“Local to global, how will we influence policy?”
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Do you want to know how we’re different?

Well... instead of long speeches, we prefer to learn and share through innovative and interactive activities where every single person, regardless of their age, is invited to participate, and we want to do it together, children and adults. We want to tell you all about what we did at CATS in 2016 and maybe you’ll be inspired to join us at our next Forum!

Something really important happened in 2015. World leaders got together at the United Nations and thought about the major challenges we have to tackle in the next fifteen years. This led to them deciding on a list of new global Sustainable Development Goals, which we call the SDGs (there are 17 of them). 2016 was the first year that everyone started to really work on them, and CATS wanted to be part of it too!

Did you know that children are already dealing with many of the topics outlined by this global policy framework, like education, violence, and climate change? These issues have a huge impact on children and some are already working to make sure that decision-makers listen to them and take them seriously. But more children need to be involved in proposing how to solve these problems and in shaping a better world. So that is what we set out to do at CATS.

Our theme for 2016 was “Local to Global: How Will We Influence Policy?” and we knew we wanted to explore how children and young people could influence decisions all around the world, at home, in their schools, and in governments. So we thought, why not explore this theme by getting to know the different parts of the SDGs and seeing how CATS could be part of achieving the goals?

Participants arrived at Caux and spent one week there from July 27th to August 1st; all in all there were 300 participants. They came from all around the world, from more than 30 countries! We had people from Japan, Bolivia, France, Taiwan, Ireland, Kosovo, Rwanda, the Ukraine and more! People came with their families, schools, delegations, or sometimes just by themselves. The youngest participant was 2 years old and the oldest was 85. There were almost as many children as there were adults, which meant that we could really experiment how children and adults could collaborate together.

We really wanted participants to come up with proposals on changes they wanted to see, which we could then share with decision-makers. Through daily workshops, interactive sessions all together, community discussion groups, and other activities, participants slowly began to build up recommendations and proposals on the different SDGs and what could be done locally and globally. We had some special people help us too. Julie Ward, a Member of the European Parliament, came to talk to us about how to get European politicians involved and she even said that CATS is a model of what society should look like! Marek Michalak, the Polish Ombudsmen for Children came and spoke to us about his work and the importance of listening to children and collaborating with them. There were many amazing young people too who shared their work, such as Esteban Quispe, a Bolivian inventor who creates robots out of recycled waste.

Go ahead and turn the page to read more about all the highlights of CATS 2016!
WHAT WAS THE PROGRAMME ABOUT?

Since the goal of the week was to see how children and young people could truly influence policy, from local to global, CATS was ambitious in aiming to get concrete proposals on how to do this. The week took participants through a process of getting to know the SDGs, deciding which one they considered most important, making general proposals to address them, and then voting on which proposals were the most convincing. All of this was done through the lens of the 3Ps.

Ps: People, Planet, Possibilities

Children, young people, and adults explored the CATS programme through the lens of the 3Ps: People, Planet, Possibilities which regroup all of the Sustainable Development Goals. We learned, reflected, and debated together our individual and collective roles in reaching the Global Goals. Each day addressed a different dimension of the 3Ps through interactive activities based on sharing experiences and reflections in Together Times, Community Groups, Workshops, and the Evening Programme.

POSSIBILITIES

Building on the knowledge and explorations of the past days, what possibilities can we contribute to? Which ones do we want to engage in? CATS participants worked together to come up with proposals for how to achieve the SDGs and influence policy. They also reflected on what changes they personally wanted to make.
Welcome to CATS

As part of the programme activities, they could choose a workshop to participate in over the week. Participants, 11 and older chose from the following options:

