global Children Advisory Committee prior to the Gathering, at the end of 2022. These risk factors and potential counter measures were incorporated in the safeguarding guidelines.

Four weeks after the Global Gathering a virtual debriefing session was done inviting all child and youth delegates to hear how they felt after coming back home and sharing their experience from Rwanda with family, friends and their CACs. Lessons Learned have been discussed with the children and adults from each country, to improve any potential future event. Moreover, a specific E-Mail address and emergency phone number have been shared with all children in case they want to disclose any concern or harm with the conference organisers. ●



04 Conference Programme

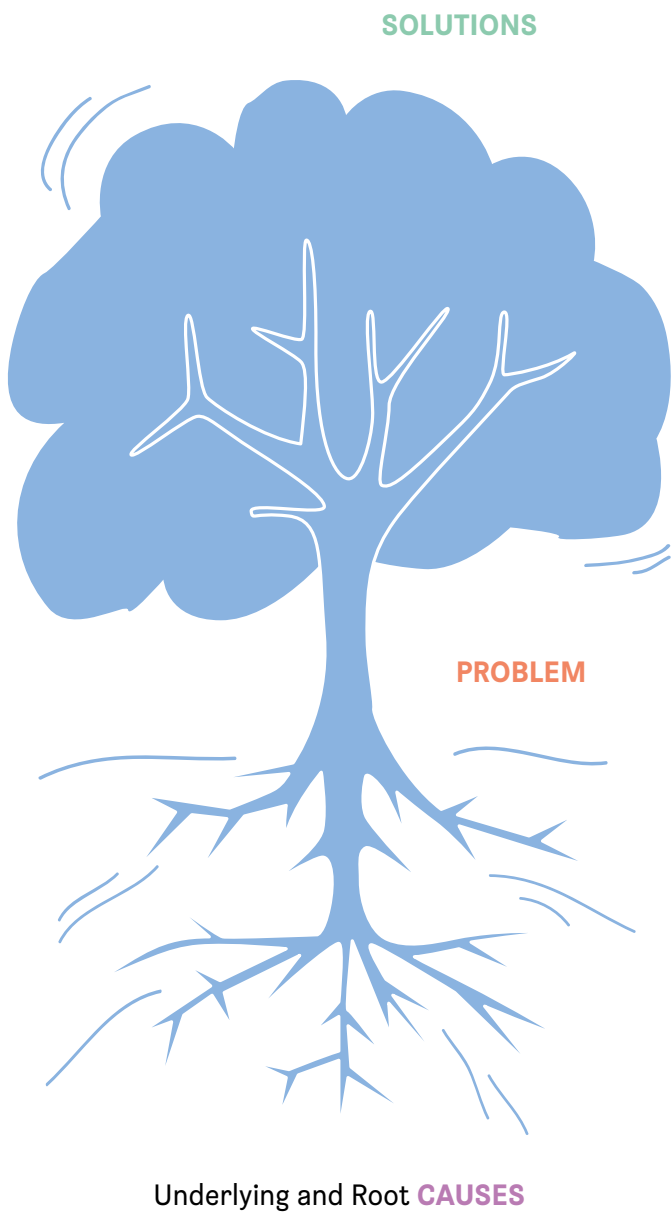
Sunday 15th January	Monday 16th January	Tuesday 17th January	Wednesday 18th January	Thursday 19th January	Friday 20th January	Saturday 21st January
Arrival						
Early Bird Time 7.00 – 7.45 am						
Breakfast 8.00 – 8.45am						
Welcome session 8.45 – 10 am	Community groups 9.00 – 10 am	Together time (P&P) 9:00 -12:30	Community groups 9.00 – 10 am	Together time (P&P) 9:00 -12:30	Departures	
Together time (Policy & Practice) 11:00 – 12:30	Together time (P&P) 10:15 – 12:30	Sharing experiences & moving forwards for influential dialogues	Together time (P&P) 10:15 – 12:30	Dialogue interaction with adults & Moving forward		
Get to know Problem & Solution Trees	Sharing solutions & CAC advocacy dialogue experiences		Strengthening our participation & influence			
Lunch 12.30 – 2 pm						
Workshops 2 – 5 pm (incl. Tea time)	Workshops 2 – 5 pm (incl. Tea time)	Free Time + 2 different activity options	Workshops 2 – 5 pm (incl. Tea time)	Community Group 2.00 – 2.45 pm		
Discovery Time (informal) 5.00 – 6.30 pm	Discovery Time (informal) 5.00 – 6.30 pm		Discovery Time (informal) 5.00 – 6.30 pm	Action plan 3.00 – 6.00 pm Action plan, Evaluation and Closing		
Dinner 6.30 – 7.15 pm						
Joint dinner	CAC Market place 7.30 – 9.00 pm	Dance night 7.30 – 9.00 pm	Free time	Talent & cultural night 7.30 – 9.00 pm	Farewell party 7.30 – 9.30 pm	

05 Policy & Practice Session

05.1 Problems and Solutions

In the Community Groups, the children started by exploring root causes of their problems and potential solutions by using the “Problem and Solution Tree Activity”. In this activity, the visual of a tree is drawn on a big paper sheet and each participant is asked to use pens and post-it notes to add their views and suggestions to the tree:

- **Roots = causes and root causes of the problem** (why? why? why?) - For each cause, children were encouraged to again ask why this is, to go deeper into the root causes. For example, if one cause is poverty, why is there poverty? For example, due to discrimination of certain groups based on ethnicity, language, rural background etc.;
- **Branches & leaves = solutions** – Children were encouraged to identify solutions to the problem, especially considering the underlying and root causes. What practical solutions are needed?

