

WORLD VISION INTERNATIONAL

2024 GLOBAL CHILD PARTICIPATION REPORT

World Vision



CELEBRATING CHILDREN'S INVOLVEMENT IN
WORLD VISION DECISION-MAKING PROCESSES

PREFACE

The data draws from a total of 58 reports from every region of the world that World Vision operates in. These reports include programmes that cover the spectrum of development and humanitarian contexts.

Introduction from Bill Forbes

Global Director, Child Protection & Participation, WVI

Welcome to the 3rd Global Report on Child Participation in World Vision Decision-Making, a celebration of the different ways girls and boys across the world have been meaningfully involved in decisions that World Vision makes to improve child well-being. The commitment to inviting children to participate and share their perspectives on the programmatic and strategic decisions that we make which affect their lives is fundamental to living out of our own commitments and values. It can improve our impact and also give us greater credibility and confidence in our advocacy and external engagement. This global report is part of our Operational Requirements for Child Participation - which is an effort to institutionalise child participation within our organisation with clear lines of accountability.

This year we celebrate the highest number of Field Office reports submitted (58), detailing the ways staff are listening to children across our programmes and field offices, and incorporating their suggestions and active involvement in transforming communities and societies. It gives an overarching look at what children think is going well within World Vision's programming, as well as areas for improvement. It also looks at trends in child participation data over the past 3 years. You can find all 58 FO reports that were submitted [here on WVCentral](#).

I am encouraged by the growing trends of meaningful child participation including child-led initiatives, throughout the World Vision Partnership, and staff taking on the effort of addressing strategic priorities that have been defined or influenced by children. After three years of tracking these efforts, it is clear that we are growing as an organization toward more inclusive child participation, amplifying the voices of children who are more vulnerable or often marginalized. It is a gift to see our offices making extraordinary efforts to listen to children and to show them that their voices matter when it comes to the decisions we make to improve children's lives.

My hope is that after reading this report, you are inspired by the capability of children to be co-labourers with us in bringing about justice and transformation to local communities. I hope that you are motivated to continuously find innovative ways to bring children's active participation into small and big decisions that World Vision makes.

Sincerely,



Bill Forbes
Global Child Protection
& Participation Sector Lead



Jean Baptiste Kamate,
Chief Field Operations Officer

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INTRODUCTION AND ACKNOWLEDGEMENTS

As part of our commitment to supporting and strengthening children's participation in all decisions that affect their lives, World Vision is committed to listening to and acting on children's voices. As the focus of our ministry, children experience the work of World Vision in unique ways. They can see and feel the difference in their lives, and place a high degree of trust in the staff, programmes and opportunities that World Vision and its partners provide to improve their well-being and fulfil their rights.

This report provides high-level insight based on the child participation reporting and data from 58 Field Office reports, which are produced annually as part of World Vision's Operational Requirements for Child Participation in Decision-Making. Individual reports summarise an office's local and national level child participation and voice data, taking into account children's perspectives from Annual Community Review and Planning Meetings in Area Programmes (APs), meetings between children and Senior Leadership Team (SLT) members, quantitative data from the Child Participation Measurement Tool, and other special events and FO data sources.

This Global Report is based on and is structured similarly to FO reports, with quantitative and qualitative data analysed to summarise the various sections on children's perspectives on World Vision programming efforts, the impact of involving children in decision-making on children themselves and on World Vision's projects, a summary of available quantitative child participation data, and lessons learned.

Key Findings:

This is the 3rd Global Child Participation in World Vision Decision-Making Report, and an analysis of the past three reports reveals a number of trends:

- World Vision's own evolution in child participation demonstrates a commitment to increasingly embedding children's voices within its decision-making structures at all levels.
- There is a shift towards more child-led initiatives, alongside a growing recognition of the intersection between participation and child well-being, addressing strategic priorities identified by children.
- There remain challenges in the area of inclusive participation, particularly with the most marginalized children, such as children with disabilities and children in remote, fragile, or conflict-affected areas.

The 2024 report emphasizes an **increased focus on mental health, child-led initiatives, and addressing strategic priorities** identified by children.

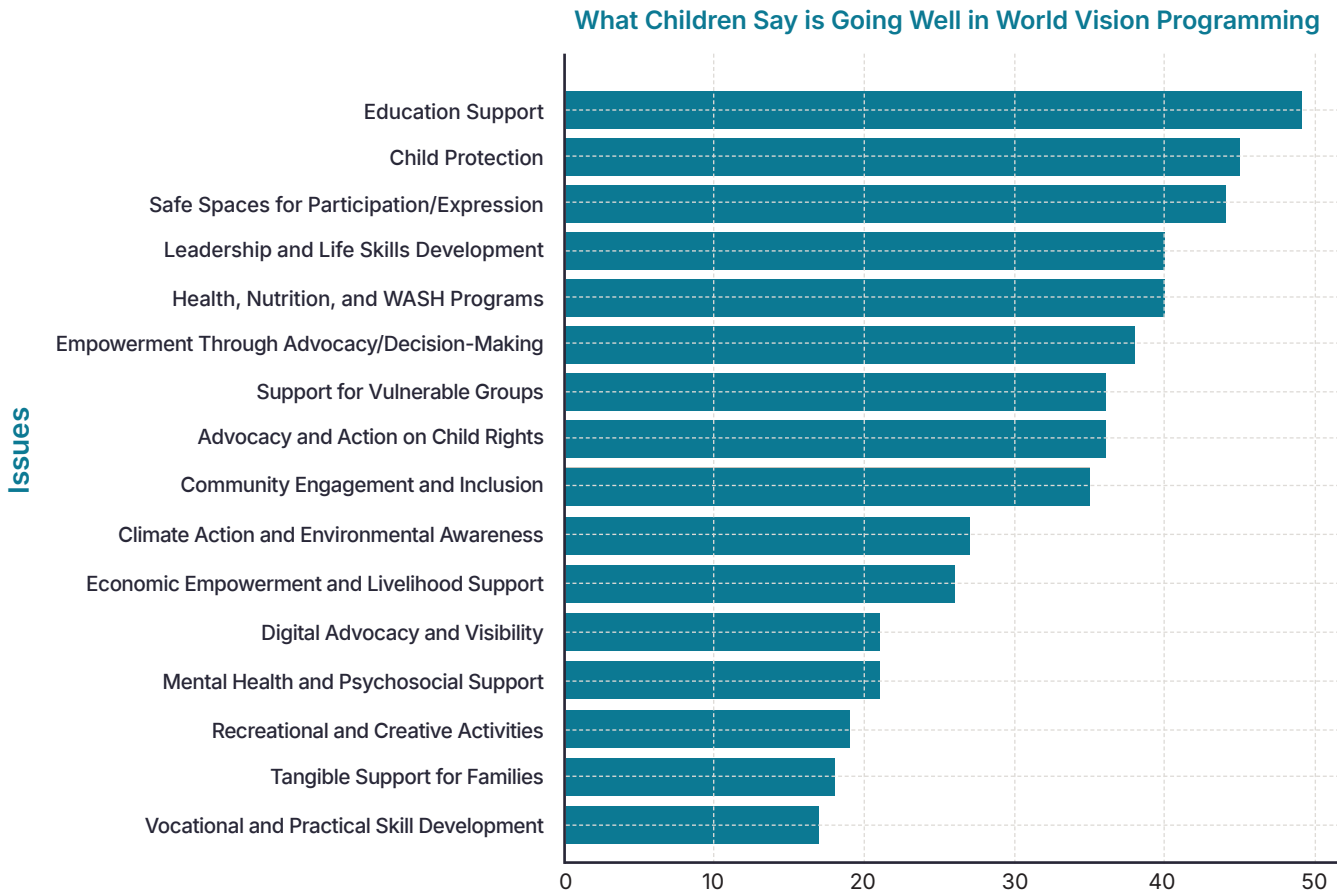
Appreciation:

Many thanks to Paul Stephenson of Stephenson Consulting who analysed the Field Office Reports and put together the findings for this Global Report. As always, much gratitude to all the World Vision staff who worked diligently to gather the data and findings for each of the Field Office reports, and to all those who strive to engage children meaningfully in World Vision programming and decision making.

1 Children’s Perspectives on World Vision Programming

1.1 What Children Say Is Going Well in World Vision Programming

The chart below shows how many times children mentioned what is going well in World Vision programming based on data from 58 Field Office reports.



Reflection

Based on the FO reports, World Vision programming positively impacts children's confidence, safety, relationships, and leadership development. Children see successful programming as an opportunity to learn and grow; to build relationships and confidence in themselves; to be part of the solution rather than a problem to be fixed.

Children identified safety, inclusivity, skill-building, support for their families, and tangible improvements in their lives as the key reasons why World Vision programmes are effective. These themes emphasize the holistic and child-centred approach of World Vision programming.

