

YOUNG VISIONARIES

# Child Rights Youth Foresight Report 2024



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# Introduction

Youth foresight means thinking systematically about the future to inform decisions today, with a particular focus on the needs and wants of children and youth in the short, medium and long term. As with foresight in general, it's not about predicting what's next; rather, it's about collaborating with youth to co-create possible, probable and preferred future landscapes for children and youth, leveraging their creativity and lived experiences to better anticipate how the world is changing and respond proactively rather than reactively. This methodology is at the centre of our work in the Youth Engagement and Strategy (YES) team at UNICEF Innocenti – Global Office of Research and Foresight. It allows us to empower children and young people to contribute to maximizing the opportunities and addressing the challenges of today and tomorrow.

Meaningfully engaging with youth can help UNICEF access fresh perspectives and insights, which in turn support the organization in becoming more responsive and adaptive to the changes in the world that could greatly impact present and future generations. This is key to achieving a more equitable future for children and youth worldwide. Youth engagement is also critical in advancing the child rights agenda by ensuring that young voices are at the centre of decision making and strategic thinking regarding the uncertainties that exist in the near and far future – not just at UNICEF, but in their communities worldwide.

We see young people as agents of change and strive to model a new approach to foresight that is participatory, bottom-up, youth centred and youth led. The YES team strives to create youth-designed engagement opportunities to provide safe spaces in which young people can be candid in sharing their opinions. Insights from such opportunities continue to add youth perspectives to UNICEF research. This approach also directly contributed to the design of the [Leading Minds Conference 2024](#) on climate breakthroughs, ensuring the conference was better suited to elevating youth perspectives and looking ahead to changes on the horizon.

Our primary engagement mechanism is the [UNICEF Innocenti Youth Foresight Fellowship](#) where children and young people all over the world receive a comprehensive training in youth foresight and child rights before working closely with the YES team and UNICEF country offices and National Committees for 6 to 10 months. Our second cohort of 12 Fellows participated in global trends analysis to assist UNICEF research. Then, they designed and led their own national-level foresight projects with UNICEF country offices and National Committees that explore the futures of a wide range of topics relevant to children and the child rights agenda, including climate change, employment, education, technology, democracy, youth participation and beyond.

The Youth Foresight Fellows have collected valuable insights from 12 countries. They have engaged a wide range of stakeholders and designed their projects to amplify the voices of young people, using a range of youth-friendly foresight methods and tools contained within the UNICEF Innocenti [Youth Foresight Playbook](#) and beyond to design their engagements. Each project has encouraged the Fellows and those they worked with to look out towards the horizon, identifying emerging issues, pinpointing challenges to come and highlighting opportunities for children and youth. This report aims to serve as a global platform to share key findings from their youth-led and forward-thinking research, highlight opportunities and challenges, and present recommendations that are effective, equitable and sustainable. Images from the Fellows' research processes have also been integrated.

While local, regional and global developments affect everyone, no one will feel their impact more greatly than our youngest generations. This is why engaging youth in identifying emerging issues, trends and changes on the horizon is so critical, and why we pledge to create more engagement opportunities for children and young people. This report aims to provide a glimpse into the impact of youth foresight.



# Case studies

The following is a series of case studies based on the youth-led foresight processes organized and conducted by the 2023 Youth Foresight Fellows. Each case study highlights one topic that emerged from discussions with children and young people in the country as they explored their expectations of the next 10 to 25 years. Each piece also includes a brief description of the respective national context and recommendations for both decision makers and UNICEF. More insights from the Fellows' research will be published in the not-so-distant future.

This series of case studies stands as a testament to the United Nations Convention on the Rights of the Child. Each piece is directly relevant to a handful of child rights, with each right indicated by an icon. Additionally, as articulated in Article 12 of the Convention, every child capable of forming their own views has the right to express those views freely and have them duly considered in decision-making processes. Complementing this is Article 13, which upholds children's right to freedom of expression, enabling them to seek, receive and impart information and ideas of all kinds. The case studies not only highlight the innovative contributions of children and young people but also ensure their voices are heard and valued in shaping their futures.

The Fellows used foresight tools to gather unique insights from children and young people around the world. The foresight tools are detailed in the 'Foresight methodology' section.

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*Please note: Children and young people mentioned in the following case studies refer specifically to the participants engaged through youth foresight processes. These participants are not representative of all children and young people in their respective countries. The views expressed in these case studies do not necessarily reflect the views of UNICEF.*

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**Abril Perazzini**

Argentina

What if all AI systems were designed to protect children?



Number of PARTICIPANTS

60



Number of WORKSHOPS and CONSULTATIONS

5

**RESEARCH TOOLS**



Images of the Future, Futures Triangle, Futures Wheel, Emerging Issues Analysis, Child Rights Foresight Game

# The Threat of AI Digital Identities for Children and Youth

## CHILD RIGHTS IN FOCUS



### Context

The ongoing economic and social crisis in Argentina has increased the vulnerability of children and young people.<sup>1</sup> Moreover, their education is heavily impacted by the lack of resources and unequal access.<sup>2</sup> Faced by such challenges, some are becoming increasingly anxious about the prospect of emerging technologies adding to and exacerbating existing problems. Youth in Argentina recognize that growing reliance on artificial intelligence (AI) in education presents not only new opportunities but also unprecedented risks, with little awareness of how learning could change. They are also concerned about emerging technologies increasing the digital divide, further excluding marginalized communities. Such concerns have led Argentinian youth to advocate for more intergenerational approaches to creating policies and regulations that foster safe and equitable environments for all.

### Foresight findings

Our sense of identity determines much of how we perceive ourselves and interact with others. But AI has the potential to add a new level of complexity. The development of an AI capable of generating complete digital identities is one of the most pressing emerging issues identified by young people in Argentina. This AI not only creates data, images and videos but also manages social networks, interacts with others and publishes content autonomously.

Amidst growing concerns about the ethical use of technology, an AI that can generate and control digital identities introduces new dimensions of risk. It can facilitate cybercrimes such as cyberattacks and grooming. With youth increasingly spending more time online and virtual interactions becoming the norm, they are expected to be the most impacted by this new technology, thereby exposing the most vulnerable to more dangerous situations.

The Convention on the Rights of the Child clearly states that children's privacy must be protected, but online spaces with digital identities that have no human oversight could further threaten their security in an already volatile environment. The Convention also states that while children's access to information must be secured, such information should not harm them; there is, however, currently no way to determine the kind of information that would be disseminated through digital entities.