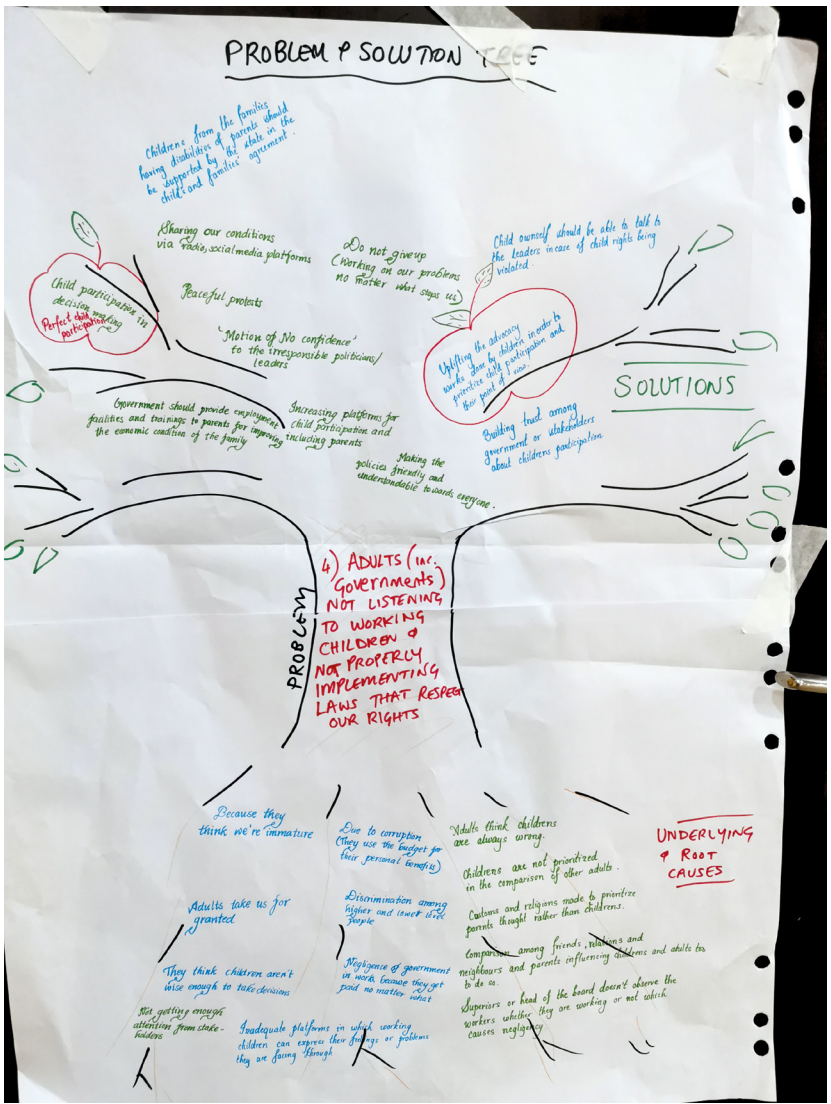


Each community group focused on a specific theme during this exercise to get more detailed results. The key themes were drawn from a compilation of children’s key advocacy messages as shared in their local advocacy dialogues in 2021:¹

- Addressing poverty and provide decent jobs for our parents
- The importance of quality education and skill training
- Protecting children from labour exploitation and allowing suitable dignified work (English & Spanish group)
- Listen to working children and implement laws that respect our rights
- Preventing and protecting working children from violence and discrimination

Each group was then invited to share a brief presentation of their results in plenary on Monday/ Tuesday. The following table provides an overview of the problems and solutions identified by each thematic group.

Example of a problem and solution tree on "lack of quality education and skill training"



¹ Dialogue Works (2022): Let our voices be heard, https://www.dialogue-works.com/wp-content/uploads/2022/05/knh_dialogue-works_LetOurVoicesBeHeard_2-S_en_digital_220428.pdf

Summary of results of the problem trees covering the five key topics:

- Addressing poverty and provide decent jobs for our parents
- The importance of quality education and skill training
- Protecting children from labour exploitation and allowing suitable dignified work (English & Spanish group)
- Listen to working children and implement laws that respect our rights
- Preventing and protecting working children from violence and discrimination

Invite local leaders/ local government to share ideas and solutions

Never give up – continue!

Orphanage/ adoption programmes/ burial assistance

Report problems to teachers

Financial assistance to divorced families

Involving mediators in families who are fighting

Build conscience on climate change

Technical capacity building for working children

Protection from violence

Harmful cultural practices should be diminished

Treat everyone with equal rights

Create awareness on child rights through social media/ platforms

NGOs/churches/ school should educate parents about their responsibilities and empower girls (to go to school)

Educate girls about early pregnancy/ sex education

SOLUTIONS

Free access to education, incl. online education

construct buildings designed for studying for children with disabilities to access

need to advocate/ mobilize/ advantage for children's rights and quality education

Educate people and children to not discriminate others (awareness campaigns) and on child rights

Provide homes for children who have lost their parents

Awareness campaigns about drugs and substance abuse

Provide medical treatment and support for people with disabilities

Listen to children/ provide spaces and opportunities for child participation in decision-making

Participation of children about budget which is invested in education (accountability of children)

Government provides budget for implementation of child rights

Provide dignified work for adults and children

Provide social security schemes for abandoned and vulnerable children

Ensure safe road conditions

Increase the level of security in the countries where there are wars

Choose leaders who are not corrupt

Government knows about child rights violations

Monitor implementation of laws

Government should prioritize education and support poor families/ parents with disabilities/ children/ reduce school fees/ provide scholarships/ school feeding programmes)

Punishment for abuse/ offer support in abuse cases

Make government programmes for parents (start small business)/ create employment

Government should make laws to forbid employing minors

PROBLEMS / ROOT CAUSES

Circle of poverty/ Necessity to survive

Lack of dignified time and conditions

Lack of access to education/ no educational degrees

Lazy/ Drug and substance abuse

Lack of awareness

Children being taken advantage of since they may not be able to defend themselves/ vulnerability of children

Individual Level

Defend children's rights to protect from exploitation

Divorce/ broken families/ family conflict/ parents with disabilities

Lack of parents support/ Lack of care and treatment of children by families

Death of parents/ illness

Peer pressure

Family Level

Lack of knowledge about/ respect for children's rights

Lack of protection

Gender inequality

Early marriage/ Early pregnancy

Social and cultural norms assign children to specific tasks

The low understanding of people in the community about child participation

Community Level

Lack of unity

Discrimination/ criminalization/ stereotypes/ colonization

Believing/ discrimination/ gender violence

Problem of different ethics and religions

lack of employment after education

Employment jobs are rare

Social inequality (no safe opportunities to work)

Lack of facilities and equity

Lack of educational infrastructure/ budget

Lack of implementation of laws

Lack of trust on the people with disability leads to unemployment

unwillingness of the government to help change perspective of the society towards disability

Government Level

05.2 Sharing Experience – The Human Library

After the intense exchanges about problems and solutions, it was time to exchange experience and individual stories about how the children – either individually or collectively as Children’s Advisory Committee – address these problems and solutions in their local advocacy dialogues. The Human Library Activity was used to ensure that all interested children and CACs get the chance to present and discuss their experience in a small group. How does this activity work? Generally, the human library is a space where people can share stories and others listen to their stories. Each volunteer or group is a “book” and invites other children as readers to read his or her story along the following guiding key parts of the story:

- Where does the story take place?
- What was the main problem or issue your CAC were trying to influence?
- Who was involved?
- How did you organise your advocacy dialogue or actions to bring about change?
- What was the most interesting outcome or learning from your actions?

This gives all involved the chance to learn from other experience, get inspiration for their own context and activities and increase knowledge about advocacy. 30 minutes were allocated for each book reading, i.e. 15 minutes for the book story and 15 minutes for questions and comments. Again, all books were sub-grouped under the five key themes introduced above. All in all, 21 children or CACs made use of this opportunity.

