

INTRODUCTION

Taking into account the 2030 Agenda for Sustainable Development agreed to by all world leaders in 2015 and the need to build a world where no one is left behind and achieve the SDGs the question arises of evaluating and monitoring the implementation of the SDGs and identifying the interest of governments in presenting their progress in the Voluntary National Report, and where the voices of civil society organizations and especially those of children and adolescents, presented the opportunity to consult them for their opinions and perspectives based on their lived experiences on the fulfillment of the SDGs.

With the help of the toolkit and Children's Scorecard, methodology the process of consulting children in different territories of the country began. Adapting the evaluation to create a fun space with children, the rating was placed on happy and sad faces where children could share their opinion on the principles and their relationship with the SDGs.

The consultation was carried out using a rating scale as follows:



The saddest face is associated with the rating **-2** and was stated as "I have seen that it is much worse than in the last three years."



The sad face is associated with the rating **-1** and was stated as "I have seen that everything is worse than in the last three years."



The serious face is associated with the rating **0** and was stated as "everything remains the same as a few years ago, nothing has changed."



The happy face is associated with the rating **1** and was stated as "I have seen that everything is better than in the last three years."



The celebration face is associated with the rating **2** and was stated as "I have seen that everything is much better than in the last three years."

A child-friendly methodology was carried out. It began with a brief training on the SDGs that included a short explanation and a video. In this space, open questions were asked to the children, and these were properly systematized. Once the explanation of each SDG to be evaluated was completed, a wheel dynamic was carried out in which each of the principles was found. An explanation of the principle that came out on the wheel was given, and the consultation was then carried out through the designated kobo (digital survey form), introducing the questions with a case or short story related to the SDG. Using the faces or emojis mentioned above, the child could give their rating. After this part, some questions were

asked to the children about why they answered in this way, and the session was closed concluded.


Example:

1 FIN DE LA POBREZA



Garantizar que los pobres vivan con la pobreza en todas sus formas en todo el mundo para el 2030.

En este mundo la falta de dinero hace que a los niños y las niñas se les dificulte tener todos sus derechos como buena alimentación, salud, agua, educación, protección y vivienda.



<https://www.youtube.com/watch?v=8p4k4k4k4k4>

1. ¿Qué creen que podría hacer el gobierno para que las familias tengan dinero para cubrir sus necesidades y que haya menos pobreza?
2. ¿Qué pueden hacer ustedes como niños, niñas y adolescentes para que haya un cambio en su comunidad en este tema?
3. ¿Qué tipo de apoyo necesitarían para lograrlo?

He visto que está peor que en los últimos 3 años.

He visto que todo está mejor que en los 3 últimos años.



He visto que está mucho peor que en los últimos 3 años.

Todo sigue igual que en los últimos años, nada ha cambiado.

He visto que todo está mucho mejor que en los últimos 3 años.

Formulario: <https://docs.google.com/forms/d/1GpL1G>



In this way, the results on the opinions of girls, boys and adolescents in relation to the SDGs could be obtained.

<p>Which children in your country are you representing?</p> <p><i>This information will be helpful to offer a background and understanding of representation of the consultation and where/if gaps of inclusivity occur and how we can address this.</i></p>	<p><u>Please tick all that apply:</u></p> <p><input checked="" type="checkbox"/> Women and Girls</p> <p><input checked="" type="checkbox"/> Children and young people</p> <p><input checked="" type="checkbox"/> Indigenous Peoples</p> <p><input type="checkbox"/> Children with disabilities</p> <p><input type="checkbox"/> People discriminated by caste, work, and descent.</p> <p><input checked="" type="checkbox"/> People discriminated by geographic area e.g., urban slums, rural areas.</p> <p><input type="checkbox"/> Children and young people with diverse SOGIESC</p> <p><input type="checkbox"/> Small scale farmer</p> <p><input checked="" type="checkbox"/> Ethnic and Religious minority groups.</p> <p><input checked="" type="checkbox"/> Migrants or undocumented persons.</p> <p><input type="checkbox"/> Refugee and asylum seekers</p>
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Describe how the children were gathered and selected to take part (e.g., are they part of an existing project)	We looked to have a representation of children from every region we have currently participation, governance and advocacy actions. Thus, we focalized groups from the national participation network supported by SCC and/or from other participation spaces from each country region.
Have you done advocacy on child rights?	yes
Have you done advocacy on the SDGs?	yes
Where did the consultations with the children take place?	Some took place at SC offices, at a community meeting place, schools, and 1 took place online.
Number of children involved.	147: 71 boys, 76 girls
Are you working on specific SDGS or targets? If yes, please list them.	No poverty (1), Zero hunger (2), Good health and well-being (3), Quality education (4), Gender equality (5), Clean water and sanitation (6), Reduced inequalities (10), Climate action (13), Peace, justice, and strong institutions (16), and Partnerships for the goals (17).

Goal 1: End Poverty in all its forms everywhere						
Principles	-2	-1	0	+1	+2	Assessment / Comments
1. Universality						52% of children and adolescents consider that everything remains the same, 26.67% considered that it is better, 10% that it is much worse, 8.67% consider that it is worse and 2.67% consider that it is much better. The perspective that everything remains the same regarding the application of the SDGs at all times and places is significant.

2. Leave No One Behind					<p>44% of children and adolescents consider that everything remains the same, 23.33% consider that everything is better, 11.33% have seen that everything is much better, however, the same figure 11.33% consider that it is much worse, with 10% considering that it is worse. The general perspective is that everything remains the same, but there is an interesting division in the consideration of how everything is much worse and much better regarding leaving no one behind. This could also depend on urban and rural contexts and the life perspectives of boys and girls.</p>
3. Interconnectedness and Indivisibility					<p>39.33% of children and adolescents consider that everything remains the same in relation to the fulfilment of the SDGs and Human Rights, 31.33% consider that it is better, 21.33% that it is much better, 6% that everything is worse and 2% that it is much worse. The perception that everything remains the same is significant.</p>
4. Transformative					<p>42% of children and adolescents consider that everything remains the same, 35.33% consider that everything is better, 14% consider that everything is much better, 4.67% consider that it is worse, and 4% much worse. Although the generality is found in a perspective of everything being the same, there is a significant sample that considers that everything is better regarding the transformative principle in relation to the SDG of ending poverty.</p>
5. Partnerships					<p>45.20% of children and adolescents consider that everything remains the same regarding the collaboration of all members of society and the government to end poverty. 27.87% of children and adolescents see progress on poverty in terms of partnership and collaboration. 11.47% of children and adolescents see that everything is much better, 8.80% see that everything is worse,</p>