Summary of Findings

1. **Education Support** consistently ranks highest across regions, with programmes like school

"I love participating in the reading camps and technology classes. These programs have helped me learn new things and feel more confident in myself."
- Boy from Honduras

access, remedial support, and vocational training being frequently acknowledged by children.

- 2.

"After participating in life skill sessions, I had the opportunity to conduct various awareness events to empower other children in my community. This helps to increase my self-confidence as well as to protect more children in my community from harmful traditional practices like witchcraft, child marriage, etc."
- Girl from Nepal

Child Protection efforts, including campaigns against abuse and child marriage, are universally recognized and appreciated in all regions.

Boys and girls reported strong appreciation for their facilitators, describing them as kind and supportive, which contributed to their overall positive experience in the programs.
- Child from Lebanon

3. **Children's Groups:** In nearly all reports, children say that children's groups provide safe spaces to voice their opinions and participate meaningfully.

4. **Leadership and Life Skills Development** stand out as major strengths of World Vision programming, empowering children to lead and advocate for change.

"After joining the IMPACT+ Club I have changed a lot thanks to the open learning environment ... that encourages students to participate and engage in valuable experiential lessons. I am very confident in my role as the head of the boarding school Youth Union and am gradually improving my skills while helping my peers discover their own values."

– Girl from Vietnam

5. **Health, Nutrition, and WASH Programs** are essential to children's well-being, with clean water, sanitation, and school meal programmes highly valued.

Girls aged 12 to 17 expressed gratitude for the Menstrual Hygiene Management (MHM) education. They felt more confident managing their menstruation while at school. Boys also noted that the programme helped reduce stigmas surrounding menstruation, fostering a more supportive school environment.

– Child from Iraq

6. **Empowerment Through Advocacy and Decision-Making** and **support for vulnerable groups** reflect World Vision's focus on inclusivity and child agency.

"I am grateful to World Vision; my engagement in community activities provided me a platform to share my voice, advocate, and represent other children in consultations and dialogues."

– Child from Philippines

7. **Climate Action and Environmental Awareness** is gaining traction, with children acknowledging the importance of sustainability initiatives.

Due to World Vision's support which strengthen our group, we cleaned the streets, collected waste, and planted trees with the Disaster Risk Response Group to combat climate change."

– Girl from Myanmar



8. **Mental Health and Psychosocial Support** programmes, though not universally mentioned, are emerging as critical programming components for children, most predominantly in the MEER and LAC regions.

"We learned self-confidence, how to act calmly, how to deal with others, and that anger doesn't bring results. When we want something, we ask our family calmly and work towards it peacefully. This project changed me because I used to be afraid to go anywhere alone, but now I've learned to trust myself and manage my life peacefully, achieving my goals step by step."

– Child from Iraq

9. **Economic Empowerment and Livelihood Support** are particularly valued where economic challenges are more pressing.

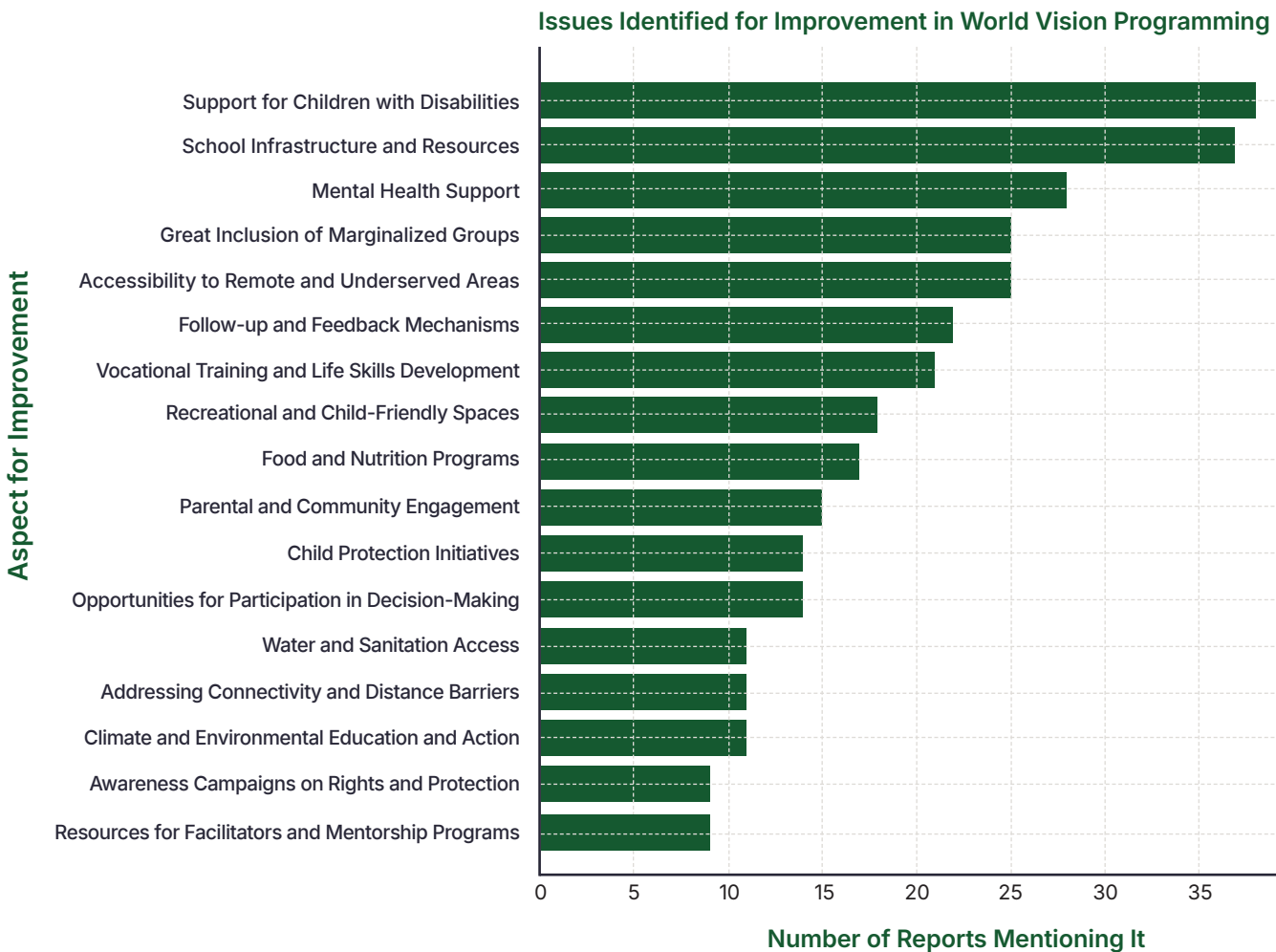
"We manage projects like rabbit farming, and it helps us learn responsibility. We even use the money for our school fees."

– Children from Malawi



1.2 What Children Say Can be Improved

The chart below shows how many times children suggested issues for improvement in the reports.



Reflection

According to a summary the FO reports, Children’s perspectives on improving World Vision’s programming centre on the crucial need for **more frequent and meaningful opportunities for participation** in decision-making at all levels. Children also emphasize the importance of **strengthening and expanding existing programmes** to better address critical issues such as violence, mental health, education infrastructure and basic health needs, while ensuring **greater inclusion and accessibility** for marginalized groups, particularly children with disabilities. Furthermore, they highlight the necessity for **improved adult engagement and understanding** of their viewpoints, alongside a desire for more **recreational and interactive activities** and a stronger focus on specific relevant topics within programmes. Children also suggest the implementation of **better communication and feedback mechanisms** increased support for their own community initiatives, and the need to overcome logistical challenges that hinder their involvement.

Other priorities raised by different regions include the need to address **bullying**; more **rapid responses to violence** in their communities; improve **intergenerational relationships** and partnering with adults and enhance **livelihood and family support** programmes. In South Asia, boys acknowledged that they often find programmes less engaging or not tailored to their interests. They would like more outdoor activities like sports. Both boys and girls recommend more diverse and engaging programme formats to maintain their interest and participation.

Summary of Findings

1. **Inclusivity as a Priority:** The most frequently mentioned area for improvement was support for children with disabilities, along with broader inclusion of marginalized groups such as children from minority backgrounds and remote and underserved communities.

"Our Islam community is feeling discriminated by others but WV came and shared the knowledge on Child rights, Child protection and Child Participation. Now .. our community allows children and women to participate and get involved in community activities."

- Child from Myanmar

"Children with disabilities are often left out. World Vision should support their parents to help them access inclusive education and train parents on how to support them."

- Children from Uganda

2. **Infrastructure Challenges:** School infrastructure (e.g., WASH facilities, electricity, and resources like desks) and accessibility emerged as a significant area where children seek improvements.

"Quality Education is not just a privilege, it is a fundamental right that every child deserves, regardless of their background or circumstances. Schools should be accessible to everyone, including Children with disabilities, we need ramps, accessible bathrooms, and learning tools that work for all students."