- Affecting good governance at the local level (children as active citizens) – Children engaged in media. Save the Children (East and Southern Africa) - Farida Bascha
- Strengthening our child, youth and adult organisations to become more inclusive, transparent, and fair. Children’s Environments Research Group (USA) - Bijan Kimiarag and Ayseur Ataman
- On the Same Team – Improving children’s ability to advocate for policy change and adults’ ability to use coaching skills to support them. Self Leadership Initiative and Child to Child (UK) - Gemma Perkins and Carolyn Conway
- Creative Expression and Performing Arts: Moulding our Future. Student and Co-director of ‘RuShee (UK) - Rupal Maru, and Arshad Mozumber
- Listening and Being Aware of Human Rights. - Freelancer, Filmmaker, Germany-Gerburg Fuchs
- Flower arranging and the Environment. Caux-IofC Foundation, Elizabeth Loy
- Unschooling: a child-led education. Initiatives et Changement, France - Arnaud Lebrun
- Change through information and Technology – PICA (Intelligent Programs with Teenagers). Bolivia – Emiliano Longo (producer, film and tv director and creator of PICA, Caludia Daza (journalist), Esteban Quispe (school graduate and reporter PICA), Dorita Wurzel (college student and reporter PICA)
- Digital rights of young people: from local empowerment to global recognition. Evelina Lafchiyska (Bulgarian Safer Internet Center)
- Compassion in Action: Educating for Action through the inspiration of Nobel Peace Prize winners Peac Jam Foundation - Co founder and Executive Director Dawn Engle

As participants arrived at the Caux Conference Centre, located in the Swiss mountains just above Montreux, they were greeted by the CATS Team and entered into a unique and magical environment.
As the first full day of the conference, participants had quite a lot to become acquainted with. In order to help facilitate their time at CATS, each participant was assigned a Community Group (CG) which they met with every morning in order to prepare for different activities, share their experiences and feedback during the week, and build fundamental bonds with one another. CGs were co-facilitated by adults and children.

The first thing to do was to get to know the Sustainable Development Goals to make sure that everyone was on the same page. Participants had a chance to do this in the first Together Time* called the CATS Trivia where they learned about each of the goals and played a trivia game to see how much they had understood.

Following the CATS Trivia, now that participants were acquainted with the 17 SDGs, they were asked to vote on the top 3 they considered the most important and wanted to work on for the rest of the week.

CATS PARTICIPANTS VOTE ON THE MOST IMPORTANT SDGs:

1. NO POVERTY
2. QUALITY EDUCATION
3. PEACE & JUSTICE

While those over 11 years old went to their CGs, children 10 years and younger participated in the Kittens Workshop in order to work on the daily themes, share their ideas, and contribute to the CATS process with other children. 6 to 10 year olds were in the workshop, while 2 to 5 year olds went to the Kindergarten. Children came from all around the world.*The Together Time was a moment during each day when all participants came together into the Main Hall (300 people) to do different activities addressing the theme of the day, sharing experiences, and learning.
With the theme in the works and the participants on board, it was time to actually get to know one another and better understand what everyone was already doing around the world to address the SDGs locally and globally. A great way to do this was through the Human Library! The Caux Main Hall was transformed into a CATS library, where people became books and shared their stories with others. Participants simply chose a bookshelf, “book” to take out, and started reading!

**Highlights from the CATS Human Library**

**Riku Kimura** a 15 year old from Japan shared his story about his experience during the 2011 earthquake which affected his hometown of Tsukuba when he was just 5 years old. As a survivor, he wanted to volunteer to help his community but his family did not want him to help in clearing the rubbish. In the end, his father agreed to have him help. The way in which everyone worked together made him realise that the bonds between people made it possible to overcome such tragedy. Thanks to CATS, Riku was able to meet other children from diverse situations and make more ties with people around the world.

**Tako Rietveld** captivated our attention with his words on how children are undervalued in society. After observing that children are often seen as “second class citizens” and rarely questioned by the media, he decided to support them by becoming the first journalist dedicated to children. He aims at giving children around the world a voice so that we can see “their perspective on events” and condemn the injustices that affect them. According to Tako, journalists have an important role to play in defending children’s rights because they can reinforce what is said by children to influence politicians.

