Youth Consultations for a Post-2015 Framework:
A Toolkit

Youth in Action

RESTLESS DEVELOPMENT
THE YOUTH-LED DEVELOPMENT AGENCY

DFID | CSO
Youth Working Group

WAR child

ybi | The Prince's Youth Business Internation

Glossary

Here are some key terms, definitions and references that will be useful to know as you read through this toolkit;

Young People/Youth: There are many definitions of youth and young people, and the ages by which someone is defined as 'youth' varies enormously. For the purpose of this document and the post 2015 youth consultations we will use the UN definition which says a young person is aged between 15 and 24.

Civil Society is made up of citizens and organisations outside of the government and business sectors. NGOs (non governmental organisations) are part of civil society and sometimes referred to also as the 'third sector'.

The **UN** stands for the United Nations. It has 193 member states.

The **Millennium Declaration** was agreed by UN member states at the UN headquarters in New York in the year 2000.

The Millennium Development Goals are a set of eight goals with specific targets and indicators that were agreed upon to help advance the Millennium Declaration agenda.

The eight goals are:

1. **Eradicate extreme poverty and hunger**
2. Achieve universal primary education
3. **Promote gender equality and empower women**
4. Reduce child mortality
5. **Improve maternal health**
6. Combat HIV/AIDS, malaria and other diseases
7. **Ensure environmental sustainability**
8. Develop a global partnership for development

Rio + 20 which was the UN Conference on Sustainable Development took place in Rio de Janeiro (Brazil) in June 2012. It was a follow on to the Earth Summit that took place in Rio in 1992 and resulted in the outcome document '*the future we want*'.

The High Level Panel was announced by the UN Secretary General Ban Ki Moon in 2012 to guide the process of establishing a new framework for development post 2015. Three co-chairs were announced: The UK Prime Minister David Cameron, The President of Liberia Ellen Johnson Sirleaf and the President of Indonesia Susilo Bambang Yudhoyono.

UNGA: (United Nations General Assembly). The UN holds a General Assembly once a year, normally in September. In 2013, the General Assembly will hold a special event on the MDGs and the post-2015 framework.

UN country consultations: The UN is running at least 50 national consultations to feed into the post-2015 framework. Civil society has been recognised as a key stakeholder in these consultations.

UN thematic consultations on the post-2015 framework will be run with civil society on 9 themes. There will be a variety of ways for civil society to contribute their thoughts on these themes, including through e-discussions, hosted on the 'World We Want' platform. The 9 themes are:

- **Inequalities**
- Food Nutrition and Security
- **Governance**
- Growth and Employment

Useful websites

www.worldwewant2015.org
This is platform devoted to the post-2015 framework jointly hosted by the United Nations and Civil Society to provide current information on the process, consultations and opportunities to take part in the global conversation on post-2015.

www.beyond2015.org
Beyond 2015 is a global campaign aiming to influence the creation of a post-2015 development framework that succeeds the current UN Millennium Development Goals. Beyond 2015 brings together more than 380 civil society organisations in over 80 countries around the world.

www.post2015.org
Post-2015 brings together key documents, reports and on-going research on the post-2015 agenda, with regular updates on events and briefings about the emerging agenda. The site is co-ordinated by the Overseas Development Institute, who have a major research programme on the post-2015 agenda.

- **Conflict and Fragility**
- Health
- **Education**
- Environmental Sustainability
- **Population Dynamics**

DFID is the UK Department for International Development

CSO stands for Civil Society Organisation

You can also find more information in the 'further information and resources' section of the appendix.

"I am a product of the MDG generation. The MDGs have been a part of my 'coming of age'. I therefore strongly believe that my generation need a seat at the discussion table if the post-MDG agenda is to be sustainable"
/Respondent to Restless Development MDG survey

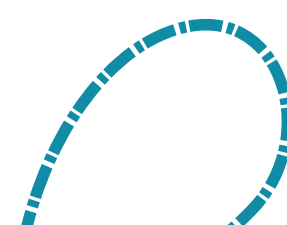# Welcome to the Post 2015-Youth Consultations Toolkit.

This toolkit has been designed to facilitate conversations with young people around the world on the subject of the post-2015 development framework, i.e. what should follow the Millennium Development Goals. It has been put together with specific input from partners in Sierra Leone, India, Nepal, Colombia, the United Kingdom, Kyrgyzstan, Croatia, Kenya, Romania, the Philippines, Ghana **and** Tanzania, **but could be used by any youth organisation in any country wishing to stimulate conversation about a new development framework and what that would look like for young people.**

Any organisation wishing to input into this particular youth consultation project should record the results of the consultation as specified in this toolkit. At the end of each session plan you will find a guide to what needs to be recorded and **a consultation reporting form is included in section 4 of this toolkit**. However many of the activities in this toolkit could also be used as stand-alone activities or to compliment your own consultation agenda.

It is hoped that this toolkit will provide a means of opening up the 'development agenda' conversation and make the process accessible to young people from many diverse backgrounds. It is also hoped that it will provide a means of sharing and valuing young people's stories and experiences, and that the result of this will go towards influencing a post-2015 agenda that is meaningful for young people, especially the most marginalised young people, around the world.

Contents

Section 1: The rationale for this toolkit and the post-2015 youth consultation project

In this section we will explore why it is important to include youth **in the conversations for a post-2015 framework; how** this particular youth consultation project was designed **and** where youth consultations fit **into a larger consultation process towards a post-2015 agenda.**

1.1 Why Youth?

More than half the world is under 25 years old - that's 3.5 billion people!

In the year 2000 when the Millennium Development Goals (MDG) were being decided upon and ratified by 189 governments, young people would probably have been unaware that decisions being made in a room across the other side of the world could have changed their lives. For example, by 2008 89% of children in the 'developing world' were enrolled in primary school, and girls' enrolment had increased to 95 or 96 girls for every 100 boys[1]. Because of the decisions taken in the year 2000 and the global goals that were set, many girls across the world have had an opportunity for an education that might not have been possible twelve years ago.

The world we live in now is very different to the one that policy makers were faced with in 2000. For example, on 31st October 2011 it was reported that the total world population stood at 7 billion[2], whilst in September 2012 there were predictions that arctic sea ice could disappear within four years[3]. Current policy makers may not be around to see what the true effect of climate change or changing population dynamics might be. But the young people that we consult about a new development framework today will be in their thirties and forties when we once again evaluate the success of new global goals (assuming the timeframe is similar to that of the MDGs). This is a conversation that will impact on young people's lives and the state of the earth in years to come. It is of crucial importance that we get it right.

The concept of a 'youth bulge' (with a higher than average youth population ratio) is often referred to as a risk, with disengaged young people, and particularly young men, being more likely to engage in conflict or crime[4]. However, a youth bulge also represents substantial opportunities of young people with a stake in the development process to take ownership over what is happening in their communities, to plan for their future and have a positive impact on both their local community and the global community.

Young people are not a homogenous group and it will be no easier to come out of a youth consultation with a representative set of priorities for a new global framework than it will be to come out of any inclusive consultation process. Young people's priorities will be influenced by the shape of their own life experiences and individual contexts. In Africa, youth account for 40% of the population and they make up 60% of the unemployed[5]. 36% of girls from some of the poorest communities across the world still do not get a secondary education[6], and young people account for 40% of all new adult (15+) HIV infections[7]. We know that priorities will vary from country to country, community to community, and from individual to individual. Everyone will have a different story to tell. It is essential that we pay attention to how we hear these stories and ensure that they tell us something

1 www.un.org/en/globalissues/briefingpapers/mdgs/vitalstats.shtml Millennium Development Goals Vital Statistics

2 www.unfpa.org/swp/ 'UNFPA 'People and Possibilities in a World of 7 Billion'

3 www.guardian.co.uk/environment/2012/sep/17/arctic-collapse-sea-ice The Guardian 'Arctic Expert predicts final collapse of sea ice within four years' Sept 17th 2012

4 John R Weeks and Debbie L Fugate 'The Youth Bulge Challenge or Opportunity?', p 6

5 Africa Commission, Realising the Potential of African Youth (2009)

6 UN, The Millennium Development Goals Report (2012)

7 UNICEF, Opportunity in Crisis: Preventing HIV from Adolescence to Young Adulthood (2011)

about future development priorities.

Young people are more than a resource, or a useful set of stories for formulating a new set of development framework priorities; they are key to leading the implementation of these new priorities. In the current MDG framework, young people are seen as the beneficiaries of programmes rather than the leaders, initiators and innovators of these programmes. There are targets on specific issues such as youth unemployment for example, but there is no mention of including young people in decision making processes. Development is often understood as something that is 'done' to young people rather than something that they are actively participating in and shaping. In agreeing to a new framework, special effort must be made to give young people a 'seat at the table' ensuring that the most marginalised young people, such as young women, young people with disabilities, those living with HIV/ AIDS, and LGBT groups, all have a share in that decision making process.

Before the start of this project, Restless Development conducted a survey with young people on the MDGs. In the survey it asked why it is important that young people are given the opportunity to shape the future global development priorities. The responses emphasised the need to hand over some of the decision making power to young people. **Here are just a few of those responses:**

Young people will inherit all the decisions of today, through their passion, innovation and creativity they can shape the world.

By including young people in development they become more empowered, gain a stronger voice and determine their own futures.

Because we are shaping the future that we would want to have and for our children to have. Come 2050 when it is expected that catastrophic events will be in a grand scale, older people right now will not live to see those horrible events. Therefore, since we are expected to reach those years, we need to be involved right now so that we can avert any such disasters in the near future.

Also, we are gravely affected by poverty, lack of access to education, gender inequality, teenage pregnancy and maternal and child mortality, high percentage of HIV/AIDS among young people, sustainable development, and climate change issues.

Young people can be facilitators of change, give a true perspective of how things are at the grassroots and can act as advocates for the other 1.8 billion youth in the world.

With young people accounting for a huge number of the world population, the stability of global development is totally dependent on us. We account for a huge percentage of the most vulnerable and affected population. The role of young people in shaping the future cannot be overemphasized, we all know it, we hear it all the time but is the world willing and ready to pass the baton?

Most of the decision makers alive today have been brought up in a world, that until recently knew no bounds: financially and in terms of resources. The post-war generations, those from the 50s, 60s and 70s have all, in the developed world, and those rich in the developing world, exploited fully the future capital of the world's youth and those not yet born. These people will possibly either die within the next 20-30 years: but they will have got the easy way out for their excesses and it is us, the youth, who will suffer because of the greediness and miss-management of our planet's resources.

I see equity, fairness and justice as intractable for the post-2015 agenda. These three ideas need to be fully implemented and the world as a whole needs to work together as opposed to stealing money and resources from one area/ country to another for the betterment of a few people/ countries.

It is a Human right; the right to participate in shaping the world we are living in!

I am a product of the MDG generation. The MDGs have been a part of my 'coming of age'; I therefore strongly believe that my generation need a seat at the discussion table if the post-MDG agenda is to be sustainable.

1.2 Youth consultations for a post-2015 agenda: The project

What is the post-2015 agenda?

The Millennium Development Goals were established in 2000,they set a concise and measurable framework for development. The MDG framework is due to finish in 2015. Over the next three years the international community will be reflecting on the successes and failures of this global framework and debating what comes next.

Why youth consultations for a post 2015 agenda?

This is one of the most important debates of our time, any global framework agreed by world leaders in 2015/ 2016 will guide future government policies and spending on social and economic development, not only in developing countries but also globally. In developing countries, 87% of the population is under 25. There is no sense in discussing future development goals without recognising the role that young people can and must play as assets and problem solvers.

There will be at least 50 national and 9 thematic United Nations consultations on the post-MDG agenda. Whilst these consultations are welcome, Restless Development and partners in this project are concerned that there are currently no globally agreed plans for meaningful and broad-based youth participation in the UN consultations being scheduled, despite the relevance of this conversation for young people themselves.

Restless Development conducted a survey on young people's views of the Millennium Development Goals. They found that:

- 86.9% of survey respondents felt that young people have a role to play in shaping future global development priorities.

- The majority had heard about the post-MDG debate either online or from a charity and/ or youth-led organisation, however, 79.1% of participants were not aware of the resources available that specifically target young people.

- Location ('no opportunities in my local area'), not knowing who to talk to about these issues, and not feeling their opinions would be valued, were the most common barriers to young people

being more involved in international debate and decision making.

- The majority of participants ranked war and conflict, jobs and unemployment, and climate change as the biggest issues facing the world today. However, a large numbert of participants thought that all the problems listed (including HIV, food and hunger, and gender quality) were equally important.

Therefore, whilst young people felt that they needed and wanted to play a role in shaping the development agenda; they were uncertain how to do this and where to find the resources to help. The aim of the youth consultations is to provide one possible avenue for young people to access that development agenda in a meaningful way.

The Project

This project was initiated by members of the DFID / CSO Youth Working Group (www.youthindevelopment.org.uk, @YWGUK) - a network of over 30 organisations concerned with youth involvement in international development. It was established in 2007 in partnership with DFID, to help put young people at the heart of the development agenda, recognising their huge potential as partners and leaders in the development process, as well as their specific needs as beneficiaries. Civil society members of the YWG and DFID policy teams have been working together on related issues over the past four years, creating new partnerships and building capacity within the youth development sector.

This project seeks to promote genuine youth-led development through strengthening the youth sector. We hope that this project builds the capacity of youth organisations to meaningfully consult young people, to bring their voices to policy-makers, and to work with other youth organisations in other countries as part of a sustainable network-based approach. This project will also create North-South collaboration and bring youth voices from the Global South to the Global North through creative media and the sharing of consultation results.

Our goal is to contribute to the development of a holistic post-MDG framework that is more responsive to the needs of half of the world's population - young people. The consultation results will be used to inform national, European and international debates on the post-MDG framework. Most importantly, whilst

this specific consultation focuses on the post-MDG framework, this project aims at testing a network-based approach to youth consultation on policy issues. Therefore, if successful, this model can be replicated to other debates and policy frameworks, both youth-centred and broader debates.

Stage 1: Toolkit creation

The toolkit has been developed by a consultant based at Restless Development with input from 14 partners in 12 countries, as well as feedback from young people from the DFID Youth Working Group network and staff at Restless Development.

Stage 2: Consultation delivery

14 partners in 12 countries across the world, North and South, have committed to running a two day consultation with young people on the post-2015 agenda.

This project aims to reach young people that face social, economic, geographical, cultural and religious barriers to participation.

Other organisations and partners are also invited to run the consultations and feed back to the project team using this toolkit. Achieving a multiplier effect in consultations with young people is a key objective. This project will also create an online platform to enable wider consultations with young people around the world. Please contact victoria@restlessdevelopment.org for further **information**.

Stage 3: Collation of results and analysis

Results from the consultations will be fed back to Restless Development in London and collated. In February 2013, this data will be analysed in a youth-led workshop in London involving young participants from national consultations, as well as other partners in this project.

Stage 4: Dissemination of Findings

A final report on consultation findings will be available by 31st March 2013. Using the outputs effectively and strategically is fundamental to achieving our goal in shaping the post-215 agenda.