Example: Human Library from Ethiopia

Bezawit (16) from Ethiopia started to work at the age of six to support her mother and her siblings. It was really hard to do household chores. Her day was very long, starting with sunrise and ending at about 21.30pm. Often, she was even too exhausted to eat. With the support of the local NGO Facilitators for Change, she and her mother got support. Bezawit went back to school, her mother was supported to start a small business to generate income and Bezawit joined the Children’s Advisory Committee of Dialogue Works. This helped her to get to know about her rights and she strengthened her communication skills and self-confidence. Now she is one of the best in her class and about to finish school. She aims to study afterwards and to initiate change in her community through the regular advocacy dialogues. Her most important advice to all other children: “Never give up and believe in yourself!”

Participants from Latin America in discussion



CAC members from CWISH (Nepal) reading their human library book to their audience.



05.3 Circles of Influence – What do we want to change?

Building upon the problem and solution tree findings and the Durban Call to Action – the outcome document of the V Global Conference on the Elimination of Child Labour – each CAC delegation was then invited to identify the areas which they want to change most. Each group was given two cards and they placed them

The following visual shows the different circles of influence that children may target in their advocacy dialogues:



The participants were split into groups with child delegates into relevant “level” groups in relation to their current advocacy work and interests. Drawing upon their CAC experiences, each group was invited to use STOP, CONTINUE, START traffic lights to identify the way forwards for effective dialogues (at that level):

- STOP** doing activities that are not influential
- CONTINUE** doing activities that are influential
- START** doing advocacy dialogues in a new way or involving different people to be more influential

Here is an overview of the results of each group:

A. Family/ community level

STOP	CONTINUE	START
Change the approach of engaging political people	<ul style="list-style-type: none">• Invite the parents to CAC meetings• Involving the employers in the CAC meetings• Raising awareness sessions at the level of community• Using available media platforms in order to raise awareness	<ul style="list-style-type: none">• Make a discussion at the level of the family about the risky consequences of child labour• Intergenerational dialogue about involving parents• CAC member whose above 18 years should be apply for political positions

Example from Peru (Family): CAC members raise awareness among families about the consequences of child labour, as well as the regulations and rights of children and adolescents. In their activities, they explain to parents that not all children do well in life. To make parents reflect on the fact that work limits the potential of children and adolescents. Make families aware of the risks involved in exploitative child labour.




Example from Indonesia (Family): CAC members underline that families are easier to influence by children, and after the families understand the needs and views of their children, they can support their advocacy and influence other people around them, like neighbours, community and school to help working children.

Example from Bolivia (Community): Influencing the community to value and recognise the work of working children and youth. The CAC members underline that decent work develops skills and capacities. And as a result, society can help us to influence the authorities.



Participant doing the "traffic light" activity

B. School/ school governance

 STOP	 CONTINUE	 START
<ul style="list-style-type: none">• Stop automatic suspend• UNRWA education department (Lebanon)• Stop bullying in school (violence/ discrimination)• To have access to all areas and zones• Stop promise children and not do anything	<ul style="list-style-type: none">• To distribute more leaflets in streets and schools• Continue conducting sessions in the schools about child rights• Increase number of scholarships• Continue the special class to the students that has low intelligence• Scholarships programme• To continue asking for children's rights• Invite more working children to the organization• The marches are seeds that really bear good fruit, the support in these marches complement the organization• Work with teachers to sensitize them about children's rights	<ul style="list-style-type: none">• Cooperation between CACs and School Parliament to follow up the products that found in schools shop• Awareness to children to avoid using the drugs and stop buying from the shops• Coordination between popular committees with presence of CACs• Start conducting sessions in the schools about child rights > student council talking to principal• Conduct sessions about anti-bullying• Free transportation provided by UNRWA• Edit the curriculum, Lebanon: head camp manager• More frequent workshops• Follow and include in the trainings brothers, uncles, cousins, nephews, nieces• Initiate workshops to raise awareness among employers

Participants discussing about which activities to stop, to continue and to start.



Example from Lebanon (School): CAC members identify the need to regulate discrimination. They underline how important it is to deal with children in respectful and suitable ways. This includes to draft a curriculum that offers free and compulsory education which is easy to understand for children from all backgrounds. School attendance should be supported by providing funds for covering the costs for the transport. It should in addition include awareness sessions about cyber violence, discrimination and other kinds of abuse.

C. Local & national governance level




 STOP	 CONTINUE	 START
<ul style="list-style-type: none">• Stop insisting on the same option if this option does not show results• Stop asking for respect for our rights and for our opinion to be taken into account• Nothing to stop, everything we are doing is effective• Inviting local leaders since they are not working on what we ask for• Nothing to stop• Drama and poem to stop early marriage (we showed to officials and relevant bodies, but it didn't work)• Nothing to stop• Nothing has to be stopped because the program has been implemented	<ul style="list-style-type: none">• Insist on national and local authorities to improve and dignify the conditions in which working children live• Continue to enhance dynamic and creative campaigns for working children and parents• Continue training with organized working children• Stakeholders meeting with local and national authorities• Roadshows• Radio programmes• Having hope and persisting on our goal of empowering on working children in Kenya to know their rights• Interaction with them (local and national governance) about child labour• Women and children development section• Child welfare officers• Interaction for system formation and effective implementation and monitoring of local policies• We will continue to approach our governors so that as soon as the mayor can't help us, we can approach the governor. So that if the mayor is not around the governor can bring his secretary to attend our session• Child right protection techniques such as conferences worked and they should continue• Advocacy with government• Radio programme & podcast	<ul style="list-style-type: none">• Talks with parents to discuss specific issues affecting children and young people• Start looking for new advocacy options• Demand respect and compliance• Propose new suggestions in the face of new problems and different contexts• Start awareness to child prostitution and the consequences• We need to convince the government to help the prostitutes and increase police officers' salary in order for better enforcement• Follow up with their (= local and national government) actions and plannings• Vice-deputy and deputy of their commitments• Commitment to reduce child labour• Communicate with government organs to change the status on rights of children with disabilities• Seminar/ workshops• We started approaching our mayor about our concerns, like for example about our school access, awareness about our organizations doing and continue attending the media invitations

Example from Zimbabwe (Local Governance): CAC members identified the need to engage the village heads actively to ensure acceptance and ownership across the community. They must conduct awareness campaigns and inform the villagers about the dangers of child labour. Violations of child rights should be heavily punished. They want to influence the local authorities about the dangers of child labour.

Example from Kenya (National Governance): The national level contains the people with authority and those who are able to make policies




concerning working children. The children can be involved in budget planning and allocation of funds to respective ministries.

D. Regional level

 STOP	 CONTINUE	 START
Nothing to stop	<ul style="list-style-type: none">• Continue and intensify dialogue with human rights institutions	<ul style="list-style-type: none">• Realize regional exchanges to enter into dialogue with regional institutions and regional summits/ conferences• Establish regional coordination structures for Dialogue Works to increase efficiency and reduce workload for SC members• Establish sub-groups on relevant issues (topics identified in accordance with context, e.g. child marriage)• Establish communication channels between CACs per region and target regional human rights bodies and treaties• Add additional NGOs/ partners across regions, particularly those that have a different position on child labour

Example from Peru: We need participation of working children and youth in different spaces. We joined to work together with other organisations of children and youth and we have developed a structure that supports the systematic collaboration of working children and youth from local to regional level through our movement.