This does not align with children and young people's preferred vision of the future. They believe in the positive potential of technology, especially AI, as a means to personalize learning for individuals with a wide range of needs. They see a future in which technology enhances life, facilitating greater inclusion and connection. They believe that technology, including social media, can foster an inclusive environment by acting as a bridge to connect people and enhancing collective well-being. Youth emphasize the potential of technology to create fluid and integrated experiences across different sectors, cultures and individuals in the daily lives of children and youth in Argentina.

## RECOMMENDATIONS

### 1. Establish AI safety mechanisms

Young people call on governments and the United Nations to pay closer attention to big technology companies. Youth are acutely aware of the current lack of AI regulations and are losing hope that the international community and technology companies can build consensus on the responsible development and use of AI, exposing children and youth to future risks. They demand mechanisms to increase accountability, establish AI operation requirements and ensure reparations for victims of harmful AI services.

### 2. Strengthen youth engagement

Children and young people demand to be integrated into relevant efforts to address current shortcomings and future risks. Their perspectives and lived experiences should be taken into consideration when making decisions that shape their future. Youth should be engaged through initiatives to raise awareness, build capacity and create spaces for them to directly contribute to building solutions.

### 3. Conduct deeper research

Youth encourage UNICEF to conduct deeper research into emerging technologies, such as AI-generated digital identities, to better understand the challenges and opportunities for children and youth. Conducting robust research and communicating its findings are critical in developing policies and regulations that not only address existing problems but also preempt future risks. Such actions can also help to ensure regulations do not restrict but instead protect children and young people.

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“Exploring futures through other lenses changed my perspective a lot. Foresight helped me understand that each of us has agency to influence the future, and that exploring futures to strategically plan our actions gives us the chance to make the most of all the opportunities life gives us.”

Abril Perazzini

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**Rawan El-Bendary**

Egypt

What if well-being became synonymous with childhood?



Number of  
**PARTICIPANTS**

**62**



Number of  
**WORKSHOPS and  
CONSULTATIONS**

**5**

#### RESEARCH TOOLS



Images of the Future, Futures Triangle, Futures Wheel, Emerging Issues Analysis

## A Future of Universal Well-Being for Children and Youth

### CHILD RIGHTS IN FOCUS



### Context

Recent global crises and the resulting economic distress continue to affect the socioeconomic context for young people in Egypt.<sup>3</sup> Youth unemployment disproportionately affects educated youth and young women.<sup>4</sup> Amidst such challenges, youth express that they do not feel ready or supported to navigate such obstacles due to a lack of well-being in every sphere. Young people may feel that at school, teachers continue to reinforce their authority by leaving limited room for feedback and dialogue with students. At work, hierarchical structures stifle youth perspectives. And at home, parents and guardians push their children to pursue career paths that they believe offer the most stability, regardless of the young person's interests and passions and the changing world they are growing up in. Children and young people share that they value opportunities to feel heard and to shape their own future.

### Foresight findings

Children and young people envision a future in which their well-being is supported at all levels of society. This would begin at home, with parents and guardians supporting continuous learning for their children by creating safe learning spaces outside of schools. Their daily interactions would be characterized by open and honest conversations where both adults and children are free to express their opinions in a respectful manner. Families would also encourage youth to explore alternative pathways to learning and working, promoting creativity and giving support in times of uncertainty.

They also yearn for education systems that are more flexible and better accommodate the needs of individuals. In this environment, students could select their own subjects and teachers, and even decide if they want to attend university

without compromising their future. While teachers would likely push back against such scrutiny, this vision of the future clearly points to a desire for more agency over the decisions that impact their lives. In this scenario, with hypothetical lower college enrolment rates, the government could dedicate more resources to improving the quality of education. Some of these funds could be invested into online education programmes so that children could begin learning digital skills at a younger age.

Youth growing up in such spaces would later create or be integrated into enabling work environments. Work culture would be rooted in respect, freedom and equal opportunities for everyone, and horizontal orientation would facilitate the free flow of information to pre-emptively address future problems. AI is expected to play a large role as assistants, producing reports in seconds or making decisions with human oversight. Youth also envision intergenerational collaboration at workplaces, where work-life balance is encouraged based on a shared understanding about the impact of work on other aspects of personal life.

The Convention emphasizes the role of families in guiding children through their lives, shifting the kind of support they provide as the child grows. It also reinforces the significance of education and highlights not only that children need access to education, but also that they need education that can ensure their personal growth. Children also have the right to express their opinions and adults must practise active listening. The visions expressed in this article clearly echo many parts of the Convention, and show that youth yearn for more consideration of their well-being. This is perhaps why there were high levels of techno-optimism, with youth expecting considerable demand in the future for well-being support through technology. As children increasingly use AI for various aspects of their lives, including their well-being, there is an urgent need for regulation to ensure their safety.

## RECOMMENDATIONS

### 1. Create child-friendly learning spaces

Children and young people desire learning spaces that recognize their individuality and give them a platform to express their opinions and emotions. The United Nations and relevant stakeholders can provide necessary interventions and support by consulting with psychologists or psychiatrists to guide youth, especially girls, on how to create safe spaces inside schools. Additional research into best practices for integrating technology into counselling spaces could help youth feel safer in openly communicating their thoughts. They could also benefit from creative means of expression, such as blogs or vlogs that help teenage students reclaim their confidence.

### 2. Build supportive relationships

Youth call for initiatives that foster positive relationships between children and their guardians. UNICEF can advocate for family values, well-being and supportive work environments. This is important to ensure guardians can provide education spaces for children outside of schools, explore alternative means of education to move away from superficial learning, and contribute to their overall personal growth now and in the future.

### 3. Integrate child protection in AI development

Youth emphasize the importance of integrating child protection mechanisms in AI assistant development. With the expectation that AI assistants will become an integral part of life, in both personal and professional spheres, it is inevitable that children will grow up interacting with AI on a daily basis. All AI systems should be developed with consideration towards their potential impact on children and young people, aiming to maximize the opportunities to enhance their learning and personal development with the technology while preventing any harmful practices.

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**“My vision of the future is now more liberating after learning foresight. Emerging issues help me identify and look for opportunities. There is something that might be developing here or there and it might create the needed change or lead to unintended chaos. I have to be ready. Proactive. So, I try to look around.”**

Rawan El-Bendary

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**Oussamaben  
Mohamed Ali**

The Comoros

What if all schools were safe and comfortable for children and young people?



Number of  
**PARTICIPANTS**

**68**



Number of  
**WORKSHOPS and  
CONSULTATIONS**

**5**

**RESEARCH TOOLS**



Images of the Future,  
Futures Triangle

## Schools Drowning in Heat

### CHILD RIGHTS IN FOCUS



### Context

In the Comoros, children and young people comprise a significant portion of the population. Such a demographic presents a valuable opportunity to foster future leaders that can contribute to their communities. However, their potential growth is hampered by the lack of necessary support. Youth are struggling in schools that are not equipped with the facilities to aid their learning. They also wonder if curricula could be designed to better prepare them for the future. All the while, increasingly hotter days make it difficult for them to focus on the tasks at hand, hampering their education further. Despite such present challenges, youth envision a world in which future generations thrive in an environment conducive to their personal development.