					and 6.67% perceive that everything is much worse.	
Overall rating					Everything remains the same 45.20%	
1.Do you have specific ideas for what more they could do to address this issue? What can you and your peers do in your community to create positive changes? What support do you need?	1.	<ul style="list-style-type: none"> • "Give jobs to parents" • "The government could create more jobs and ensure that wages are fair, so families have enough money to cover their needs. They could also offer training and education programs so people can get better jobs." • "Stop stealing, be less corrupt, Give more opportunities to the poor, more jobs for people. Markets. Campaigns to help people." • "More financial education." • "Aid campaigns to plant crops, investment in businesses and farmers" 	2.	<ul style="list-style-type: none"> • "Have an impact in our territories with campaigns and programs that help others." • "Help our parents more." Gabriela Hernandez • "That children support with their participation in decision-making on the public agenda" • "Include us and be professionals to break the cycle of poverty" • "Dialogue with decision makers because La Guajira has not been able to advance" • "They have to listen to children because poverty also worries children." • "Go out and seek the government - Demand rights" 	3.	<ul style="list-style-type: none"> • "That all children have what they need to be happy" • "That governments generate more aid and participation programs and projects." • "Make it easier to get work papers." Zohe Carreño • "Government support, study and listen to children" • Parents, Mothers, Caregivers - Family, friends

Goal 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Principles	-2	-1	0	+1	+2	Assessment / Comments
1. Universality						37.33% of children and adolescents believe that everything remains the same, 30% have seen that everything is better, 16% that everything is much better, 12.67% that everything is worse, and 4% that everything is much worse. It is important to highlight that there is a consideration about how everything is better despite the generalized perspective that everything remains the same.
2. Leave No One Behind						42% of children and adolescents believe that everything remains the same, 30.67% consider that everything is better with respect to leaving no one behind for the fulfillment of zero hunger, 14.67% have seen that it is worse, 9.33% that everything is much better and 3.33% show that everything is much worse. It is important to see in consideration that despite the general perspective that everything is the same, there is a significant percentage in the perspective that everything is better with respect to leaving no one behind in the SDG of Zero Hunger
3. Interconnectedness and Indivisibility						30.67% of children and adolescents believe that everything remains the same between the relationship of human rights and the fulfillment of the SDG of Zero Hunger, 28% consider that everything is much better, 26.67% that everything is better, 8.67% that everything is worse, and 6% that everything is much worse. Therefore, there is an important consideration that significant advances have been made in the interconnectivity of human rights and the SDGs regarding Zero Hunger.
4. Transformative						34.67% of children and adolescents have seen that everything is better with respect

					<p>to the transformative principle in the commitment to zero hunger, 33.33% have seen that everything is much better, 26% that everything remains the same, 4% that everything is worse and 2% that everything is much worse.</p> <p>It is important to show that although the general rating for the SDG of zero hunger is that everything remains the same, in the principle of transformation there is an evident perspective of improvement, with the majority seeing that things are better or much better.</p>
5. Partnerships					<p>36.67% of children and adolescents believe that everything continues in the association and collaboration for the fulfillment of the Zero Hunger objective. 22.67% believe that everything is better. 18.67% that everything is much better, 18% that it is worse and 4% that everything is much worse. It is considerable that with respect to the association they do not perceive any change.</p>
Overall rating					Everything remains the same 34.53%
Do you have specific ideas for what more they could do to address this issue? What can you and your peers do in your community to create positive changes? What support do you need?	1,				<ul style="list-style-type: none"> • "Provide more lunch and snacks at school" • "To have more programs like the School Feeding Program (PAE)" • "Partner with small-scale farmers to improve optimal production techniques with subsidies for them." • "Take care of the environment to have more food" • "Protecting farmers, improving access to food products in territories, and eradicating inequalities is a way to end hunger" • "I believe the government should implement strategies that allow for environmental care" • "There should be an agricultural reform, providing resources to that sector of society, promoting the purchase of local and national products"

2.

- "Help from the school with those who do not have or are not part of the food programs"
- "Support more for everyone in the community and that we have good conditions"
- "Don't waste food"
- "Eat healthy"
- "As adolescents, being aware of food consumption and proper waste management"
- "Help for homeless children"
- "Healthy food (fruits and vegetables)"
- "Support for crops so they can eat and sell, and thus be able to live well."
- "The government would reduce funding, such as resources, and that money would be invested in food companies so that food could reach many Colombians suffering from hunger".
- "Bring markets to the neediest families"
- Go out to seek the government - Demand rights
- To ensure that families have enough food and that children do not go hungry, the government could implement several measures. First, schools can play a crucial role by providing better nutrition to children through full-day programs that include balanced meals. Additionally, creating stable jobs for parents and caregivers is essential for families to have sufficient income to cover their basic needs.

3.

- "That there is more support from the government for children's councils"
- "Community Dining Halls"
- "Government support for farmers"

Goal 3: Ensure healthy lives and promote well-being for all at all ages						
Principles	-2	-1	0	+1	+2	Assessment / Comments
1. Universality						35.33% of children consider that the principle of universality for SDG 3 on health and well-being is better, 34% consider that everything remains the same, 16% that it is worse, 11.33% that everything is much better and only 3.33% consider that it is much worse.
2. Leave No One Behind						43.33% of children and adolescents believe that everything remains the same, 23.33% consider that everything is better, 14.67% that it is worse, 11.33% that everything is much better and 7.33% that everything is much worse. It is significant that children see everything the same and have not observed significant changes in their environments.
3. Interconnectedness and Indivisibility						38% of children and adolescents believe that everything remains the same, nothing has changed about the relationship between the SDG health and well-being and human rights, 34% consider that everything is better, 13.33% believe that everything is much better, 8% that it is worse and 6.67% that it is much worse. Despite having an important consideration that everything remains the same, there is a general perspective on progress in how health and well-being are interconnected.
4. Transformative						For the transformative principle, 33.33% of children consider that everything is better, 32% that everything remains the same, 24% that everything is much better, 8% that it is worse and 2.67% that it is much worse. It is considerable that there is a close perspective that things are better and remain the same.
5. Partnerships						46% of children and adolescents believe that everything is better in terms of partnership towards the fulfillment of the

