**The World We Want:**

*North-East Asian Youth Voices on the post-2015 Development Agenda*

**Information for participants**

1. **Introduction**

Warm congratulations for being selected to take part in the Forum ‘The world we want: North East Asian Youth perspectives on the post-2015 global development agenda’.

On behalf of the UNDP Seoul Policy Centre, the UNESCAP Sub-regional Office for East and North-East Asia, the Korea network of the UN Global Compact and Korea University’s Graduate School of International Studies, we are delighted to welcome and host you in Seoul from 7th to 9th of January.

This is the official regional youth consultation for North-East Asia. It is part of the wider, global set of consultations on the future global development framework after the Millennium Development Goals expire in 2015. This is your chance, as representatives of young people for North-East Asia, to make sure your voices are heard and your vision is shared with the top decision-makers in this process.

This guidance note provides information on the conference and what is required from the participants before, during and afterwards. The full attendance list will be shared shortly.

Information on the event will also shortly be posted on [www.undp.org/uspc](http://www.undp.org/uspc).

For any further questions please contact:

Matthew Taylor: matthew.taylor@undp.org
Yuko Kitada: Kitada@un.org
So-eun Kim: so.eun.kim@undp.org
2. The post-2015 process

The Millennium Development Goals galvanized the world and have guided development since the year 2000. Huge progress has been made in cutting poverty, boosting primary education and fighting HIV/AIDS around the world. The MDGs set a concise and measurable framework for development

The MDG framework is due to expire in 2015. The international community is now reflecting on its successes and failures and debating what comes next.

The UN Secretary-General has appointed a High Level Panel (HLP) to make a series of recommendations for the post-2015 Global Development Agenda. The Panel is expected to submit a report with recommendations to the Secretary-General in May 2013.

President Yudhoyono of Indonesia, President Johnson Sirleaf of Liberia and Prime Minister Cameron of the United Kingdom were appointed as co-chairs of the High Level Panel in July 2012.

The Republic of Korea is playing an active role in the discussions on the post 2015 global development agenda. The Minister of Foreign Affairs and Trade accepted the nomination as one of the members of the HLP.

At the same time, the world is engaging in a broad consultation process on key global themes for global development after 2015. UNDP is supporting 50 plus national consultations as well as nine thematic consultations.

A report will be produced by the High level Panel and the UN General Assembly will debate the new framework in September 2013.

In parallel, following the Rio+20 conference on sustainable development that took place in Rio de Janeiro, Brazil, in June 2012, a process is underway to define a new set of Sustainable Development Goals (SDGs) which should bring together the 3 pillars of development: economic growth and social and environmental sustainability.

These processes will eventually merge into one to result in the new development architecture post 2015.

Bringing in the voices of young people is a critical part of the broad consultation process.

In July 2012, students in the Pacific region started their own consultations on global development post-2015, with support from UNDP. In August 2012 an international gathering of young people met in New York with senior UN policy planners, to share their views.
3. Your voice in our world’s future

More than half the world is under 25 years old. As the world reframes development for the next generation, it is vital that young people’s voices are heard in the debate.

As mentioned above, the MDGs are making a real difference in people’s lives. With strong leadership and accountability this progress can be expanded by the target date of 2015.

Yet the world we live in now is very different to the one that policy makers were faced with in 2000. On 31st October 2012 the total world population reached 7 billion. Predictions state that arctic sea ice could disappear within four years.

Globalization is helping billions build better lives and offering many more opportunities, but the globalization of major crises have rocked economies and damaged livelihoods. The poor are often the hardest hit. Employment, in particular youth employment, is becoming a major challenge.

Current policy makers may not be around to see the full effects of climate change or changing population dynamics. But today’s young people will have to live with the consequences of the decisions made today on the post 2015 development agenda. They will also be called on to help carry them out.

The conversations on the post 2015 development agenda 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. And getting it right means ensuring a truly representative set of voices are included in its construction. Your voices as future leaders must be heard.

The declaration you finalize at this event will be presented to Senior Officials working on the UN Secretary General’s High Level Panel on the post-2015 development agenda. Your demands and your ideas will directly contribute to the global post-2015 agenda and will be considered by the panel.

On behalf of North-East Asian youth, this is your chance to make an impact on how the world does development for the next generation.

4. The North-East Asian Youth Consultation

The event will be organized as a series of debates and consultations over three days (7th-9th of January). It will be structured to:

- Look back at the value of the MDGs and some of their challenges
- Reflect on the major development challenges facing the world today and tomorrow
- Articulate a clear vision of the world young people want to see for themselves and their children and their expectations of current decision makers.
- Identify how young people can stay engaged in the debate, raise awareness at home and ultimately help implement the post-2015 development goals.
To make your voice heard in the global debate, you will need to produce a Declaration. Every participant should agree upon this at the event. The Declaration is the center point of the entire exercise and is the key to getting your voice heard.