E. Global level

 STOP	 CONTINUE	 START
Nothing to stop	<ul style="list-style-type: none">• Continue Dialogue Works• Use Twitter/ Facebook more intensely• Target global conferences on child labour• Continue dialogue with ILO, SRSG VAC, UN• Global Gathering• Global CAC	<ul style="list-style-type: none">• Set up media teams of CAC members that support filling Social media channels• Advocating for revised definition/ technology• Virtual platform where children and adults can upload information on activities and key messages

Example from the Steering Committee: If children aim to continue targeting the global advocacy level, we will support all efforts to ensure working children’s participation on global policy events, e.g. the Global Conferences on Child Labour or other global conferences and forums that enable working children to share their views and demands with key decision-makers.

Participants discussing about which activities to stop, to continue and to start.



05.4 Exchange and Panel Discussion with adults

As the Global Gathering was not only meant to be a platform for getting to know each other, mutual learning and sharing of experiences but also for developing joint policy demands and practising advocacy dialogues, an intergenerational dialogue was organised for the last conference day. For this purpose, CVT Rwanda as the local hosting organisation had identified and invited key decision-makers to this event prior to the Global Gathering. A representative from the Rwandan Ministry of Public Service and Labour (MIFOTRA) as well as from the Rwandan Ministry of Gender and Family Promotion (MIGEPROF) confirmed and in addition representatives from Save the Children, Resonate and the Rwandan Child Rights Coalition Coalition Umwana Ku Isonga. The exchange took place in two steps.

Peace-making circles along the five key themes

The first step to engage with the adult decision-makers was to form seven peace-making circles building on the community groups that were formed as permanent groups during the week. Again, these groups were formed along the five key themes, i.e. How can we ...

- 1. Address poverty and the need for decent work for our parents (English)
- 2. Ensure quality education and skill training (English)
- 3. Protect us from labour exploitation, harsh conditions and risks, and allow children to do suitable dignified work (English/ Spanish)
- 4. Listen to working children’s views and implement laws that respect our rights (English)
- 5. Prevent and protect children from violence and discrimination (English)

A talking stick was prepared in advance by the children which was given around in each group. Only the person holding the stick was allowed to speak and time was strictly limited to two minutes per input to ensure that each group member had equal and fair chances to express him or her views. Each peace-making circle was invited to agree on two key highlights. Key priorities identified in these groups were:

- Governments should provide free education and grants so that all children go to school.
- Children, parents and caregivers should organise themselves to get access to government grants and training opportunities.
- The prices of basic commodities are rising and many parents and caregivers have low salaries. Poverty is a key reason of child labour as children work to earn money to meet their basic needs.
- Governments should make decent work opportunities available to all parents and caregivers and NGOs can support livelihood training.
- Implement, monitor and enforce existing laws and policies together with local authorities including traditional and religious elders.



Participant from Tanzania sharing his views with the plenary

Intergenerational Panel Discussion

Each Community Group was invited to identify one representative that could play the role of a moderator or panelist for the intergenerational panel discussion on the final day. The seven selected children then prepared for their task in a smaller team to agree on a) the programme for the exchange with adults, b) planning the time for exchange and questions and c) the individual roles and responsibilities.



Participants of the Panel Discussion

The selected moderators Elisabeth (17, Rwanda) and Shekinah (Zimbabwe) as well as the timekeeper Batsheba (Kenya) and panelists decided to do a panel discussion of 60 minutes with an introductory statement of 4 minutes by each of the following panelists (from left to right in the picture above):

- Patrick Kananga, Representative from Ministry of Public Service and Labour (MIFOTRA)
- Representative from Ministry of Gender and Family Promotion (MIGEPROF)
- Representative from Save the Children Rwanda
- Juliet (18, Kenya)
- Yesa (17, Indonesia)
- Esperanza (17, Bolivia)

After the introductory statements, the floor was open for questions from the audience:

Yesa: My name is Yesa, I am a representative from Indonesia, Asia. I would like to tell you why many of us have to work while going to school. As our parents do not have enough salary, we work to support our parents to earn money and to continue our education. I often suffer violence during my work, and I have an eye irritation and sore hands due to heavy work. Plus, it is still hard to pay my school fees in time. Yet we have our own skills and talents and we want to get more decent work and we hope the government can promote skill training. In Indonesia, a child can work to support their education and skills, as long as they work a maximum of three hours. We would like to have a law that allows us to work to earn money to pay our school fees, while also continuing to study and doing skill training to develop our talents.

Juliet: I am 18 today! At least until today, I am a working child, I am a waitress and I love my job. I am a light-bearer for other working children in Kenya and around the world. The main monster is child labour. Due to poverty, most children are forced to do different types of work that deprive them of time to study. In addressing poverty we can give the child the right to education and entertainment.

Esperanza: In Bolivia there are laws where the work of children and adolescents is forbidden. The authorities and society at large do not want to accept the reality of our situation and our views as children. We, working children are not the problem, we are part of the solution. It is fundamental to strengthen the participation of children in all spaces. We need a call to all authorities to commit to our rights as children, so we have education and training and be on a road to avoid child labour. To understand the reality of children, we don't need social scientists, we need dialogue, for you to come and see us, to listen to us and know our rights. Long live all the children of the world.

Representative from Save the Children Rwanda: Thank you to all the children. I work for Save the Children, I am the Director of Program Quality Development. It is an honour for me to see lots of children here. I was also a member of the African Movement of Working Children and Youth (AMWCY), and I am happy to be with an organisation that support children's participation. I am still confused about child labour – is it the right thing to stop or should it be allowed? It depends on the context. The conventions are clear and laws need to be aligned with child rights instruments like the UNCRC. They provide for all children to be in school whatever their circumstances. Two groups of people are key – the Government and the parents. For us to stop child labour, let's see how the policies are working and let children have a voice and be heard in decision-making, so that children can claim their rights. We should make the structures are really working, especially structures for children's participation in order to better respond to child labour and child abuse.

Representative from Ministry of Gender and Family Promotion (MIGEPROF): In our Ministry we have experiences to prevent and respond to child labour using different approaches that engage communities, are child-centred and multi-sectoral. We have community volunteers and children's committees who support child rights activities and support to families. At the national level we also have children's committees to hear the views of children, as children can advocate for themselves. A multi-sectoral approach involving the local authorities is important. We also use mass campaigns and home visits to prevent child labour. For responses, we have laws and policies to protect children from child labour and we use child protection case management to respond to individual children. We support children so that their rights can be fulfilled, to go to school and to stop working. We enforce laws to stop child labour, and only to allow work that is related to their age.