A dissemination guide will be developed and shared with partners and young people involved in this project to provide advice on identifying opportunities for sharing consultation outputs and influencing the post-2015 debate, both nationally and globally. This will include information on the UN process as well as press release templates, launch event ideas and links to online creative media.

We will also hold a UK launch event inviting

key external stakeholders including UN agencies and European civil society (including Beyond 2015 members) and members of the DFID CSO Youth Working Group.
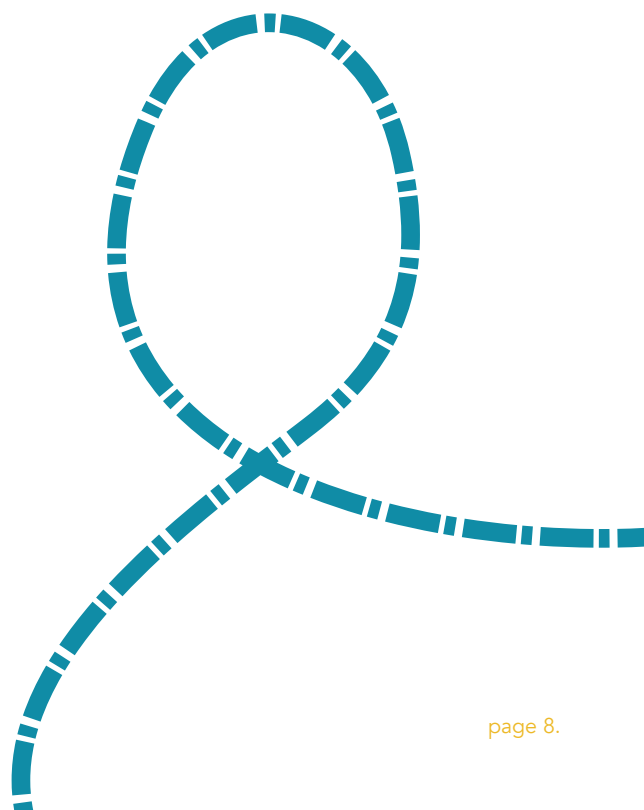
"In a rapidly changing international environment, we must also look ahead, beyond the deadline for the goals. And so, in response to your request in the outcome document, I intend to initiate a process that will result in a post-2015 framework for the development work of the United Nations."

/UN Secretary General, Ban Ki Moon

1.3 A timeline towards 2015

2000   **2005**   **2010**   **2015**

UN-led ('High Level') Process

2000: The Millennium Declaration

2005: World Summit

2010: MDG summit: concluding with The 'MDGs' are established global action plan to accelerate progress and request for special event at the general assembly 2013

2013
January: HLP meet in Liberia
April: HLP meet in Indonesia
April/May: HLP panel submit report on post-MDG recommendations
September: UNGA/MDG review

2008: high level event on the MDGS ending with new commitments

2012
June: Rio+20 in Brazil - outcome documents include reference to SDGs
September: First meeting of the 'high level panel (HLP)
November: HLP meet in London

Opportunities for Civil Society Input to Post 2015 Agenda

Approx. August 2012 - January 2013: 50 UN Country consultations

Approx. May 2012 – February 2013: 9 UN Thematic Consultations

Wider efforts to include civil society have been launched by NGOs, including the '**world we want**' platform

Oct – Dec 2012: Post 2015 Youth Consultations!

This diagram is a timeline outlining some of the main events in the process commencing with the establishment of the Millennium Development Goals in 2000 towards creating a new framework in 2015. **The diagram has three levels:**

- **Level 1:** the UN 'high level' process where UN member states are engaged in formulating what a new framework should look like.

- **Level 2:** the UN led process to gather input from civil society.

- **Level 3:** where civil society organisations establish their own processes to gather input from citizens and the grassroots

The youth consultations fit into level 3. However, for each of these levels to work they need to feed into each other, therefore whilst designing a youth consultation process it is essential to think about how this will feed into the process established by the UN. It is also hoped that the UN process will give consideration detailing how input gathered from civil society consultations can feed into the high level process.
To understand the process and the diagram you may need to refer to the glossary!

Section 2: Ways Of Working

In this section we will explore key principles **for this youth consultation, steps to** setting up your youth consultation**, ensuring** diversity **in your consultation and a note on** non-formal education**.**

2.1 Four Key Principles

The youth consultation session plans were designed with four key principles in mind:
But what does this mean in practice? Here are a few thoughts gathered from conversations with youth

organisations and from young people themselves and some suggestions about how to ensure these terms are put into practice during your youth consultation:

Accessible and Inclusive

These workshops should be accessible to young people from all parts of the community; there need to be a diversity of voices present.

Think about how you will recruit a diverse range of participants and which groups in your community are often overlooked - what things might you need to put in place to ensure their participation? (see the guidance on diversity on pg.10)

Once you have ensured a diversity of voices are present in the consultations, what actions will you need to take to ensure that you are inclusive of everyone's needs, and that everyone has the opportunity to input? Think about some of the barriers to gathering everyone's voices (one person dominating the conversation, people too nervous to speak up, language barriers etc.), what can you put in place to ensure that everyone has the chance to offer an opinion?

Think about how you will keep young people engaged when they are in the consultation such as different ways of moving around the space, ice breakers, warm-ups or energisers that can keep engagement levels high.

Have you explained concepts using language that is easily understandable (avoiding jargon and acronyms for example)?

Bottom Up

These consultations should be about capturing young people's realities, stories and concerns. What is happening for them and what do they see in their communities that they would like to change?

A lot of decision making processes take a top down approach so it is important to think how this consultation can ensure that we do not lose stories and concerns from the grassroots level should inform a new development framework.

Participatory

Think about how your consultation will enable young people to actively participate. Different people learn and retain information in different ways - so how can you present information so that it is accessible to everyone? Think about how you will give the young people involved a chance to take the lead during the consultation - could they facilitate some of the group discussions or take the lead in running end of day evaluations and beginning of day recaps? Make sure that it is possible for everyone to participate, not just those with the loudest voices - think about ways in which you can check that everyone has understood the information (for example by asking participants to recap the main points at the end of each session) and ways in which you can ensure that everyone has a chance to speak (for example by making sure it is not always the same participants presenting and making sure that there is a gender balance from those who are speaking). Some participants will need more support than others to 'find their voice' so think about

how you can create a safe space where everyone's opinion is valued (for example give encouragement to those who speak out for the first time and ensure that participants are supporting each other).

Owned by Young People

This consultation cannot be successful if the young people involved do not feel that the outcome reflects their work. They will need to see how their part in the consultation affects the big picture, and how they will stay connected to the process once they have left the consultation. You could ensure that after each session you explain how this fits into a larger framework (and one way to do this will be to draw the diagrams on the following pages for young people to follow during the consultations). Where possible, young people should have the opportunity to lead sessions in the consultations.

2.2 **Setting Up Your Consultation -** A Consultation Checklist

1. Select your facilitators:

- **Number of Facilitators**: We suggest that you have 2 - 4 facilitators for a workshop of 30 young people. You might feel that you need more facilitators depending on the abilities of participants (e.g. do you need someone to do sign language interpretation, translation or other support?). Remember that your facilitators will need to be recording data gathered in the workshop, as well as actually delivering the sessions.

- **Suggested Experience**: Facilitators should be experienced in working with young people, they could be existing staff or volunteers of your organisation. You might also want to invite staff or volunteers from partner youth organisations to support the facilitation.

- **Young facilitators**: You should also consider whether young people can be facilitators themselves (e.g. young volunteers in your networks who are experienced in peer education or facilitating groups).

- **Preparation for Facilitators**: Ensure that your facilitators are comfortable with the session materials and the 4 key principles of the consultations. We suggest that you make

time to meet with all facilitators in advance to ensure that everyone has a basic knowledge of the post-2015 process (you can use the information in this guide) and feels comfortable with the session plans.

- **Facilitator diversity:** The diversity of the consultations will be strengthened if facilitators delivering the sessions have diverse backgrounds as well. As suggested above, try to ensure that at least some of your facilitators are young people, and ensure that you have a good gender balance.

2. Recruit Your participants

Ensure that your selection process enables young people of all different backgrounds to get involved (for more information and advice see the notes on diversity on page 13). You might also want to think about particular target groups; would it be most suitable to run a couple of smaller consultations working with specific groups of young people?

We believe that involving young people with fewer opportunities in this project is particularly important. Firstly, they are most affected by poverty and lack of development, and therefore the main 'target' of any post-MDG development agenda. Secondly, without involvement in projects like this, they are unlikely to have opportunities to meet peers from other continents, or have their say on global debates such as the post-MDG discussions. We also hope that involvement in this project will increase confidence in young people. Make sure you factor in any additional costs to ensure accessibility for diverse participants.

3. Think about your venue

Book a venue with enough space for all participants and one that allows easy access to food and accommodation (short walking distance).

Think about how the venue will be for the young people you are working with - is it a space they will feel comfortable in? (For example if you are running the consultation in a school or university, it might feel as if you are in a classroom setting. If formal education is something that some of your participants struggle with this may not encourage them to feel relaxed and comfortable during the consultation).

Remember to think about accessibility for disabled young people.

4. Adapt the Toolkit to fit your context

Consider whether any changes need to be made to suit your local context. Although there are session

guides for the consultation, there may be certain changes that need to be made, or information you want to gather. Ensure that your facilitators are aware of this and have ideas about how to make sure the sessions are suitable for the context in which you holding them.

You might want to think about
- **RESEARCH**: Find out certain key facts for your country that can be fed into the consultations. For example:

  - What were some of the key events in the year 2000?

  - What have been some of the key events over the past couple of years that might inform a new development agenda?

  - Do you have any information about other consultation processes for a post-2015 agenda in your country?

- **ACTIVITIES**: Which of the suggested activities in the sessions will be most suitable for your group? Are there any of your own activities that you wish to include?

- **STRUCTURE**: Have the consultations been structured in a suitable way for the group you are talking to?

- **TIMING**: Is the amount of time given for each activity suitable? Perhaps you need to add or take away time from certain activities depending on how much prior knowledge your participants have and how easy it is to get them talking? Do you have a full two days for the consultation or is the consultation part of another event? If it is part of another event, what will you need to adapt to ensure it fits the time you have?

- **REMEMBER: When adapting your consultation you must ensure that each session will produce the required feedback as specified in the consultation reporting form on page 63.**

5. Prepare your resources
A list of resources for each session can be found at the beginning of each session plan.

Essential
- Flip chart
- paper
- pens
- post it notes
- a digital camera (this could be on a phone)
- paint
- large piece of white material (suitable for drawing or painting on)
- coloured pens
- blu tack/sticky tape
- pre-prepared flip charts for sessions (see individual session plans for details)
- craft materials/old newspapers and magazines for poster making

Useful
- Wireless access at your venue
- a laptop and projector
- a flipcam or other video recording device

Resources for optional activities
- balloons
- a ball

6. Think about child protection
If you are working with under 18s, ensure that you have a comprehensive child protection policy in place for the consultation and that all facilitators are aware of this policy and how that might affect the consultations. Child protection policies will vary in each organisation and depending on the national context, but it is important to have thought through how working with those aged under 18 differs from working with those 18 and over. For example, permission to use photos might be needed from young people's parents as well as the young people themselves. In some contexts under 18s may require a chaperone to come to the consultation and this will add an extra expense/dimension to your workshop. You will also need to set down clear guidelines for facilitators on working with under 18s.

Further information on ensuring minimum standards when consulting with those under 18 can be found here: http://plan-international.org/files/global/publications/participation/ministandards.pdf

7. Think about follow up and feedback
A **vital part** of the consultation will be feeding back

the results. Ensure that your facilitators know exactly what information they should be gathering and how to do this. At the beginning of each session you will see a list of what information needs to be collected. **At the end of this toolkit is a report form which needs to be filled in and sent back no later than two weeks after your consultation**.

It will also be important that young people feel involved in the process after the consultation has finished. Think about how you will keep them informed and involved following the consultation, perhaps you could form a youth committee to think about how to take the results forward with ideas from the dissemination guide?

2.3 **Ensuring Diversity**

When recruiting young people for consultations it is important to remember that we want to ensure we have a good representation of the diversity of young people across the world, and we also want to ensure we consult directly with young people affected by poverty and inequality. This means:

- **Including young people from disadvantaged social and economic backgrounds** (low income families, not in employment, education or training, young people in precarious situations such as care leavers, youth from minority ethnic groups), from **remote rural communities** (particularly in developing countries), with **educational difficulties**, with **disabilities**, and **from post-conflict areas**.

- **Selecting groups that are normally excluded from access to development debates**, so that they can bring innovative and genuine insights on their needs, and can benefit the most from the opportunity to express their opinions.

- **Activities should be made widely available to unemployed youth**, as well as young people living in poverty and marginalisation (economic, social and ethnic disadvantage).

Diversity 'categories' to consider when recruiting for consultations

- Do participants represent the different ages between 16 and 24?

- Is there a 50/50 balance between boys and girls?

- Do you have representation from the different religious groups present in the community?

- Can you include young people with disabilities? (blind or partially sighted, deaf, limited mobility or in a wheelchair, young people with learning disabilities etc.)

- Ensure young people with different education levels are included, not just those who have completed secondary and university education.

- Ensure young people with different economic status are represented (i.e. are young people living in poorer areas of the community being given an opportunity to participate?)

- What is the ethnic mix within your country? Is this well represented in these consultations?

- Is there a high prevalence of HIV in your country? If yes, are you including young people living with HIV &AIDS?

- Are you working with LGBT youth? (lesbian, gay, bisexual, transgender)

- Are you working with migrants, refugees and asylum seekers?

- Has the country you are working in been affected by conflict? If so are you working with youth who have been directly affected by conflict?

- There are many other minority groups that could be present in your community/country that will not have been covered by this list. Before you run your consultation think about those groups in your country whose voices have been marginalised and under represented. How can you include these groups in your consultation?

Reaching out to marginalised youth

Where and how are you advertising? How you advertise the opportunity to participate in a consultation will influence who applies. Some things to consider:

- Advertise through your own internal network

- Can you reach out to partners to help you recruit young people? Think about other organisations locally or nationally who are working directly with young people. Think particularly about any organisations working with groups of young people who you have less access to in your own networks. This is an exciting project for partners to be part of and is also a great way to build collaboration nationally!

- Place colourful posters and flyers in community places where young people congregate such as cafes, youth clubs, universities, NGOs working with young people.

- Advertise directly to specific target groups, for example is there a young women's group, a project working with young people with disabilities, a group for young people living with HIV, could these be used to help recruit participants?

- Advertise on your website, facebook page or other social media channels.

- Speak about the opportunity on the local radio, this might be a good way of reaching young people who are not on the internet.

The application process

The specific application process used will also affect the young people that apply and the diversity of the participants. A lengthy written application might be intimidating for those without much formal education, perhaps you could talk to potential applicants instead? If there is only an online application, you will be excluding those without internet access.

Where and how will you run your consultation?

For some of the most marginalised groups you might need to go to them. For example, could you run your consultation in a youth centre that they attend anyway? You could also think about running a separate consultation for a group you particularly want to target. For example if you want to work with young refugees and asylum seekers, could you run a consultation specifically targeted to their needs?