### Foresight findings

Children and young people observed that access to education is currently poor in many parts of the country, which is exacerbated by rising sea levels threatening schools along the coast. In the future, youth envision schools located throughout the entire country to ensure that even those living outside of major cities and towns have easy access to learning spaces. They also imagine all schools being equipped with the necessary facilities to accommodate children with disabilities, teachers being trained and provided necessary support to ensure they can create safe learning spaces for children with a wide range of needs, and learning spaces being open and accessible to children of all needs, in alignment with the Convention on the Rights of the Child.

Improved and modern facilities featured heavily in visions of the future. The Convention highlights the right of all children to a clean and safe environment, and learning spaces should be held to the same standards. Participants envisioned all

schools being built to ensure healthy learning environments, accounting for the children's need to be active to maintain their physical health as well as their mental well-being. They imagined the location of schools and all attendant infrastructure being chosen based on the impacts of climate change. For example, currently, young people are extremely concerned about classrooms becoming too hot for children to focus on their studies. They anticipated a future where every classroom is equipped with air conditioning, emphasizing that such facilities would be powered by green energy.

Youth were also very interested in what future children would learn at school. They envisioned children being taught how to take care of the environment, grow their own food and contribute to building a sustainable agricultural sector in the country. Comorian was taught more actively to support children and youth in building a stronger sense of identity and connection to their culture. Youth are re-examining the aims of education as mentioned in the Convention, assessing whether the subjects currently taught in school are truly contributing to ensuring children and young people can thrive.

## RECOMMENDATIONS

### 1. Increase access to education

Access to education must be improved, especially for children and young people living outside of major cities and in remote areas. This can be achieved through establishing more schools, providing transportation services that are safe and reliable, and testing alternative methods of teaching. The United Nations can support local stakeholders through programmes that support allocating resources effectively, training teachers and providing auxiliary learning materials, as well as through initiatives to strengthen non-formal and alternative models of education.

### 2. Invest in sustainable infrastructure

In the future, as we anticipate more extreme weather events, infrastructure for children and young people must be designed accordingly. Learning facilities must be equipped with cooling systems that are powered by renewable energy to ensure youth are learning in spaces that are both comfortable and sustainable. Building materials and locations should also be selected with consideration for their durability during extreme conditions.

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**“The Fellowship equipped me with transformative methodologies in youth foresight, which I seamlessly integrate into my daily life. This has empowered me to lead numerous workshops across Comoros, where I inspire and guide youth in envisioning and shaping a brighter future for themselves and the country.”**

Oussamaben Mohamed Ali

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**May Phyu Phyu Aung**

Myanmar

What if children and young people could focus on their personal growth?



Number of PARTICIPANTS

76



Number of WORKSHOPS and CONSULTATIONS

5

**RESEARCH TOOLS**



Images of the Future, Futures Triangle, Child Rights Foresight Game

# Youth Changing the Tide from Brain Drain to Brain Gain

## CHILD RIGHTS IN FOCUS



### Context

The ongoing conflict in Myanmar has had a profound effect on education. An estimated 8 million children were out of school in 2022,<sup>5</sup> state-run university enrolment dropped by around 70 per cent the following year,<sup>6</sup> and youth unemployment rates continue to rise. For children and young people, the conflict is not only disrupting their education but also compromising their future. Recognizing that the long-term implications of such trends have yet to be studied in depth, youth have taken it upon themselves to identify future impacts and share their visions of what the future could look like. They hope this research can inform decision making today to build a future in which children and young people can learn, dream and thrive in a peaceful world.

### Foresight findings

Despite the many challenges children and young people face during conflict leading to sky-rocketing drop-out rates, they still strongly believe in the value of education and personal development. This has led many to consider leaving the country, reflected in a recent poll that revealed 58 per cent of the 1,068 youth respondents have the desire to migrate to foreign countries for better job opportunities.<sup>7</sup> However, others remain in the country as they strive to fill the gap in education. There has been a recent surge in the establishment of groups and organizations by youth seeking to provide learning opportunities for each other. This echoes the poll result that showed that two out of three respondents believe that young people in Myanmar lack adequate learning opportunities.<sup>8</sup> Youth anticipate a continued increase in youth-led informal education, an emerging issue that is quickly becoming a trend in the country.

Despite such youth-led initiatives, many are struggling to manage the tasks that have been thrust upon them.

With little guidance and support, these young people are unsure how to balance their personal development with providing for others. While they exert their right to gather peacefully as per the Convention, very few are prepared to fully address the fact that their right to education has been compromised. It also deprives them of the opportunity to rest and play, threatening other aspects of the child rights agenda.

In the future, children and young people see online learning significantly improving access. This was echoed by poll respondents, many of whom believe blended online learning will be the most convenient way for youth to continue learning. For example, those living outside of major cities and towns could continue learning without any disruptions. It also allows for self-paced learning, complemented by AI tutors that provide personalized assistance to all students. Increased flexibility in learning allows students the chance to explore more diverse career paths and focus on building practical knowledge and skills that better prepare them for work. This is reflected in the fact that more than half of the poll respondents expressed a preference for vocational training over university education, highlighting a shift towards more practical skill acquisition among youth.<sup>9</sup>

## RECOMMENDATIONS

### 1. Engage youth in peace processes

Children and young people should be recognized as primary stakeholders in the country's future. There must be more opportunities for meaningful youth engagement, ensuring youth feel welcome, safe and ready to contribute to peacebuilding processes. Furthermore, children and young people must be involved in developing action plans to address and narrow the learning gaps caused by protracted crises, which can foster their sense of ownership towards creating a peaceful future.

### 2. Promote learning for the future

School curricula should be revised to prepare youth to be independent critical thinkers equipped with knowledge and skills valuable beyond the classroom. Children and young people must have access to safe and secure learning environments and inclusive curricula for youth of all ethnic groups. Emerging topics, such as digital literacy, must be integrated into learning across all ages. UNICEF can support by working with young people in the design of relevant, safe and effective learning programmes for children and young people who have been impacted by conflict-induced learning gaps.

### 3. Support and empower teachers

Teachers must be offered robust training to ensure they feel comfortable with the integration of new technology. They must also be better equipped to support youth in their personal development and should themselves receive other forms of support to do so, such as more opportunities to connect with their peers and increased salaries.

“I realized how powerful collaborative thinking can be and saw the incredible potential of our youth when they have a platform to share their ideas and dreams. It made me see how crucial it is to involve young people in decision making and showed me the importance of not just preparing for the future, but actually shaping it through smart planning and including youth voices.”