Representative from Ministry of Public Service and Labour (MIFOTRA): I am honoured to be here with you today. I have been working with our government and with others to eliminate child labour for more than 10 years. I lead the department's response for labour inspection and policy development on decent work. It is important for us to work towards our global commitments to end child labour by 2025. We have very little time left. We need to remember that all child labourers are working children, but not every working child is a child labourer. We need to understand the causes of child labour in order to stop it. We need to understand our contexts as there is no "one size fits all" solution. A few strategies from our national policies include: the extension of social protection; efforts to keep children in school (as an out of school child is 10 times more likely to enter child labour); and making sure communities and local authorities are involved.

Hot Seat Panel Questions and Answers (with questions from children in the audience):

Question 1: To MIFOTRA representative, how do you involve communities in your advocacy?

Answer: We have child labour committees from the national to the village level that involve different stakeholders. We engage local authorities to identify and prevent child labour that is happening in their villages. The local authority representatives sign contracts to commit to end child labour.

Question 2: To the government representatives, what is your budget to invest in the development of Rwandan children and youth?

Answer: Being precise about the extent of budget allocated to eliminate child labour is not easy, as it is hard to quantify the actions to end child labour as there can be so many different kinds of action. Some actions are paid for by different people, by communities, by trade unions, by the government, and it is hard to say how much of the budget comes from the government. But it is important to involve everyone.

Question 3: Question to Save the Children representative, as I learnt from your discussion that you are a former child labourer and I want to know how do you feel about this and what is your advice to children?

Answer: I feel that I am an expert in the field, as children are the experts. I was a working child representative speaking up on behalf of other children. I went to Brazil as a working child representative in 2002 and I talked to the Queen of Sweden. The opportunity to speak when you are still young is important, as we are experts as children. I have sometimes faced struggles, so I can speak with confidence and I say what some of the problems are, and now in my role in Save the Children I can ask all the staff to really listen to what children have to say. My advice to each of you is to follow your dreams.

Question 4: To the government, how do you ensure that there is no child labour by 2025?

Answer: In our policies we have emphasized the extension of social protection measures as we need to understand and address poverty. Another driver is children not being able to go to school. So we work with the Ministry of Education to ensure children go to school and do not drop out. We engage everyone, including children themselves.

Question 5: In your organisation what do you do for disabled children?

Answer: In Save the Children we make sure that all our programmes are considering disability mainstreaming. We are amending all our projects to support innovations to be inclusive of children with disabilities and the issues that affect them. We have brought children with disabilities to speak about the challenges they face and we invite the government and our partners to listen to them and to address their needs. But we still have a long way to go.

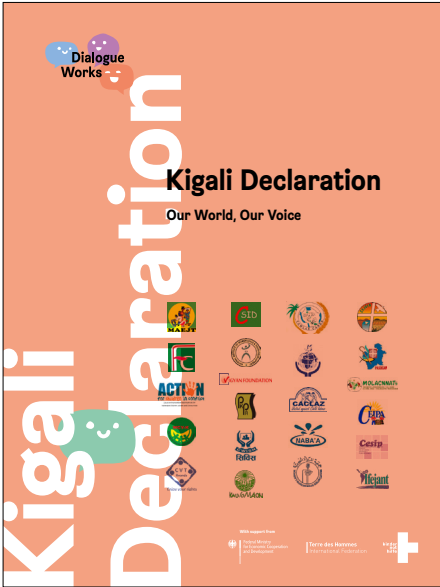
Question 6: If there is a Ministry to prevent and respond to child labour then why is child labour still practiced?

Answer: When I was planning to join your programme, I asked myself the same question. We have been singing a song about ending child labour for such a long time. We have had many big meetings with many people and we have made global commitments. So, this is a very good question. I think we have more homework to do, to find the answer. **All of us need to remember this question and do more.**

05.5 Adoption of the Kigali Declaration

In two rounds of workshops, more than half of the group of participants of the Global Gathering participated in the drafting of an official outcome document. For this purpose, the two workshop facilitators invited the participants to start on the basis of the following existing statements:

- Dialogue Works **"Let our Voices be Heard"** global advocacy paper that is based on analysis of key advocacy messages from CAC advocacy work in 15 countries in Africa, Asia, Latin America, and the Middle East. The paper focuses on five key advocacy messages and proposals from working children: 1) Address poverty, provide decent jobs for our parents and ensure that our basic needs are met, 2) Take our education seriously and provide quality education and skill training, 3) Protect us from labour exploitation, harsh conditions and risks, and allow children to do suitable dignified work, 4) Listen to us, understand us and implement laws that respect our rights, and 5) Prevent and protect working children from violence and exploitation.
- Global Gathering group work findings from the **"Problem and Solution Trees"** which build upon the 5 key advocacy message themes from "Let our Voices be Heard". As well as any relevant findings from other skill building workshops (e.g. about Climate Change/Climate justice; Disability inclusion – see Dialogue Works website)
- The **Joint Declaration of Movements and Adolescent Workers** that was developed in April 2022 by representatives of working children and adolescents from associations and movements of working children in Latin America, Africa and Asia. Their declaration is addressed to the international organisations that influence national governments and to all duty bearers responsible for children's rights.



Final Kigali Declaration - the joint Outcome Document of the Global Gathering



Adaptation of the Kigali Declaration in Plenary

The workshop started with a quick check based on these existing statements – all participants were asked to vote if they

- A) would like their statement to cover all the 5 main Kigali Declaration/Let our Voices be Heard advocacy themes and why?
- B) Check if there are any other themes they wanted to include and why?

After this, the complete list of themes selected was put into one document by the workshops facilitators and duplications were taken out. In the second workshop on Thursday, the new group continued working on this draft statement, double-checked if any important aspects were missing and continued to work on the wording, structure, preface and closing remarks.



All participants were invited to an extra-session after the series of workshops on Thursday to give all the chance to look at the draft statement and add their views and comments. After final revisions, the full statement was read out in plenary on Friday morning after the panel discussion and adopted consensually in plenary. As the CACs from India unfortunately did not have the chance to participate in the Global Gathering in Rwanda for administrative reasons, it was decided to give another 6 weeks after the event for final discussion of the text in all CACs and for final comments and revision. After this, the final text will be translated into the conference languages, layout and shared for all future local to global advocacy meetings.

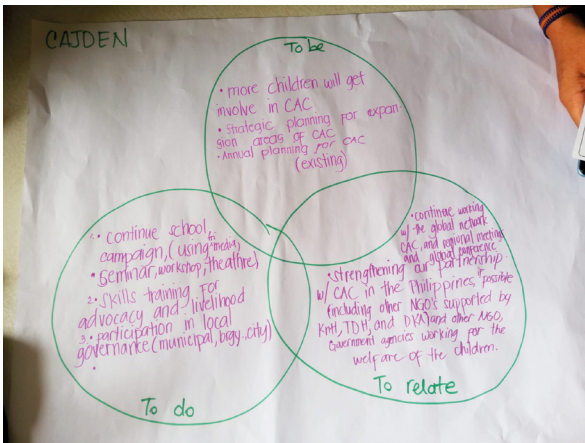
Group picture of CAC representatives and accompanying adults



05.6 Action Planning

After the excitement of adopting the Kigali Declaration, the children split into their CAC groups to focus on action planning for their specific committee and context. The tool used to help structure this exercise was the “To be, to do, to relate activity”:

- **TO BE:** 1-3 actions to keep the CACs going strong over time (e.g. bring in younger members & involve older members as facilitators/ mentors etc.)
- **TO DO:** 2-5 actions to take forward more effective dialogues to increase working children’s participation and influence in decisions that affect us in the course of the DW campaign
- **TO RELATE:** 1-3 actions to strengthen partnerships with other CACs/ working children’s associations, with local governments, media or other actors.