If you are working with young people affected by poverty, have you thought about how you can ensure they have no immediate financial costs that might jeopardise their attendance (for example transport to the venue etc)?

Reporting on Diversity and Diversity Targets

In the final report, a breakdown of the young people consulted with will be provided. Each consultation will need to ask young people to complete the diversity questionnaire provided (in the final section of this toolkit) and report back on the mix of young people present at your consultation.

2.4 A note on Non - Formal Education

This toolkit has been designed using a non-formal education methodology.

UNESCO defines non-formal education as *"Organised educational activity outside the established formal system that is intended to serve an identifiable clientele with identifiable learning objectives."*

Non-formal education is used for a variety of purposes and in a variety of settings and is often effective when working with marginalised or excluded groups, and when working with young people. It is used by many youth groups and youth movements (for example the guides and scouts).

Non-formal education can often provide learning not always present in the formal system, especially around issues of social justice and social change.

Just as the style of formal education will vary from place to place, so too will non-formal education. However there are often key characteristics present and these characteristics might be useful to keep in mind as you plan and run your youth consultation:

Facilitation: The leader of the sessions guides and 'facilitates' the participants rather than teaching them. In this way it is a two way process where the facilitator will often learn as much as the participants.
Peer groups and peer education: Non-formal education will regularly take place within peer groups (although not always with some examples of very successful generational leaning programmes). Often sessions for young people are run by young people with experience or knowledge of that topic or issue (peer education).

Participatory learning: Participants are actively involved in the learning process and learn through doing.

Volunteerism: Non-formal education is normally something that people volunteer their time for. They have chosen to participate and this frequently means they will be more committed to the learning process.

Fun: Non -formal education will often create fun ways of learning and the use of games, icebreakers and energisers are common to this type of approach.

For more information on non-formal education see: 'The Education of Young People; A statement at the dawn on the 21st century'

Section 3: Running Your Youth Consultation

In this section *suggested session plans* **for your youth consultation are provided. The suggested timeline for consultations is 2 days. This provides enough time to introduce the background and to gather information on the VISION and PRINCIPLES, ISSUES, SOLUTIONS and to create a WORLD WE WANT presentation. This structure is presented in the** *framework for youth consultations* **below.**

In the session plans there is a column that tells you what is essential and what you will need to record. The other parts are suggested optional activities that you can choose to run to give further background information. Alternatively you can choose to run only the essential parts and therefore shorten the length of your consultation.

Before the session plans themselves you can also find a *youth consultation map*. This shows the different sections of the youth consultation and how it fits into the wider project. At the beginning of the consultations you could use this to illustrate how the consultation will work to the young people present.

3.1 A Framework for Youth Consultations

This framework illustrates how considerations for a youth consultation on post-2015 (discussed in the previous section) leads to the workshops and final report. The information to be gathered in the workshops and the results of this are also illustrated in the 'youth consultation journey' (see page 17).

Youth Voices Report:
Collates results from the workshop and online consultations, and is analysed by an international team of young people and development professionals.

Online Consultations:
The World We Want presentations from each consultation will be shared online. Young people involved in online consultations can:
1.   Select one of the 'visions' from the consultations and add their own issues, solutions and depictions
2.   Vote on which issues and solutions are the most important for them
3.   Share content on social media sites

World We Want presentation
Vision and principles: What is the 'big picture' post-2015 and what principles do we need to reach that?
Issues: What are the key issues and challenges that have to be addressed to realise this vision?
Solutions: How should these challenges and issues be tackled?
Depiction: Young people use creative ways to depict these issues and solutions.

Workshop Consultations covering:
•   Young people's visions of a different world
•   Sharing inspiring stories and new innovations
•   Giving feedback on how the MDGs affected young people's communities
•   Producing creative and social media content
•   Highlighting key themes/ issues

Reviews MDG Success
a.   MDG progress reports
b.   Assessing key strengths and weaknesses

Four Key Principles
1.   Inclusive & Accessible
2.   Participatory
3.   Bottom Up
4.   Young people take ownership

Impacts on UN consultation process
a.   The UN thematic and country consultations
b.   How other NGOs will feed into UN consultation

What should a youth consultation on a post-2015 agenda consider?

3.2 A Youth Consultation Journey

Start of Consultations

The Context

12 Country Consultations

VISION and PRINCIPLES

ISSUES stopping progress towards vision

SOLUTIONS

Arrive at "WORLD WE WANT"

Global Youth Voices

ONLINE PLATFORM

YOUTH POST 2015 CONSULTATIONS REPORT

- How will you use it?
- Advocate?
- Influence?
- Start Conversations?
- Local action?
- GET ACTIVE!
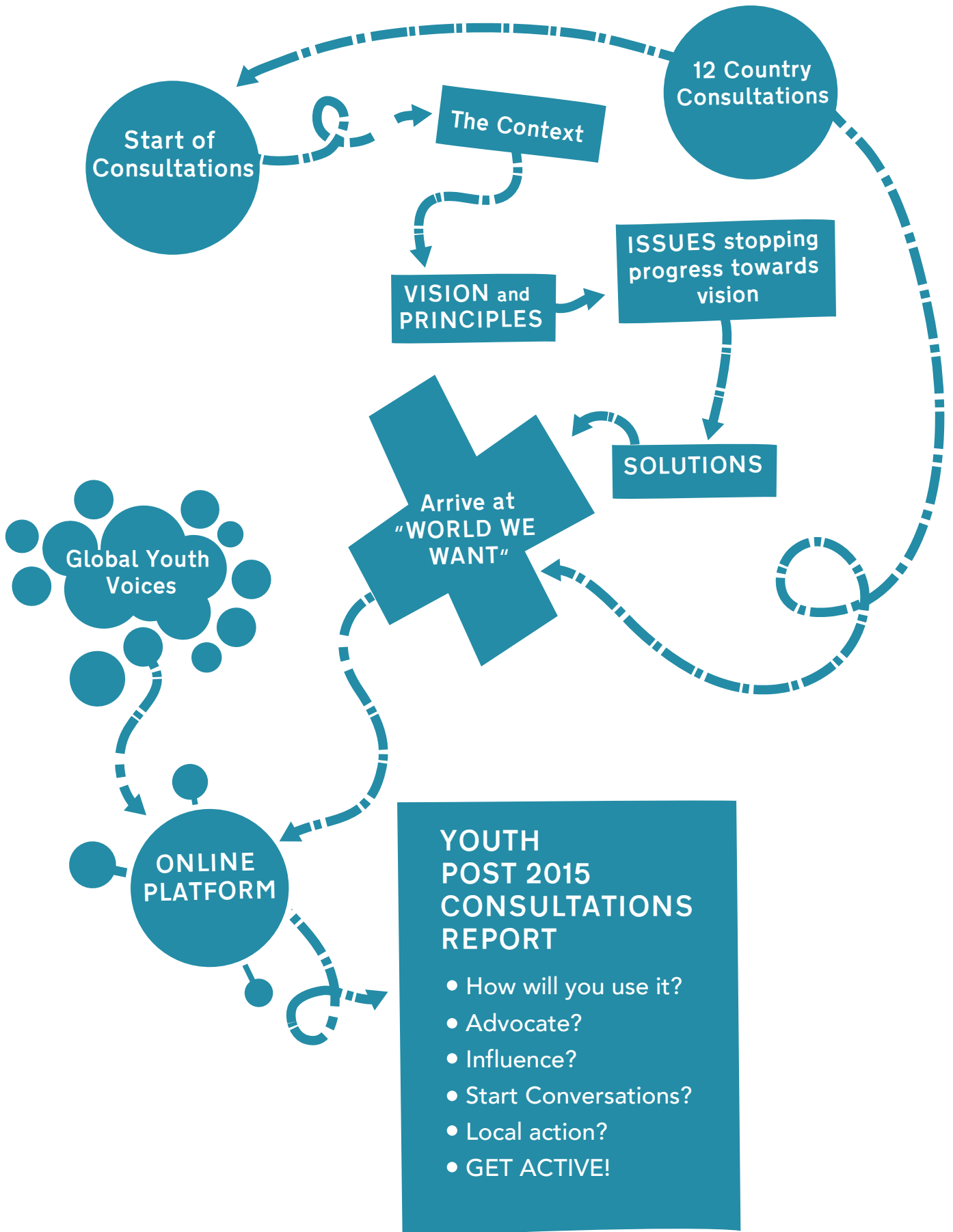
3.3 **Suggested Timetable**

Day 1

9am	Arrivals
9.30 - 11am	**Introductions and setting expectations**
11 - 12.45pm	Goals for a new millennium
12.45 - 1.45	**LUNCH**
1.45 - 3.30	A Journey beyond 2015
3.30 - 3.45	**BREAK**
3.45 - 5.45	Visions and principles
5.45 - 6.15	**Debrief**
6.15 - 6.30	Departures for day 1
6.30 - 7.00	**Facilitator debrief**

Day 2

8.30am	Arrivals
9.00am	**Introductions**
9.30 - 12.40pm	Issues (including 15 minute break)
12.40 - 1.20pm	**LUNCH**
1.20 - 2.35pm	Youth solutions
2.35 - 5pm	**The World We Want** (including 15 minute break)
5 - 6pm	What next?
6pm	**Participant departures**
6.30pm	Facilitator debrief

3.4 **Notes on Recording Information**

The information you collect from this consultation is very important. To ensure that a full analysis of the consultation is done it is crucial for us to collect the same information from everyone taking part.

The information you will need to collect is outlined in three places:

- It is outlined in the session summary sheet.

- In the session plan there is a column that tells you which activities are essential for the consultation and what information you need to gather from them.

- In the reporting form (in the evaluation and follow up section) each session is outlined and the information you need to record/attach is outlined.

To ensure that you are prepared to collect the information needed here are a few suggestions:

- Ensure that all facilitators have read through the reporting requirements and understand what will be needed from each session before it is delivered.

- When assigning facilitators to sessions it might be useful to have one main deliverer, and **one who observes and ensures that the right information has been asked for and is recorded**. For example, in the visions session the observing/recording facilitator could be the one who takes a photo (if you have a camera) of each participant with their thought cloud.

- At the end of each day the facilitators and organisation delivering the consultation should check in and look at what information has been recorded and whether anything has been missed.

- We are suggesting that as much as possible you use digital cameras to record a lot of the requested information. If you do not have access to a digital camera it is possible to send across written text instead.

3.5 **The Session Plans**

Each session has:

1. A one page 'summary sheet' for easy reference whilst you are delivering the session

2. A Detailed session plan describing activities and instructions

3. A resources section containing any extra information/resources you will need to deliver the session

Session 1: Introductions and setting Expectations

Session Summary

Aim	To set the tone of the consultations and enable participants to understand the basic principles and context of the consultation
By the end of this session	☐ Group introductions and agreed upon ways of working ☐ **Ensure all participants understand the aim of this youth consultation and the structure of the consultation** ☐ Ensure participants learn about each other and the different skills and experiences that each person is bringing to the consultation ☐ **Collect some 'base line' data**
It should take	**1 hour 30 mins**
To report back on this session you will need	☐ To have all participants complete the initial questionnaire and the initial diversity survey ☐ **To collect participant responses on what skills and experiences they are bringing to the consultation**
Resources you will need for this session are	☐ Colourful paper ☐ **Glue/sticky tape** ☐ Pens ☐ **Print outs of the initial questionnaire and the diversity survey for each participant** ☐ The consultation journey map drawn out on flip chart paper and displayed in the consultation room ☐ **Balloons (for optional activity)**
Room set up	☐ Ensure that the consultation map has been put up at the front of the room and is visible to everyone ☐ **Put out enough strips of coloured paper and pens for everyone to use**
Summary of the activities in this session	A. Baseline information gathering B. Introduce the consultations C. Paper chain activity D. Group contract E. Other warm ups F. The next two days

A. Baseline information

(Facilitator note: *The diversity forms and questionnaires are required for reporting)*

As participants arrive set out three tasks:

1. Fill in the questionnaire

2. Fill in the diversity form

3. Draw a self-portrait *(Nb, you could ask everyone to draw themselves and then create a photo frame around it using pictures/words that tell us something about them.)*

As people start to complete these things collect in the questionnaires and put the self-portraits up on the wall. Once everyone has arrived and has completed the three introductory activities you can officially open the consultations.

30 Minutes →

B. Introduce the consultations

1. Start with an energiser

2. Explain to participants that you are really pleased to officially welcome them to one of the youth consultations for a post-2015 development agenda:

"These consultations are not just happening here, but in 12 different countries around the world. Participants have been carefully selected for the different skills and experiences they can bring to these consultations.

Some of you might have a lot of previous knowledge about the MDGs (Millennium Development Goals) and the UN (United Nations) process to create a new development agenda. For some of you this might be the first time you have talked about these issues but you're bringing a different type of experience - perhaps projects you've worked on in your own communities, perhaps your own life experiences. It doesn't matter what type of experience you have, what matters is that we are interested in speaking to a diverse group of young people and that as a group we will all be starting from the same place together.

Some of you might already know a lot of the information we give you, if that's the case think about how you can support others in the group to understand everything we're telling you. On the other hand for some of you this might be a lot of new information - so if we're going to fast tell us and if you have questions, ask us."

3. Ask the group - what do we mean by a consultation?

Listen to opinions and then explain that a consultation is normally a workshop/meeting set up to collect people's views on a particular issue. In this case these are consultations aimed specifically at young people (aged between 16 and 24).

"We'll explain more the journey we're all going to take together in a moment but first let's think a bit more about who the people are in this room, what sort of group we want to be and how we're all going to work together"

10 Minutes →

C. Introduce the paper chain game.

10 Minutes →

4. Give each participant two strips of coloured paper - one of each colour.

5. Tell them that on one of the colours (specify which) they will write one experience they are bringing to the consultations.

   Tell them that on the other strip of coloured paper they will write one thing that they are good at.
   Give them an example yourself - so for example you might say the experience I am bringing is I am a young woman coming from a rural community in Zambia, or the experience I am bringing is working in a local youth club etc. The skill I am bringing is that I am great at talking to new people or the skill I am bringing is that I tell great jokes!

6. Ask each participant to write these things on their strips of paper then bring the strips of paper to the front of the room and make two paper chains (one with each colour).

   Make a ring with the first strip of paper (so glue or stick the two ends together), then put the next strip of paper through the first ring and join those two ends so you have two rings and so on until you have joined all the participant's skills and experiences together.

7. Put the paper chains up near the portraits.

8. Say to the participants that we have all these different people with all their different life experiences and different skills.

   Each one is equally valuable and each one will bring a new perspective to the consultations. Throughout the next two days we should keep this in mind as we work together.

D. Group Contract

Essential/optional
& reporting
requirements
Essential

1. Keeping in mind that we want to ensure this consultation values everyone in this room can we think about ways in which we want to work together.

2. Can people shout out ideas to me about what sort of a group we want to be?

   Try to identify categories or qualities rather than specific rules, so for example we want to be 'a listening group' or we want to be a 'respectful group'.

3. Note these ideas down on separate pieces of flip chart paper and put each piece of flip chart PAPER up in separate corners of the room.