May Phyu Phyu Aung







**Mamadou Doucoure**

Mali

What if children and young people could learn and play in safe environments?



Number of PARTICIPANTS 48



Number of WORKSHOPS and CONSULTATIONS 3

**RESEARCH TOOLS**



Images of the Future, Futures Triangle, Futures Wheel

# Extreme Heat Changing Childhood to Night Mode

## CHILD RIGHTS IN FOCUS



### Context

It is well known that countries that have contributed the least to climate change are the hardest hit, and are often unprepared to address its negative implications. The climate crisis also exposes vulnerable and marginalized groups – including children – to further risks. The children and young people of Mali experience this daily, with temperatures continuously rising across the country.<sup>10</sup> They also have limited opportunities to influence decisions and policies that could pave a path towards a better and cooler future. This research aims to highlight their perspectives on the future, with the hope that these visions will act as a guide for national, regional and global communities.

### Foresight findings

To say that children and young people are concerned about the impacts of climate change would be an understatement. They stressed that if we continue on the current trajectory, we could see Mali become so hot that they will have to resort to learning in 'night mode'. With some schools already closing earlier in the day so children can seek relief from heat, a future in which night mode learning is the norm is becoming more and more likely.

This could have consequences not only for children's and young people's right to education but also for their right to play. The Convention on the Rights of the Child emphasizes that "every child has the right to rest, relax, play and to take part in cultural and creative activities." But when would children have the time to enjoy such things? Most will be unable to rest and play during the day as they seek to avoid the heat that continues to grow unbearable. At night, those who have access to education will have to dedicate their time

to learning. The potential health consequences of living a life completely turned upside down add another grim layer to this vision of the future.

Youth also expect that more girls will drop out of schools, threatening to unravel much of the progress made on gender equality over the last few decades. Heat stress has been found to result in irregular periods and heavier bleeding. As such, youth explained that while it is already difficult for many girls to attend school while they are menstruating – receiving little to no support since menstruation is still a taboo subject in many communities – they will struggle even more with increasingly hotter days.

## RECOMMENDATIONS

### 1. Expand climate education

Everyone should be aware of climate change and its implications. Students must have opportunities to learn about relevant topics in their schools and communities. The United Nations and relevant stakeholders can support by providing learning materials, training teachers and advising on curriculum design to ensure youth are receiving the most relevant and up-to-date information. Alternative ways of educating outside of school to foster intergenerational learning can support this too.

### 2. Invest in cooling

With temperatures expected to continue climbing, infrastructure for children and young people must be designed to combat heat stress. Learning facilities must be equipped with cooling systems, buildings must be designed to enhance ventilation and energy efficiency, and more research must be dedicated to exploring alternative models of architecture.

### 3. Support menstrual health and hygiene

Young girls should not have to compromise their education due to menstruation. UNICEF can continue to support them by providing them hygiene products, advising schools on how to create systems and environments better suited to girls, and raising awareness in local communities.

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**“This Fellowship empowered me with what I would call the \*WH\* of youth foresight: always seek to understand the \*what & when\* of our envisioned future, explore \*how\* to reach that future, and identify the influences through foresight tools.”**

Mamadou Doucoure

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**Kate Seary**

United Kingdom

What if all technologies were developed with consideration of future impacts?



Number of PARTICIPANTS

26



Number of WORKSHOPS and CONSULTATIONS

3

**RESEARCH TOOLS**



Futures Triangle

# Genetic Engineering and the Rights of Future Children

## CHILD RIGHTS IN FOCUS



### Context

Rapid development in health technology has benefited many across the world, making medical treatments more accessible and contributing to increasing life expectancies. The Welsh Government also recognizes the opportunities for emerging technologies and sciences to “help people in Wales to lead happier, healthier and longer lives.”<sup>11</sup> However, as is often the concern with technology, more children and young people are beginning to wonder if such advancements are accompanied by considerations of ethics and sustainability. With the Well-being of Future Generations Act in Wales, this is especially relevant as all decision makers are required to assess the impact of present actions on future generations.

### Foresight findings

Genetic engineering offers many potential opportunities to address – or even pre-empt – health concerns. With further research and investment, it could pave the path to a future in which all children are born without any illnesses, significantly improving their quality of life. However, what are the implications of such technology? What are the impacts beyond health?

Children and young people emphasize that everyone must have equal access to genetic engineering. However, they poignantly point to the fact that people do not even have access to basic health care in many parts of the world. Even in the United Kingdom, the viability of the National Health Service is often debated with each new election cycle. Youth are growing concerned that while advancement in medical technology is laudable, they can easily envision a future in which such tools are accessible to only a few, due to procedural, financial or social barriers.

They also highlight the relevance of genetic engineering to the rights of children. The Convention on the Rights of the Child states that all children have the right to the best health care possible and

must have access to pertinent information. However, without properly establishing mechanisms to ensure equal access to genetic engineering, this form of medical technology risks undermining the Convention, infringing on the rights of not only children but also parents as they build families.

Additionally, as awareness of the need to recognize the agency of children and young people grows, genetic engineering introduces a new dimension to consider. Such technology could significantly increase the degree to which parents and guardians can determine even the most minute characteristics of their children. How does this change the relationship between child and adult? How can international law and consensus set expectations that account for such new developments?

Children and young people do not claim to know the answers to these questions. However, they are adamant they must be engaged in relevant discourse to shape the new norm. The desire to have their perspectives truly represented in decision-making spaces was conveyed via visions of a future where young people take up 20 per cent of seats in the Senedd, or the youngest ever First Minister is elected at 21 years old. Youth firmly believe it is only with an intergenerational group that we can make decisions – on medical technology, environmental policies and more – that protect our rights and the rights of future generations.

## RECOMMENDATIONS

### 1. Support research about genetic engineering

The potential benefits of the technology cannot be overlooked. However, further research is necessary to maximize the benefits while pre-empting any risks, especially to children. Such research initiatives should focus on defining ethical guidelines, seeking ways to make the technology accessible and collecting best case practices from other streams of emerging technology.

### 2. Promote comprehensive education about health

One's health is impacted by so many external factors. Therefore, education about health should also highlight the interconnected nature of health, lifestyle and society to ensure children grow up with this awareness from a young age. UNICEF can support by sharing research and data to strengthen the rationale behind such education, as well as collecting and sharing best case practices for stakeholders to model their learning programmes after.

### 3. Raise awareness about the Well-being of Future Generations Act

More people should learn about the Well-being of Future Generations Act, not only to understand that all decision makers are required to consider long-term impacts but also to practise such awareness in their own lives. Programmes to raise awareness about the Act and train individuals accordingly must explore the intersections between various thematic areas, such as democracy and health, to encourage individuals to think holistically.