Action Planning Example from CAJ DEN/ Philippines

All groups were motivated and dedicated to write down their ideas and to bring them back home to discuss them in their CACs. Some examples will be presented here.

Participant from Zimbabwe presenting their results of the activity to the plenary



EXAMPLE from Peru

To be	To do	To relate
<ul style="list-style-type: none">• extending the hours of CAC activities• use of integration dynamics for CAC members• capacity building for CAC members• strengthening all CAC participants• more frequent CAC meetings	<ul style="list-style-type: none">• use different communication strategies to convey information in a way that other CAC members will understand,• to have a group of people in charge of making the sessions more dynamic and participative,• invite specialists in children's rights and children's issues to provide comprehensive and accurate information.	<ul style="list-style-type: none">• develop more advocacy activities,• manage an environment in the community to hold meetings,• present to leaders and municipalities about our objectives as CACs,• link with other groups that defend the rights of children and adolescents (face-to-face and virtual).

EXAMPLE from the Philippines

To be	To do	To relate
<ul style="list-style-type: none">• more children will get involved in the CACs• strategic planning for expansion areas of CACs• annual planning for CAC (existing)	<ul style="list-style-type: none">• continue school campaign (using media, seminar, workshop, theatre)• skills training for advocacy and livelihood• participation in local governance (municipal, barangay, city)	<ul style="list-style-type: none">• continue working with the global network CAC and regional meetings and global conferences• strengthening our partnership with CACs in the Philippines if possible including other NGOs supported by KNH/tdh and DKA and other NGOs as well as government agencies working for the welfare of the children

EXAMPLE from Lebanon

To be	To do	To relate
<ul style="list-style-type: none">• having regular meetings to stay in touch• listening to ideas of CAC members• sharing good results with CAC group• motivation• if we become above 18 years: (1) we become volunteers, (2) share our experience with new members• inviting parents to CAC meetings	<ul style="list-style-type: none">• intensify advocacy campaigns• implementing activities and awareness sessions in schools about child labour and rights• implement conference and gatherings led by children• boosting media contributions• giving working children the chance to have their right to play	<ul style="list-style-type: none">• decision-makers• politicians• school principals• camp leaders• children protection committees• employers (stakeholders)• local NGOs• religious men• popular committees

EXAMPLE from Rwanda

To be	To do	To relate
<ul style="list-style-type: none">• To replace the CAC members who do not attend meetings• To increase the level of training for children about dialogue and advocacy and supporting them in their activities	<ul style="list-style-type: none">• Scaling up the programme• Renew and create other grassroots groups and their way of increasing child participation• To print and share document from conference about global gathering in all our grassroots groups	<ul style="list-style-type: none">• To engage and invite other CACs to attend our general activities• To engage local, national and religious leaders ●



Participants from CVT(Rwanda) with their action plan

06 Workshops

In addition to the intense Policy & Practice sessions in the mornings, all accompanying adults, i.e. highly experienced colleagues from the Dialogue Works partner organisations, were invited to facilitate skill training workshops for the child participants. Many of them took the initiative and offered very interesting 3-hours workshops into different thematic fields²:

- Mental health (2)
- Equity, Inclusion, Diversity (2)
- Climate Justice (3)
- Creative Expression Theater (2)
- Creative Expression General
- Children with disabilities / Physical health
- Advocacy Tools Statement



Participants at the Theatre Workshop

² The Facilitator Notes for all Workshops are available on the Dialogue Works website to be used by all those who are interested: www.dialogue-works.com

All children had the chance to register for three different workshops, one per afternoon lasting about three hours. One topic that seemed to be of great interest for all was the issue of climate change and climate justice.

Example from Workshop on Climate Justice

All in all, three workshops were offered to enable discussions about the impact of climate change and discuss climate justice. The facilitators started by showing images of the impact of climate change from Africa, e.g. dried rivers, floods, broken bridges, forest fires or children and women walking long distances to collect firewood. It quickly became clear how strongly this affects the well-being of children and how much these changes can trigger child labour as, for instance, children miss school when broken bridge do not allow to reach the school building or families lose their harvest and rely on additional income of their children.

The workshop participants then continued to explore what climate justice is. It was agreed that this describes the protection of rights, especially for the most vulnerable. It was identified as the link between children's rights and durable development. Moreover, it was underlined that this term describes the framing of global warming as a political and ethical issue, rather than just an environmental issue. It is the responsibility of the government and authorities to do more to protect people and species. For example, climate justice grants should be given to communities to organise resistance (e.g. led by women, children, indigenous groups) to make sure that they have access to clean air and water.

In addition, children identified potential steps they can take themselves to help improve the situation. For example:

Family Level:

- We must decrease deforestation by planting more trees, and if we cut trees, we should plant new ones
- We must get information about climate change and climate justice
- Our family should give attention to their neighbourhood by putting their domestic waste where it is safe. Reduce dumping garbage.
- Stop polluting.
- Encourage recycling.
- Transcend a cultural life from generation to generation where it can be taught by promoting eco-friendly living.
- Be part of training in the values of mother earth care
- Actively report any environmental destruction in the community to the government.



Quote of a boy from Chad:

"In Chad, climate change is causing a lot of problems, especially in the dry season. The animals, men, women and children are unable to behave as usual. The animals don't have drinking water, as their usual water spots have dried up. So they have to go further to a new place to find water. Some animals die because they do not drink enough. Life is getting harder and harder. Men send their wives and children out to find water, and they have to go far away to look for water. Some are obliged to leave their places in order to be closer to water sources. They don't have donkeys to help bring back the water, so it is very difficult. During the rainy season it is also stressful. In the capital city it is often flooded. People have to leave their actual place to go to another place. Lots of people have lost their homes, animals and other precious things. The Government cannot support everyone, as there are so many cases. As the government is obliged to find a way to respond, they have tried to build a barrier to protect from the floods. For families who are displaced they often do not have enough materials or livelihoods, and it is hard for them to take care of their families. However, there are sometimes advantages of having lots of rain, as rain helps to cultivate things... and it is thanks to the climate we have agricultural diversity. But on the negative side, the floods cause disruption and loss. Some people lose everything. It is like you return to zero. If we want to limit this kind of catastrophic situation, we need to do more forestation. As thanks to trees we can produce a lot and we can export. We need to change a lot, as the climate is a strange phenomenon. We need to transform the negative situation to a positive situation."