20 Minutes →

4. Ask each participant to take a pen and add ideas to each flip chart paper about **how** we can achieve that.

(For example if you're a listening group it means that you might turn your phone off at the beginning of sessions etc.) **Give them 5 minutes to do this.**

5. Once five minutes is up go around and read out the ideas on each piece of flip chart.

    •   Check that everyone is happy that is how you will work as a group.

    •   Ask one of the participants to take each piece of flip chart and to write up one group contract that you can display for the rest of the consultation.

E. Other Warm ups

You might want to play a couple more warm up activities with everyone before you start the consultation properly. Feel free to use your own activities but here are a couple of ideas:

Essential/optional
& reporting requirements
Optional

Warm up game 1: Balloons:

1. Take a balloon and one thin strip of paper. On one side of the strip of paper participants write one interesting fact about themselves. On the other side they write why they have come to participate in this consultation.

2. Participants then draw their face on the balloon, roll up the piece of paper and put it inside the balloon, blow it up and throw it to the middle of the room

3. Each participant should find a balloon with someone else's face on it and then burst the balloon. Participants then go around reading out others' statements and matching them to the person.

Warm up game 2: Team Knot:

1. Ask the group to huddle closely together, then close their eyes and put out their hands.

2. Participants should grab the hands of two other people.

3. Participants then open their eyes and try to untangle themselves from the human knot.

4. Summarize at the end by saying that through this consultation we are going to have different problems to solve and knots to get ourselves out of.

10 Minutes →

F. The next two days

10 Minutes →

1. Point out the consultation map displayed on the wall.

2. Talk participants through the next two days highlighting that you will start with giving everyone a context so that all participants begin with a similar understanding of the issues.

   As a group you will then work towards identifying a vision and principles. This is where you will end the first day. On the second day you will talk about what some of the issues are that prevent that vision/those principles from being a reality, and as a group you will agree on some of the most important issues. You'll explore and suggest solutions to some of those issues and finally you will create a Youth Voices presentation. This is what you will finish the consultation with. However that is not where the journey ends. Youth voices will be collected from countries across the world. The results will be analysed and other young people who cannot be present at a consultation will have the opportunity to add their views online. Finally all these different opinions and views will be collated, analysed and the results will be presented in a report which we will use to influence decision makers.

3. Emphasise that the journey for them does not need to end with this consultation.

   They can use the report and the things they learn at the consultation to make a difference in their own communities or to talk with their local decision makers about changes that can be made - we'll give more ideas about how to do this as we go through the consultation.
   Emphasise also that all opinions count - although not everything will be present in our final 'youth voices' presentation, every issue and idea that people contribute will be recorded and all of these things will influence the final report. Again we will talk in more detail about the process as we go through the consultation.

4. Check that everyone understands what has been said so far

(one good way of doing this is to ask a volunteer to summarize what you have just said - try not to choose the loudest/most outspoken person to do this!)

5. Ask if everyone is ready to start the youth consultations

   (**tip**: try to get everyone excited about this - get them to jump up and cheer that they're ready, start a 'Mexican wave', start a large round of applause that starts quietly and gets louder etc.)

End of Session

Session 2: Goals for a New Millennium

Session Summary

Aim	To give participants a clear background to the post-2015 agenda
By the end of this session	☐ Participants understand what the MDGs are and the context in which they were developed ☐ **Participants develop critical thinking skills to evaluate the MDGs** ☐ Participants discuss how the MDGs do/do not apply to their own local context
It should take	**1 hour 45 mins**
To report back on this session you will need	☐ **To record key points from the MDG discussion at the end of the session**
Resources you will need for this session are	☐ Large timeline that marks the year 2000 to the year 2015 drawn out and displayed on the wall ☐ **The MDG quiz** ☐ MDG facts ☐ **The year 2000 script** ☐ Pick some key facts from the year 2000 script and put posters of these facts up around the room ☐ **Posters with each of the Millennium Development Goals written clearly on each**
Room set up	☐ Blank timeline on the wall (arrow with 2000 on one side running to 2015 on the other) ☐ **Posters (draw them on flip chart paper) of the MDGs** ☐ Key facts about the year 2000 posted around the room (use some from the visioning script or research your own)
Summary of the activities in this session	A. Welcome to the year 2000 B. Visioning excercise C. Introduce timeline D. Information on the MDGs E. MDG optional activities F. MDG discussion

A. Welcome to the year 2000

5 Mins →

EXPLAIN to participants that for this session we have all travelled back in time to the year 2000. Mark the year 2000 on the timeline that is posted on the wall.

Essential/optional & reporting requirements
Essential

B. Visioning exercise

10 Minutes →

1. Participants are asked to close their eyes.

   They can lie down on the floor, sit in their chairs, whatever works best in the room.

Essential/optional & reporting r equirements
Optional

2. Read the year 2000 script (**provided in the resources section**).

   Facilitators should feel free to change the script and add in facts that are appropriate to your national context (however make sure that anything you include is correct). The main aim of this exercise is to give a context to the sort of world that the Millennium Development Goals were decided in.

3. Tell participants to open their eyes.

   1. Ask: what did they want to talk about as their head of state?

   2. What kind of issues were they worried about?

   3. Was it difficult to agree with other world leaders - Why/why not?

   4. Were there issues that other leaders wanted to talk about that were not on your agenda?

C. Explaining the MDGs

15 Minutes →

1. Explain that in the year 2000 heads of state from around the world met together which resulted in the Millennium Declaration and the Millennium Development Goals (or MDGs).

   Draw these on the timeline (*see the example 'A Timeline to 2015' in section 1 of this toolkit*)

Essential/optional & reporting requirements
Essential

2. Ask participants: Do any of them know what the Millennium Declaration said and what the Millennium Development Goals are?

   Use the facilitator notes to explain the key points about the declaration and the goals.

3. As you cover each MDG hold up the poster relating to it and pin it up in the room.

D. MDG Optional Activties

Depending on how much your group knows about the Millennium Development Goals you might want to run another activity to introduce some more facts:

45 Minutes →

Essential/optional & reporting requirements

Optional

Optional activity 1:

Participants divide into small teams and play the MDG quiz. This can be found in the resources section.

Optional activity 2:

1. Give each participant one statement about progress on the MDGs (statements can be found in the resources section). Ask them to read the statement. If they think it is true they should stand up. If they think it is false they should sit down. Ask participants to read out their statement and let them know whether they are correct.

2. Give each participant a second statement. Explain that the room has turned into a world map. Point out North, South, East, and West. Participants should go to the part of the room they think their statement applies to. Ask participants to read out their statement and let them know if they are correct.

Facilitator note: *these exercises should be used to draw out some of the successes of the MDGs and also to point out some of the challenges this framework provides. For example although the UN has already met the goal on the amount of people living on under $1.25 a day, a significant proportion of this has come from growth in China. And despite many people being lifted out of 'absolute poverty' (the under $1.25 a day mark); inequalities within many societies have increased (including 'developed' countries in the West) Therefore, the gap between rich and poor is actually widening.*

E. Summary and discussion

(Note to facilitator: Record the three main points that each group's feedback. *If several groups make the same point make sure you record how many times it is made. It is helpful for analysis to know how many people have raised the same thing.)*

Essential/optional & reporting requirements

Essential
(see facilitator note)

30 Minutes →

1. Divide the participants into groups of 4 or 5. Each group should identify a facilitator, a timekeeper and a reporter.

2. The facilitator sets out the question and asks for the groups' responses. The facilitator should make sure that everyone in the group gets a chance to speak.

Questions to consider during discussions: *Do they think a framework like this helps to improve living situations for people around the world? Which of the goals do they think are the most important and why? What do they think is 'missing from the MDG framework? Can they think of any reasons why the MDG framework is not helpful?*

- Give the groups 15 minutes to discuss.
- The timekeeper should ensure that the discussion keeps moving

and all questions are addressed in the allotted time. The reporter should take notes of everything said.

3. Ask the reporter from each group to feed back three main points to the rest of the group. Write these down.

End of Session

4. Check if participants have any final questions about the MDGs and any content covered in the session.

Resources for 'Goals for a New Millennium'

Facilitator Notes

The Millennium Declaration
was agreed by world leaders in 2000 in New York. **It highlighted six fundamental values:**

1. Freedom and tolerance
2. **Equality among nations and individuals**
3. Solidarity to manage global challenges based on equity and social justice
4. **Tolerance of belief, cultural and language diversity**
5. Respect for nature for sustainable development
6. **Shared responsibility to manage worldwide economic and social development**

And eight objectives:
1. Peace, security and disarmament
2. **Development and poverty eradication**
3. Environmental protection
4. **Human rights**
5. Democracy and good governance
6. **Protection to vulnerable populations**
7. Consideration for the special needs of Africa
8. **Need to strengthen the UN**

The Millennium Declaration was signed by 189 UN member states. There is a link to the declaration in the appendix (further reading and resources).

The Millennium Development Goals
were the concrete targets identified in order to advance progress on the Millennium Declaration. There are eight goals with 21 targets.

1. Eradicate extreme poverty and hunger
2. **Achieve universal primary education**
3. Promote gender equality and empower women
4. **Reduce child mortality**
5. Improve maternal health
6. **Combat HIV/AIDS, malaria and other diseases**
7. Ensure environmental sustainability
8. **Develop a global partnership for development**

More information on specific targets and indicators can be found here http://www.unmillenniumproject.org/goals/gti.htm#goal1

Progress towards the MDGs
Progress towards attaining the MDGs has been varied. Three out of the eight goals have already been met before the deadline of 2015. However with some there has been limited, and in some cases even backward, progress.

A special report on progress towards achieving the Millennium Development Goals is written each year. You can view the report from 2011 here http://mdgs.un.org/unsd/mdg/Resources/Static/Products/Progress2012/English2012.pdf

Process towards a post-2015 framework
When talking about the post-2015 process the UN Secretary general (Ban Ki Moon) said that

'when considering the elements of a post-2015 development agenda, the world community may revisit the values and principles of the Millennium Declaration as a starting point for renewing its vision of global development in the light of contemporary challenges.'

The Millennium Development Goals end in 2015, and the conversation about what will replace the Millennium Development Goals is now happening in earnest. Further information about the discussions towards a post-2015 framework is available in the facilitator notes 'post-2015'. Information about these discussions should be covered in the session 'journey beyond 2015'.

Millennium Development Goals Quiz

1. How many MDGs are there?

8

2. What are the 8 goals?

- Eradicate extreme poverty and hunger
- **Achieve universal primary education**
- Promote gender equality and empower women
- **Reduce child mortality**
- Improve maternal health
- **Combat HIV/AIDS, malaria and other diseases**
- Ensure environmental sustainability
- **Develop a Global Partnership for Development**

3. When were the MDGs decided?

2000

4. What year has been set as the target for achieving the MDGs?

2015

5. Who initiated the MDGs?

A: The World Health Organisation
B. The European Union
C. The United Nations
D. The US Government?

C - The United Nations

6. How many UN member states signed the Millennium Declaration?

189

7. How many people currently live under $1 a day?

A: 500 million
B: 1 billion
C: 1.3 billion
D: 1.8 billion
E: 2 billion?

C - 1.3 billion: about a sixth of the World's population

8. Universal, free primary education is a human right, true or false?

True

9. Of the 860 million adults around the world it is estimated cannot read, what proportion are women?

A:1/2
B: 1/3
C: 2/3
D:3/4?

C - 2/3

10. The three key diseases to fight under MDG 6 are…..?

HIV/AIDS, TB and malaria

11. The majority of the world's chronically undernourished people live in Africa - true or false?

False - most live in Asia-Pacific

12. How many people around the world cannot access clean drinking water?

A. 100,000
B: 6 million
C: 1.1 billion
D: 3 billion

C. Over 1.1 billion. In the developing world 10 people die every minute from disease caused by unsafe water.

13. Which geographic region needs the most development to achieve its goals?

A: Southeast Asia
B: South America
C: Sub-Saharan Africa
D the Middle East

C. Sub-Saharan Africa

14. In 2005 what did the proportion of people living in extreme poverty in developing countries drop to?

A: 65%
B: 46%
C: 27%
D:10%

C. 27% (from 46% in 1990)

MDG Statistics

1. Enrolment in primary education continues to rise, reaching 89 % in the developing world in 2008 **TRUE**

2. The goal to halve the number of people living in extreme poverty has already been met **TRUE**

3. Since 1990, 1.7 billion people have gained access to clean drinking water **TRUE**

4. Girls' enrolment in school has increased significantly with 96 and 95 girls for every 100 boys enrolled in primary and secondary school, respectively, in developing regions **TRUE**

5. In 2010 it was estimated that 4 billion people were using mobile phones **FALSE** (it was 5 billion)

6. There are 50 million school aged children still not in school **FALSE** (it's 70 million)

7. Every day over 7,400 people are infected with HIV and 5,500 die from AIDS- related illnesses **TRUE**

8. About 158,000 women died from complications in pregnancy or childbirth in 2008, 99 % of them in developing countries **FALSE** (it was 358,000)

9. At the end of 2010, 6.5 million people were receiving anti- retroviral treatment **TRUE**

10. The 2010 target of universal access to anti-retroviral treatment has been reached **FALSE**, (there are an estimated 13.7 million people who need treatment)

11. In 2010, 12.8% of women in developing countries still had an unmet need for family planning **TRUE**

12. An estimated 600 million people live in slum conditions **FALSE**, (it's 863 million - this actually represents an increase from baseline numbers in 1990)

13. Vulnerable employment accounts for 58% of employment in developing regions **TRUE** (and this is only a small reduction from baseline levels in 1990)

14. Globally inequality has actually increased since the establishment of the MDGs **TRUE**

15. Gender based violence has been highlighted as one of the key reasons that targets on gender equality are not being met **TRUE**

Region/country specific
What region/country does each statistic belong to?

In this country the number of people living in poverty has fallen from 60% of the population in 1990 to 13% in 2008.
CHINA

In this region 47% of the population were living in absolute poverty in 2008.
SUB-SAHARAN AFRICA

This area has the largest gap between women and men in vulnerable employment with 44% of women in jobs classified as vulnerable and 26% of men.
NORTH AFRICA

In this area at the end of 2011, an estimated 42.5 million people were living in a place to which they had been forcibly displaced due to conflict or persecution.
WORLDWIDE

In this area in 2010 33% of children living in rural areas and 33% of children living in urban areas were underweight.
SOUTH ASIA

In this area in 2010, 76% of girls of primary school age were attending school.
SUB-SAHARAN AFRICA

In this area in 2010 there were 122 million young people between the ages of 15 and 24 unable to read or write.
WORLDWIDE

In this area women hold 23% of seats in parliament.
LATIN AMERICA AND THE CARIBBEAN

In this country women hold 22% of parliamentary seats.
THE UK

In this African country, 28% of women and 34% of men aged 15 - 24 have comprehensive knowledge about HIV transmission.
GHANA

In this area there has been a 2.2% increase in forest area between 2000 and 2010.
ASIA

In this area there has been a 4% loss in forest area between 2000 and 2010.
SOUTH AMERICA

(Information taken from MDG report 2012, House of Commons Library 'Women in Parliament and Government')

Suggested Visioning Script

Welcome to the year 2000. I want you to imagine that we are now in the year 2000, at the start of the new millennium. Listen to the clock striking midnight.