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**“Youth foresight processes taught me how to be a facilitator and convener to better navigate conversations. It was also an opportunity for me to understand and see the potential of applying foresight to different contexts around the world.”**

Kate Seary

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**Joshua Opey**

Ghana

What if all students received personalized support to thrive in their own ways?



Number of PARTICIPANTS

115



Number of WORKSHOPS and CONSULTATIONS

5

**RESEARCH TOOLS**



Images of the Future, Futures Triangle

# Transforming Education with Biometric Data

## CHILD RIGHTS IN FOCUS



### Context

Ghana boasts a strong youth demographic. However, around 11 per cent of these young people are unemployed, and a further 50 per cent are underemployed,<sup>12</sup> underscoring a severe underutilization of the nation’s human capital. This could be attributed to the fact that the skills young people are taught are mostly irrelevant to industry needs. Such disconnect between education and employment could result in widespread socio-economic issues and severely undermine the potential of youth. This requires all stakeholders, including children and young people, to reimagine education to better fit the needs of individuals and industries.

### Foresight findings

Children and young people were eager to explore the many ways in which education could transform in the coming years. Their visions of the preferred future often involved education that is more accessible and equitable. Technological advancement was also an important factor that was a recurring theme throughout many discussions, allowing for personalized learning and significantly improved educational experiences. One example of such a technology was the application of biometric data.

In the future, schools could utilize biometric data that record students’ physiological and behavioural characteristics to create a more comprehensive identification system, streamlining much of the administrative processes such as tracking enrolment and attendance. Such a robust system could also be used beyond schools to identify and support children and young people who do not have access to education. This could greatly enhance the capacity of government and partners to ensure educational equity and inclusion across different demographics.

Biometric data, especially those collected by studying behavioural patterns, also present new opportunities for personalized learning. The technology could greatly contribute to gauging student engagement and performance, allowing teachers and other actors to provide appropriate support tailored to individual needs. The strengthened identification system mentioned above could also complement this when at scale, ensuring no student is left behind.

After some time to collect and analyse the data, schools and government institutions committed to improving education could make informed decisions about student support, curriculum design and resource allocation. Through such application of biometric data, Ghana could address the skills gap, creating systems and environments that support youth in seeking employment opportunities and feeling confident that they are equipped with the necessary knowledge and skills. For some children and young people, this means Ghana could emerge as the new hub for education and technology in the region.

However, such broad application of technology must be accompanied by protective measures. Expanding the use of biometric data could pose a significant threat to data security, especially if there is a lack of transparency about how such data is collected and when it is used. The technology must be tightly regulated and monitored to ensure the biometric data are used for educational purposes only, and mechanisms to consult children and young people on its application must be integrated into the process.

## RECOMMENDATIONS

### 1. Strengthen digital literacy

As technology becomes an increasingly integral part of education, all children and young people must be equipped with the necessary skills to make full use of it. UNICEF can support by raising awareness about the relevance of technology for child development – not only in educational institutions but also in local communities, to foster supportive environments even outside of schools. Digital literacy must also be incorporated into school curricula, ensuring youth can learn the relevant skills across many different subjects and contexts.

### 2. Support research about biometric data in education

The application of biometric data could transform what education looks like. This directly impacts children and young people, as well as the fields of employment, economic development and more. As the opportunities and risks of this application of the technology remain largely unexplored, the United Nations and partners should conduct more robust study and experimentation to identify means to maximize the benefits while pre-empting any risks.

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“Being exposed to foresight as a young person has completely changed how I view youth engagement. It provides a systematic and inclusive approach to envisioning and shaping the future, which is the best way to create a shared future where no one is left behind.”

Joshua Opey

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**Zainab Waheed**

Pakistan

What if everyone had easy access to health services before, during and after climate crises?



Number of PARTICIPANTS

51



Number of WORKSHOPS and CONSULTATIONS

3

**RESEARCH TOOLS**



Images of the Future, Futures Triangle, Futures Wheel, Child Rights Foresight Game

# Climate Disasters to Health Disasters

## CHILD RIGHTS IN FOCUS



### Context

Pakistan increasingly faces extreme weather events like floods, heatwaves and droughts.<sup>13</sup> Such disruptions often lead to health issues, like heat stress, water- and vector-borne diseases, injuries and even death.<sup>14</sup> However, the nation's health infrastructure is wholly unprepared to respond to the surge of patients that comes with each new climate disaster. Children and young people, a demographic disproportionately affected by climate change, are growing more concerned about not only the immediate impacts of the lack of access to timely health services, but also the unforeseen long-term implications on childhood.

### Foresight findings

Children and young people see a future in which the health-care system in Pakistan buckles under the weight of climate disasters. With medical facilities unable to accommodate a surge in patients, the vulnerable such as pregnant women, individuals with health conditions and the elderly could be exposed to further risks. Physical health will deteriorate almost immediately, and mental health challenges could also compromise the well-being of the population.

Of course, the well-being of children and young people would be severely affected as well. First, growing up in such environments means their health cannot be guaranteed. Second, children who have to look after sick family members, stepping into the role of caregiver for extended periods of time, will face significant obstacles to exercise their right to education and even their right to play, jeopardizing the rights enshrined in the Convention on the Rights of the Child. They would essentially be deprived of many core elements of childhood.



Frequent climate disasters also lead to increased migration, resulting in overcrowded urban areas and refugee camps. This influx would strain already limited health-care resources, making it even harder for medical facilities to provide adequate care. On top of increased vulnerability to diseases in such environments, the psychological impact of displacement and the lack of community and support systems would exacerbate mental health issues among the young, creating a cycle of trauma and hindered development.

A wide array of health-related catastrophes brought about by climate change would be a heavy burden on Pakistan's budget. The urgency of the situation could force the government to pull funds from other sectors, potentially affecting children's education as a whole. It would make it even more difficult for young people to pursue an education in medicine, due to either lack of opportunities or means to fund their studies, contributing to a decrease in the number of medical personnel. This shortage would further weaken existing health services, threatening the health of future generations.

## RECOMMENDATIONS

### 1. Strengthen child protection systems

Further research into policies aimed at protecting children and young people during and after climate disasters is necessary to successfully implement them. This must be accompanied by efforts to increase funding for child protection services to prepare for increased demand during climate disasters. All emergency responders must also be trained to identify and support children, especially girls. UNICEF can support the above initiatives by leveraging their research capacity, targeting fundraising efforts accordingly, and organizing training workshops.

### 2. Invest in health-care systems

Health-care facilities should be designed to withstand climate-related disasters and accommodate a surge in patients during emergencies. Medical personnel must receive specialized training to handle climate-induced health issues, including mental health. Additional investments could include incentives and scholarships for young people to pursue medical education, particularly in underserved areas.

