

Life Perspectives | Perspetivas de via | Lebensperspektiven

Questions & Comments | Preguntas y Comentarios | Fragen und Kommentare

TERRE DES HOMMES JAN 11, 2023 01:08PM UTC

That is good!

Addresses one of the most important pathways to overcome exclusion and inequalities

but it will not work without addressing the root cause. For instance, arabic countries are full of well educated youth without perspective - why? – ANONYMOUS

good to see that there are synergies between the goals

Wholistic approach- it shows in a very structured way the synergies with the other objectives

The Title of Life perspective is very confusing, so it needs to be revised or rewritten in way Protection from violence and exploitation.

The document is very strong and has covered most the actual challenges that affects children in what concern life perspective.

I want to point out that...

Suggestion for rephrasing: "By 2028, children and youth who experience exploitation [ODER: By 2028, exploited children and youth] enjoy expanded opportunities for rehabilitation, quality and adaptive learning and training that foster personal growth, self-sufficiency, and decent working and living conditions, with a view to overcoming systemic barriers to social inclusion."

"Synergies with other SGs: Creating life perspectives is strongly linked to the working areas of gender equity"

This section could be moved from "2.3 outcomes to be achieved" to "2.2 Approaches and CR-based frameworks"

tdh should align its claims for good education with the Youth Declaration on transforming education, which is available here:

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Every child out of the school is potential child labor. We ensure education for all age groups of children. Peace Education is very important.

The discussion of the goal starts out as more encompassing (marginalized and exploited), but in the measures, it narrows down to addressing economic marginalization and exploitation.

education should not be seen as main factor to end child labour and exploitation as also the job situation of parents and hunger have to be tackled

Children are connected with child labor within going school

would be helpful to cluster the different age levels

maybe we need a negative definition, of what are we NOT doing f.ex.: we can't make sure that all children go to school (not task of a NGO)

not only exploited and marginalised children need education but all children

but we target specifically the marginalised groups – ANONYMOUS

text should be even broader but more specific

The expression in the title "marginalised and exploited children" is very broad and not really defined in the text. Do we mean economically marginalised and exploited?

The strategic approaches are quite broad and simple. It has to be innovative to challenge the situation of marginalized children.

The age group has to consider children from age 3. For example for the southern Africa region children are enrolled in by age 3 in preschools

That was bad!

The title should be appealing, not only a key word. "Life perspectives" is a very weak title, it's not clear what it means

Life perspectives, education, vocational training are cross cutting issues - not as SG

The topic is very broad and threatens to become a catch-all for all topics that have not been covered so far. In my view, this should be avoided, ideally by clearly emphasising the direct link between child labour/exploitation and education.

"Though we already knew about huge gaps in education systems..."

"Although huge gaps ... have been existing..."
(instead of "we knew")

Concern with the concept of "rehabilitation" which is linked to punishment and prison. We no longer use this concept, but rather "reeducation" (in the context of children and young people in conflict with the law)...

The holistic approach, that includes nutrition, parenting, etc

Queda como si el problema economico fuera algo propio de cada pais sin levantar la mirada a un problema estructural del modelo de desarrollo mundial.

It is as if the economic problem is something specific to each country without looking at a structural problem of the global development model. – JUNGSENGAGEMENT

we don't have indicators, goal is hard to measure

I see this objective more as a cross-cutting theme, also the title is a bit confusing, I think it is better to talk about Culture of Peace

i would expect something totally different under the title of "culture of peace" – ANONYMOUS

topic is not exclusive, too broad "what are we not doing?"

again: title is too vague and topic is too big

Gender perspective is not integrated much in the people. The paper should discuss strategically to ensure gender equality and non-discrimination in education and development.

Problem is too much individualised. Text says that if children and young people learn enough they save the world. But they have to understand the economic system and capitalism.

totally agreed! put attention to the narrative... an example: 2.4. to become responsible... 1. rehabilitation – TUTOWEH TDH

have to define strategic goal that is achievable, won't start a global revolution – JUNGESENGAGEMENT

have to put attention on the narratives (2.4 become responsible citizens) -> in worst case could be understood as we say that poverty is linked to not being a responsible citizen – JUNGESENGAGEMENT

need broader definition of education, not only formal education and not only education with purpose to find a job – JUNGESENGAGEMENT

and saying becoming responsible citizens implies that they are currently not – JUNGESENGAGEMENT

transformative education... – TUTOWEH TDH

Richard: Of course TdH won't kick off a global revolution. But if we don't even have an agenda for fundamental structural change, that would be too poor! – ANONYMOUS

That still needs to be discussed...

If this term is supposed to play such a key role in our strategic goal, we need to agree on a definition to set a joint basis for all our interventions. However, as the term is very broad and unspecific, I would more be in favor of not using it in the title but rather rephrase to "By 2028, children and youth who experience exploitation enjoy expanded opportunities for rehabilitation, quality and adaptive learning and training that foster personal growth, self-sufficiency, and decent working and living conditions, with a view to overcoming systemic barriers to social inclusion."

What about a culture of peace and the prevention of violence / violations of human rights as fundamental to life perspectives?