How old were you in the year 2000? What do you remember about your life?

The world probably looked quite different back then - there were no smart phones and Facebook was yet to be invented! The twin towers in New York were still standing. It was the international year for the culture of peace. In the year 2000 there was no 'global financial crisis'. In Sydney they hosted the Olympics, whilst in India the country's one billionth person was born.

But there were also growing concerns about some big challenges facing the world, including the number of people living in poverty.

Now just for a minute I want you to imagine that you are someone else entirely. You are your country's Head of State. It's a new millennium and the responsibility to carry your country and the world into a new era is sitting on your shoulders.

You are on your way to a meeting with other world leaders in New York - think about getting on the plane. What was the journey like? What did you think about?

 Imagine landing at an airport in New York, as you land you can see the statue of liberty and the skyscrapers of the city.

And now imagine you are at the front gates of the United Nations. Look at that huge front gate and the flags of countries from across the globe. Step through that gate. Maybe you are meeting other heads of state, shaking hands with them and walking into the building to begin negotiations.

Think about what it is that you want to talk about in that meeting. What kind of decisions might you need to make?

Session 3: A Journey Beyond 2015

Session Summary

Aim	To explain the process of reaching a new framework for post-2015 and to explore some of the concepts that might contribute to a new framework
By the end of this session	☐ Participants should have been introduced to events between the establishment of the MDGs and the establishment of a new framework in 2015. ☐ **Participants should have contribute some of their own ideas about what might be needed in a new framework.**
It should take	**1 hour 45 mins**
To report back on this session you will need	☐ Take a picture of the mural. If you don't have a camera, please sketch some of the main elements on the reporting form. ☐ **Record key points from the new framework discussion,**
Resources you will need for this session are	☐ Timeline ☐ **Large piece of white fabric** ☐ Coloured pens/paints ☐ **Facilitator notes on 'beyond 2015 what's the big idea?'**
Room set up	☐ Fabric and pens/paints laid out ☐ **Timeline is displayed on the wall**
Summary of the activities in this session	A. The World We Want mural B. Timeline to 2010 C. New framework discussion D. Timeline to 2015 E. What's the big idea? F. Summary and discussion

A. The World We Want Mural

(**Note to the facilitator:** *Take a picture of the mural for the final reporting*)

1. As participants come into the session ask them to pick up some pens/paints (whatever is available) and add something to the blank canvas that describes the world they want.

2. Once everyone has added something to the mural ask for a volunteer to talk about some of the key points on the mural. Pick out any common themes. Ask participants if they think any of those ideas are achievable? Why/why not?

Essential/optional & reporting requirements

Optional (see facilitator note)

30 Minutes →

B. Timeline to 2010

(**Note to facilitator:** *this is essential for those groups who have a limited knowledge of the post-2015 process. If the particular group you are working with have an in depth knowledge you can shorten this to make it a quick recap and move straight on to the discussion*).

1. Go back to the timeline and EXPLAIN some of the key events between the establishment of the Millennium Development Goals and now. Use the timeline provided in the front of this toolkit to do this. Talk everyone through events **up to 2010.**

2. EXPLAIN that in the last couple of years the UN, civil society groups and governments have started to think about what will happen after the Millennium Development Goals end in 2015.

Essential/optional & reporting requirements

Essential (see facilitator note)

10 Minutes →

C. Discussion on a new framework

(**Note to facilitator:** *Record the key ideas from each group. If several groups make the same point make sure you record how many times it is made - it is helpful for analysis to know how many people are talking about the same things*).

Essential (**note to facilitator:** *as before - essential for those who have limited knowledge of process, recap for those with more in depth knowledge*)

1. Ask participants to divide into small groups of 4 or 5 and discuss what they think should be different about a new

Essential/optional & reporting requirements

Essential (see facilitator note)

15 Minutes →

framework. Remind them of the discussions about the MDG framework in the previous session. Give them 5 minutes to do this.

2. Ask each group to feedback 2 key points. Record the key points.

D. Timeline from 2010 to 2015

Go back to the timeline and draw on key events from 2010.

Explain that one of the criticisms of the Millennium Development Goals was that there was not enough consultation with civil society about what should be in them. Explain that in the run up to 2015 the UN have established a number of systems to establish new goals, including two ways of consulting with civil society through 9 global consultations on some key themes (e.g. health, inequality, employment) and country consultations in 50 countries around the world. Draw these on the timeline.

Facilitator tip: *When taking participants through the timeline, make it as interactive as possible - ask them to draw events onto the timeline for you. Ask questions about if they know what has happened in 2012 etc.*

Essential/optional & reporting requirements
Essential

15 Minutes →

E. What's the big idea?

Talk through some of the 'alternative options' for a new framework by referring to the facilitator notes '*a post-2015 framework - what's the big idea?*'

Essential/optional & reporting requirements
Essential

15 Minutes →

F. Summary and Discussion

1. Remind participants of some of the ideas they suggested for a new framework earlier on in the session. Do any of those ideas have anything in common with the ideas just mentioned?

2. Check if anyone has questions about the sequence of events talked about in this session.

3. This is quite an information heavy session so end with an energiser!

Essential/optional & reporting requirements
Essential

15 Minutes →

End of Session

Resources for Journey Beyond 2015

A post-2015 Framework – what are the big ideas?

Over the past couple of years the debate about what should constitute a new framework for development has been a key topic within civil society and UN organisations.

The MDGs have been widely praised for setting concrete and measurable targets. They are easy to understand and it is simple to measure 'successes'. For these and many other potentially more politically motivated reasons, the MDGs have been a major focus for many NGOs and for government overseas aid and development programmes.

Therefore whatever replaces the MDGs is likely to help set the 'trends' for development over the coming years.

However there have also been many critiques of the MDGs suggesting that the 'progress' they measure are not necessarily the changes that are most needed. Examples of the types of critiques include:

'Forgotten' goals
Many people have spoken about gaps in the Millennium Development Goals. For example:

- Failing to deliver substantial environmental targets and successfully tackle the issue of climate change;

- **Failing to tackle the issue of gender inequality in a comprehensive way. Although 'gender equality' is one of the eight goals, there are no targets, for example,** on reducing the rate of gender based violence (UN Women estimate that 6 out of 10 girls and women will be subjected to violence within their lifetime which has been consistently highlighted as a block to progress on the MDGs);

- Young people are spoken of as recipients rather than partners within the MDGs. There are targets on increasing employment levels for young people, but in the current framework young people are seen as recipients of development rather than partners in it.

'Developed' aiding 'Developing'
A lot of the targets are about what changes need to happen in 'developing' or global South countries and the focus for Western countries is the aid or programmes put in place to help this process. It has been suggested that a 'global framework' needs to be more global! i.e. a development partnership rather than a relationship of donor and recipient.

Focused on end results rather than root causes
The goals are very numbers focused. This helps with measuring 'progress' but does not necessarily address systematic inequalities or problems with a global system that cause these issues in the first place.

Some alternatives:

The Millennium Declaration
Although the Millennium Development Goals are based on the Millennium Declaration, many of the principles expressed in it have not been represented. It has been suggested by Ban Ki Moon (UN Secretary general) that when establishing a new framework *'the world community may revisit the values and principles of the Millennium Declaration as a starting point for renewing its vision of global development in the light of contemporary challenges'.*

Sustainable development
In June 2012 an event took place in Brazil called 'Rio +20' or the UN commission on sustainable development. This event marked twenty years since the historic 'Earth Summit' (also in Rio). One of the outcomes from Rio was the promise to establish a set of 'Sustainable Development Goals'. It has not yet been decided how this process would integrate with the post-2015 process, or indeed what the content of a set of sustainable development goals would look like. However, these goals will be likely to look at development from a more environmental and sustainable perspective.

Several organisations have also been looking at how development and justice for all people can be combined with sustainable consumption of resources. For example Oxfam's 'safe and just space for humanity'. See here: http://www.oxfam.org/sites/www.oxfam.org/files/dp-a-safe-and-just-space-for-humanity-130212-en.pdf

A National Happiness Index
The idea of 'development' being measured by increasing GDP (gross domestic product) fails to take into account a variety of other factors that contribute to people's well-being and overall quality of life. One alternative that has been

proposed is the measurement of national happiness (already established in Bhutan).
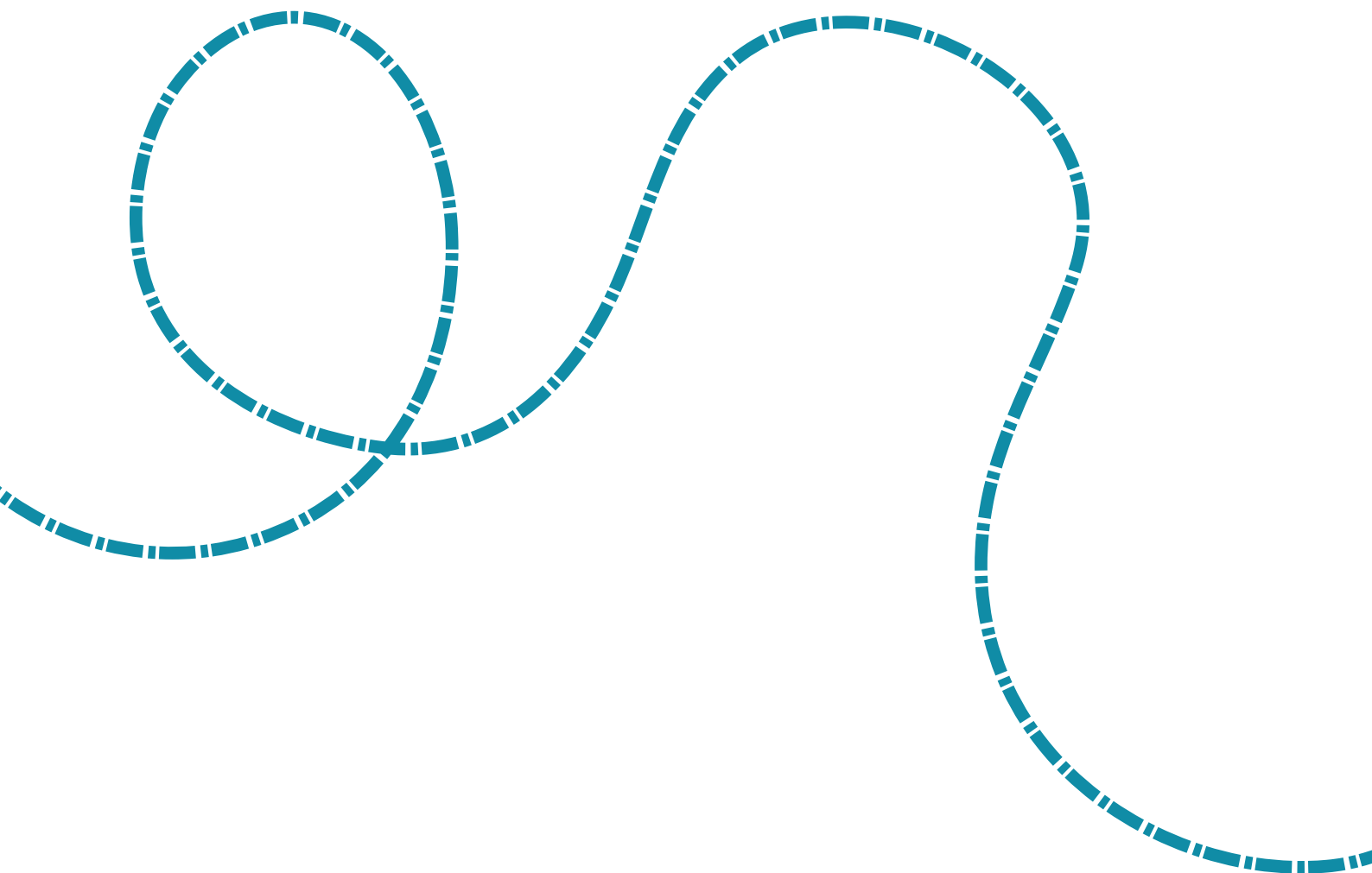
Process

Many civil society organisations are concentrating on how the process of establishing a new framework should run. There are calls for this process to be open and inclusive and to listen to the voices of those of those affected by poverty and marginalisation.

Other suggestions

This list only briefly touches on a couple of the suggestions put forward. There are many models for what a new framework could look like. Some of these advocate for the 'missing goals' -meaning targets that are missed from the current MDG framework, whilst others call for a radically new system to look at development. Perhaps there are better ideas that have not yet even been considered. Do the young people taking part have any ideas on this?

There is a good section on new framework possibilities in the GCAP (Global Call to Action Against Poverty) toolkit (and some of the ideas in this summary have been taken from this.) The GCAP toolkit can be viewed here: http://www.beyond2015.org/sites/default/files/B2015%20Toolkit.pdf

Session 4: Visions and Principles

Aim	To establish a set of participants' visions for the World they Want, and an accompanying set of 'principles'.
By the end of this session	☐ You should have a vision from each individual participant ☐ **The group should have defined a set of principles on which their visions are based** ☐ All participants should have contributed
It should take	**2 hours**
To report back on this session you will need	☐ To record all individual visions (photos are ok as long as everything is readable in the photo) ☐ **To record the set of principles defined by the group**
Resources you will need for this session are	☐ Thought clouds for each participant (template in resources) ☐ **Blu tack (or something to stick thought clouds on the wall)**
Room set up	
Summary of the activities in this session	A. Introductions B. Visioning C. My Vision D. Defining principles E. Review

A. Introductions and visioning

(**Note to facilitator:** *think about whether your group are ready to go straight into writing their visions or whether they need extra prompting about context.*)

1. Run a quick energiser

2. Visions. The facilitator asks everyone to close their eyes again. This time we're going to come back to the present day. Use the script provided in the resources section, as before the facilitator should feel free to make changes and to add some national context.

15 Minutes →

B. My Vision

(**Note to facilitator:** *Make sure you have taken a photo of (or written down if a camera is not available) the vision of each participant.*

IMPORTANT: *The writing of each vision should be readable in each photograph)*

1. (10 mins) Ask participants to think about what they want to change in the world.

   > What sort of a world would we need to live in for those changes to happen? Facilitators should emphasise that we are looking for principles NOT issues (i.e.' a world where all are equal' would be a principle. Whereas 'a world where no one goes hungry' would be an issue.) Please ensure that facilitators do not make too many suggestions as we want to ensure that this does not bias participants' views.

2. (10 mins) Give each participant a thought cloud (*a template is provided in the resources section*) and everyone to fill in their vision for a different world.

3. (25 mins) Ask each participant to come up to the front, read out their vision and take a photo of that participant holding their thought cloud. Stick each vision up on the wall for everyone to see.

45 Minutes →

(**tip:** *make sure you keep this moving quickly - ask people to keep it to just reading out their vision and save any comments/questions for after everyone has finished*)

C. Defining principles

1. Once everyone has done this ask the group - what are the common themes that we can see? What are the principles we talk about? Draw out some of the key

30 Minutes →

themes and make comparisons with some of the suggestions for a new framework mentioned in the last session.