### 3. Enhance anticipatory capacity

Medical personnel and policymakers must engage in opportunities to better anticipate both the immediate and long-term health implications of climate change. Based on the findings, they should budget for Pakistan-based research into medicines for climate-induced diseases unique to the country and potentially even the South Asian region.

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“I learned how challenging and also important it is to engage diverse people. I also developed the skill to think on my feet when exploring many different ideas with a large group.”

Zainab Waheed

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**Nahjae Nunes**

United States of America

What if children and young people could actively develop, test and implement policies?



Number of  
**PARTICIPANTS**

**46**



Number of  
**WORKSHOPS and  
CONSULTATIONS**

**7**

#### RESEARCH TOOLS



Images of the Future, Futures Triangle, Futures Wheel, Emerging Issues Analysis, Child Rights Foresight Game

## Youth Reinvigorating Innovative and Inclusive Policy Development

### CHILD RIGHTS IN FOCUS



### Context

There is growing concern about young people's reluctance to exercise their right to vote. But does this mean they no longer believe in democracy? With US citizens set to go to the polls for the 2024 presidential elections, youth participation in democratic processes is an important piece as we try to puzzle together a vision of the future. Despite a drop in youth voter turnout in recent years, there is some evidence that young people are eager to partake in democratic processes. With more campaigns, protests and movements organized by young people, perhaps youth are simply choosing to have their voices heard in a different way.

### Foresight findings

Children and young people see a future in which youth-led policy incubators are thriving. These spaces enable and empower youth to take an active role in shaping policies that directly affect their lives. Even now, we recognize that children and young people bring fresh perspectives, innovative ideas and a deep understanding of contemporary issues. In the future, youth-led incubators will empower youth to ensure that policies are relevant and responsive to their needs.

Youth-led policy incubators are special in that they allow children and young people to lean further into their creative and experimental side. These are environments in which they can test new ideas and technologies without being limited by traditional expectations and structures, which could lead to groundbreaking policy solutions. Additionally, policies developed by youth who are more attuned to and mindful of the potential implications for their peers are much more likely to be relevant and effective.

Children and youth emphasize that these policy incubators must also embrace the principles of intergenerational cooperation. Working across different generations is critical when developing policies that are considerate of impacts for present and future generations. Youth expect the policy incubators will provide a structured environment for mentors to share guidance, leveraging their experience while still allowing for more horizontal decision making.

Leading policy development processes can significantly increase the sense of agency children and young people feel. This is not limited to the political sphere, and can grow their sense of ownership of their families, communities and personal futures. More opportunities for youth to practise and engage in policy development could greatly contribute to fostering generations of informed and engaged citizens, reinvigorating democracy.

## RECOMMENDATIONS

### 1. Support research on youth engagement

More research is necessary not only to better understand youth engagement but also to ensure that meaningful youth participation in democratic processes becomes the norm. The findings from such research must inform the development of more effective strategies for engaging young people, including the establishment of more youth-led policy labs.

### 2. Invest in youth innovations

From digital platforms to grassroots initiatives that promote and strengthen civic participation, youth are leveraging technology and creativity to foster a more inclusive and effective response to a range of long-term issues, especially climate change. Actors across various sectors can amplify the impact by providing platforms to raise awareness about and funding for such youth-led initiatives.

### 3. Strengthen civic education

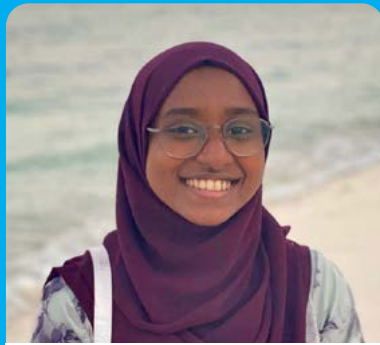
More children and young people should have the opportunity to advocate for meaningful change, and this begins with education. UNICEF and partners can foster such leadership by exploring many models of youth civic participation, strengthening existing learning programmes and creating learning materials that are accessible and applicable to different contexts.

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**“Engaging in youth foresight taught me how to anticipate future challenges and think creatively about solutions. I’ve learned the power of bringing diverse youth perspectives into policy discussions, which has not only enriched my understanding but also shown me how impactful our voices can be in shaping a better future.”**

Nahjae Nunes

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**Fathmath Zahanath Zuhury**

Maldives

What if children could learn regardless of where they are?



Number of PARTICIPANTS

63



Number of WORKSHOPS and CONSULTATIONS

6

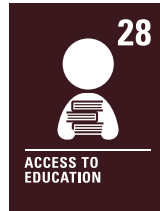
**RESEARCH TOOLS**



Images of the Future, Futures Triangle, Child Rights Foresight Game

# Connecting Islands and Lives through Decentralization

## CHILD RIGHTS IN FOCUS



### Context

The Constitution of Maldives designates education as a fundamental right to all. However, due to the geographical isolation of the islands, the quality of education varies greatly, causing mass internal migration as people seek better learning opportunities. Research revealed that most internal migration was towards the capital city, where almost one in every three migrants came to Malé for the purpose of education.<sup>15</sup> While some find their situations improved, it often leads to children growing up in places that are not home and losing touch with their traditions, customs and island dialects. This results in youth and adults who do not feel that they belong, greatly undermining their sense of community and ownership.

### Foresight findings

Children and young people love their islands. But they also want improved connectivity and access to resources. As such, they envision a future in which an urban hub is established in each atoll, serving island communities in the vicinity. These hubs would include government offices, hospitals, shopping centres and more, allowing for improved access to critical infrastructure and services designed to fit the local context. A more decentralized model would mean children and families no longer have to move in search of better opportunities, particularly to Malé city, which could also contribute to addressing overcrowding in the capital.

A key feature of the urban hubs would be schools. These schools would be designed to accommodate many of the children living in that particular atoll while also providing quality education. This is in line with the Convention, which emphasizes that children should have access to education that is of good quality. Children and young people could travel

to the hub from their home islands during times when they need in-person learning, while online learning would complement this system to ease the burden of travel. This hybrid model would ensure youth have access to quality infrastructure, learning materials, teachers and other forms of support while also continuing their education regardless of where they are located.

Teachers working in the schools would also benefit from this system. They would undergo regular training to ensure they are better equipped to create quality learning experiences for their students. They would also have a strong support system amongst each other, adding to a sense of community. This would contribute to teachers feeling more confident and secure in their roles, allowing them to focus on creating safe spaces for children and young people by building a culture of open communication and collaboration.