07 Parallel Sessions with Accompanying Adults

Two parallel sessions with accompanying adults were conducted in the course of the Global Gathering to make use of the presence of their presence.

a. Unpacking definitions of children’s work and child labour

In the previous project, “It’s Time to Talk – Children’s Views on Children’s Work” (2016-2019), which was equally realised by Kindernothilfe and terre des hommes, a global consultation of working children across 36 countries has been realised.³ One of the recommendations was to

“Increase dialogue to agree on a common terminology relating to children’s work, child labour, youth employment and decent work for young people, in order to better inform data collection, policy and practice developments.”

Thus, this dialogue was realized in Rwanda to share views on the spectrum different forms of children’s work from decent work to the worst forms of child labour. The following ideas and recommendations were discussed by the adult participants:

- Take special situation of children with disabilities into account when using terminology,
- Ensure using same definitions across different CACs (e.g. working child doing “light work” in contrast to children involved in the worst forms of child labour),

- Difficulty that the list of hazardous forms of work focuses on formal sector, but most children work in informal sector,
- Children are in process of learning about differences in terminology,
- Child work and labour has many different root causes, important to trace differences between work and labour and links to education,
- Work is often rooted in culture,
- Ensure same understanding for employers and decision-makers, sensitize teachers/ schools.

Suggestions:

- do a visibility study to explore how the different forms of work/ labour are connected. Then define our terminology based on this consultation (consult on how to trace the line between harmful and non-harmful forms),
- intensify dialogue with key stakeholders as ILO – respect and acknowledge their conventions but explore how working children’s lived experience can be taken into account in their implementation,
- suggestion to use the term “children in working situations” instead of “working children”,
- raise more awareness in society and convince decision-makers by action using uniform advocacy from local to global levels that focuses on conditions and context of children’s work,
- involve parents in the proper implementation and enforcement of existing policies and laws (as they often use children with disabilities as income-generating activities).

³ See the findings summarized in the main report: https://www.dialogue-works.com/wp-content/uploads/2021/07/T2T_Report_EN.pdf

b. Exploring Risk and Protection Factors for Children’s Work

In Time to Talk!, the consultations revealed that some children benefit from working, for example, because their earnings help meet their basic needs, they feel appreciated and proud to contribute to their families, and they learn new skills. Conversely, some children face negative outcomes from working, for example because they face exploitation, harm, injury, abuse or violence, or they have insufficient time to study, play and rest.⁴ Moreover, for most children, the benefits and costs of

children’s work co-exist. Thus, in order to develop and implement policies and practices that enhance the protection, well-being and development of children, it is important to identify and reduce risk factors that increase the likelihood of harmful outcomes of children’s work, and to identify and strengthen protection factors that contribute to positive outcomes of children’s work. In Rwanda, adults identified factors to increase protection factors and to reduce risk factors.

Increase Protection Factors	Reduce Risk Factors
<ul style="list-style-type: none">• Providing safe shelters, legal aid assistance, psycho social support,• Formation of community watch group involving parents, children, guardians, community leaders and government authorities,• Promote child led organisations, child groups, child clubs embracing the peer-to-peer mentorship by CAC advocates,• Livelihood programme for parents and educational assistance for children,• Saving groups for parents to pay school fees and monitoring visits,• School feeding programme to make sure the children attending school,• Regular meetings, training, capacity building with CACs,• CACs can lead policy advocacy and social service provision,• Creative media in organisation to help the CACs to spread their issue,• Regular meetings to motivate the employers to provide protective measures• Educational support is provided for inclusion and permanence in school,• Programme for the insertion of over-age working children and adolescents, adapted to their school, social, family & work place,• Promoting education from reinforcement. Training and labour entrepreneurship (parents, municipal institutions, teachers, state institutions, etc.).	<ul style="list-style-type: none">• Support livelihood programmes for parents/ guardians and provide educational assistance to children – especially governments to support education assistance and livelihood programmes (individual and group livelihood support, skills training),• Conduct sensitisation programmes, have multi-sector networking approach to address risks,• unit for reporting harmful activities while children are at work,• Definition for harmful work and non-harmful work needs to be clear,• Include parents, community and school in advocacy work with CAC group,• Give skill training to children so that they can find/choose a better job, that does not involve working in the night or on the roads,• Policy advocacy on climate justice and children’s rights perspectives,• Protection accompaniment to children and youth organisations, e.g. bus transport, accompaniment to movement of children and youth,• Protection Prevention (Community Leaders, Municipal Offices, Defence committees, Councils of Children and Youth).

⁴ See Time to Talk! Main Report, pp. 124ff. https://www.dialogue-works.com/wp-content/uploads/2021/07/T2T_Report_EN.pdf

08 Sightseeing & Evening Programme

In the evenings, different offers were made for the participants. On Monday evening, a CAC market place was opened and each CAC decorated a market stall with pictures, handcrafts, drawings or other creative material showing their CAC activities to others. Walking around and looking at the different market stalls was like a world tour through the lives of working children, their key messages and advocacy dialogues.



CAC members from Guatemala, Peru and Rwanda exchanging about their experiences at the CAC market place



All participants and accompanying adults having fun at the dance night

On Tuesday, the dancefloor was opened and filled with music from around the world. Each CAC had been invited to share links to their favourite music while waiting on airports and the Dialogue Works team compiled a playlist out of these many songs.

Wednesday afternoon was free and a sightseeing bus tour through Kigali was offered to children and adults to have a look at the city that hosted the Dialogue Works group for a week. After that, joint dinner was served at the hotel.




Cultural dances were presented on stage on Thursday and filled the hall with excitement. All children were invited to register beforehand to present their traditional music and dances and almost every group took the chance to introduce their culture to the rest of the group.

On Friday evening it was time to say goodbye already. A farewell dinner was served outside and final dances marked the end of a unique and inspiring week for all. ●




09 Evaluation

The tool “H-Assessment” was used to explore children’s views on the overall realisation of the Global Gathering and the different elements of the programme. This tool has its name because of the use of the form of an “H” to guide the discussion. Children were asked to identify aspects that they liked about the Global Gathering and the different thematic sessions but also to share their key suggestions on how to improve it next time. Overall, the feedback was very positive and the child delegates rated their participation as a very unique and valuable experience.