2. EXPLAIN that we are now going to try and define some key principles that contribute to our visions of the future.

3. Remind the group what is meant by principles (i.e. not issues - that will come later).

4. Ask everyone to go to the wall of visions and look at the different ideas there. As you are walking around think about 'Are there key themes? What is similar and what is different?

5. Ask everyone to work as a group to divide the visions into different categories. Give them 10 minutes to do this.

D. Review

(**Note to facilitator:** *Record each of the principles that the group defines*)

Essential/optional
& reporting
requirements
Essential
(see facilitator
note)

1. As a whole group look at the categories that visions have been divided into. As a group can you agree on how to define these categories? These are the **principles** that will contribute to your final declaration.

> EXAMPLE: You might have a vision that talks about a world where girls have equal opportunities to boys or a world where no one is discriminated against. These two visions might form one category and your principle for this category could be 'EQUALITY'.

2. Check that each vision is in the right place (do you need to move them between different principles? You might have some that cross over two of the principles etc.)

3. Check that everyone feels their voice has been represented and that everyone feels happy with the principles that have been agreed.

> For example read out each principle and ask people to stand from one side of the room to the other depending on how happy they are with that principle. If anyone is standing towards the middle or towards the 'not very happy' side of the room ask why they are standing there and what they would change.

4. Once all of the principles have been read out in this way check if there's anything that has been missed.

30 Minutes →

End of Session

Resources for Visions and Principles 2015

Suggested visions Script:

Everyone close their eyes and think about what we have learnt about the changes between 2000 and 2012. The world we live in now is very different to the one that world leaders were thinking about when they agreed on a development agenda in 2000 'the Millennium Development Goals.'

In 2011 the world's population hit the 7 billion mark. There have been movements around the world challenging the way our societies are structured - think about the Arab Spring taking place across the Middle East or the Occupy movement.

I want you to think about some of these changes and then I want you to go back to your home, to your community. Take a walk through your community, who are the people you might meet? What are the buildings you might see? I want you to stop at one of the places that is central to your community - it could be a church, a mosque, a market place, a local café. Take a look around and go and talk to some of the people there. What kind of concerns do they have?

Now I want you to carry on walking and I want you to visit one of the places in your community where young people gather - it could be your local youth club, somewhere everyone gathers to play football. Take a look around and go and talk to some of the young people gathered there -maybe some of them are your friends and people you know. What are they talking about? What kind of concerns do they have?

Once you've finished talking to everyone walk back to your house but take notice of the places and the people that you are walking past. Think about what kind of changes you want to see in your community, and how these link to larger, global issues. What is it that you want to change?
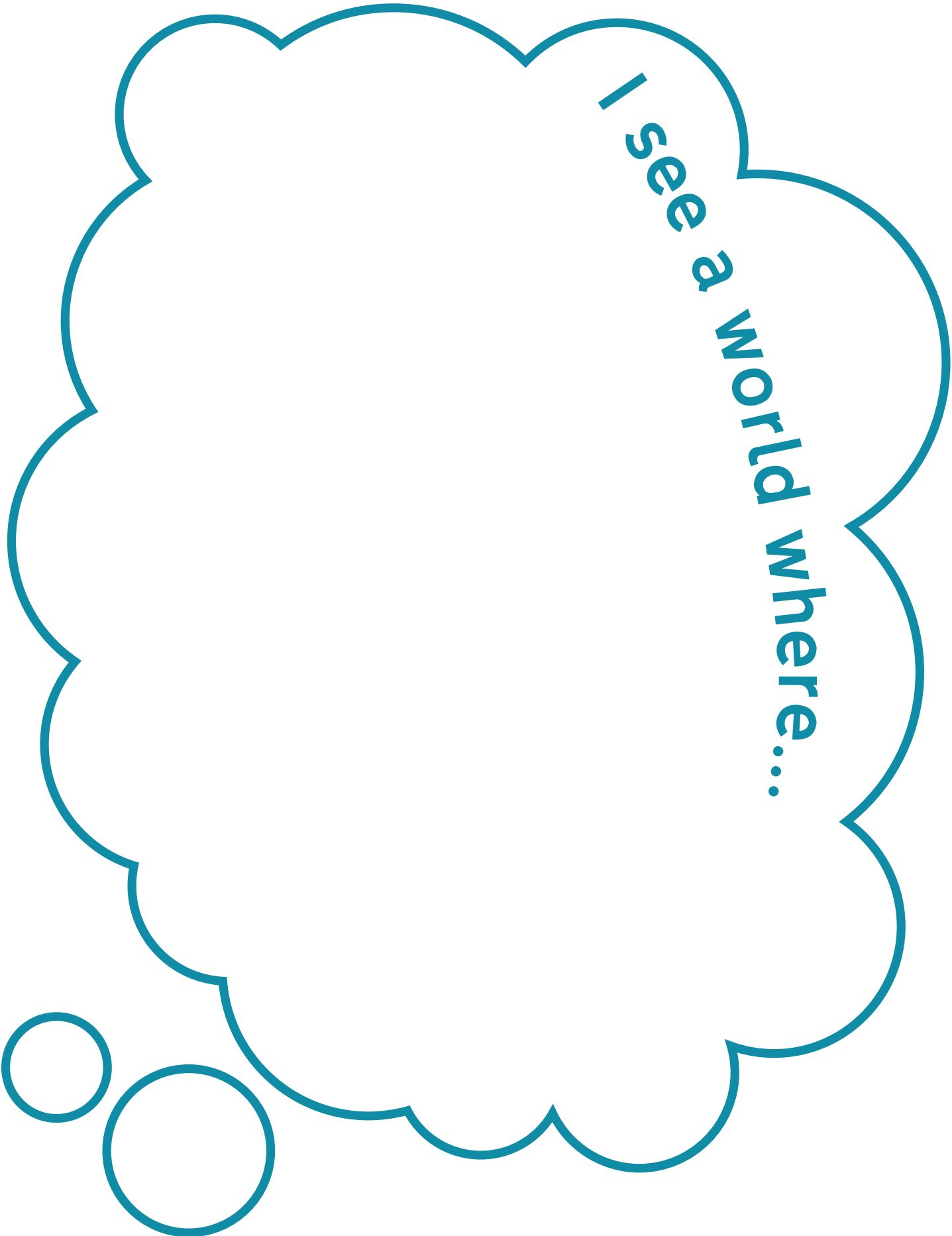
I see a world where...

Session 5: Debrief

Session Summary

Aim	Review the day
It should take	**30 minutes**
Room set up	☐ Consultation map
Summary of the activities in this session	A. Recap B. Debrief activity C. Participants as facilitators

A. Recap

10 Mins →

1. Go back to the youth consultations map on the wall and remind participants how far they have come. Ask if anyone has any questions or concerns about the day.

2. Talk briefly about what will be covered the next day.

Essential/optional & reporting requirements
Essential

B. Run a quick debrief activity

10 Mins →

For example you could say one side of the room is 'really enjoyed' and the other side of the room is 'I didn't like that one'. Call out the name of each session you have run that day and ask participants to position themselves. Ask if anyone would like to comment on why they are standing there.

Essential/optional & reporting requirements
Optional

C. Participants as facilitators

5 Mins →

Ask for two volunteers (one male, one female) to run an energiser the next morning and a short activity to recap some of the things that have been covered that day.

Essential/optional & reporting requirements
Optional

End of Session

Session 6: Day two introductions

Session Summary

Aim	Set the tone for the day
By the end of this session	☐ Everyone should be ready to start day two of the consultations
It should take	**30 Minutes**
Resources you will need for this session	☐ A ball ☐ **The two volunteers who volunteered the day before**
Summary of the activities in this session	A. Participant recap B. Quick introduction C. Consultation map

A. Participant recaps

15 Mins →

1. Ask the two volunteers from the previous day to run an energiser and reminder activity.

2. Once they have finished ask for two further volunteers to run a wind down activity and reminder at the end of day two.

Essential/optional & reporting requirements
Optional

B. Quick introduction

10 Mins →

Depending on what the volunteers have covered you might run a quick introduction yourself.

For example you could throw a ball around the room - when someone catches it they have to say one thing that they felt the group achieved the day before.

Essential/optional & reporting requirements
Optional

C. Consultation map

5 Mins →

Using the consultations map. Remind the group of what they achieved the previous day, and what they will be doing in day two.

Check if anyone has any questions.

Essential/optional & reporting requirements
Essential

End of Session

Session 7: Identifying Issues

Session Summary

Aim	To identify the development issues important to young people in this consultation, and to link those with the visions and principles identified previously
By the end of this session	☐ Participants should have identified issues that are important to them ☐ **Participants should have discussed the UN themes** ☐ Participants should have identified ten key issues
It should take	**3 hours 10 minutes** (including 15 minute break)
To report back on this session you will need	☐ To record all issues identified by participants (and to note where these issues are mentioned by more than 1 person) ☐ **To record the 10 key issues identified by participants** ☐ To record the results of the discussions on the UN themes
Resources you will need for this session are	☐ Flip chart paper ☐ **Lots of coloured pens and markers** ☐ Craft materials/old newspapers/glue etc. that can be used to create fun posters ☐ **Small stickers (five per participant) for the voting**
Room set up	☐ Timeline from the day before up on the wall ☐ **Principles & visions identified the day before up on the wall** ☐ Each UN theme written up on flip chart and stuck up around the room
Summary of the activities in this session	A. Introduction B. Choice of optional activities (global mind map, community mapping, role play) C. Discussions on UN thematic areas D. Identify key issues E. Group key issues F. Campaigning G. Voting H. Discussion

A. Introductions

10 Minutes →

1. Explain that yesterday you explored what kind of a world we wanted to live in and identified some principles we would need to meet in order to live in that kind of a world.

2. Today we will be identifying issues that prevent people from living in that kind of a world.

3. Ask if anyone has some examples of what those issues might be. Check that what you are doing is clear by offering some of your own examples. For example you might say if we want to live in an equal world (that's the principle) then we need to address the issue of unequal access to health care. Or if we want to live in a sustainable world (that's the principle) then we need to address the issue of air pollution etc...

B. Identifying issues

40 Mins →

(**Note to facilitator:** *Method is optional but essential to run some activities to help participants start thinking about the issues they want to address.*

To help the group identify some of the issues that are important to them you can run a couple of activities to get them thinking. Here are some options (you can also use your own activities if you prefer.)

Essential/optional
& reporting
requirements
Optional
(see facilitator
note)

Optional activity 1: GLOBAL MAPPING

1. Divide the group up and give each group a piece of flip chart paper.

2. Ask each group to draw the Earth in the middle of a flip chart paper.

3. Think about what issues need addressing to create 'the world youth want'. Draw a mind map with the Earth at its centre. Ask participants in small groups to write on the mind map issues that prevent us reaching the 'world we want'. As well as coming out of the centre these issues may also have connections with each other. Encourage participants to explore and discuss these things as they create the mind map.

Optional activity 2: COMMUNITY MAPPING

1. Ask groups to map their own communities.

2. Draw a map of their community. They should think about:

   - Who is in my community?

   - Who makes the decisions in my community?

   - What are the important buildings in my community?

   - Where do people gather in my community?

3. Once the map has been drawn participants should then add issues and values to the map, thinking about:

   - What do people value in my community?

   - What issues do people in my community face?

   - What are the problems for youth in my community?

C. UN Themes

45 Minutes →

Essential/optional & reporting requirements

Essential

1. Record what has been written on the flip chart for each UN theme (note: please try to be as accurate as possible, and indicate where there is duplication of ideas)

2. Explain that as part of the UN consultation 9 themes have been identified - remind participants of where this fits in by pointing these out on the timeline drawn the previous day.

   The 9 theme topics are:
   - Inequalities
   - Food nutrition and security
   - Governance
   - Growth and employment
   - Conflict and fragility
   - Health
   - Education
   - Environmental sustainability
   - Population dynamics.

3. Spend 5 minutes discussing with the group what these themes might cover - use the facilitator notes on the 9 UN themes to help with this.

4. Put each UN theme on a piece of flip chart paper.

   Ask people to go to a theme that interests them - ensure that you have at least two participants per theme. They have 5 minutes to

discuss and write comments on each theme. Encourage participants
to focus particularly on what in this theme affects youth.

5. After 5 minutes ring a bell/blow a whistle and ask
participants to move onto the next flip chart.

> They should read the comments made by the previous group and
> add anything they think is missing and comment on what they agree
> or disagree with from the last group.

6. Repeat this process until everyone has had the chance to
comment on each UN theme

7. At the end of the exercise ask each group to summarise the
main points on the flip chart they are currently sitting by (no
more than one minute per group for feedback!)

8. Explain that these are the themes as identified by the UN
and that now we will spend some time looking at the issues
participants think are particularly relevant to young people
and to their communities.

Optional activity 3: ROLE PLAY

Get participants into small groups.

- Ask them to pick one of the UN themes discussed.
- They should then discuss in their groups how that theme particularly
effects young people in their community.
- Ask them to create a short role play about this issue in their groups.
- Ask groups to present back to the whole group.

(**Note to the facilitator:** *This session involves a lot of discussion and theory, and is long! At this point it might be useful to run a quick energiser and take a 15 minute break)*

D. Identifying key Issues
(**Note to the facilitator:** *Record all of the issues selected by the participants.)*

Essential/optional
& reporting
requirements
Essential
(see facilitator
note)

1. Tell participants that we have spent this session
discussing some of the issues that might be
included in a new framework for development. Now
we will be identifying some of the key issues from these
conversations.

2. Remind participants of the principles and visions that were
discussed the day before - which of the issues discussed

15 Minutes →

in this session stop us from meeting those principles and visions? And which issues are most important to them?

3. Tell participants that they have five minutes to think about two issues that are most important to them. Tell them that they should try to be specific - so for example if your issue is 'gender inequality' - what is it specifically about gender inequality that you want to change?

E. Grouping key issues

(**Note to the facilitator:** *Record which issues are grouped under which UN theme heading)*

Essential/optional & reporting requirements

Essential

(see facilitator note)

1. Ask each participant to bring their issues to the front of the room.

2. The group now have ten minutes to group these issues under the UN themes discussed earlier. Make sure you have each of the UN themes written and stuck up on the wall. Also stick up one heading for 'other' - i.e. anything that does not fit easily into one of the UN themes.

3. Once everything has been sorted ask everyone to take a seat and spend a few minutes talking with participants about the issues represented on the wall. You could also think about whether any of the categories and/or issues link to others?

F. Campaigning

Essential/optional & reporting requirements

Essential

1. Tell everyone they should now go and stand beside the theme that contains the issues most important to them. Ensure that at least two people are standing beside every theme.

2. Tell the group that each person will now have the opportunity to campaign for the issues they really care about. Each group/pair will have fifteen minutes to prepare a two minute campaign for the most important issues under their theme.