						SDG health and well-being. 34% consider that everything remains the same, 14.67% that everything is worse and 1.33% that everything is much worse. So it is relevant that the perspective on the association of children in the partnership for the fulfillment of health has made some progress and is better than before.
Overall rating						Everything remains the same 36.27%
Do you have specific ideas for what more they could do to address this issue? What can you and your peers do in your community to create positive changes? What support do you need?	1.	<ul style="list-style-type: none"> • "Improve hospital conditions""That there is more coverage from SISBEN (social welfare system)" • "Provide documents to people who don't have them or help those who don't have documents" • "Build more hospitals. Campaigns to deliver medicines. Health centers for homeless people. More opportunities to become doctors." • "Conduct training campaigns for birth prevention, led by various trained professionals to address this issue" • "Strengthen the care provided by professionals in health entities" 				
	2.	<ul style="list-style-type: none"> • "Take better care of ourselves" • "Promote non-smoking. That companies do not generate pollution. Group together to promote mental health among young people. Not to consume drugs or alcohol because it is bad for health." • " Information should be replicated regarding access to health entities, especially to rural communities" 				
	3.	<ul style="list-style-type: none"> • "That all girls and boys can go to the hospital for free" • "That there are more programs from the governorate and the mayor's office" • "More support for children's councils to conduct health campaigns" • "The responsibility of the president, the government, and doctors" 				

- "Support from the community, government and police"

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Principles	-2	-1	0	+1	+2	Assessment / Comments
1. Universality						For the principle of universality for the SDG of quality education, 31.33% of children and adolescents have seen that everything is better, 30.67% everything remains the same and 30% have seen that everything is much better, 7.33% have seen that it is worse and 0.67%. So children and adolescents consider that there have been some advances in quality education and universality.
2. Leave No One Behind						40.67% of children and adolescents consider that everything is better than three years ago, 35.33% that everything remains the same, 17.33% that everything is much better, 4.67% consider that it is worse and 2% consider that it is much worse regarding leaving no one behind and quality education.
3. Interconnectedness and Indivisibility						37.33% of children and adolescents for the interconnected principle of SDG 4 Quality Education are, 33.33% consider that everything remains the same, 18% that everything is very bad, 10% that it is worse, and 1.33% that everything is worse.
4. Transformative						50% of children and adolescents consider that the transformative principle for quality education has seen that everything is better, 25.33% consider that everything is much better, 19.33% consider that everything remains the same, 2.67% consider that it is worse and 2.67% consider that it is much worse. It is interesting to recognize that children consider that it is better and much better, demonstrating progress on the

					transformative principle in fulfilling the SDG of quality education.
5. Partnerships					42.67% for the principle of partnership and the SDG of quality education consider that everything is better, 27.33% consider that everything remains the same, 18.67% have seen that everything is much better, 6.67% have seen that it is worse and 4.67% consider that it is much worse, being significant that children and adolescents consider that the partnership for quality education has made some progress.
Overall rating					Everything remains the same 31.07%
Do you have specific ideas for what more they could do to address this issue? What can you and your peers do in your community to create positive changes? What support do you need?	<p>1.</p> <ul style="list-style-type: none"> • "Teach us other fun things like these" • "Increase the number of places in schools" • "Build more public schools" • "That Venezuelan children and girls are attended to more quickly" • "Bring more notebooks. Provide flexible education, so that children who can't go to school can be educated at home. Don't take away the right to education from poor children." • "Lower tuition fees. Government support to train teachers. That teachers teach about equality." • "Hiring trained professionals with a vocation for teaching" • "Strengthening the infrastructure of institutions and the food system" • "Improving the quality of education" <p>2.</p> <ul style="list-style-type: none"> • "Always listen to the teachers when they ask us to" • "Commit to our studies", "Help our classmates when they need help in school" • "Taking care of ourselves from the dangers we sometimes see in the neighborhood, like unknown people" • "Having an association between the community to have a conversation with politicians to build a rural school" • "Send messages to authorities and communities". • "Protest when the right is not fulfilled. Schools for street children. A place where they can study" 				

	<p>3.</p> <ul style="list-style-type: none"> • "That the school always looks nice and clean" • "Improve classes and some teachers from school", "That the school helps us with participation spaces" • "That we can be like other children with papers and all the rights" • "Have support from the government to build many schools so that boys and girls can learn more" • "That schools support this. That schools show more interest in their students. From the principals." • "Infrastructure that meets the requirements of adolescents"
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Goal 5: Achieve gender equality and empower all women and girls						
Principles	-2	-1	0	+1	+2	Assessment / Comments
1. Universality						For universality in the SDG of gender equality, 30.67% of children and adolescents consider that everything is the same, 20% that everything is worse, 18.67% that everything is much better, 18% that it is better and 12.67% that it is much worse.
2. Leave No One Behind						Regarding the principle of leaving no one behind and the SDG of gender equality, 39.33% of children and adolescents consider that everything remains the same, 22.67% that everything is worse, 18% that everything is better, 13.33% that it is much worse and 6.67% that it is much better, being considerable that children and adolescents do not see significant changes regarding the principle of leaving no one behind and the SDG of gender equality.
3. Interconnectedness and Indivisibility						For the relationship between the interconnected principle and the SDG of gender equality, 28% of children consider that everything remains the same, 27.33% that everything is better, 24% that everything is much better, 12% that

					everything is worse and 8.67% consider that it is much worse.
4. Transformative					For the transformative principle and the SDG of gender equality, 36% of children consider that everything is better, 25.33% that everything remains the same, 14.67% that everything is much better, 14% that everything is worse and 10% that everything is much worse. It is important to recognize that children consider that everything is better.
5. Partnerships					32% of children regarding the SDG of gender equality and the principle of partnership have seen that everything remains the same, 30.67% consider that everything is better, 13.33% that everything is much better, 12.67% that it is worse and 11.33% that it is much worse.
Overall rating					Everything remains the same 31.07%
Do you have specific ideas for what more they could do to address this issue? What can you and your peers do in your community to create positive changes? What support do you need?	<p>1.</p> <ul style="list-style-type: none"> • "That grown-ups respect us" • "Have safer spaces for everyone" • "There should be more security in the parks" • "They should make programs to take advantage of public spaces" • "Teach more respect towards different people" • "Put rapists in jail." • "Talks to men so they don't rape or assault women." • "Train families. Teach that everyone has rights. That parents teach girls." • "Generate opportunities for men and women". • "Equality in salary allocation". • "Encourage the role of women in society" <p>2.</p> <ul style="list-style-type: none"> • "Respect our classmates" • "Appropriate the parks through play and recreation", "conduct more care and protection campaigns from the councils" 				

	<ul style="list-style-type: none"> • "Take better care of ourselves, since women are the ones who are most violated" • "Respect us as much as boys and girls equally so that there is no violence or verbal or physical abuse" • "Not making fun of people with disabilities because of their orientation not for other reasons. No discrimination" • "Change the traditional perspective of gender" <p>3.</p> <ul style="list-style-type: none"> • "That grown-ups take care of us at school, home and the neighborhood" • "Better spaces in the municipalities to feel safe" • "More security in the places we live" • "More education about gender. Don't exclude women, don't abuse families" • "Change the traditional perspective of gender" • "Training spaces, in which this problem is addressed"
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Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels						
Principles	-2	-1	0	+1	+2	Assessment / Comments
1. Universality						Regarding the principle of universality and the SDG of peace and strong institutions, 31.33% of children and adolescents consider that everything remains the same, 30% that everything is better, 12% that everything is much better, 19.33% that everything is worse and 7.33% that everything is much worse. Therefore, it is considerable to note that there is a similar opinion that everything remains the same and is better.