- Boy from Lesotho

3. **Mental Health and Well-being:** Children emphasized mental health support, including psychosocial support for children who experience violence and anti-bullying programmes, as critical gaps in programming.

Refugee children additionally mentioned the incidents of bullying, often triggered by cultural differences such as traditional clothes (e.g. hijab), or language barriers.

- Children from Georgia

"It's important to have more psychologists available for all children in schools and health clinics...there have been several cases of suicide and violence."

- Girl from Honduras

4. **Enhanced Feedback Mechanisms:** Many children called for better follow-up and accountability in response to their feedback to ensure tangible results and increased trust.

Children suggested that World Vision should systematically come up with a well streamlined process where senior leaders, chiefs and duty bearers provide feedback to the issues raised.

- Children from Malawi

"Girls are not consulted about what type of sanitary pads we prefer. We only see what is provided, and it is often not suitable."

- Girl from Ghana

5. **Participation Opportunities:** Children strongly advocate for expanded participation in decision-making processes and more child-friendly spaces for expression. Children voiced concerns about lack of training for adults on how to listen to children, and the need for additional resources to support projects led by children. They suggest engaging parents and communities to increase support for their participation in children's groups and community decision making.

"In my community, children are not allowed to speak their minds, especially girls who are heavily burdened. They say girls can't do anything and should stay at home. Such comments saddened me deeply."

- Girl from Ethiopia

6. **Vocational Training and Life Skills:** Expanding opportunities for skill-building, digital literacy and preparing children for future careers remains a prominent concern.

"We need programs that teach us practical skills like agriculture or technology so we can help our families and communities."

- Boy from Haiti



7. **Food and Nutrition:** Expanding and sustaining feeding programs, particularly in underserved and rural areas, was frequently mentioned.

"It would be ideal for World Vision Eswatini to provide regular supplies of nutritionally fortified food packs to be distributed in schools, households, and community care points. This would enable children to have access to nutritious meals and maintain good health"

- Girl from Eswatini

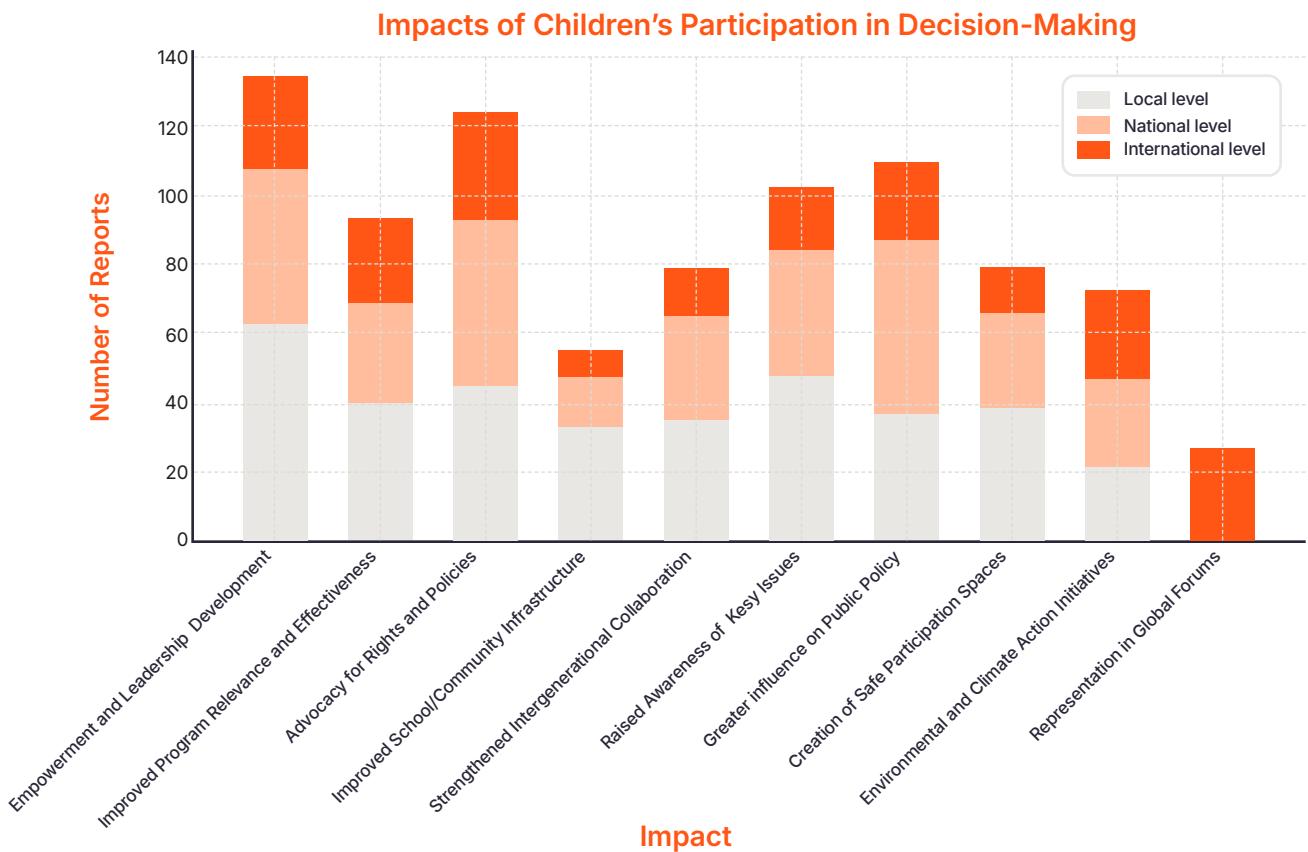
8. **Climate Action and Education:** There is a growing demand for structured interventions and educational programmes addressing climate change and environmental sustainability. Children also recognise the role technology can play in expanding participation and advocacy efforts.

*"The Eco-Influencer campaign taught us how to use social media for advocacy. It was inspiring to see our voices amplified."
The campaign included training eco reporters.
- Child from Peru*

Children experience the impact of poverty, conflict and climate change on them, their families and communities holistically. They intuitively provide suggestions that include multi sectoral interventions as well as connective and empowering programming that brings communities and people of all ages together to build relationships and address issues that concern them.

2 Impact of Children's Participation in Decision-making

The graph below shows the number of times a specific impact of children's participation in decision-making was mentioned across all reports.



Reflection

According to the data collected, children's participation highlights the importance of intergenerational collaboration, programme effectiveness, and the creation of children's groups. Children value the connections made with local authorities and service providers, as well as the opportunity to speak with national level decision makers on issues that they care about. Their contributions have not only empowered them but also led to shaping WV strategies, advocacy efforts, and programmatic decisions and systemic changes benefiting broader communities. The reports highlight the increased focus on nutrition and climate change as a result of the ENOUGH campaign.

Children also participate in local or national networks and spaces, including the *YoungDemo* project in Romania where children participated along with 11 other organisations in the *Children and Youth Government* initiative at the national level. In Latin America, despite a lack of resources the remaining children's networks continue to lead on initiatives at all levels with some networks seeking to become formal entities with legal standing.

2024 saw some growth in children's advisory spaces for WV Field Offices,¹ as well as opportunities for consultation on strategic issues, and demand from children themselves that more of these spaces be institutionalised as a *"platform for ongoing dialogue with adults particularly in decision-making about development projects"* (Sierra Leone Report). Jerusalem West Bank Gaza (JWG) is piloting the development of "children's council committees" in each of the zones to periodically meet with the Senior Leadership Team (SLT) which will help World Vision reach out to all children across the West Bank and incorporate their voices and feedback in further organizational plans.

Summary of Findings

- **Local Level:** Children reported that their participation in decision making led to increased empowerment and leadership development, emphasizing personal growth and confidence building. Tangible impacts of their participation included improved relevance and effectiveness of WV programming at community level; school and community infrastructure; protective environments, and increased awareness of key issues like child protection and rights.

Example from Mexico:

Children highlighted safety concerns, leading to the implementation of anti-violence campaigns and the establishment of safe spaces in schools and communities.

Quote from WV Mexico's report:

"As a result of children's concerns over violence in their communities, we decided to focus our strategy cycle 2025-30 on raising the number of children protected from violence."

¹ From 5 FOs in 2023 to 10 in 2024, with at least 3 more FOs planning to establish some form of children's advisory council or group in 2025.

Example from Tanzania:

Children in Tanzania advocated for improved water and sanitation facilities in schools, leading to safer and more hygienic environments.

Girl from Tanzania: *"Having water and a safe room for menstrual hygiene makes me feel comfortable attending school."*

Example from Romania:

Children participated in consultations on bullying, leading to recommendations for school interventions and awareness campaigns to address cyberbullying and mental health concerns.