15 mins for campaign presentation. 20 mins for groups to present back →

3. Tell the groups they have fifteen minutes to prepare.

4. In their two minute message they should think about:

   - What is the problem?
   - What evidence have you seen that this is the problem? (e.g. Use statistics to illustrate the problem or tell a story about how you have personally seen or been affected by this issue)
   - Why should everyone else care about this?
   - Be creative! Think about how you will present this back to the group.
   - Groups might want to design posters/fliers etc. to help with their campaign!

(**TIP:** *You might want to write these points up on the flip chart.)*

5. Once the fifteen minutes is up ask everyone to sit back together as a group. Remind them that they have two minutes and that you will be very strict about this!

6. Ask for a group to go first, set a stop watch and ask them to start! Make sure you stop each group after exactly two minutes.

15 mins for campaign presentation

20 mins for groups to present back

7. Explain to participants that everyone has now had a chance to highlight the issues that are important to them.

   You will now all be voting on which issues you will work with to form part of your final youth declaration.

8. Emphasise that even if someone's issue is not on the group's final list we are recording all issues as part of the consultation and they will be considered as the final report is being written.

   Remind them that these consultations are happening in 12 countries around the world. So even if just one person in Ghana (for example) is talking about an issue there might be another person talking about it in all the other countries too. So when we come to the final analysis of the information from the workshops this would be picked up on.

G. Voting

2 Minutes →

(**Note to the facilitator:** Record how many votes each issue receives

Essential/optional & reporting requirements

Essential

1. Tell everyone that they have FIVE votes. You can give people small stickers (one for each vote) or just ask them to use pens (if you are using pens you have to trust that everyone will only use their 5 votes!)

   Participants now go around the room and mark the issues that are most important for them. They can divide those five votes in any way they want - for example if they feel really strongly about one particular issue they can use all of their votes on that one issue, or they could use one votes on five issues they think are of equal importance etc...

2. At the end of this session facilitators count up the votes for each issue. The ten most popular will become the group's key issues/themes.

End of Session

Resources for 'Issues' session

Facilitator notes on the UN thematic consultations

There are 9 UN Thematic Consultations organised by different UN agencies. Each of these themes are big topics that cover a wide range of issues, which would be impossible to cover here. Here we have listed the 9 thematic areas and listed some key words and facts. We hope these will be useful for facilitators to enable groups to guide discussion on these big themes. If you have time, try to look at the links between these different thematic areas - are there underlying factors which lead to issues in several of these areas? We also encourage participants to think about issues or themes that the UN might have missed.

These notes are for facilitators only so that they feel they have a basic understanding of what the themes cover - we do not recommend that you read them all out as this might bias discussion.

1. Inequalities
Key words include: gender, disability, income disparity, discrimination, children and youth and harmful practices.

We can think about inequalities in a number of different ways. Here we offer three examples, but you might think of more.

- Gender: Women are estimated to make up two thirds of the world's 1.4 billion people living in extreme poverty. Among women aged between 15 and 44, acts of violence cause more death and disability than cancer, malaria, traffic accidents and war combined.

- Disability: The current MDG framework does not specifically mention people with disabilities and over a billion people (roughly 15% of the world's population) live with a disability.

- Income: The global financial crisis has exacerbated inequalities through unemployment.

2. Food security and nutrition
Key words include: hunger, agriculture, famine and malnutrition.

Food security could be described as everybody having sufficient access to food for a healthy diet and not having to worry about where their next meal is coming from. Today, over a billion people are chronically under-nourished. The world's population is expected to increase by 50% by 2050, with 3 billion extra mouths to feed. An estimated 195 million children are affected by malnutrition worldwide.

3. Governance
Key words include: democracy, elections, corruption, civic participation, accountability and voice.

Governance can seem like a complicated issue. It could be understood as the mechanisms, processes, and institutions through which citizens and groups make their interests known, exercise their legal rights, meet their obligations, and discuss their differences. An increasing number of countries around the world are working to build democratic governance, which means developing institutions and processes that are responsive to the needs and rights of ordinary people, including the poor. The issue of corruption is often related to 'bad governance', which can include paying bribes to people in authority for goods or services (e.g. health, education).

4. Growth and employment
Key words include: job creation, decent and productive employment, economic policies, agriculture productivity, education and skills, jobs and social protection.

Economic growth is a complex issue, and there are many debates around whether measuring growth (for example by looking at a country's GDP - gross domestic product) is a suitable way to measure development. One in three people worldwide, or an estimated 1.1 billion people, are either unemployed or living in poverty. 47% of the world's unemployed are young people, and globally young people are nearly three times as likely as adults to be unemployed. Many people do not realise that, according to the International Monetary Fund, Africa will have the world's fastest-growing economy during the next five years of any continent.

5. Conflict and fragility
Key words include: refugees, asylum, displacement, political instability, violence, war, humanitarian crises, natural

disasters, post-conflict and gender.

The roots of conflict and war are complicated and are sometimes linked to fighting over natural resources, poverty and unemployment. At least 200,000 people - and perhaps more - have died each year in conflict zones from non-violent causes (such as malnutrition, dysentery, or other easily preventable diseases) and almost half these deaths occur in persons under 30, of whom the vast majority are young males. Women and girls are often the hidden face of conflict and sexual violence can be common in settings of conflict, post-conflict and displacement.

6. Health

Key words include: HIV and AIDS, TB, malaria, maternal health, child health, rights, strengthening of health systems, inequalities, non-communicable diseases and life expectancy.

Health was one of the biggest issues covered in the MDGs. The goals included targets on HIV and AIDS, TB, malaria and maternal and child health. The world has made lots of progress on some of these areas but there is still a long way to go. 6.9 million children under five years of age died in 2011, nearly 800 every hour and 40% of new HIV infections occur among 15 -24 year olds.

7. Education

Key words include: primary, secondary, tertiary or vocational education, formal, non-formal and informal education and quality.

Access to primary education has significantly increased since 2000 when the MDGs were agreed. Discussion on this theme often refers to the importance of quality in education and how to

ensure that education is relevant to the needs of children and young people, preparing them for life as adults. Education is often understood as meaning formal education (the type you receive in institutions such as schools and colleges) but there is growing recognition of the importance of non-formal education and the positive impacts of this type of education (in particular for young people). Discussion on this theme is often linked to gender, livelihoods and employment.

8. Environmental sustainability

Key words include: natural resources, energy, bio diversity, wildlife, climate change, living patterns, habits and consumption.

Environmental sustainability is very closely linked to the concept of sustainable development, which has been defined as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs". Rising global temperatures and the consequences of a warmer planet have put climate change on the development agenda in recent years.

9. Population dynamics

Key words: sexual reproductive health, rights, ageing, youth bulge, international and internal migration, urbanisation and family planning.

The current world population is over 7 billion people and estimates suggest that this number could reach nine billion people by the middle of the 21st century. It is also estimated that more than 120 million women worldwide have an unmet need for family planning. In 2000, 47% of the world population lived

in urban areas and by 2030 it is expected that 60% of the world population will live in urban areas. 50% of the world's population is under 25 years old. Millions of people have already been forced to leave their homes and land by a range of serious environmental pressures.

Session 8: Youth Solutions

Session Summary

Aim	To identify innovative ways of tackling issues highlighted in the previous session
By the end of this session	☐ Participants should have identified possible solutions to the 10 key issues highlighted in the previous session. ☐ **Participants have debated and discussed why possible solutions could work.** ☐ Participants have discussed and confirmed that the solutions identified match with the principles identified on day one. ☐ **All participants have had the opportunity to input.**
It should take	**1 hour 15 mins**
To report back on this session you will need	☐ To record all of the identified youth solutions
Resources you will need for this session are	☐ Post it notes ☐ **Flip chart paper** ☐ Pens ☐ **Poster making materials (such as old newspapers and magazines and glue, craft materials, coloured pens, paper etc.)**
Room set up	☐ Issues identified in the previous session should be on the wall.
Summary of the activities in this session	A. Introduction B. Optional activities to identify solutions C. Further solutions discussion D. Summary

A. Introduction

The facilitator should explain that we now have visions and principles for the world we want and 10 issues that need to be addressed to meet those visions and principles.

However, knowing what needs to change is not the same as knowing how that change needs to happen. Explain that in this session we will explore solutions for change.

Essential/optional & reporting requirements

Essential

B. Optional activities to identify solutions

(**Note to the facilitator:** *The method is optional it is essential to run at least one activity to help participants identify solutions. Record* **all** *solutions suggested throughout the activities.*)

In this session facilitators/organisations can choose their own activities for coming up with solutions. At the end of the session there must be a list of solutions that match the issues highlighted earlier. Here are some suggested activities that could be used:

Essential/optional & reporting requirements

Essential

(**see facilitator note**)

Optional activity 1: POSTERS

1. Divide the group into smaller groups of four or five. Ask those groups to pick one of the issues identified previously.

2. Place poster making materials (flip chart, coloured pens, craft materials, old newspapers/magazines and glue etc.) in the middle of the room.

3. Ask participants to take their chosen issue and design a poster exploring solutions for that issue.

4. Ask each group to present back. The facilitator should be noting down on post it notes the solutions presented for each issue.

Optional activity 2: FORUM THEATRE

1. Split the group into three smaller groups. Ask each group to pick one of the issues identified previously.

   Tell the group that they should discuss how that issue affects their community and what some of the solutions to that issue could be.

2. Ask them to create a small role play based on the issue and a possible solution. Each role play should be no longer than 3 minutes.

3. Ask the first group to come up and present their role play.

After they have presented it once, ask the whole group their opinion about the solutions presented - is there anything they would have done differently?

4. Ask the presenting group to do it again only this time at any point a member of the audience can come into the scene and tap someone on the shoulder. They then replace this person in the group and can take the role play in a new direction.

5. Repeat this with each group's role play.

(**Note for facilitator:** *The facilitator should be writing down on post it notes the solutions presented for each issue.*)

C. Further Solutions discussion

(**Note for facilitator:** *Record any further suggestions made.*)

Essential/optional & reporting requirements

Essential

(see facilitator note)

1. Go to the issues from the previous session that are stuck up on the wall and place the solutions identified by the participants around those issues.

2. Ask participants to think by themselves for one minute - are there other solutions you would add?

3. Then find a partner and discuss your ideas with them.

4. Then find another pair and discuss your ideas with them.

5. Tell each group that they can present back up to three more solutions to add to the wall. Give them 5 minutes to discuss what these will be and ask each group to present back to the group.

6. Write each new solution down on a post it note and add them to the issues.

D. Summary

(**Note for facilitator:** *Make notes on any new points*)

Essential/optional & reporting requirements

Essential

(see facilitator note)

In a large group spend a few minutes discussing solutions:

- Think about connections between solutions for different categories.
- Check that the solutions match with your visions and principles.

15 minutes →

10 Mins →

End of Session

Session 9: The World We Want

Session Summary

Aim	To identify innovative ways of tackling issues highlighted in the previous session
By the end of this session	☐ Participants will have presented ideas on 'the world we want'
It should take	**2 hours 30 mins (including 20 mins break)**
To report back on this session you will need	☐ To document the final presentation including the creative presentation for each issue and each solution. ☐ **You can use a mixture of film, photo and writing what is said to feed this back, depending on the resources you have available.** ☐ For example if groups decide to create a poster you might take a photo of this poster for the final report. If groups create a poem you could film them reading this out or you could write down what is said.
Resources you will need for this session are	☐ Flip chart ☐ **Pens** ☐ Poster making materials ☐ **Digital camera(s) (this could be a phone camera - anything that can take a picture and then download it onto a computer).** ☐ Optional: flipcam(s) or other video recording device.
Room set up	☐ Visions and principles stuck up on the wall ☐ **The 10 selected issues stuck up on the wall** ☐ The solutions to those issues stuck up around them
Summary of the activities in this session	A. Introduction B. Preparation of presentation C. Presentation D. Summary

A. Introduction

1. Explain that we now have a vision and principles list, some key issues and possible solutions to these issues. We are now ready to create our 'virtual declaration'.

2. Around the room participants should be able to see the principles, 10 key issues and suggested solutions for these issues.

> The group's task is now to make a creative presentation with these principles, issues and solutions so that they can be shared with other young people around the world. This will contribute towards the final report on youth voices for a post-2015 framework.

3. Tell participants that they now need to identify which issue they would like to present. Tell them there must be at least 2 people representing each issue.

4. Tell them they have 1 minute to stand by the issue they would like to present.

15 minutes →

B. Preparation of presentations

Ask participants to look at the issue and solutions they are standing next to. They have 1 hour to prepare something to present this issue back to the group. When they present back they will:

1. Summarise the issue in 2 sentences or less.

2. Show a creative way of presenting this issue - this could be a photo, a picture, a poem, a song, a poster, a short video clip of them talking to camera about the issue, a mind map etc. (note: facilitators can suggest ways of presenting according to the resources they have - for example whether you have flipcams, digital cameras available).

3. Present a youth solution to this issue. This can either be presented on flip chart or again it could be presented in a creative way such as a role play, a poster etc.

(TIP: *Whilst participants are working on this prepare a performance area.)*

After 50 minutes give participants a short break, tell them that when they come back they will present their work to the rest of the group.

60 minutes →

C. Presentations

45 Mins →

(**Note for facilitator:** *Document the presentations (as explained in the summary sheet above).*

Ask each group to present what they have done in front of the rest of the group.

Essential/optional & reporting requirements
Essential
(**see facilitator note**)

D. Summary

10 Minutes →

Explain that young people in at least 12 different countries will all be creating their own 'world we want' presentation and that the results will be put on the online platform for youth from all around the world to comment on and contribute to. This presentation will be recorded as the 'world we want xx' - replace xx with the country of the consultation.

Let participants know that once this online platform is active, they can access it and share information from the consultations with their friends.

Essential/optional & reporting requirements
Essential

End of Session

Session 10: What Next

Session Summary

Aim	For participants to understand what will happen after the consultations, how they can get involved and to commit to taking action.
By the end of this session	☐ Participants will have decided on one action to take after the consultation. ☐ **Participants will have filled in the after questionnaire.** ☐ The consultation will have been brought to an end.
It should take	**1 hour 25 mins**
To report back on this session you will need	☐ To record what each participant will do next. ☐ **A completed after questionnaire from each participant.**
Resources you will need for this session are	☐ A copy of the speech bubble from the resources section for each participant ☐ **'After' questionnaire** ☐ (optional: evaluation map)
Room set up	☐ Consultation journey on wall ☐ Where possible, results of sessions (key issues, thought clouds etc) should be stuck up around the room
Summary of the activities in this session	A. Introduction B. What change? C. After questionnaire D. Evaluation activity E. Goodbyes

A. Introduction

1. Go back to the youth consultation map. Explain that one of the outcomes of this consultation is that everything discussed will be fedback, and that at least 12 other countries will be feeding back in this way too.

   > There will be an analysis workshop to look at this feedback and a final report which it is hoped will be used to influence the final UN process. However, as well as asking governments and the UN to take action on these issues, it is also important for young people themselves to take action.

2. The facilitator should talk participants through what has happened in these 2 days and what they have created together. The facilitator asks participants to imagine going back home to their communities - what changes have they talked about? How could they take an action for that change?

Essential/optional & reporting requirements

Essential

B. What change?

(**Note for facilitator:** *Time includes taking a photo of each participant*)

(**Note for facilitator:** *take a photo of each participant holding their speech bubble. Ensure that the writing on the speech bubble is visible*).