2. Leave No One Behind				38% of children and adolescents regarding the principle of leaving no one behind and the SDG of peace and strong institutions consider that everything remains the same, 25.33% consider that everything is better, 14.67% consider that everything is much better, 13.33% that it is worse, and 8.67% that it is much worse.
3. Interconnectedness and Indivisibility				36.67% of children consider that in relation to the interconnected principle and the SDG of peace and strong institutions, everything remains the same, 32% everything is better, 15.33% that everything is much better, 13.33% consider that it is worse and 2.67% that it is much worse.
4. Transformative				In relation to the transformative principle and the SDG of peace and strong institutions, 38.67% of children and adolescents have seen that everything is better, 25.33% that everything remains the same, 22% that it is much better, 10% that it is worse and 4% that everything is much worse, so it is significant the consideration of children in how they have seen that there are advances.
5. Partnerships				In relation to the partnership principle and the SDG of peace and strong institutions, 39.33% of children and adolescents consider that everything is better, 35.33% consider that everything remains the same, 13.33% that everything is much better, 11.33% consider that everything is worse and only 0.67% that it is much worse. It is worth highlighting that the perspective of progress is significant.
Overall rating				Everything remains the same 33.33%

Do you have specific ideas for what more they could do to address this issue?
What can you and your peers do in your community to create positive changes? What support do you need?

1.

- "I believe the government should invest more in education and recreational activities. If children have access to good schools, they can learn and have more opportunities in the future."
- "For children to be able to live in peace, I think the government should create more prevention and support programs in the communities."
- "Have more spaces where we can spend our free time"
- "Have an association with the army etc, to have a dialogue with armed conflicts so that we have peace and justice"
- " More security in homes and communities. Run campaigns to avoid police who steal and ask for money. Remove child exploitation, eliminate guerrillas"
- " Catch the thieves. Prevent exploitation and trafficking. Prevent conflicts that generate wars."
- "Strengthen security".
- "Attention to people who may later become gangs".
- "Strengthen security systems especially in educational institutions. Eradication of criminal gangs."

2.

- "As teenagers, we can start by being a good example and supporting our friends, so they don't get into trouble. "
- "We can organize activities in our school or neighbourhood, such as sports tournaments or cultural events, so that everyone has something positive to do in our free time. "
- "I believe we can make a change by being kind and supportive to others. If we see someone going through a hard time, we can offer our support and listen to them."
- "Have more spaces where we can spend our free time"
- "Have an association for our parents and policy to report and put an end to violence"
- " That everyone is interested and really wants to make a change"
- " Help people. Talks for non-violence. Teach people to do good. Prohibit drugs. Take care of ourselves. Don't go out late. Don't send late at night to run errands."
- " Improve interpersonal relationships"

3.

	<ul style="list-style-type: none"> • “We would need the support of adults and community leaders. For example, our teachers and school principals can help us organize activities and events. It would also be great to have the backing of local organizations that can offer resources such as sports or educational materials. In addition, our parents can support us by participating and encouraging us to get involved in these projects.” • “Collaboration with the local police to ensure safety during the events would also be important.” • "Have more spaces where we can spend our free time" • "Dialogue with the government to be able to go out on the street, like having cameras for the safety of everyone" • “ Support from the government, parents, the community, families” • “ Ensure the safety of children in different spaces”
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Conclusions
<p>The consultation on the SDGs and their relationship with the fulfillment of child rights allows us to see where the 2030 Agenda is going and the achievement of eliminating inequality gaps, to observe that children have opportunities for the future and to consider whether these should be reinforced, requesting decision-makers to comply with what was agreed in the aforementioned agenda.</p> <p>Knowing the perspective of children up close is key to informing policies and programs in Colombia that allow the fulfillment of their rights. Through the survey, it was evident that for children there is a widespread perspective that "everything remains the same, nothing has changed" however, observing the balance of this and taking this premise into account, the majority of children consider that they have seen that it is better than three years ago, this may be due to several factors, the first is that children do not have a memory of more than five years to recognize if it was worse or not, so they may consider that everything is the same or has improved, the second factor is the approach they have with Save The Children which can in one way or another make children identify certain advances on obtained aid, and the third factor, that they find in their environments that everything remains the same or that it is better according to their life context. Similarly, it is evident that children consider that despite having some progress, they are not entirely significant for the complete fulfillment of the SDGs and therefore of human rights. The children consulted also underscored the importance of creating safe, inclusive and meaningful spaces to have their voices heard in SDG implementation in the country and decision-making processes affecting their lives.</p>

Introduction Policy Environment for Children

According to the proposal to understand the overall political environment for ensuring the fulfillment of the SDGs through adults in terms of programs, budgets, and indicators for their implementation, this consultation was carried out with civil society organizations, people from public entities, and other adults, which was presented through the World Café methodology. Through five tables, the conversation was held on each of the topics presented in the scorecard. Each conversation was systematized, and a survey was conducted taking into account the express rating in the toolkit (-2 -1 0 1 2).

Policy Environment for Children

Areas	- 2	- 1	0	+ 1	+ 2	Assessment / Comments
<p>1. Governance framework</p> <p><u>Questions:</u> Is there an established governance mechanism for overseeing the implementation process of the SDGs? If yes, describe its role. If not, who should be part of this body and what should their role be?</p>						<p>As a consensus, the group established that they are not familiar with the specific topic of governance in this area, which is why they state:</p> <ul style="list-style-type: none"> • If the mechanism exists, it must be in charge of providing guidelines, articulating and monitoring, as well as of national reports. • Municipalities have carried out their local development plans (previous periods) with guidelines from the DNP to associate indicators with the SDGs.
<p>2. National development plans, strategies & budget</p>						
<p>3. Institutions with clear mandate:</p> <p><u>Questions:</u> How integrated are the institutions for monitoring and</p>						<p>Several people stated that they knew there was a CONPES (National Council for Economic and Social Policy) document referring to this topic.</p> <p>Some declared that in previous work within the State, they had to produce reports based</p>