Girl from Romania: *"Girls are much more judged and discriminated. While they are shamed, boys are taking pride."*

- **National Level:** Children's [participation concretely influenced WV's approach and priorities in advocacy and strategic planning. Children's participation has directly contributed to legislative changes, reforms, and policy adjustments in areas like education, nutrition, climate change, and child protection, as well as shaping national level programme strategies.

Example of intergenerational dialogue process and outcomes, WV Bolivia

2023 Intergenerational Dialogue Agreements

1

Strengthening of the child protection program, with the participation of children and adolescents, with a special focus on the prevention of sexual violence.

2

Spaces with the families of children and adolescents that specifically address the issue of child and adolescent participation.

3

Strengthening of internal spaces of the Annual Operational Plan of the ADP, through the inclusion of the representative participation of civil society actors, emphasizing the participation of children and adolescents.

What we have achieved

During FY24, the Organization has prioritized work on child protection, deepening collaboration processes with municipal governments, local actors and children and adolescents.

We have worked more deeply and intentionally on the participation processes, integrating all members of the community.

100% of the ADPs have children's representatives, who are consulted in participation processes, together with other community stakeholders.

Example of intergenerational dialogue process and outcomes

Example from Cambodia:

The Child and Youth Council includes 18 child and youth representatives elected by their peers across the 5 regions of WV programming. The objective of the CYC is to ensure greater participation of children and youth in WVI-C's programme design and implementation.

WV Uganda facilitated the participation of children during the 2026-2030 strategy refresh process which concluded with face-to-face engagement of 19 children's representatives from all operational regions with the SLT and Members of the Governing Board.

In Senegal, the WV team created the **CEPE (Children's Expression and Participation Framework)** a formal structure that facilitates children's input into programme design and implementation. This framework has been key to ensuring children's voices are integrated into organizational decisions.

- **International Level:** Children engaged in multiple global advocacy campaigns, conferences such as the Ministerial Conference on Ending Violence against Children in Bogota, and dialogues addressing climate change, hunger, and violence. Their presence amplified their voices and positioned them as global stakeholders, shaping World Vision's strategic advocacy priorities and making critical contributions to WV's efforts to influence governments and donors.

Example from Ecuador:

A member of the Wamprakunapak Yuyaykuna (WKYK) network in Ecuador represented WV's child, adolescent and youth networks in the International Youth Gathering in Quito. Young people from across the continent gathered to connect, share experiences and discuss plans and priorities for youth movements in Latin America.

Example from the Syria

Response: Children participated in the 7th and 8th Brussels Conferences, sharing their experiences of education gaps and the impact of the Syrian crisis. Their input shaped donor priorities and education funding strategies.



Example from Mongolia:

Nomin, a sponsored child from Mongolia represented children from 7 East Asian countries, advocating for their concerns and perspectives on climate change at COP28 in Dubai.

Example from the Syria Response: Children participated in the 7th and 8th Brussels Conferences, sharing their experiences of education gaps and the impact of the Syrian crisis. Their input shaped donor priorities and education funding strategies.

Example from Romania: Members of the **Children's Consultative Council (CCC)** participated in debates at the European Parliament in Brussels. They advocated for the **European Child Guarantee**, focusing on improving education, healthcare, and protection for vulnerable children across Europe.

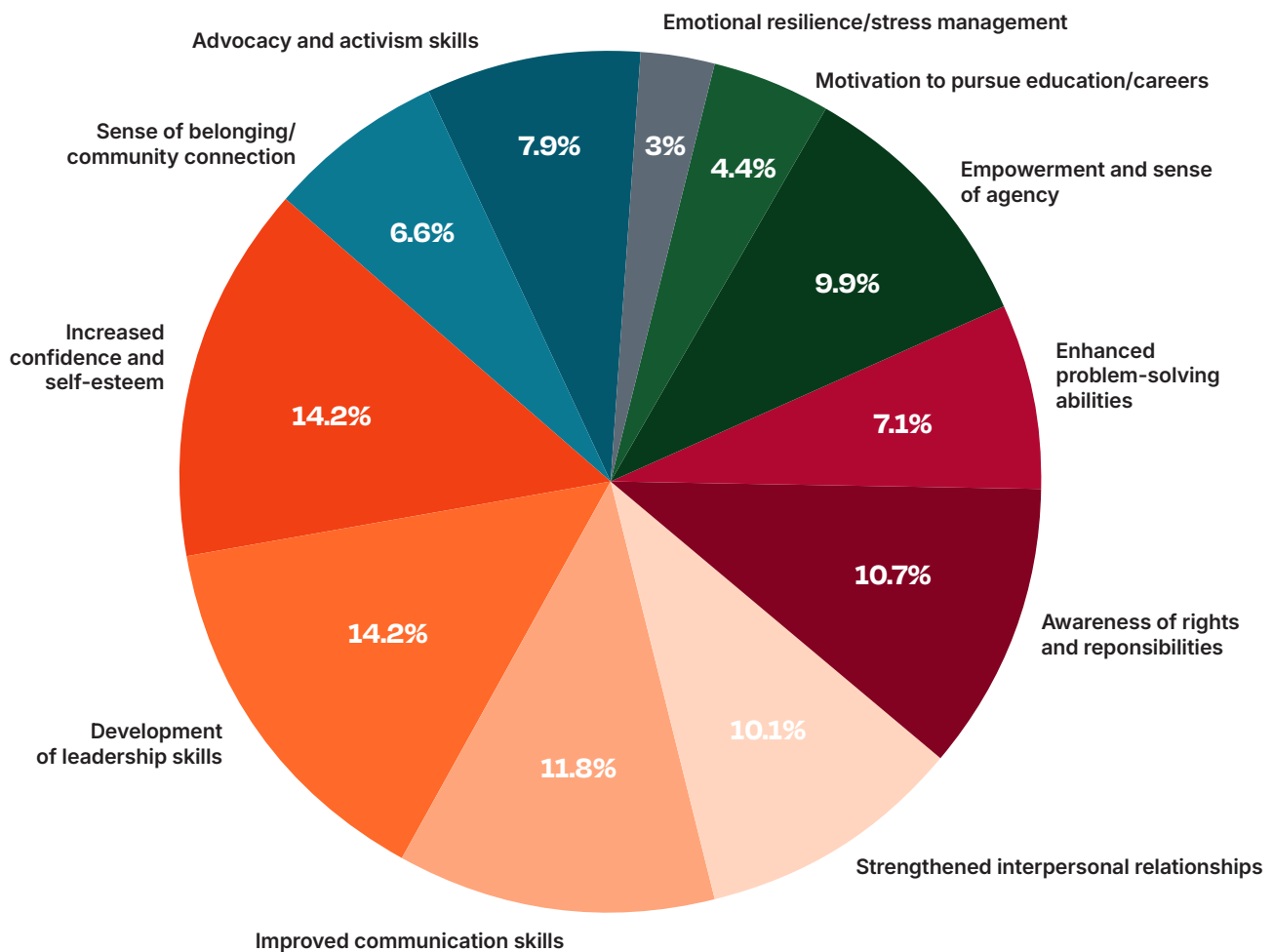
Girl from Romania: "I was able to develop an open dialogue together with the European authorities, forming together a living image of young people and children in Romania, for which I am enormously grateful."



3 Impact on the Personal Lives of Children

The pie chart below shows the impact from children's involvement in decision-making, as reported by children through the FO reports.

Distribution of Findings by Number of Reports Against Each Impact



Reflection

While impacts vary slightly by region, the overall findings emphasize the transformative role of participatory decision-making in fostering children's personal growth and active citizenship. This includes a sense of empowerment, increased confidence and self-esteem enhanced by skills and competencies for leadership, decision-making and problem solving. Children therefore can exercise their agency effectively in their personal lives and as members of children's groups.

Children also express their desire to use what they have learned to help others and pursue careers that can support positive change in their communities and society. This sense of civic duty is driven by an awareness of their rights and responsibilities, along with strong interpersonal relationships gained through their children's groups and with their communities.

Summary of Findings

Children's participation in decision-making processes has profound positive impacts on children's personal lives:

1. **Confidence and Leadership Development:** These are the most frequently reported benefits across all regions, with children gaining the ability to express themselves and take on leadership roles.

"With the child forum and ongoing youth activities, I now have a place to express myself and actively participate. Alongside other young people, I also help lead initiatives, like Child, Adolescent, and Youth (CAY) programs, and anti-bullying awareness campaigns in schools to reduce bullying among our peers."

– Boy from Indonesia

2. **Communication and Advocacy Skills:** Improved communication and advocacy abilities were consistently noted, particularly in MEER, Central America, and South Asia.

"Before joining the IMPACT+ Club, I was shy and lacked confidence in speaking publicly. Now, I'm more assertive in sharing my opinions, even when adults may not always listen."

– Boy from Timor-Leste

3. **Relational Benefits:** Strengthened relationships with peers, families, and communities emerged as a key outcome, promoting mutual trust and understanding.