## RECOMMENDATIONS

### 1. Research urban hubs

More research is needed into different models of urban hubs to determine what works and doesn't work for Maldives. Governments and partners must invest in more research opportunities to identify benefits, risks, action plans and more to determine the feasibility of implementing a more decentralized system in the country.

### 2. Provide quality education outside of the capital

As education is one of the biggest factors leading to internal migration, providing quality learning experiences in the urban hubs as envisioned by youth can be the pull factor to decentralize the nation. This includes well-trained teachers, good infrastructure and support through appropriate policies to create a safe environment within and around the school.

### 3. Conduct needs assessment

This youth foresight process has surfaced many needs expressed by students, teachers and parents. Relevant stakeholders must consider delving deeper into the findings to better understand the support necessary to strengthen education and identify means of addressing any gaps. UNICEF can support by sharing expertise on how to conduct such assessments, advising on building clear action plans, and providing a framework to streamline the process.

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**“Conversations about foresight are so important and needed to make sure everyone’s views are heard. Learning about foresight has given me so much hope and helped me identify how I can contribute as a young person to make the future of my country better.”**

Fathmath Zahanath Zuhury

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**Selin Özgürsoy**

Türkiye

What if AI systems strengthened climate initiatives?



Number of PARTICIPANTS

24



Number of WORKSHOPS and CONSULTATIONS

1

**RESEARCH TOOLS**



Images of the Future, Futures Triangle, Child Rights Foresight Game

# AI Security Breaches Jeopardizing Climate Action

## CHILD RIGHTS IN FOCUS



### Context

AI systems present new opportunities to enhance our response to climate change. There are already examples that demonstrate its potential, such as AI being used in programmes to clean up oceans or analyse data to reduce emissions across different industries.<sup>16</sup> For children and young people in Türkiye, the introduction of innovative technology and approaches gives them hope as they witness heavy rains and wildfires causing evacuations, destroying infrastructure and killing countless people.<sup>17</sup> Water scarcity could soon become an issue as well, raising concerns across the country. Despite the technology’s considerable promise, however, some youth cannot overlook the fact that AI systems remain biased and imperfect. It is also vulnerable to programmatic errors or cyberattacks, due to lack of regulations and resources allocated to implementing robust security mechanisms.

### Foresight findings

Children and young people expect increased reliance on AI for climate action. This would allow for faster and more accurate analysis, well-informed decision making, and new and innovative approaches. However, youth highlight that AI systems still tend to generate results based on algorithmic bias. Without properly addressing this flaw, we could see incorrect information and models leading to potentially harmful policy decisions. Such systems could also fail to account for marginalized communities, exacerbating existing social and environmental injustices. Additionally, it could also impact the allocation of resources, such as directing climate adaptation funds to regions with better data availability rather than those in greatest need.

Increased reliance on AI also means climate initiatives could be severely undermined if there are any technological disruptions. Cyberattacks on climate research AI systems

could impede educational initiatives that rely on accurate climate data, hindering climate education in various sectors. It could also spread misinformation about climate change, leading to gaps in understanding and even presenting major challenges to advancing climate initiatives. Exploitation of personal data is another point of major concern, which is a breach of the Convention, exposing children to risks even beyond the negative impacts of climate change.

Youth see the potential for AI systems to support the early warning and disaster response as well. However, disruptions to the system can delay crucial interventions, putting children at higher risk during extreme weather events. AI systems could be integrated into the management of critical infrastructure, but cyberattacks could disrupt essential services related to water, energy, food and more, impacting children's health and development. Permanent disruptions in climate services could lead to community instability, increasing risks of displacement and impacting children's sense of safety and security.

## RECOMMENDATIONS

### 1. Invest in AI early warning systems

The capacity of AI systems to quickly and accurately analyse data and generate outcomes is invaluable, as we expect increased frequency of extreme weather events and climate disasters. Stakeholders must invest in such systems, with a focus on building safety mechanisms to protect them from any disruptions and attacks.

### 2. Ensure data privacy and protection

Anticipating increased reliance on AI systems, children are particularly vulnerable to having their personal information stolen and exploited. Stringent data protection laws to safeguard personal information used in AI systems must be implemented, and AI systems must be developed with protective mechanisms. Such efforts must be complemented by digital literacy programmes to ensure children understand the precautions they must take as well. UNICEF can support by advising on child protection and sharing learning materials with partners.

### 3. Address algorithmic bias

Children and young people must be engaged in the development and training of AI models to reduce inherent biases. This can contribute to building stronger bias detection and correction mechanisms, ensuring there is representation of all ages and backgrounds in the process. Youth can also be involved in opportunities to audit AI systems, especially in climate-related applications.

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**“Foresight, a concept I never even knew existed a year ago, is now dear to my heart and yields me a transformative power once I put it into use. I look forward to giving back to my community with the best of my knowledge and practising foresight to accelerate innovation.”**

Selin Özgürsoy

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**Aicha Robei**

Algeria

What if all children and young people felt safe in advocating for their rights and beliefs?



Number of PARTICIPANTS

185



Number of WORKSHOPS and CONSULTATIONS

6

**RESEARCH TOOLS**



Images of the Future, Futures Triangle, Futures Wheel, Child Rights Foresight Game

# Youth Engagement and Technology Standing at the Crossroads

## CHILD RIGHTS IN FOCUS



### Context

The Algerian Government has signalled its commitment to elevating the perspectives of children and young people by establishing the High Council for Youth. This has fostered environments more conducive to youth voicing their opinions and contributing to social discourse, which many young people in the country say is a welcome change from the past. It reflects the desire of young people to become more active and engaged in policy making and decisions on matters of their concern.<sup>18</sup> Moreover, technology is also contributing to greatly lowering the threshold to participation. However, Algerian youth emphasize that such technological advancements can be a double-edged sword. With new tools that enable increased and more refined surveillance or oversight methods, youth remain concerned of their potential impact on opportunities for youth advocacy.

### Foresight findings

Children and young people observe that most of their peers have grown up using some form of electronic device. When they access websites and download applications, they do not think much of the fine print presented to them. Some ask for certain types of personal information. Others request access to cameras and photo albums. Many children and young people simply click 'accept'. However, with growing awareness about the risks of technology, youth are beginning to question whether handing over access so quickly is indeed wise.

This poses important yet difficult questions for these young people. Is there a chance that such information can impact their engagement in decision making? Could they be exposing themselves to risks using technologies? As youth increasingly take centre stage in advocating for change – regarding the climate, economy, technology and more – it is

important to keep and expand the space for meaningful youth engagement and participation for policy change and dialogue.

Youth often turn to online platforms to exchange information, raise awareness and even organize youth-led movements. Technology has played a central role in elevating youth perspectives, so much so that it is sometimes difficult for young people to fathom what could be the negative impact of its use. With conflicts erupting more frequently around the world and tensions rising in the Middle East and North Africa, youth in Algeria have more reason to be concerned.