**Esteban Quispe**, an 18 year old from Bolivia, was one of the young people who made an impression on CATS this year. At the age of 10 he started building robots from recycled waste, hoping to help his parents who were farmers. Coming from a modest family in Patacamai, he was first rejected by his peers in his village, but they soon came to see his talents and he became known all around the country as the “Bolivian genius” and as a robot inventor called the “Bolivian Wall-E”. At CATS, his message was intended to encourage children and young people to make their dreams come true and change the world. He strongly believes in the will and strength of children to create and help solve today’s problems, and he hopes that his story can be an inspiration and example to children in Bolivia and around the world.

**Krenare Luma**, 18 years old, Filip Dimic, 16 years old, and Artina Ahmetaj 17 years old, from a young Kosovan delegation shared their story and painted a positive picture of youth. They were involved in building peace between Serbs and Albanians. Their story was about their work as peace builders in raising awareness among children in their country. For them, tolerance, collaboration and respect are the values they wish to convey to the current and next generation.
What did children and adults have to say about achieving Goal 1, 4, and 16?

Goal 1: No Poverty

"Disadvantaged countries should be supported to develop sustainable agriculture locally. This would allow them to take full advantage of resources and live in a dignified way, all around the world."

Goal 4: Access to Education

"The current educational system needs to be more inclusive and participative. Children should be able to have a say in the program they are taught and leave room for adaptability based on different children’s needs.

Schools should have a focus on teaching practical lessons and sharing general life knowledge. Children who don’t have the chance to go to school shouldn’t be discriminated against and their knowledge should be better recognized."

Goal 16: Peace and Justice

"Kids’ voices should be heard and taken into consideration, only then can democracy be fully achieved.

Teachers and parents should talk more about promoting human rights to children.

We should limit violent content in media and video games made for kids and teenagers."

Proposal Presented at the CATS Parliament

Locally, children and adults should have spaces in public gardens to meet up, share resources, grow their own produce and depend less on big companies. Globally, governments should provide all indigenous populations with a share of land in order to grow their own products and be self-sufficient.

Globally, governments need to recognize all cultures and forms of knowledge. Locally, authorities should put in place youth local councils which would have the power to influence the different decision processes at the international level.

Locally, schools should raise awareness about equality in education and not discriminate against any sex, in particular girls. At a global level, all governments and institutions get together to create an international organization bringing together children and adults to work together.

Guarantee access to computers in disadvantaged communities. This would allow for more access to education locally and make it possible for children all around the world to communicate and exchange. By having better access to education, finding jobs will become easier.

At a global level, we need a better distribution of resources without any corruption and more initiatives like CATS to allow everyone to have a voice.
Voting during the CATS Parliament was not an easy task. How to choose from so many important proposals? In order to narrow down the best options, a small number of participants from each CG volunteered to be part of a group which would look further into the proposals, identify one for each Goal (No Poverty, Access to Education, Peace and Justice) and prepare a presentation for the following evening—The Night of Change.

On the same day CATS addressed the subtheme on the “Planet” and how we want to influence policy and the SDGs. During the Together Time “Playing for the Future”: making connections for an interconnected planet, participants got to know a few different “ecosystems”. Each community group played a different ecosystem, somehow related to an object many would like to receive as a gift: a football, a beauty cream, a smartphone, a sweatshirt or a juicy hamburger. Around each of these objects, two outer circles were formed, the first one with those who organize buying, selling or producing the product. In the outer circle, were people or natural resources impacted by the producing the object. Each participant played a different role and was asked to reflect on the consequences of their role on others. This connection was represented by a string which was passed around connecting the different roles. In the end, a whole Web of Connections could be seen!

As this web became more and more complicated, participants were encouraged to think about how they could improve the connections so that everyone could benefit from the product. For example, we learned that a football is not just a football. The material used to make it is produced by companies in developing countries who hire children to sew the materials to make them. In addition, the material itself is difficult to breakdown and recycle, therefore leaving a permanent footprint on the environment.