<p>overseeing the implementation of the SDGs in Colombia?</p> <p>Are there currently sufficient monitoring mechanisms to hold the government accountable for the fulfilment of the SDGs for children, such as parliamentary committees or public audits?</p>					<p>on the actions of their sector, with a perception of low integration of results.</p> <p>Likewise, there was controversy since the participants are part of organizations that work for children and do not know if there is institutional integration to carry out monitoring.</p> <p>Most of the participants say they are not familiar with this topic, although there were specific contributions as follows:</p> <ul style="list-style-type: none"> • There are exceptional examples like Bogotá, where monitoring is indeed carried out, but they do not have supervision data in the terms mentioned in the question. • It is perceived that there is outdated data and no integration in information systems that allow for supervision. • There are known experiences of intersectoral commissions, although they do not exist based on their planning but rather their reaction to the urgency of reports required by the national level and/or DNP (they report their small part).
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<p>4. Implementation at the national level</p> <p><u>Questions:</u> Are there currently SDG strategies in the country to incorporate into existing plans, programs, and policies? If yes, have there been efforts to include a child-centered approach in these plans?</p>					<p>Participants had varied perceptions related to the SDG strategies in the country:</p> <ul style="list-style-type: none"> • On one hand, some highlighted that in the current government there was a particular population and regional interest in the objectives related to zero hunger and poverty reduction that was not as pronounced in other governments. • Others, on the contrary, expressed that in the current government there is no articulation between the different entities that allows aligning a clear SDG strategy to incorporate them into existing plans, programs and policies. Alluding that each entity does what it must do without being aware of what the others are doing. • Most of the attendees expressed that in the local development plans during this year there has been an important effort by local authorities to include SDG indicators in some territories, noting that this happens to some extent because the National Development Plan mentions sustainable development indicators. • Similarly, most participants allude that there is currently no child-centered effort, although cities like Medellín, due to the previous experience of the current administration, have actions with a child focus, this does not occur in most cases. It is highlighted that ICBF, the national entity responsible for children's issues, has a varied offer, however it does not intend to aim at the fulfilment of the SDGs per se. Although its programs help reduce poverty, hunger, improve education, but not in an explicit way to the SDGs. In addition, the massive programs of this entity (ICBF) reach more to early
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<p>¿Se están cubriendo todos los ODS de manera equitativa o hay selección de ciertos objetivos? ¿En cuáles? ¿Dónde están las fuentes de financiamiento?</p> <p>Are the current levels of spending adequate to guarantee children's rights?</p>					<p>childhood, but after the age of six the offer is considerably reduced.</p> <ul style="list-style-type: none"> • The participants showed that there is no equitable intentional work to fulfil the SDGs. During this government that began in 2022, there is more explicit work, for example, on zero hunger, and not in vain will that be the only goal they will report on in the voluntary report to the UN in July. The work on education issues stands out, with the full day that was included in the National Development Plan, and poverty reduction. However, there are no explicit sources of resources or financing sources from the voices of the attendees. • They also showed that not having indicators regarding the progress of each SDG makes it much more complex to trace the sources of financing and although they are sure that many of the activities that the government does today can help specifically advance the SDGs, it is not necessarily monitored, reported and executed expenditure in a manner discriminated by SDG. <p>The attendees did not have direct information as to whether adequate spending levels are in place today, precisely because of what was explained earlier.</p>
<p>5. Implementation at the sub-national levels</p> <p><u>Questions:</u> How effective have the current policies, action plans or</p>					<p>Some attendees mentioned that there are currently programs such as Zero Hunger, the ICBF's "Atrapa Sueños" strategy, the Ministry of Education's quality education program, and restorative justice programs, which show progress in reaching children and can aim at the SDGs in the medium term.</p>

<p>strategies been in achieving progress for children so far, in fulfilling the SDGs? What are the gaps?</p>					<p>Regarding Goal 1, they mentioned:</p> <ul style="list-style-type: none"> The "Familias en Acción" program, the "Renta Ciudadana" and "Adulto Mayor" programs have made progress. More priority is given to extreme poverty and SISBEN women, but they do not see that in this objective and in the others, there is a family approach as an articulating axis of the care system that directly impacts children. <p>Regarding Goal 2, they highlighted:</p> <ul style="list-style-type: none"> Efforts within the "Alianza por la Nutrición y Hambre Cero" that have resources in the National Development Plan. There is a strong country commitment to end malnutrition and improve food security. However, much more effort is needed to increase coverage and quality in school feeding. In relation to this objective with poverty reduction, some attendees mentioned that to break the cycle of poverty, it is not enough to reduce hunger, intersectoral efforts are still needed. <p>Regarding Goal 5, these were some specific notes:</p> <ul style="list-style-type: none"> The experience of Bogotá with its "Infancia Diversa" approach and the "Disfrute" strategy allows progress to be made on Goal 5 related to the gender approach, however, as mentioned before, this does not imply that it is intentional from its formulation for the specific advancement of this SDG. They also highlighted the actions of the Secretary of Women and its programs on sexual and reproductive rights. At the national level, they feel that the
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					<p>opportunity to advance on this objective was lost, considering that the ministry that was going to have a strong focus on this issue has not yet materialized.</p> <p>Regarding Goal 16, they mentioned:</p> <ul style="list-style-type: none"> • There are difficulties in advancing on the issue of violence against children, which would aim at Goal 16 on peace. • There are too many shortcomings in access to justice with a child focus, and in the issue of access and prosecution, the responsible entities do not have teams trained with a child focus. • Much more was expected from this government for a stronger peace commitment; however, they do not see specific actions for children in issues such as reparation, land restitution, among others. <p>One of the gaps mentioned in a general way is the high turnover of personnel in government entities, which makes it difficult to focus on specific indicators and intentionally work in a sustainable way towards the SDGs. Added to the fact that the fulfilment and incorporation of the 2030 Agenda in programs and policies is not seen in an intentional way. They also mention that there are not many spaces for child participation in decision-making scenarios and that to achieve progress on these issues, it is crucial to call for policies with a child focus. In addition, as a gap, they mention that there are difficulties in the resources to cover what is planned and what is executed.</p>
<p>6. Public awareness & capacity development</p> <p>Questions:</p>					<p>Answers to this question were:</p> <ul style="list-style-type: none"> • Some participants believe the information is not clear or user-friendly enough, especially for children.