"In the 'self-understanding' activities, I learned to perceive myself and others correctly. My parents have come to better accept the real me, especially accept my flaws. The activities have also helped me build stronger relationships with my classmates and family."

– Child from China

4. **Empowerment and Rights Awareness:** Participation enhanced children's sense of agency and awareness of their rights, motivating them to contribute to societal change.

"I went through child protection training in my school club, and now I can educate my friends about child rights and how to recognize abuse."

– Boy from Zambia

5. **Education and Career Aspirations:** In several regions, children reported being inspired to pursue educational and professional goals, indicating long-term impact on their ambitions.

"Being part of the Children's Consultative Council made me realize how important it is to defend children's rights. I want to be a lawyer to fight for justice."

– Girl from Romania

6. **Problem-Solving and Emotional Growth:** Many regions highlighted the development of critical thinking and emotional resilience, equipping children to address personal and community challenges effectively.

"Through the activities and workshops, many children have learned how to identify and articulate issues in their regions, strengthening their sense of responsibility and civic duty".

- Quote from WV Colombia Report



4 Summary of Quantitative Child Participation Data

The following are specific metrics on child participation in decision-making that will be tracked over time as an organisation. The numbers and data below are based on what was reported in FO reports as well as several operational dashboards.

4.1 Children's Involvement in Area Programme ACRP Meetings

An AP's Annual Community Review and Planning (ACRP) meeting is a chance for World Vision, local partners, and community members to review the year's work in the community, give feedback and plan for the following year. Over the past three years the percentage of total APs that either meaningfully involved children or where children participated in some aspects of the ACRP meetings is almost at 100% (see Figure 1).

Figure 1 below shows the yearly comparison of number and percentage of APs that involved children in ACRP meetings.



Children participating in the Annual community reflection and learning forums. Kenya. (WV Kenya)



Figure 1: Yearly comparison of number and percentage of APs that involved children in ACRP meetings

The regional comparison for FY24 reveals an incremental increase from previous years showing that most regions involve children in some way in these local decision-making spaces (Figure 2).

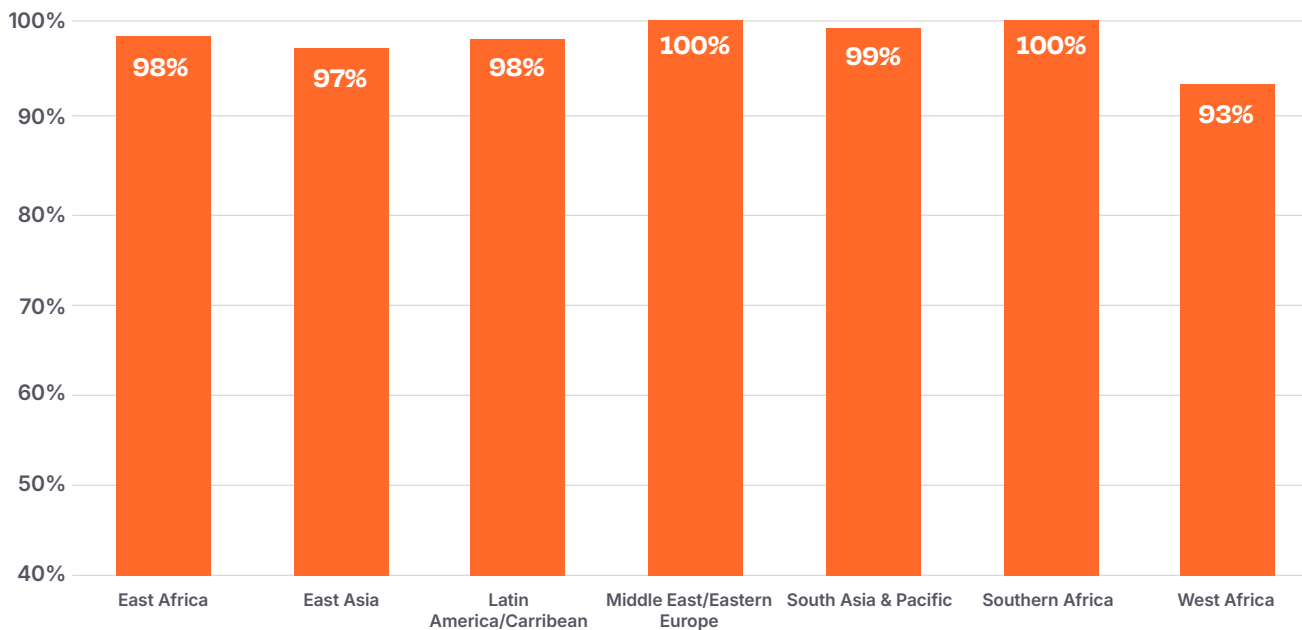


Figure 2: FY24 Regional comparison of percentage of APs that involved children ACRP meetings

4.2 Child Participation PQSRT Ratings

The child participation data from the FY24 Programme Quality Self Review Tool (PQSRT) revealed the following regarding the Child Participation Criteria (Figure 3):

60 APs (6%) are in the Emerging category: Most children do not see themselves as agents of change and their opinions are not routinely sought by local, municipal, regional or national decision makers. The programme is beginning to empower and include children in decisions that affect their lives.

276 APs (29%) are in the Growing category: Children from a few sections of society see themselves as agents of change and report that their opinions are sought by local, municipal, regional or national decision makers. Staff, community and partners occasionally, but not systematically, empower children, build their capacity and create opportunities for them to participate in age-appropriate ways in the design, implementation and monitoring of activities that affect their lives.

613 APs (65%) are in the Maturing category: Children and adolescents from many sections of society see themselves as agents of change and report that their opinions are sought and incorporated by local, municipal, regional or national decision makers. Staff, community and partners routinely empower children, build their capacity and create opportunities for them to participate in age-appropriate ways in the design, implementation and monitoring of activities that affect their lives.

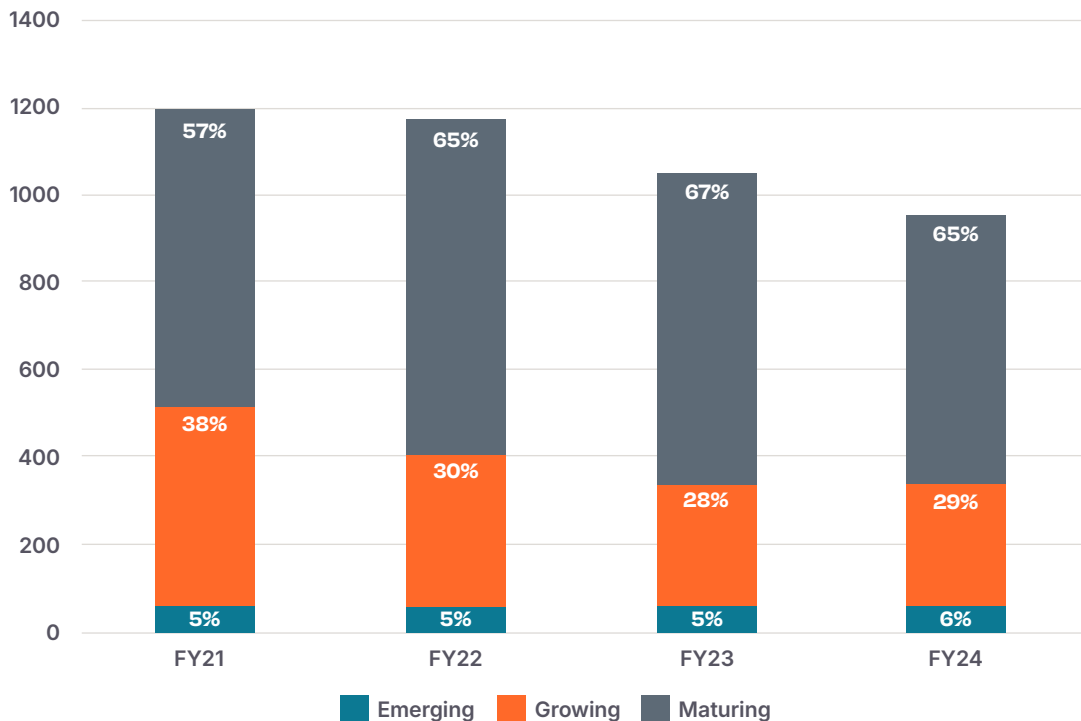


Figure 3: FY24 PQSRT Results for Child Participation, out of 949 APs

These results show a similar level of reporting from previous years. Progress on moving from emerging and growing to maturing seems to be in slight decline this year.

4.3 Children Participation Measurement Tool

15 FOs submitted data on the child participation measurement tool². This tool measures the scope, quality and outcomes of different types of children’s participation in decision-making processes, including consultation, collaborative decision-making with adults and child-led activities (see Figure 4).