In order to improve our planet and the way in which we are all connected, participants made suggestions for what could be done for the planet, take a look!

**Change how we eat and consume**
- Balance the food we enjoy with what is good for the planet
- Encourage local farming and shopping from local farmers
- Encourage global reduction of meat consumption and advertise less meat.
- Promote local, organic and fair trade
- Demand better traceability for the whole production chain
- Encourage use of products made from natural products

**Encourage policies that protect the planet**
- Regulate harmful materials that are used
- Advocate for human and child rights
- Demand stricter legislation on child labour
- Make it illegal to send waste to developing countries
- Improve clean water use through desalinisation processes

**Create a more sustainable society**
- Rely less on energy sources that pollute – use solar
- Use local sustainable production via hydroponics and aquaponics
- Try to adopt a sustainable way of life and share resources fairly
- Find a way to re-use/share clothes instead of buying new ones
- Favour purchase of products made responsibly like Fairphones.
With many new suggestions on how to improve society in mind, participants headed to the Night of Change to think more specifically on the main proposals that CATS could put forward to influence policy and help achieve the SDGs. During this session, participants better defined the 3 main proposals, one for each of the 3 Goals chosen, for what could be done a local and global level.

**OBJECTIVE**

**SDG NO.1 NO POVERTY**

To develop access to free fundamental education tools to help people get out of poverty

**SDG NO.4 EDUCATION**

Development of a campaign promoting girls’ education and Children’s Rights (with focus on children’s participation)

**SDG NO.16 PEACE AND JUSTICE**

• Reduce inequality and discrimination
• End of abuse and access to information
• Transparency & Equal access to justice

**GLOBAL**

Encourage the up cycling of tech devices that can be donated to disadvantaged communities

• Mandatory awareness campaign about girls’ education and children’s rights in each school
• Institute The International Year of Girls’ Education (for example by 2020), which could support work initiatives, projects and conferences to increase awareness of the issue.

**LOCAL**

Create infrastructure to access the Internet in order to develop a community network via public private partnership.

• Support children’s participation by:
  • including children in the decision making process at school, and in city and county level locally.
  • involving children in pedagogical committees
  • organizing compulsory meetings designed to be a place for sharing ideas and proposed projects to improve daily life in compliance with SDGs.

• Skills building program between adults and children
• Global Youth Parliament (GYP)
DAY 7

What personal commitments did people make coming out of CATS

- Changing School Environments
- Promoting children’s rights and participation
- Share and use CATS experiences
- Being more inclusive
- Promoting CATS and developing partnerships
- Environment, reducing waste and saving energy
- Peace building
- Starting and supporting children and youth parliaments
- Learning something new

Going down the mountain

After spending a whole week working on the Sustainable Development Goals, but also learning about children’s rights and children’s participation, participants were inspired to go back to their communities and bring about change on a local level by making small changes themselves. See what different kinds of commitments there were.

As CATS wrapped up the week, participants reflected back on what they had learned and gained over the week. Experiences were personal and diverse: from exploring the SDGs, to gaining new skills to promote children’s participation, to simply making friends. As everyone said their goodbyes, they headed down the mountain with personal commitments to continue promoting the work of CATS in their local communities.
What did participants commit to after CATS?

“Teaching future teachers and people working with children (social workers, carers) about the sense of children’s participation and how it can look like in different places where children are (family, school, local community etc).”
- Ewa Jarosz, Poland

“I will try to find a way to get all plastic waste out of the ocean and the way to prevent more plastic from getting in the ocean.”
- Laurens Visser, 17, Netherlands

“To be more involved in MEOW and try to implement for a day of the peace jam program in my school!”
- Roxanne Landais, 16, France

“I commit to replicate and apply in my everyday life everything that I have learnt. I also commit to inform other people so that they know and understand what the SDGs are.”
- Mirtha Colgue Silva, 13, Bolivia