<p>Do CSOs have accessible and suitable information about the 2030 Agenda and the SDGs in formats available for children and adolescents?</p>					<ul style="list-style-type: none"> • Some CSOs have information on the SDGs, but not in formats for children or special protection groups such as indigenous, Afro-descendant, disabled and migrant populations. • CSOs are not being provided with information because efforts to disseminate the SDGs in communication terms have decreased. • There is no available information on the progress of the SDGs or the status of their implementation by the government, there is no statistical update to verify compliance. • CSOs cannot aim at all SDGs when addressing children, these SDGs need to be made more visible from a child perspective.
<p>Are civil society organizations using the 2030 Agenda to frame their work?</p>					<ul style="list-style-type: none"> • I believe these are aspects that are taken into account, but other types of priorities are framed. • They are used so that CSOs can frame their annual plans. • Not all CSOs use the SDGs for their own agenda, but especially those with an international presence do include them in their objectives and commitments. • If community or grassroots CSOs depend on cooperation funds, they incorporate the SDGs, but not necessarily does the government provide this information.
<p>What support exists for capacity development on the SDGs in Colombia?</p>					<ul style="list-style-type: none"> • Current regulations are complicated and impose barriers to working with grassroots CSOs, as they must meet many criteria. • There is very little support. It is supposed that this is done from planning, but the district is not focused on this.

<p>Has the national government made efforts to strengthen civil society organizations that support and promote the advancement of the SDGs? If so, is it benefiting children and communities?</p>					<ul style="list-style-type: none"> • There is little support from UN agencies to strengthen capacities on SDGs, there is more willingness on the part of CSOs to know them. • There have been no real efforts to strengthen CSOs in the implementation of the SDGs with a child focus or a specific effort to advance them. • Children are not a priority for the government in SDG issues. • The national government, for example, in institutions such as the DNP, mainstreams the SDGs, includes them in the NDP and strengthens CSOs, but a direct intentionality of SDG promotion is not perceived, however, it impacts them. • No, attention to children is underfunded, a situation that ends up harming NGOs that directly serve children and adolescents. • Some of the government's actions to implement the SDGs benefit children and communities, but not as a special protection group. • CSOs are the ones who end up supporting the government in implementing the SDGs, an example of this are the CSOs of people with disabilities who end up pressuring the government to guarantee their rights. • There is a lack of coordination between the different government entities to implement and monitor the execution of the SDGs. • Strengthening should not be limited to just funding, there should also be accompaniment to implement the SDGs with quality. • There are no CSOs knocking on the door of the State to generate efforts
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					<p>that strengthen CSOs in terms of SDGs with a child focus.</p> <ul style="list-style-type: none"> • The State is increasingly interested in knowing what CSOs are doing in the territory, both the Duque and Petro governments are doing this, "Juntos por la niñez" of the SNBF is a good example to involve children's and childhood CSOs for the guarantee of rights.
<p>7. Monitoring mechanisms</p> <p>Questions: Does an official and established institutional framework exist to monitor the progress of the SDGs with a child focus in Colombia?</p>					<ul style="list-style-type: none"> • The district has a monitoring system for the living conditions of children and adolescents, but they are not focused on SDG indicators. • There is no official framework. Each entity reports its actions and frames them in the SDG that corresponds. • I don't know it, in fact, the data I find is outdated. • There is a framework for reporting, but I don't know for its monitoring or if it includes more than one entity. • In what we know, no, there is the SUIN and the child-to-child monitoring system, but they do not have that focus. • It is not usually a common practice to exercise this monitoring with a child focus. • Periodic monitoring is carried out, but the impact is not measured. • There is an institutional framework to measure and monitor, but there is no dissemination. • Construction of PP and its monitoring and follow-up is disjointed between entities. • The DNP has a matrix for the SDGs but it is not known how the data is established or if it is updated. • There is a CONPES but it is not known if it has been implemented or not.

<p>Are there advances to have evidence with disaggregated data on the SDGs with a population focus on children?</p>					<ul style="list-style-type: none"> • There is a general report, but it does not include all the SDGs, and we do not know of any specific follow-up on children and adolescents. • There are advances in the generation and collection of data, but not in an institutional manner. • I believe so but for very specific objectives such as nutrition and education. • No, in objective 5 some figures were mentioned, but there are adjustments and transformations with respect to behaviours, which is not quantitative but qualitative. • There are no efforts to disaggregate data by population. • There is interest but it is not known or there is no evidence of how it is being done. • There are general disaggregated data for children in some sectors, but not associated with SDGs. • There are many ways to see disaggregated data, but not specifically on the SDGs.
<p>Has civil society been invited to provide and/or review evidence and data "disaggregated by income, gender, age, ethnicity, migration status, disability, geographic location, and other relevant characteristics in national contexts"? If the answer is Yes, provide details.</p>					<ul style="list-style-type: none"> • Currently there is a commitment from the SNBF to do this, but before it did not exist. • As far as we know, there has been no official invitation to civil society to monitor and evaluate. • The organization I am part of has not been invited, nor have I heard of other civil society organizations that have this type of exercise. • No, although the current government talks about approaches, it remains in sex, ethnicity and age, missing characteristics for intersectoral analysis.

					<ul style="list-style-type: none"> • There are no reports with data disaggregated by gender, age, ethnicity, migration status, etc. • The invitation has come from the CSOs to the State, with reports that are being developed.
<p>8. Transparency & accountability</p> <p><u>Questions:</u></p> <p>Do the policy-making processes and decision-making on the SDGs have easily accessible, timely, and precise information and data?</p> <p>Is there a transparent process to understand how official data is obtained?</p>					<ul style="list-style-type: none"> • Democratization and localization of the SDGs. All levels must be involved, within the entities, the knowledge and appreciation of the SDGs since only one area of the entities is the one that knows about the subject. • Regarding information, the State has important sources through DANE, but are not specific to the SDGs. • There are no specific or updated sources of the SDGs. • Not all information is freely accessible, in addition, the processes before the entities are sometimes not clear or efficient. The data is not updated in real time, which makes it complex to have updated and timely information. • The closest are the Local Development Plans, normally the information provided is scarce, outdated and not directly oriented to the SDGs. • Yes, district sectors endorse the information and data through their planning offices. • If it were not for requests from international organizations, it would be difficult to have access to information on the progress of the SDGs. • The SDGs are not found with the information from the State entities. • Distance between the information produced by the State for compliance with indicators and decision making.