The text is very focused on the individual, but our focus is collective: inclusive life perspectives and transformative education are the collective responsibility of the state and of society, not the individual responsibility of children and young people.

often between extremes... on one side the need for global economic transformation... on the other side the risk to put the issue on the shoulders of a bounded individual... a solution could be to focus more on communitarian concepts to think about economy and how to build up alternative models of work, income, economy...

concept of "life skills" is difficult as everyone has different understanding of the term

Perhaps it simply needs to be defined because it is a very key concept – ANONYMOUS

Goal should be explained properly in detail so that everyone get clear understanding on it

Should be proper explanation of goal in detail

Desde la perspectiva de colombia ese objetivo va en sentido contrario al enfoque que se pretende dar con el documento "Atreverse al cambio" quedestaca como un importante factor la "Violencia en guerras y conflicitosarmados".

From Colombia's perspective, this objective runs counter to the intended focus of the "Daring to Change" document, which highlights "Violence in war and armed conflict" as an important factor.

— JUNGESENGAGEMENT

poverty is not displayed as conditioned by historical and political aspects

entrepreneurial aspect is too strong in the goal

Is that a bad thing considering that most economies do not leave room for young people to thrive and thus they should be equipped to have their own enterprises — ANONYMOUS

Would like to include violence against children in the text

the goal should be more about formal education

I disagree. Life perspectives should be about broadening the options that young people have
— ANONYMOUS

The different target/age groups must be addressed! However, this paper is too short and not suitable for this purpose

the goal is already really large... put attention to not put it even wider...

Looking at education, we have to consider that children of different age have different needs

Still have to discuss some of the terms as we might have a different understanding f.ex.: "adaptive learning" and "rehabilitation"

maybe it can be included in the phrases: -contextual/critical learning (which one is stronger: contextual/critical or adaptive learning?)

and can you mention as the result: about unbroken connection with local/ancestral culture (considering the presence of indigenous peoples)

The document focuses on education and capacity building through different types of trainings. So, the word "rehabilitation" could be changed to "development."

That comes short!

Point out what quality education means! Focus on alternative education. Cultural education for minorities & indigenous people, peace education

Life perspectives and education in armed conflict or disaster

Peace Education, conflict resolution, dealing with emotions should be one focus

regional level is missing:

Support advocacy from local to global: strengthen collaboration between partners, children, and youth on the ground, national, **regional** and international activists (inside or outside tdh) to deliver evidence-based advocacy towards relevant targets for life perspectives for marginalized and exploited children.

QUESTION: what exactly do you mean with

"deliver evidence-based advocacy towards relevant targets for life perspectives for marginalized and exploited children" - if we identify key indicators for this goal, they should rather focus specifically on labour/ exploitation/ education instead of the broader "life perspectives" - or what do you mean with targets?

definition of "life perspectives"

If this term is supposed to play such a key role in our strategic goal, we need to agree on a definition to set a joint basis for all our interventions. However, as the term is very broad and unspecific, I would more be in favor of not using it in the title but rather rephrase to

"By 2028, children and youth **who experience exploitation** enjoy expanded opportunities for rehabilitation, quality and adaptive learning and training that foster personal growth, self-sufficiency, and decent working and living conditions, with a view to overcoming systemic barriers to social inclusion."

It needs to be clarified that "good education" always includes "soft skills", i.e. intercultural learning and respect for different opinions as well as other ways of thinking. That this is also a pathway of building responsible citizenship. In German we know the difference between "Ausbildung" and "Bildung"

It should be included that access to the internet and digital learning is a great improvement opportunity for global learning & tdh can deepen its work there

Access to culture is also fundamental to the promotion of life perspectives (as complementary to inclusive education)... cultura is transformative, liberating, important for identity-building and resistance in children and young people, as well as for gender and racial equality. Culture is a basic and complementary right, in the same way as education, health, etc.

The topic of peacebuilding is very shortly described. Access to quality and cultural sensitivity and Peace Education should be included.

Education that fosters protagonism, transformation and participation of/ from children

Challenging/ broadening forms and contents of education - to address more societal and global issues that causes systemic inequalities, injustice and violence

the focus, what tdh, partners and rights holders bring to the debate/ systemic changes related to access to quality, inclusive, relevant and empowering education

We are not talking about child participation in any of the goals (participation in elections and decision-making-processes for example) -> children are systematically excluded

c.p. is an overarching principle of tdh. Do we really have to stress it in the goals?
- JUNGESENGAGEMENT

Support the proposal to include children's participation in a leading role, but not in a cross-cutting manner...because there is a risk that it will get lost along the way. - JUNGESENGAGEMENT

we should highlight that education is crucial to overcome structural disclusion

topic of peace building comes too short

mentioned two times - JUNGESENGAGEMENT

If people say that this target is too broad, then it is not understandable how/why the issue of violence can be covered at the same time

title is very vague and confusing. Text mainly focuses on child labour and vocational and life skills training but violence affecting children comes to short

conflict management should be included in this goal or another goal

Elaborate more on what "good education" means. — ANONYMOUS