Scope of children’s participation in decision-making

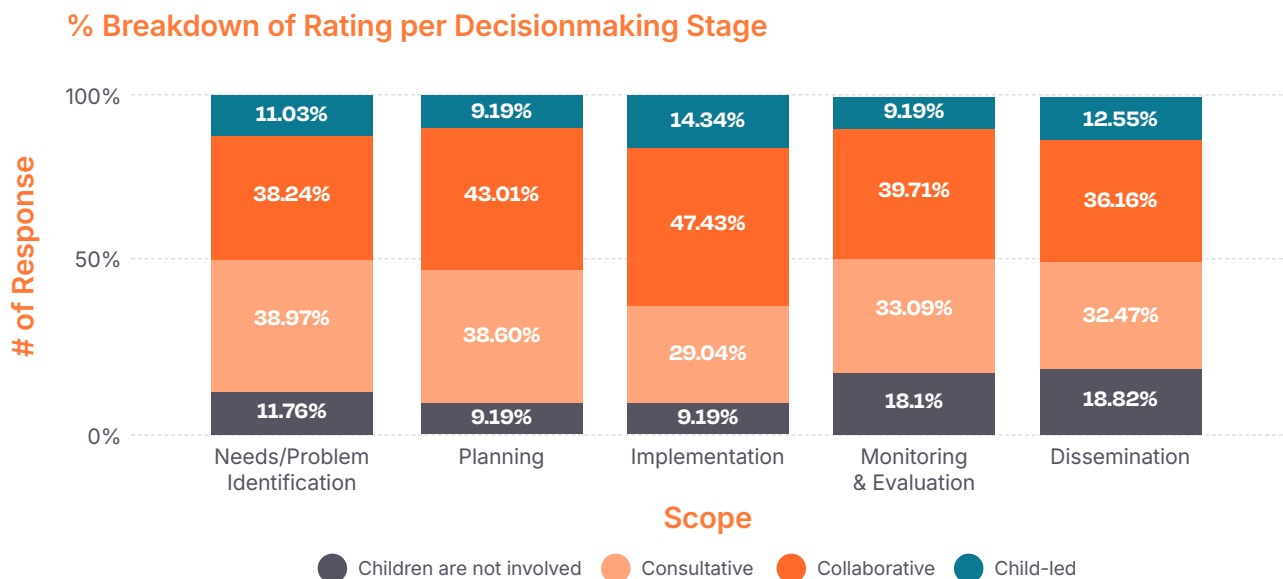


Figure 4: Breakdown of children’s participation in decision-making processes.

The data shows high levels of consultation and collaboration across decision-making processes (a total of 76% across the decision-making spaces). The percentage of children not involved in any decision making (13%) was higher than child-led decision making (11%). However, an overview of all 56 reports provides multiple examples of child-led activities. The table on the following page illustrates a variety of activities across the regions where children design, plan and implement community projects, research and advocacy.

- These projects demonstrate children’s capacity to lead initiatives in diverse areas, including **child rights, child protection, education, health and nutrition, climate resilience, economic and community development.**

Quality and outcomes of child participation

The quality benchmark tool ranked children’s perceptions of the quality of their participation. Figure 5 below shows that whilst children experience all 9 benchmarks positively, there is still room for improvement especially with respect to accountability. This resonates with children’s feedback in the rest of the reports. They often contribute their time and creative ideas to World Vision or community activities, but feel that the response from World Vision is lacking or too slow.

² While many offices conduct the Child Participation Measurement Tool and use the results to improve child participation at a local level, 15 offices entered data into the Horizon Field Update form, which is linked to a PowerBI dashboard where this image is taken from.

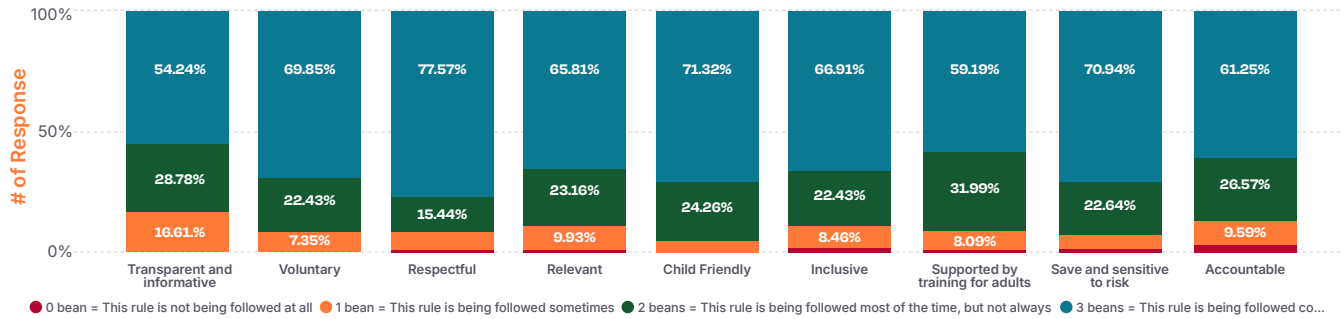


Figure 5: Breakdown of rating per quality benchmark

Children reported that whilst outcomes from their participation in decision-making enhanced World Vision’s understanding and commitment to strengthening child participation, there was still work to do to increase understanding and willingness of parents and communities to involve children in decision-making activities.

The involvement of children in our decision-making processes has yielded remarkable outcomes. Locally, their feedback has been instrumental in launching a comprehensive life skills program, exemplified by the “Pikin Tok” radio talk show. This initiative empowers children to become catalysts for change, raising awareness about critical issues such as education, health, and protection within their communities.

- Quote from Sierra Leone Report



Children ranking the quality of their participation, Myanmar.

The table below describes a range of child-led initiatives from different countries.

Child-Led Projects	Description	Child-Led Research	Description	Child-Led Advocacy / Campaigns	Description
Community Service-Learning Projects (Cambodia)	Youth-led initiatives addressing issues like child marriage, school dropouts, and environmental challenges through community-based projects.	Child-Led Climate Change Research (Myanmar, Thailand, Mongolia)	As part of the Young Minds CAMP, children collected data on how climate change impacts their communities and presented their findings to regional leaders.	Youth Environmental Advocacy Campaign (Mongolia)	A child-led 'water and peace' campaign to encourage schools to switch from single-use plastic bottles to reusable alternatives for environmental sustainability.
Mushroom Cultivation Project (Laos)	A child-led livelihood initiative promoting mushroom cultivation to improve food security and provide economic benefits to families.	Child-Led Research on EVAC topics (Indonesia)	In Jakarta, 22 Child Forum members (9 boys and 13 girls) conducted research on sexual abuse and bullying as part of the EVAC campaign.	School Hygiene Improvement (Tanzania)	Child-led campaigns to improve water, sanitation, and hygiene facilities in schools, including safe rooms for menstrual hygiene.
Podcast "Café y Charlas" (Red Baba, Ecuador)	A youth-created podcast interviewing experts on issues impacting adolescents. The network also organised community movie nights.			"We are the change" Digital mobilisation campaign (Peru)	A child-led initiative to promote children's actions and initiatives around climate change using social media reaching 60k and mobilising over 5k children.
Child-Friendly Corners	Children created safe spaces where they could learn about hygiene, nutrition, and child rights while engaging with peers.			Child marriage advocacy (Bangladesh)	As a result of the Child Marriage Free village campaign a total of 48 Unions, 2 Municipalities and 3 Upazilas declared as Child Marriage Free.
Savings Groups for Children (Zambia, Eswatini)	Children initiated or advocated for savings groups to improve financial literacy and reduce risky behaviours like taking money and gifts from older men.			Children's Drama on Anti-Bullying (China)	Children independently created, performed, and promoted a play to raise awareness about bullying.

5 Challenges and Lessons Learned

5.1 Challenges Faced

The most frequently reported challenge was the limited inclusion of marginalized groups, such as children with disabilities and those in remote or conflict-affected areas. Cultural and social barriers, insufficient resources, logistical issues, and limited follow-up on children's feedback also emerged as consistent obstacles. Specific challenges like conflicts with schooling and fear of judgment were noted in certain regions.

Figure 6 shows the ranking of Field Offices' top challenges when engaging children in meaningful decision-making and participation as mentioned in the reports.