<p>9. Multi-stakeholder partnerships</p> <p><u>Questions:</u></p> <p>Is childhood involved or is their voice taken into account in CSO alliances and/or government instances to fulfil the SDGs?</p>				<p>Adults consulted agree that in CSO alliances there is greater participation of children for this objective and consider that progress has been made in:</p> <ul style="list-style-type: none"> • There is a strong commitment and effort for the training and capacity building of children in participation issues. • There are constant adjustments to work with new generations and contexts/challenges. • There is greater progress in involving adolescents and young people. • There is greater involvement for children during the implementation of strategies and projects. • There is more effort in making their voices visible and intentional about what is done according to their requests. <p>However, they consider that there are stagnations in:</p> <ul style="list-style-type: none"> • There are not enough resources for participation • Enable the participation of early childhood. • Have more participation methods in addition to consultation. • Achieve (and measure) that real incidence is made based on their voices. • Inclusion of differential and territorial factors: gender, disability, ethnic, etc. • Include children when formulating proposals and in the co-design of projects. • The people consulted agree that in the government there is less participation of children for this objective and consider that progress has been made in:
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<p>How are the dynamics of relationships between the different actors (CSOs, government, cooperation, etc.) in the implementation of the SDGs, and in accountability?</p>				<ul style="list-style-type: none"> • Effort for the inclusion of children in national development plans. • However, they consider that there are stagnations in: • Unintended actions for the participation of children for this objective. It is not usually ethical and meaningful, since many times it remains in instrumentalization. • Sometimes participation is only possible on "children's days" or through disjointed actions. • There is not enough participation of children in the accountability process, and it is too centralized in Bogotá. The actions taken based on the voices of children are not clear. • Spaces for participation are not adapted to children. • The inclusion of differential and territorial factors: gender, disability, ethnic, etc. • Generate spaces for children with adults because it is still very stigmatized that they cannot contribute because they are children. • Sufficient visibility of the actions of the state and challenges involved in working towards the SDG goals (means, etc.). • There is no capacity building for working with children before spaces by adults. • There is not enough budget for the participation of children. • Early childhood is not included. <p>Most of the people consulted consider that, although there are some spaces for interaction and dialogue between CSOs, government and cooperation, there is no specific space dedicated to the SDGs.</p>
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			<p>Therefore, in the general relationship, they consider that progress has been made in:</p> <ul style="list-style-type: none"> • Effort for articulation spaces for the participation of civil society in the national development plan and other spaces. • Greater openness or political will for dialogue with a child focus. • Progress in articulation from the local level. • Greater appreciation of CSOs in state child entities (ICBF). <p>However, they consider that there are stagnations in:</p> <ul style="list-style-type: none"> • There is not enough relevance, a clear specific plan, instruction or agenda for the SDGs. • Have reactive responses to these issues but not as part of a plan. • Perception of civil society only as a mobilizing entity or cooperation resources but not for policy formulation and implementation. There is no articulation from the beginning to enable monitoring. • The government's representative bodies have very few seats for civil society representation in an intentional way. • Setback in early childhood: the presidency's early childhood commission ended. • No resources are allocated for this.
<p>10. Civil society participation <u>Questions:</u> Has civil society been able to contribute to the implementation or review of the SDGs? How has that contribution been?</p>			<p>Most of the people consulted consider that it is complex to officially contribute to the review of the SDGs from civil society, however, they consider that most CSOs make contributions in this sense. They have seen progress in:</p> <ul style="list-style-type: none"> • Implementation or oversight programs on various topics included

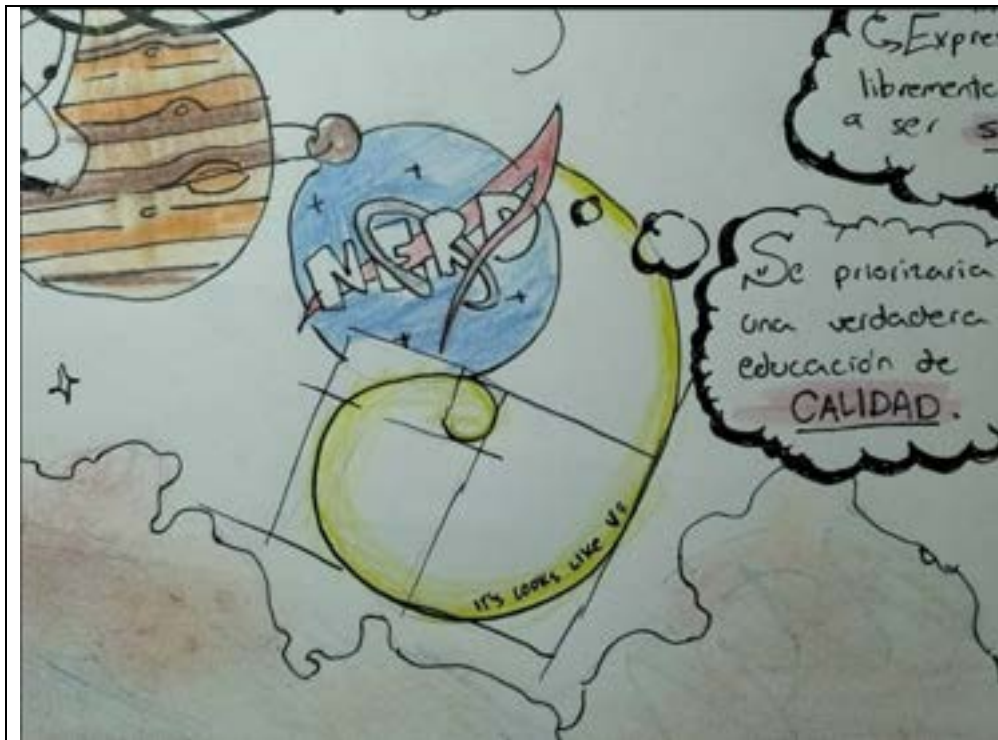
						<p>within the SDGs. Monitoring efforts: Some periodic reports.</p> <ul style="list-style-type: none"> • Most (or all) of the projects that are developed are based on the SDGs: the institutional architecture is based on them. <p>However, they consider that there have been bottlenecks in:</p> <ul style="list-style-type: none"> • CSO interventions are limited in time and resources. There is usually not much continuity. • There has been a reduction in donor resources to the country due to a focus on other regions. • There are still several setbacks due to the pandemic years. • The long-term or future outlook (unborn generations) is not as present. • More visibility is needed for the actions of CSOs towards the national government and advocacy so that they are reflected in reports/reports.
Total						