1. Hand out a speech bubble to each participant. These speech bubbles all start with 'I'm going to start change by...' Ask participants to write one small action that they will take to address some of the issues that have been talked over the 2 days.

2. Once everyone has written something, ask for each participant to come up to the front of the room and announce the change they will make. Take a picture of each participant with their speech bubble.

Essential/optional & reporting requirements

Essential

(see facilitator note)

C. Discussion and summary

1. Discuss ideas with participants about how they can take action after the end of the youth consultation. You can use the 'what happens next?' notes at the

Essential/optional & reporting requirements

Optional

end of this toolkit to give some ideas for follow up.

2. Tell participants that they can contribute some of the ideas discussed in this consultation to the 'world we want' platform.

> www.worldwewant2015.org - over the next few months different online discussions based on the 9 themes will be facilitated. This would be a good opportunity to share some of the ideas from this consultation.

D. Evaluation

(**Note for facilitator:** *After questionnaire is essential. Ensure you have a completed after questionnaire for each participant*).

25 Minutes →

Essential/optional & reporting requirements

Essential

（see facilitator note）

1. Ask the two volunteers from that morning to run a wind down activity and recap on the day's events.

2. Depending on time available and the activity the participants have run, you might also want to run an evaluation activity.

> For example prepare a 'map' of a landscape - it could have mountains, the sea, forests, and beaches etc. Ask participants to come up and draw themselves on the map then ask them to say something about why they put themselves in that place.

3. Alternatively, put lots of pictures and objects around the room - ask participants to pick an object or picture that describes their experience from the two day consultation. Ask volunteers to speak about why they picked that object/picture.

4. Ask all participants to fill in the 'after' questionnaire.

E. Goodbyes

Thank everyone for their time and say goodbyes!

5 Mins →

TIP: *Facilitators at this point might want to contribute something about what they have learned/really enjoyed during the consultations and the different contributions different members of the group have made*

Essential/optional & reporting requirements

Essential

End of Session

I'm going to start change by...

Section 4: Follow up and evaluation

In this section you can find advice for following up (what happens now?) after completing this consultation, and the forms you will need for monitoring and reporting on this consultation. These forms include:

- Before and after questionnaires for participants
- Diversity form for participants and facilitators
- Reporting form to be completed by facilitators/organisation

4.1 What happens now?

Thank you for your participation in the youth consultations. Here are 5 steps that you can take to ensure that the work you have done has the maximum impact:

1. Send in the results.

Use the reporting templates in this toolkit to send in your results. Please send these in no more than 2 weeks after you have finished your consultation. This is so that we have enough time to collate all the results and so that nothing is lost or forgotten after your consultation!

2. Use the dissemination guide and the final report (we plan for this to be ready in March 2013) to speak with your local and national decision makers about priorities for 2015.

Part of the youth consultations for a post-2015 framework will be a dissemination guide. This will be released in February 2013. Use the ideas in the dissemination guide, and everything you have learnt through the consultation process to speak with your local and national decision makers about a post-2015 framework and development priorities.

3. Join the online consultations on www.worldwewant2015.org

Use the information gathered in your consultation to feed into the worldwide conversations happening online. There will be an online conversation on each of the UN themes and further information and resources are also available.

4. Use the online platform and share results via social media

The project team is working on creating an online platform where results of the youth consultations in this project can be shared to enable other young people to input. The information about this will be shared as soon as the platform is ready. We hope that you will share the information from the platform via social media forums and encourage others to get involved with the conversation.

5. Partner and network with other youth groups

Find out what other youth groups in your area are doing for the post-2015 agenda. If they are not currently involved, encourage them to use this toolkit. If they are already involved discuss how you can collaborate to publicise youth input to a post-2015 agenda. We also recommend that you join the global civil society coalition 'Beyond 2015' by emailing Gerard.Vives@concordeurope.org (it's free to join and a great way to link up to what is happening around the world).

Getting in Touch:

If you would like further information about this project, have suggestions or comments, or would like to feed back the results from your youth consultation please contact us on:

- katy@restlessdevelopment.org
- Victoria@restlessdevelopment.org
- Youthpost2015@gmail.com

4.2 Diversity Form
What is this form and how will the information be used?

Young people are different in so many ways. We want to ensure that the young people taking part in the Youth Consultations represent this wonderful diversity. It is especially important for this project that we collect the voices and opinions of youth from many different parts of the community so that we can ensure the post-2015 agenda reflects the priorities and opinions of young people from different backgrounds.

Therefore, we're asking you to complete the following form. This is not compulsory but the information will be treated as confidential. You do not need to put your name on this form so the information you give us will not be associated with you - it will just enable us to collect statistics on who we worked with during the consultations, however if there are any parts of the form you would prefer not to complete you are welcome to leave them blank.

It is also important to note that **the information you give here will in no way affect your participation** in these consultations.

1. Date of consultation (dd/mm/yy):

_____

2. Country of consultation:

_____

3. Your country of Birth:

_____

4. Gender
- ☐ Male
- ☐ **Female**
- ☐ Other

5. Are you a participant or facilitator for this consultation?
- ☐ Participant
- ☐ Facilitator

6. How old are you?
- ☐ 16 - 17 years
- ☐ **18-21 years**
- ☐ 22-24 years
- ☐ **25- 29**
- ☐ 30 or over

7. What is your current employment/education status?
- ☐ I'm in formal education (e.g. school, university, college)
- ☐ **I'm employed full time**
- ☐ I'm employed part-time
- ☐ **I'm self-employed**
- ☐ I'm unemployed and/or job-seeking
- ☐ **I'm volunteering**
- ☐ I'm doing unpaid work experience (e.g. intern)
- ☐ **Other (please specify):**
- ☐ would prefer not to say

8. What level of education have you completed? (please X all that apply)
- ☐ Not completed any education (no qualifications)
- ☐ **Primary School**
- ☐ Secondary school
- ☐ **Under-graduate degree**
- ☐ Post-graduate degree
- ☐ **Other formal training / qualifications (please specify)**
- ☐ I'd prefer not to say

9. How would you describe where you live?
- ☐ I live in a large town or city (i.e. an urban area)
- ☐ **I live in a village or very remote area (i.e. a rural area)**

10. Do you consider yourself to have a disability?
- ☐ yes
- ☐ **no**
- ☐ would prefer not to say

11. If yes please specify what kind of disability:

_____

13. What is your first language? (mother tongue):

_____

14. Do you have any children?
- ☐ yes
- ☐ **no**

15. If yes how many and how old are they?:

_____

16. Are you religious?
- ☐ yes
- ☐ **no**
- ☐ would prefer not to say

17. If yes, what is your religion?:

_____

18. Do you define yourself as LGBT? (lesbian, gay, bisexual, transgender, queer?)
- ☐ yes
- ☐ **no**
- ☐ would prefer not to say

19. Are you living with HIV or AIDS?
- ☐ yes
- ☐ **no**
- ☐ would prefer not to say

20. Are you affected (i.e. Someone in your family, high prevalence rate in your community etc.) **by HIV&AIDS?**
- ☐ yes
- ☐ **no**
- ☐ would prefer not to say

21. Do you have refugee status?
- ☐ yes
- ☐ **no**
- ☐ would prefer not to say

22. Are you seeking asylum?
- ☐ yes
- ☐ **no**
- ☐ would prefer not to say

23. How would you define your ethnicity?:

_____

Thank you for completing this form. This information will be kept confidential.

4.3 **Consultation Reporting Form** (pages 64-72)

IMPORTANT: for the information you collect in the youth consultation to be included in the analysis and final report, it is essential that you complete and send back this form within the specified date (no later than two weeks after the end of your consultation).

Consultation general information			
Number of participants		Number of facilitators	
Date(s) of consultation			
Country of consultation and location (i.e. which town/city and what sort of centre were you in - youth centre etc…)			
Did your consultation take place over two consecutive days?			
If not, how long did your consultation take and over which time period did it run?			

Recruitment and diversity	
How did you recruit your facilitators?	
How did you recruit your participants? (please also state the names of any partner organisations that you worked with nationally to recruit participants)	
Please ensure each participant and facilitator have completed a diversity form (provided in appendix) and attach them to this report	

Consultation Reporting Form Continued

Session reporting

In this section we have outlined what information you need to record for each specific session. You can also find an outline of what information you need to capture at the beginning of each session plan.

Session 1: Introductions	
Please attach:	
☐ Diversity questionnaire from each participant and facilitator	
☐ Before questionnaire from each participant	
Please record:	Write notes here or attach photos of relevant flip charts (if using photos ensure writing is readable)
☐ The skills and experiences participants listed bringing to the consultations	
Any other general observations on this session?	

Consultation Reporting Form Continued

Goals for a New Millennium	
Please Record	Write notes here or attach photos of relevant flip charts (if using photos ensure writing is readable)
☐ The key points from the discussion on the Millennium Development Goals	
Any other general observations on this session?	

Consultation Reporting Form Continued

A Journey Beyond 2015	
Please attach: ☐ Picture of the 'world we want' mural	
Please record:	Write notes here or attach photos of relevant flip charts (if using photos ensure writing is readable)
☐ Key points from the discussion on a new development framework	
Any other general observations on this session?	

Consultation Reporting Form Continued

Visions	
Please attach: ☐ Photo of each participant holding their thought bubble 'vision' (please ensure that writing in thought cloud is readable in the photo)	
Please record:	Write notes here or attach photos of relevant flip charts (if using photos ensure writing is readable)
☐ Principles identified by the group	
Any other general observations on this session?	

Consultation Reporting Form Continued

Identifying Issues	
Please record:	Write notes here or attach photos of relevant flip charts (if using photos ensure writing is readable)
☐ ALL issues identified by participants throughout the session ☐ The ten key issues that participants voted on ☐ Notes on each discussion of the UN themes	
Any other general observations on this session?	

Consultation Reporting Form Continued

Finding Solutions	
Please record:	Write notes here or attach photos of relevant flip charts (if using photos ensure writing is readable)
☐ ALL Solutions identified for each of the ten issues (please make clear which solutions were suggested for which issue) ☐ Key points from end discussion, and especially any crossover solutions identified	
Any other general observations on this session?	

Consultation Reporting Form Continued

The World We Want

Please attach:

☐ Photos/films etc. of presentation for issues and solutions

Please Record	Write notes here or attach photos of relevant flip charts (if using photos ensure writing is readable)
☐ The final principles agreed on by the group ☐ The final ten issues as summarised in the presentation ☐ Issues and solutions presented that you do not have an audio or visual record of (i.e. photo/film etc.)	
Any other general observations on this session?	

Consultation Reporting Form Continued

Reflections on and evaluations of, youth consultation

Please attach any good photos/ films of the consultations (that you have not already included for individual session reporting)	
Any other general observations about the consultation that you have not included in individual sessions?	
What did you learn from running this youth consultation?	
Is there anything you would run differently next time?	
Was the toolkit easy to follow? Why/why not?	
Is there any other information or support that would have been useful to help run these youth consultations? What?	
Did facilitators gain any new skills from this consultation?	
If yes, which skills?	
How will you follow up from the youth consultations?	
What extra information/support do you need to do this?	
Any other comments?	

Thank you for filling in this report. Please email it to **katy@restlessdevelopment.org** within two weeks of completing your consultations.

If you need to send files that are too big to send via email please note what these are in this reporting form and we will get in touch about sending it by alternative means (e.g. drop box etc.)

4.5 Before questionnaire for participants

1. Your motivation

a. Why did you join this youth consultation?

b. What do you want to contribute to this youth consultation?

2. Taking Action

a. Have you ever volunteered before? What did you do?

b. Have you taken action on the Millennium Development Goals before? How?

c. Have you ever spoken with local or national decision makers before (for example your local mayor, MP, member of parliament etc.?)

d. If you answered no to any of the questions above what has stopped you taking action/speaking to decision makers?

3. Your views

a. Do you feel that young people's views on development are taken seriously? Why/why not?

4.6 **After questionnaire for participants**

Your experience:

a. What did you enjoy about this youth consultation?

_____

_____

_____

b. Is there anything you would have done differently?

_____

_____

_____

c. Did you learn anything new during this youth consultation? What?

_____

Taking Action:

a. How will you take action after this youth consultation?

_____

_____

_____

b. Will you take any action in your local community that you would not have done before this youth consultation? What?

_____

_____

_____

c. Will you talk to decision makers about some of the issues coming from this youth consultation? Who?

_____

Any other comments?

Draw us a picture, write something to sum up your experience or use this space to provide any other feedback you would like to give us

_____

Section 5: Appendix

5.1 Further Information and resources

UN documents
- UN Millennium Declaration
- Rio+20 'the future we want' outcome document

Reports
- MDG 2012 Report
- CAFOD post 2015 policymaking

Civil Society Post-2015 consultations
- www.worldwewant2015.org
- www.beyond2015.org
- Beyond 2015 Toolkit:
- www.post2015.org

Millennium Development Goals Information
- http://www.un.org/millenniumgoals/
- The Millennium Campaign

Youth in Post-2015 consultations
- DFID Youth Working Group

Restless Development wrote a submission on the post-2015 development goals which can be found below.

Non-formal Education
- The Education of Young People: A statement at the dawn on the 21st century

Exploring Development
There are many resources that can help with exploring concepts of development with young people. Here are a couple that are of particular relevance to some of the issues covered within this toolkit
- Gapminder
- 100 People

TED Talks on the Millennium Development Goals and post 2015 include:
- Hans Rosling on statistics for the MDGs
- Jamie Drummond on crowd sourcing

5.2 Who we are:

Restless Development
The youth-led development agency - everything we do is led by and through young people (www.restlessdevelopment.org). And because we are who we serve, we place young people at the forefront of change and development, empowering them to take a leadership role in addressing the most urgent issues facing their countries and the world. Based on our 26 years of experience, it is this award winning[1] youth-led approach - the source of our expertise and credibility - that lends our strength and creativity in bringing the nuance, perspective and life to this pivotal global discourse. Restless Development has led on the delivery of the post-2015 youth consultation project on behalf of the DFID CSO Youth Working Group.

DFID Youth Working Group
A network of over 30 organisations concerned with youth involvement in international development. It was established in 2007, in partnership with DFID, to help put young people at the heart of the development, recognising their huge potential as partners and leaders in the process, as well as their specific needs as beneficiaries. Past projects have included a youth mapping guide, a youth participation guide and co-ordination of a youth meeting with Nick Clegg and Andrew Mitchell ahead of a global summit in 2010.

Project partners
Youth consultations are being hosted by our partners around the world including:

VSO Jitolee, VSO International, YMCA Sierra Leone, Youth for Youth Foundation Romania, Youth Organisation Status: M, Y Care International, Youth Empowerment Synergy (YES) Ghana, VSO Bahaginan, Federacion Colombiana de Asociaciones Cristianas de Jovenes, SPW India, Restless Development Nepal, Restless Development Tanzania, Public Union 'Youth Peer education network Y-PEER', Young People We Care.

1 Frequently cited as a 'model for best practice' by the World Bank, UNICEF, UNAIDS and UK Government