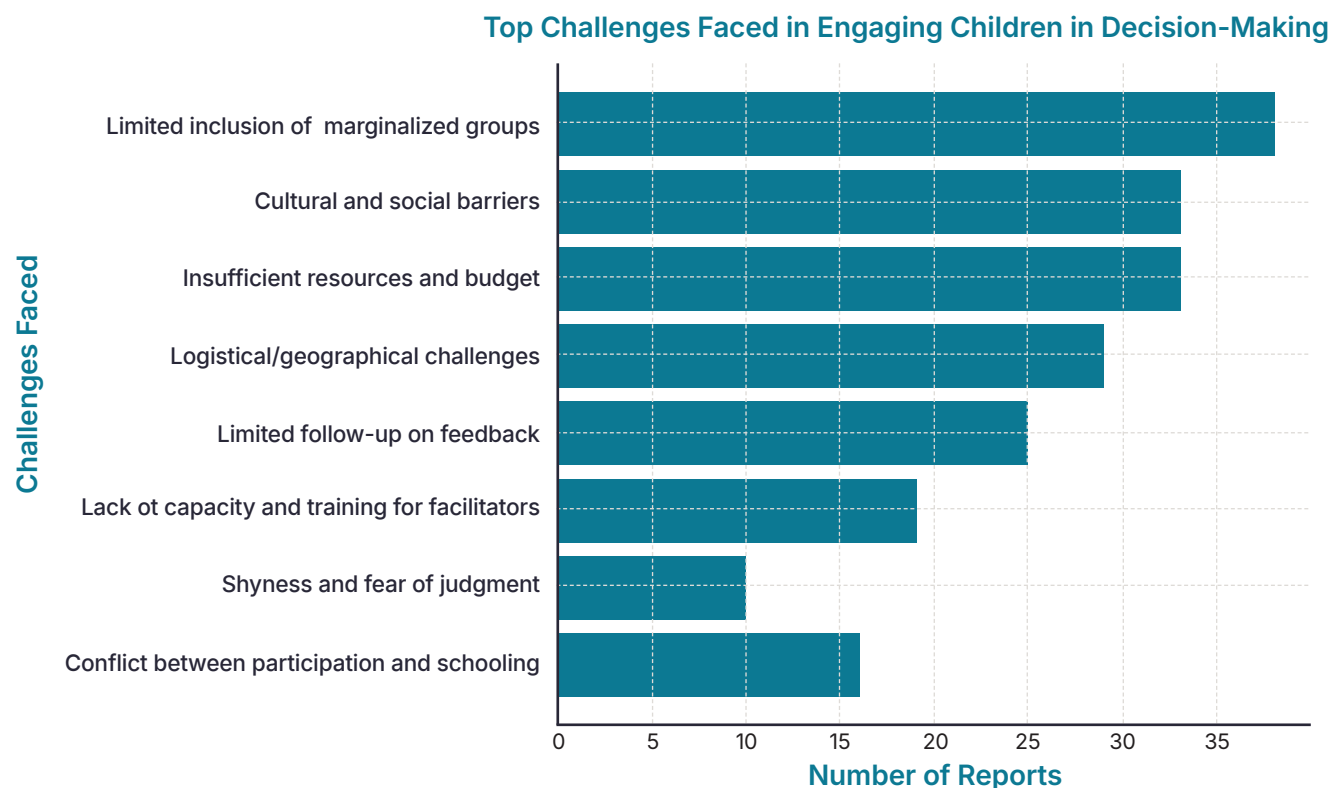


Figure 6: Top challenges faced for meaningful child participation

Children's ability to take part in activities have been affected due to other priorities which are mainly imposed on them. The parents or teachers usually demand more time for studies and attend private study aid classes thus making it difficult for the children to attend to children's forums in a regular basis. The adolescents are mostly affected with this issue.

- Quote from Sri Lanka Report

"We give our ideas, but no one tells us what happens after. It makes us feel like our voices don't matter."
- Children from Ecuador

Another challenge includes building trust in conservative communities, which may hinder the incorporation of girls' voices in decision-making processes.
- Quote from JWG Report

"For us, it has always been a challenge to gather (children) in physical events and learning schools since there is no allocated budget and the costs for all the activities were supported from other projects or reserve budgets." - Quote from Romania Report

5.2 Lessons Learned

Inclusive platforms and recognition of children's unique insights were the most frequently mentioned lessons. Intergenerational dialogue, safe spaces, and capacity-building initiatives emerged as critical for meaningful participation. Long-term engagement and collaboration with communities were highlighted as effective strategies for fostering trust, deepening understanding of the value of children's participation, and sustainability. Providing children with timely feedback on how their ideas are implemented improves trust and participation. Child-led initiatives and advocacy enhance leadership skills, a sense of ownership and responsibility whilst also affecting positive change at local, national and international levels.

Figure 7 shows the ranking of Field Offices' top lessons learned when engaging children in meaningful decision-making and participation as mentioned in the reports.

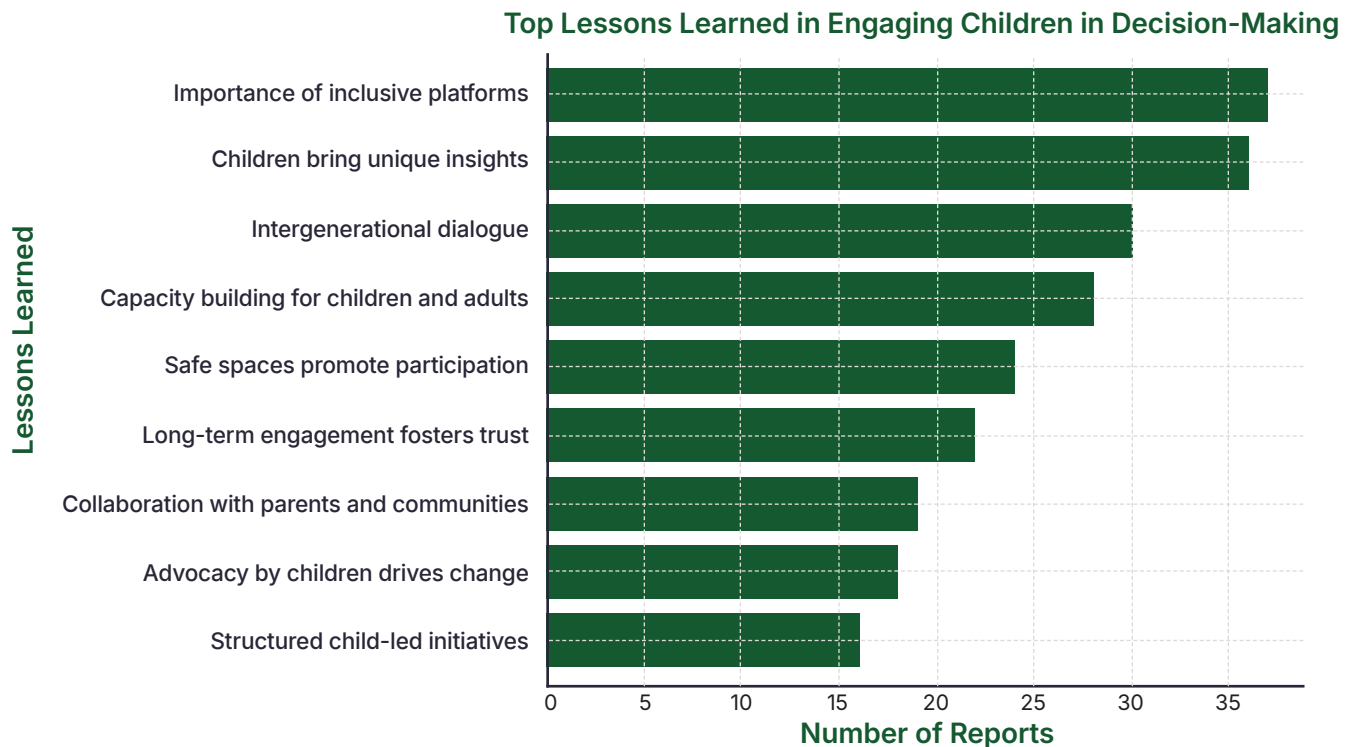


Figure 7: Lessons learned for engaging children in decision-making and participation

A lot of commitments made by decision makers and adults towards children demands go untracked and undocumented and this makes it challenging to hold stakeholders accountable at levels, there is also need to strengthen documentation of commitments and fulfilled commitments at all levels of decision making.

- Quote from Uganda Report

Children's engagement during programme planning and design helps us to make more inclusive programming and is effective in creating higher ownership.

- Quote from Nepal Report

Programmes that incorporate skills-building components such as advocacy and communication noticeably empower children to express their views and participate more effectively in program activities and decision-making processes.