“Get more students from my school engaged in the school parliament activities.”
- Reem Emoel Yaghi, 14, Palestine-Gaza

“Promoting children’s participation and SDGs through applying their ideas in our projects and service and share with schools, government, NGOs and IoSC national teams.”
- Hui Fang Ou Yong, Taiwan

“To develop collaboration with young people on the autistic spectrum, a project to increase understanding an acceptance, of autism amongst children, inclusive education.”
- Philippa Watts, UK

“Create youth parliament in every country in a local and global interest. And then to accomplish some SDGs thanks to this parliament.”
- Sidonie Cravatte, 14, France

“I will be committed to achieving my goal for peace, I will work more with children in my country and learn about tolerance, collaboration and respecting each other. What I want is peace building in my country.”
- Krenare Luma, 18, Kosovo

“I want to work on improving education. I want to organize an association between teachers and students who would work together to change the current method of teaching and learning.”
- Balthazar Cravatte, 16, France

“Bring the children and youth from both sides of Cyprus together in an effort to achieve peace. That is not only the absence of armed struggle but also the absence of stereotypes and prejudice.”
- Andri Pandoura, 16, Cyprus

“Reduce waste of food within my household, through my work empower and coach children and young people to become part of the national platform/policy making process. Listen more.”
- Elaine Balsan, Malta

“I am going to have a programme where children can be together and build a better community. In this programme there will be boys and girls from all ages and religions and there will be children with special needs. And then I think we can make a parliament for children.”
- Sarah Trudi, 16, Israel and Dalia, Israel
What’s next for CATS?

CATS is moving from a conference (now called a Forum) into a programme. CATS is nurturing a global community of practice, showcasing stories of good practice, and developing its capacity to implement participatory collaboration between children and adults through a variety of different activities.

CATS activities part of the programme include:

**Global Forum** will continue to take place annually at the Caux Conference Center to bring together diverse actors working on children's issues together in order to promote children’s rights to participation.

**Regional Forums** will give the opportunity to strengthen and connect to other initiatives and organisations in the same regional contexts, focus on regional issues that need to be addressed, and bring together key actors in the region to strengthen work on children’s rights to participation.

**Training** aims to provide training on children’s participation and guide organisations and different projects in their work. CATS is currently working on a curriculum which will feed into the trainings which could start as early as the summer of 2017. Currently, CATS is already involved in structural training with the Apprentis d’Auteuil Foundation in France.

**Certification and Award** will be closely tied to training and the forums as a way to recognize examples of good practice in children’s participation.

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**Initiatives of Change**

www.fr.iofc.org

Initiatives of Change France aims to develop active citizens by working with children, youth, and adults to be partners for change to improve society.

**Child to Child**

www.childtochild.org.uk

Child to Child works to realise and mainstream children’s right to participate. It is a pioneer in transformational approaches that inspire children to work together to change their world, leading to healthier, safer lives and better access to education.

**Universal Education Foundation**

www.learningforwellbeing.org

UEF envisions inclusive and supportive societies where children and adults respect each other as competent partners, and learn how to realise their unique potential throughout their lives.

**Eurochild**

www.eurochild.org

Eurochild advocates for children’s rights and well-being to be at the heart of policymaking. It influences policies, builds internal capacities, facilitates mutual learning and exchanges practice and research.

**CAUX - Initiatives of Change Foundation (CAUX-IofC)**

www.caux.ch

Established in 1946, CAUX-IofC organises and coordinates international and local conferences, seminars and training in Switzerland, primarily in its Conference Centre, the Caux-Palace, bringing together a true diversity of people.

**CAUX Conference Centre - Caux Palace**

Owned by the CAUX - IofC Foundation, the Caux Conference Centre provides a safe and privileged space to inspire, equip and connect individuals, groups and organisations from around the globe to engage effectively and innovatively in the promotion of trust, ethical leadership, sustainable living and human security.

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