Format for "H-Assessment" activity

	No. of participants, age, gender, background:	
	 Key suggestions to improve and/or key messages on what would work better for you:	




Community Groups

 Likes	 New Ideas	 Don't Likes
<ul style="list-style-type: none">• All respect each other• Meet with new friends• Get to know other people and cultures• companionship• Share cultural experiences and about their life/ experience• Learn new experiences with other children• Learn new forms and experience of child labour from other country• and also the root causes which were similar with other countries as well• Communication, respect each other’s opinions, difference of culture and language• Interact with different people• Getting to know how other groups tackled child labour• I like the happiness of each one of them.• I like being able to know the life stories of the other kids and to know the ideas and solutions of the others.• that they feel confident to share part of their lives.	<ul style="list-style-type: none">• New words in other languages• Need more global gatherings• Regional gathering• Activities in a creative way (more)• Need to give chances for all children to questioning• More interaction and dynamics• that there is more order in the audio translation as sometimes they speak and it is not translated.• always start with the circle of peace so that everyone can participate and with a little more time.	<ul style="list-style-type: none">• Arrival of participants was late• To leave this meeting• To have to say goodbye• change of timetables• long sitting schedule

Policy & Practice Session

 Likes	 New Ideas	 Don't Likes
<ul style="list-style-type: none">• I like the nice presentations• I like the energizers• Child friendly policy• Good interactions• I liked the new friends• Good environment of learning• Sharing and learning• The energizers were refreshing and interesting	<ul style="list-style-type: none">• Making new energizers• More outdoor activity• To introduce schedule for regions• Nepali translation is needed for other workshops	<ul style="list-style-type: none">• Having more time for breaks and to rest• Full time – no time for rest• A short time for the meeting (1 week)• I have challenge for language

Workshops

 Likes	 New Ideas	 Don't Likes
<ul style="list-style-type: none">• Mental health :)• Having more experience in theatre• The theatre was the best!• I like it because I learn new things• I like the experience and the games about trusting your partner in mental health• Very nice• New information and new activity• Free interaction with others• It was really new things to learn for all of us• I met new friends• Good experience and energizer• Good lessons• that they were with dynamics• that were more interesting• a lot of dynamics and I loved it because I didn't know some of them.• that was entertaining and the space for participation.• very dynamic and entertaining content	<ul style="list-style-type: none">• Creative expression general• Mental health (community, self, family)• Creative music• How to be friendly to all• Social-interpersonal act• Implementing session about internet• Extend time• Through game we learn more about mental health• ensure that workshops really take place• that the issues they deal with are more in-depth.	<ul style="list-style-type: none">• I like everything! :)• Time management• Some of them are boring• Too short time

Evening Programme

👍 Likes	💡 New Ideas	👎 Don't Likes
<ul style="list-style-type: none">• the cultural evening work-shops• the culture night, the food and the new friends I made• culture night, the food, the people, the atmosphere, the music• dancing night• cultural show• talent show• playing in the field• enjoy the dancing night where I met new friends• I liked the traditional cultural dance	<ul style="list-style-type: none">• Serving food that suits all countries	<ul style="list-style-type: none">• the language barriers because I couldn't communicate with them.• lunch• no swimming• some are boring



Participants during a workshop activity

Logistics

👍 Likes	💡 New Ideas	👎 Don't Likes
<ul style="list-style-type: none">• free communication with others• it was nice – thank you very much• free wifi network and rooms organised well• rice• spacious rooms• nice food• great organizers/ steering committee• food at the swimming pool• appreciable staff• kind and friendly people• comfortable beds• the hotel compound, playing fields and recreation center• the seasoning of food• the kindness of the people is very friendly• the waiters, the cooks and the service are very good• delicious gastronomy and good service	<ul style="list-style-type: none">• kindly improve on the wifi in the main hall – it is really poor• Please let us swim next time• We need to be from the same country in the hotel room• Put cheese for us• Include a lot of variety desserts• Be flexible in dealing with us during tour• Foods are different, find it very difficult to eat some of the foods prepared• Also include a variety of different drinks• Variety of foods served should be improved to accommodate guests taste from different countries• maybe they could or we could ask them to cook one or two recipes from different countries for you to try.	<ul style="list-style-type: none">• Some food are not halal• No rice in the morning :(• No bacon in the morning• Materials of bathroom• Foods weren't as how much I expected ●



10 Lessons Learned

In the regional virtual debriefing sessions, the following lessons learned have been identified by child delegates, accompanying adults, Steering Committee members and consultants:



Participants
from the Philippines

Programme & Scope

- It was good that NGO partner adults and some children's representatives organised the skill training workshops on themes suggested by the Global CAC members. The scope, design and quality of workshops differed a lot. In future it would be helpful to see if the "creative expression for advocacy" workshops could build upon one another.
- Very important to include exchanges with external guests to deliver and discuss children's messages. This time, it was effectively moderated by children and young people's representatives. This should be done again.
- It was really helpful to have the "Community Groups" as space for participants to get to know some other groups more, for community building, exchange and information sharing
- The problem and solution tree method worked well, especially as we could also work in Community Groups. Also, it seemed to be relevant and effective to focus on "key issues" from the Let our Voices be Heard paper.
- It was strategic to include the workshop option for children's representatives to develop their own statement. It was also interesting to see how many children opted to engage in these workshops.
- The CAC (NGO) market place was really rich and interesting. It was great to organize it on the first evening, but only one – two hours was not enough time. One additional idea could also be that the local CACs meet after visiting the market place to discuss within their CAC about inspiration, what they want to adapt.
- The human library overall worked well, for many of the CACs to share more about their experiences in smaller groups.
- Continue with exchanges between CAC facilitators and child delegates.
- It was helpful to have the parallel sessions with adults to exchange e.g. on understanding children's work and child labour, exploring risk and protection factors. However, more time for such discussions would have been good.
- Adjust the agenda by including more free time and space for exchange (less programme) – evening programme was a success and place to connect even more!
- Do more activities outdoors, particularly because we had such a great and huge outdoor area at our venue – on the other hand some children were scared of mosquitos outside and it may have rained anytime.

Safeguarding

- It was good to have a safeguarding team involving Steering Committee member, a consultant and local NGO representative. Plus, it was great to have a code of conduct which majority of adults took really seriously – also great that the code of conduct built upon adults inputs from the regional workshops. Next time, it should be ensured to do a "safeguarding briefing" with hotel staff.

Preparations & Logistics

- Explore options for jointly organizing the next global event. Next time, it is aimed to form an intergenerational planning group and involve CAC representatives actively in planning and preparations.
- Interpretation: Overall simultaneous translation into six languages worked very well although it was the first time that many children used it. There was a difference in quality of interpretation offered. Next time, it should be ensured to introduce the team of interpreters to the team of facilitators at the beginning so that everybody knows each other. The debriefing with interpreters was very positive. However, they suggested to include an interpreter earlier in the planning process next time for room set-up, technical equipment needed etc. Pay more attention to adapt room setting for different translation methods next time (e.g. whispering translation needs different settings than booths). A briefing with all interpreters (some weeks) before the event would have been helpful, to clarify questions, brief them on the agenda, clarify expectations, etc.

- To improve the mental support during global events like these, voluntary counseling sessions should be offered during the week. For this purpose, at least two psychologists experienced in intercultural settings and fluent at least in English and Spanish should be invited next time. They can offer individual or group sessions.
- Include more consideration of religious needs and create spaces for prayers (for various religions).

- As many delegations travelled very far, it should be ensured next time that each delegation has at least 1 day of rest before the official programme starts.
- Stick strictly to registration deadlines next time to ensure that all participants have the same preparatory process and level of information before travelling to the conference venue. ●

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