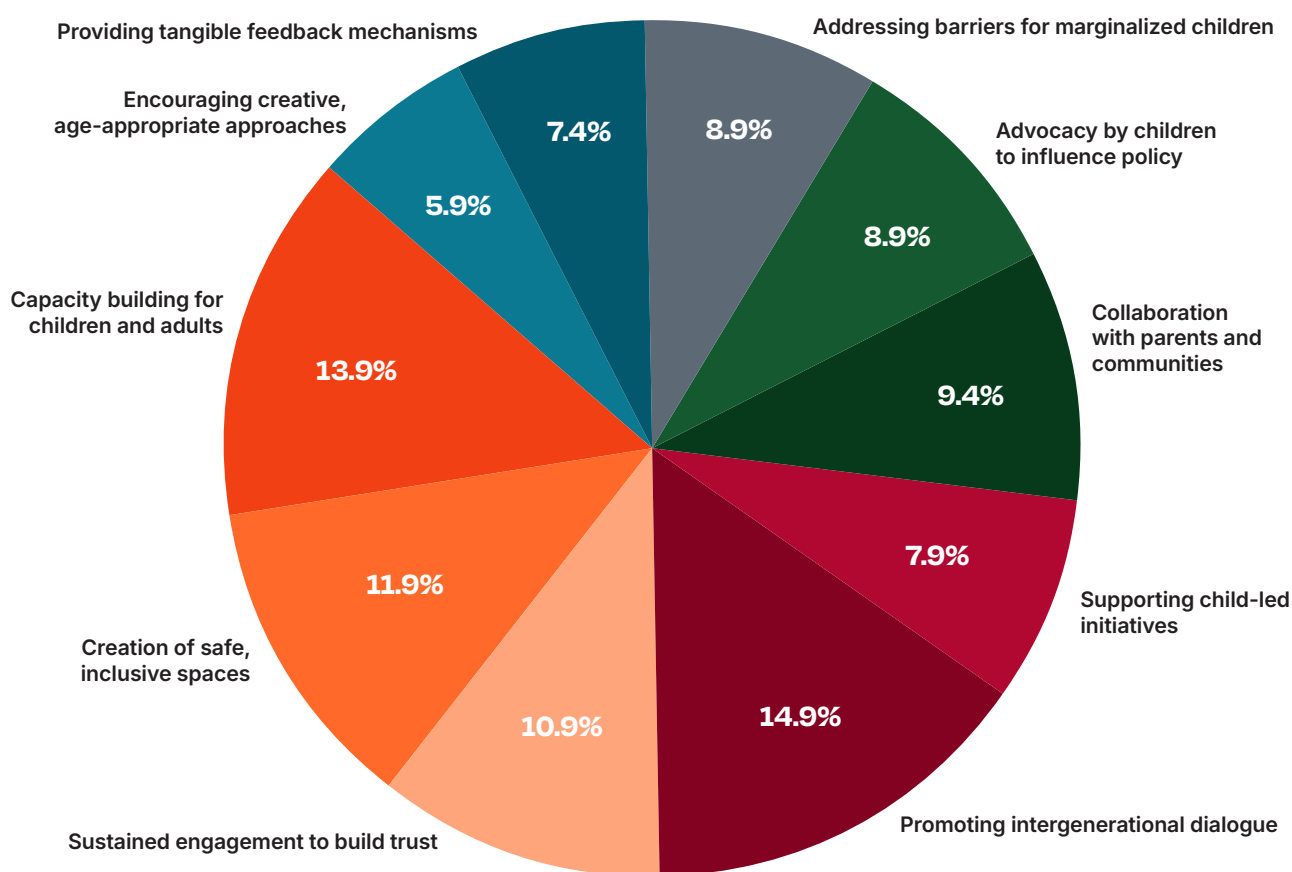
- Quote from Zambia Report



6 Actions Planned

The pie chart below shows the range of actions planned by FOs to engage children meaningfully.

Planned Actions for Engaging Children in Decision-Making



Summary of Findings

1. **Capacity Building:** The most frequently planned action, focusing on enhancing the skills of children and adults to foster meaningful engagement.
2. **Inclusive and Safe Spaces:** Creating environments that ensure children from all backgrounds, including marginalized groups and children with disabilities, can participate without fear.
3. **Trust-Building through Sustained Engagement:** Strengthening engagement between children and Community, District and National leaders, as critical to successful child participation.
4. **Intergenerational Dialogue:** Highlighting collaboration between generations as key to programme relevance and effectiveness.
5. **Child-Led Initiatives:** Empowering children to take ownership of projects and advocacy efforts.

6. **Parent and Community Collaboration:** Strengthening the support network around children to enhance engagement.
7. **Advocacy and Feedback:** Children's voices are planned to be amplified for policy change, as well as to shape local and national strategies and programming decisions with mechanisms to ensure their inputs are acknowledged.
8. **Marginalized Groups:** Actions to address participation barriers for vulnerable populations remain a priority.
9. **Creative Approaches:** Using innovative and age-sensitive methods to maintain children's interest and involvement. Taking pressure off children to participate during school terms.

This ranking and summary highlight a strategic focus on building capacities, fostering inclusivity, and ensuring sustained and meaningful participation at all levels of WV programming and strategy.

7 Conclusion

This is the third Global Child Participation in World Vision Decision-Making Report. The 2024 child participation findings demonstrate continuity with key themes from 2022 and 2023 reports, while also revealing emerging trends and areas of divergence. Below is a comparative analysis of the three years:

7.1 Key Areas of Continuity

Children's Impact on Decision-Making

- Across all three years, child participation in World Vision decision-making at local, national, and international levels remains a core focus. Children consistently advocate for inclusion in strategic planning, influencing local programming, and shaping policy at higher levels.

Recognition of Children's Voices

- In all years, reports highlight that children's opinions are increasingly respected and acted upon in various decision-making processes. Field offices (FOs) report efforts to ensure children's suggestions are implemented into local programming and organizational strategies.

Challenges in Inclusivity

- Ensuring meaningful participation of marginalized groups, such as children with disabilities, remains a consistent challenge across the reports, even though progress has been made on some fronts. This challenge is amplified in fragile and remote areas.

7.2 2024 Insights

- **Increased Focus on Marginalized Groups:** Stronger efforts to include marginalized children were evident, including specialized programmes for children with disabilities and outreach to remote areas. Children in MEER (Georgia, Syria response, Romania) raised issues around bullying of refugees and LGBTQ children, especially online.
- **Intersection of Participation and Mental Health:** The 2024 findings highlight the rising importance of mental health support in child participation activities. Children voiced concerns about psychosocial well-being and recognised that meaningful participation and inclusion helped to address mental health issues.
- **Child-Led Initiatives:** More emphasis was placed on scaling up child-led advocacy efforts and integrating their insights into community planning, particularly around climate change and violence prevention. This included an increased use of digital platforms and social media spaces to reach and mobilise people.
- **Priorities:** Children placed a high value on educational support, child protection and safe and empowering spaces for participation. The emphasis on education shows the aspirations of children to achieve their life goals, complemented by the importance of feeling safe and having the social emotional life skills to pursue them. World Vision's ENOUGH campaign also reshaped children's engagement in advocacy and campaign work at all levels.

7.3 Progress in Addressing Challenges

- **Inclusivity:** Efforts to better include marginalized children are reflected in the increased allocation of resources and tailored participation platforms in 2023 and 2024 compared to 2022. Children continue to emphasise the importance of inclusion, from children with disabilities and gender, as well as difficult to reach populations and conflict affected populations.
- **Feedback Loops:** While accountability challenges were first noted in 2022, the 2023 and 2024 reports show progress in institutionalizing mechanisms to ensure children see how their input shapes decisions. But there is still work to be done to systematize or institutionalise effective accountability mechanisms.
- **Capacity Building:** Continuous efforts to train both children and adults have strengthened, with capacity-building initiatives becoming more prominent in the 2023 and 2024 reports. Children continue to emphasise the importance of child friendly pedagogies and listening skills.
- **Representation:** Over 13 Field Offices have either introduced or are listening to children's suggestions to institutionalise a representative children's space in their governance structures. This takes on different forms depending on the context.

Examples of children's advisory councils

- **Albania:** World Vision Albania (WVA) collaborates with a Children's Advisory Board consisting of 18 children who advise the WVA leadership team and help shape programmatic interventions. The board is in its second year.
- **Indonesia:** Wahana Visi Indonesia has a Children Advisory Council (CAC/Dewan Perwakilan Anak/DPA) that provides meaningful input.
- **Thailand:** World Vision Foundation of Thailand (WVFT) has established a National Children and Youth Council. Members are selected from the foundation's operational areas, ensuring representation of children and youth across the country.
- **World Vision Romania:** The Children's Consultative Council (CCC) was established in 2012 to represent children from rural communities. The CCC has 18 active members aged 12–19 from areas where World Vision Romania has programmes.

7.4 Broader Observations

- **Evolving practice:** From foundational practices (2022) to more innovative, inclusive, and measurable approaches (2023 and 2024), child participation is evolving to help shape World Vision decision-making at all levels whilst also addressing deeper systemic challenges and opportunities to shape change at local, national and international levels.
- **Strategic Focus:** The 2024 report reflects children's strategic priorities, such as mental health and environmental sustainability as well as a growing awareness driven by children of the importance of the digital space. It's important for World Vision to avoid instrumentalising children's participation for its own strategic goals. Decisions on strategic priorities and advocacy goals should include children, and where the decisions made do not coincide with children's ideas and input, World Vision should ensure clear and transparent feedback.





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