Drawings













Photographs

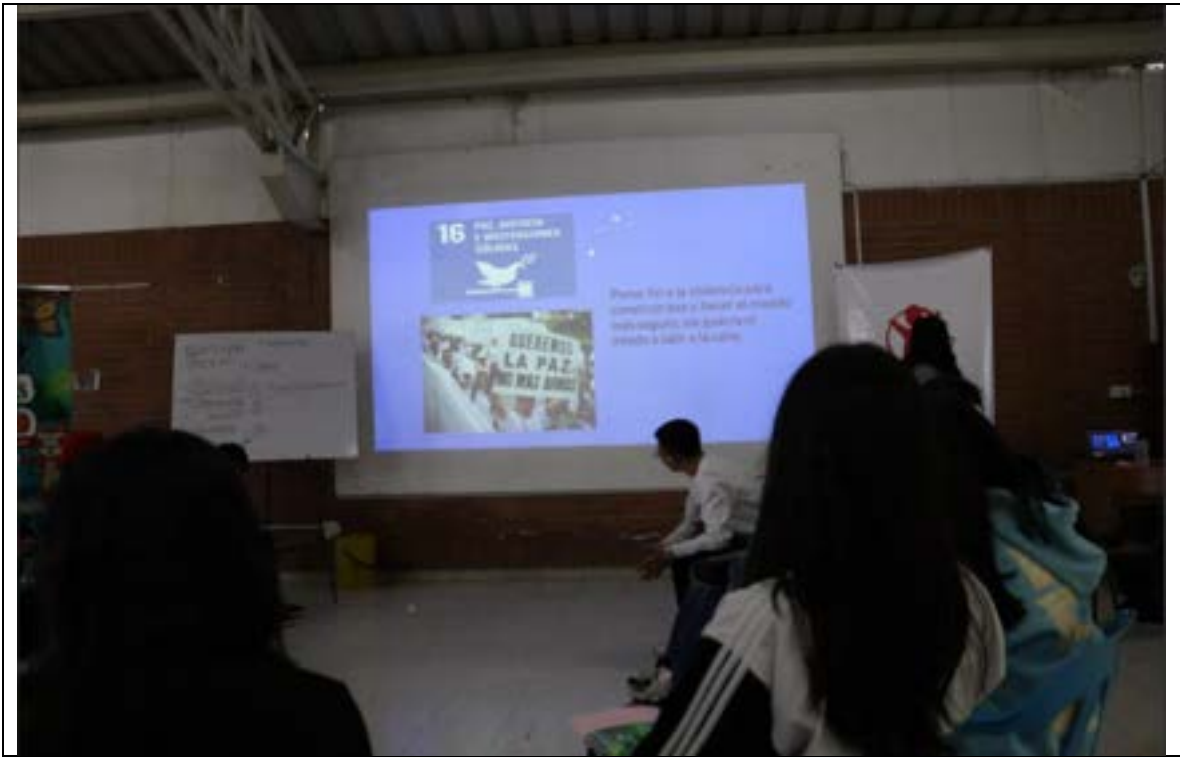


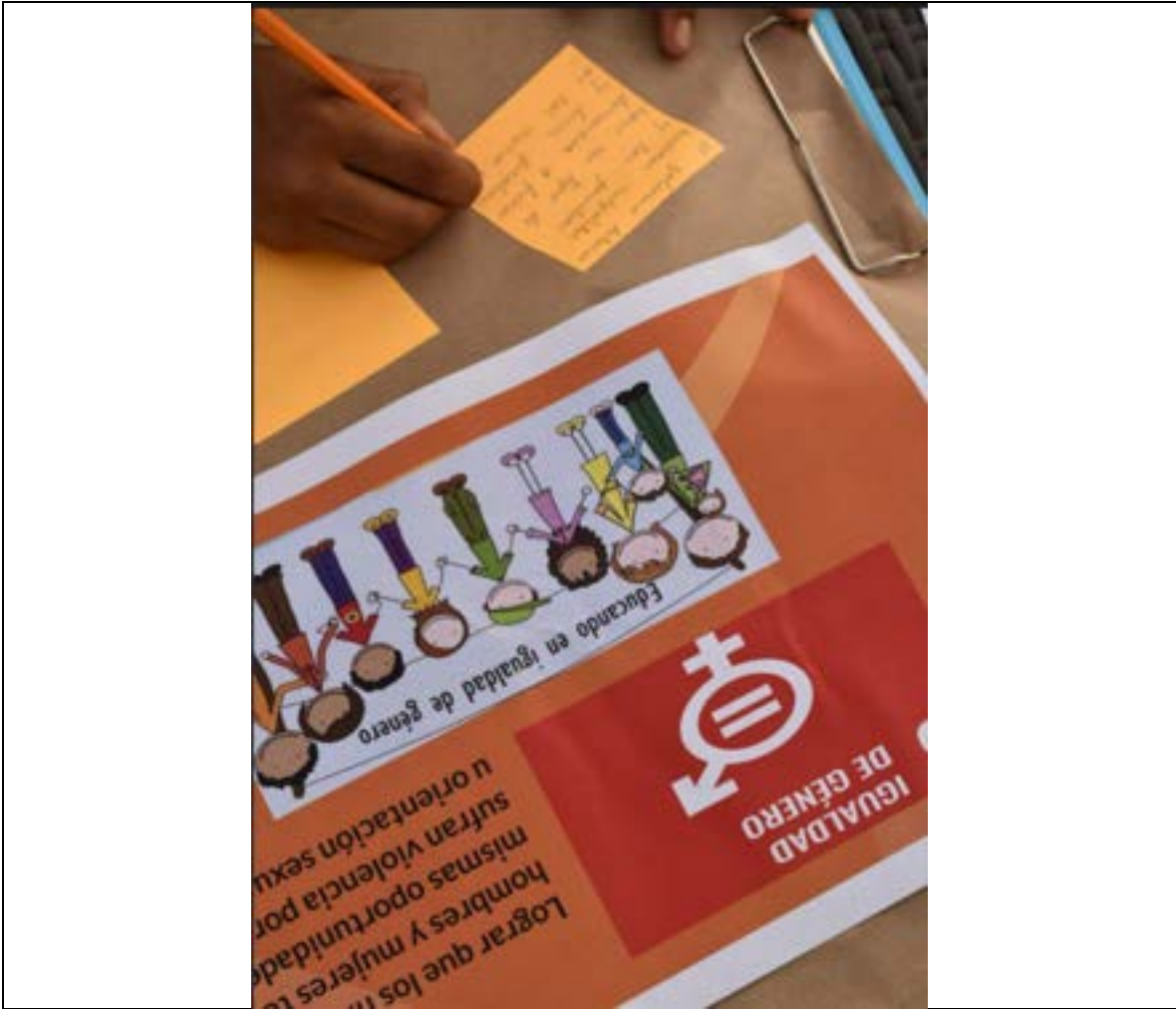
















Juan Sanchez (Save the Children) (Presentando)

2 HAMBRE CERO

Acabar con el hambre, tener una mejor nutrición y promover la agricultura/siembra sostenible.



5:50 p.m. | qnq-vgmiv-afz

Participants in the meeting:

- David Ospina
- Juan Sanchez (Save ...)
- Alexa Johana Medina
- LA.Figueredo La.Fig...
- Emiliana Rojas
- Sebastian Rosco...
- erick jeham vante
- Esteban Segura
- Luisa Colon...





Cloud links

[ODS](#)

In the folder you will find all the methodological tools, documents and presentations.

[RESULTADOS](#)

In the folder you will find the results of the consultation, the dashboard with the results is attached, drawings, videos, photos and final reports on the consultation.