Emerging technologies such as advanced AI, blockchain for secure voting and transparent governance, and augmented reality for immersive educational experiences are poised to become widespread in Algeria over the next 20 years. These technologies are at a key point for youth participation, potentially offering new opportunities for engagement and empowerment while also bring along some challenges, like the risk of misinformation and digital divide. For children and young people, the two visions of the future stand in stark contrast to each other. The first is characterized by open and collaborative decision making, enabled by technological devices and online interactions. The second is a future marked by significant challenges, where technology is used to spread mis and disinformation. We are standing at the crossroads.

## **RECOMMENDATIONS**

### **1. Build digital literacy**

All children and young people should have access to digital tools and the necessary training to use them safely and effectively. This can lead to greater participation and collaboration on digital governance platforms and other online initiatives. UNICEF can support by sharing learning materials, advising on curriculum development and raising awareness about the significance of digital literacy through local and global campaigns.

### **2. Engage young people in governance**

There should be more opportunities for children and young people to engage in policy development and decision making. This is key to ensuring that youth voices are integrated into discussions and their needs accounted for. The High Council for Youth is already an excellent platform for young people and therefore must be utilized to its fullest potential.

### **3. Foster innovation and ethical use of emerging technologies**

To move forward with these technologies, it is crucial to foster an environment of innovation while ensuring ethical use. This can be achieved by creating regulatory frameworks that protect children's rights and privacy, encouraging responsible development and deployment of AI and other emerging technologies. Partnerships between government, private sector and civil society can drive this agenda, with initiatives to pilot and scale up technologies that enhance youth participation and well-being.

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**“Foresight tools became a way of living for me. I am applying them in all areas, in formal and informal spaces, with friends and family.”**

Aicha Robei

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# Conclusion

Foresight encourages us to consider possibilities that lie on the periphery of our current understanding. Some of the findings in this report, while potentially hugely disruptive in the future, may already be well known. Others, however, are not as widely recognized and might seem unconventional at first glance. Imagination spaces created through foresight practices, especially with children and young people, enable us to pose questions and explore ideas that might otherwise be overlooked or underappreciated.

Such exploration allows us to better anticipate changes that will affect childhood in the future. This ensures that we are not only responsive to the needs of children and youth but also proactive in shaping a better future. As we begin to recognize the impact of our decisions on future generations who are yet to be born, a culture of continuously scanning the horizon is crucial in identifying emerging opportunities and pre-empting any risks.

It is also important to build our capacity to challenge anticipatory assumptions. Through youth foresight processes, we are able to test our assumptions while cultivating individuals equipped with such critical and innovative thinking. In an increasingly complex world that requires greater agility and flexibility, the ability to think beyond traditional parameters could play a pivotal role as we reassess and redesign our societies to be more equitable and sustainable.

Clear themes emerged across the diverse countries and individuals we engaged through youth foresight. Uncertainty around AI was at the forefront for many youth, perhaps because the launch of a range of generative AI services brought the technology significantly closer to their lives. The climate crisis was an important topic as well, with many identifying it as an existential threat. Youth were also very interested to push for their well-being, potentially driven by growing awareness about the interconnected nature of health. Lastly, the desire for meaningful youth engagement came through strongly, in line with communities around the world beginning to acknowledge the need for intergenerational fairness and cooperation.

These priorities may change year by year, and youth foresight can help us understand the evolving concerns of children and young people around the child rights agenda. How we respond to these concerns greatly shapes how they see the future, which in turn shapes their behaviour. We are building a repository of futures envisioned by youth, which will guide our aim to better serve children and young people.

# Foresight methodology

The 2023 Youth Foresight Fellows have led workshops and consultations around the world to gather unique insights from children and young people. The following is a list of foresight tools they utilized throughout their youth-led foresight processes.

## **Images of the Future**

Participants are invited to share any images that come to mind when they think about the future. These can represent a positive vision of the future, a negative one, or anything in between. This tool leverages the power of images to convey more than words and can invite people who are new to foresight to easily partake in such activities.

## **Futures Triangle**

Each point of the triangle represents three different factors. The first (topmost) point in the triangle refers to the contending pulls of the future – images of the future which could be or should be. The second point represents the critical drivers that can currently be observed pushing us towards a future. The third point is the weights of history, which are barriers preventing the realization of a particular image of the future. This tool helps identify futures that emerge as the three corners interact.<sup>19</sup>

## **Futures Wheel**

The tool begins with an emerging issue, event, idea or disruption at the centre. From there, participants think of first-order impacts, which are direct implications or consequences. They continue to second-order impacts – outcomes that result from the first-order consequences, the impacts of the impacts. Then, they can move onto third-order impacts and so on. The sequential process helps us explore multiple levels of impact of a certain topic and better anticipate future challenges and opportunities.<sup>20</sup>

## **Emerging Issues Analysis**

Emerging issues are seeds of possible change that are not yet captured in mainstream narratives. These emerging issues can become trends and even bigger problems that require significant attention. By identifying issues early, we can intervene proactively before they become problems.

## **Child Rights Foresight Game**

The YES team, in collaboration with [Open Lab](#) at Newcastle University and the 2023 Youth Foresight Fellows, are co-designing a gamified global child rights horizon scanning tool. This game encourages players to build a preferred future for children and then work backwards to determine what tangible actions need to be taken by global leaders today to ensure these visions become a reality. Building on decolonial pedagogy, the Fellows took a prototype of this game and adapted it to fit their national contexts by translating the materials into their native language, deriving the visual design from their cultures and focusing their game on relevant challenges in their local settings. This work is being finalized and will be published in the near future.

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## About us

**UNICEF** works in the world's toughest places to reach the most disadvantaged children and adolescents and to protect the rights of every child, everywhere. Across 190 countries and territories, we do whatever it takes to help children survive, thrive and fulfil their potential, from early childhood through adolescence.

And we never give up.

**UNICEF Innocenti – Global Office of Research and Foresight** tackles the current and emerging questions of greatest importance for children. It drives change through research and foresight on a wide range of child rights issues, sparking global discourse and actively engaging young people in its work.

UNICEF Innocenti equips thought leaders and decision makers with the evidence they need to build a better, safer world for children. The office undertakes research on unresolved and emerging issues, using primary and secondary data that represent the voices of children and families themselves. It uses foresight to set the agenda for children, including horizon scanning, trends analysis and scenario development.

The office produces a diverse and dynamic library of high-level reports, analyses and policy papers, and provides a platform for debate and advocacy on a wide range of child rights issues.

UNICEF Innocenti provides, for every child, answers to their most pressing concerns.

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