Three days in Seoul is not enough to begin this from scratch, so you will need to begin working on the content in your own countries in advance, both individually and as country teams.

4.1 Before the event

There are four main steps to complete before the event.

1. Do the relevant background reading material (Annex I).
2. Organize a reflection group within your university or community to help work with you to complete the individual questionnaire (Annex II).
3. Liaise with the selected participants in your country and collectively chose your ‘country representative’.
4. Complete the consolidated country questionnaire as a country team(Annex III).

The answers to individual questionnaires will need to reflect that the background reading has been done.

Country teams

Participants from each country will form a country team to prepare a joint country paper reflecting the perspectives of the young people from their respective country. The answers will form the basis for the discussions at the Conference and the shaping of the final declaration. The full list of participants will be shared shortly in order to you to form the country teams.

Country teams must also elect one ‘country representative’ who will play a coordinating role in getting all team members questionnaires and coordinating the discussions among the members of the Country team to consolidate their responses into the country paper.

The country representative will also serve as the main contact point for the country team with the organisers and will play a role in ensuring the welfare of other team members.

The country teams must provide a name of the Country representative to So-eun Kim (so.eun.kim@undp.org) and Matthew Taylor (matthew.taylor@undp.org) by Friday 7th of December.

The organisers will assist in setting up an electronic platform to aid the country team’s discussions if required.

Each country team will need to select three people who will be part of the international media team. The media team will be made up of participants from all countries. They will work on a rotating basis during the event with a technical specialist to write the official daily news letters on the event, blog posts and social media posts and interviews to help bring in the voices of other interested young people and to communicate the event to others back in their home countries.
Media team members must be submitted to So-eun Kim (so.eun.kim@undp.org) and Matthew Taylor (matthew.taylor@undp.org) by Monday 17th December

Failure to complete these preparatory exercises may mean disqualification from taking part in the event.

4.2 During the event

At the event, the different national perspectives will be debated, leading to the consolidation of the joint Declaration.

A detailed agenda will be shared with all participants nearer to the start date. It will include discussions with high level decision makers, senior United Nations experts on youth engagement and private sector leaders.

Day 1. How have we done?

Day 1 will focus on the question: ‘How useful were the MDGs to alleviate poverty and support human development and growth?’ Several working groups and debates will take stock of 12 years of working towards the MDGs. It will include reviewing and comparing political, economic, social and environmental realities in 1990s and at present and the potential for global agreement making.

Day 2. The world we want

Day 2 will focus on the question: ‘what kind of world do you want for yourself and your children?’ This includes expectations of current decision makers.

Discussions will seek to highlight the most pressing and emerging development needs and challenges of today and over the next generation and what actions could best help address these.

By the end of Day 2 participants should be very close to a final declaration.

Day 3. How will we get there?

Day 3 will see the declaration finalized.

Participants will discuss opportunities and challenges for forging political consensus. They will also discuss and identify ways to mobilize youth to support the shaping and implementation of the post-2015 development agenda at home and how today’s young people can play key roles in implementing the set of development goals after 2015.

In the afternoon the participants will finalize their joint declaration.

At the closing ceremony participants will present the Declaration on the world they want post-2015 to senior Government representatives from the four countries.
4.3 After the event

Participants will take the messages from the event home with them and act as youth ambassadors and conveners to generate more interest and engagement on global development post-2015. The exact details will be discussed at the event.

4.4 Participants

The over 50 Participants come from China, Japan, Korea and Mongolia. They are a diverse group of young people from different backgrounds and different regions, including university students.

Participants from a range of different backgrounds with unique abilities will be attending. Through their different experiences and life stories, each participant will bring unique and equally valuable experiences and points of view. The diversity of the group is a real strength.

A full participants list will be shared shortly.

At the youth post-2015 event you are representing young people from your country, so you will need to behave accordingly.

Participants should treat one another with the respect and etiquette they deserve. Failure to comply with this will result in expulsion from the event.

But mostly importantly, you should contribute actively before, during and after the event – and enjoy it!

5. Checklist: what we need from you

Friday 30th of November:
- Your full name (as written in your passport).
- Your Passport number.
- Your sex.
- Your CV (with full address and contact numbers).
- The name and location of the closest airport to you.
- Any health or diet details we need to know.
- Your preference for a location for the interactive platform to meet and discuss the issues with other participants (a preferred social media site).

Wednesday 5th of December
- Completed the relevant background reading.
- Provided answers to the individual questionnaire to So-eun Kim (so.eun.kim@undp.org).
- Have connected with other country team members (met / spoken over the phone or online).

Friday 7th December
- Completed the individual questionaires and shared them with So-eun Kim (so.eun.kim@undp.org).
Chosen the designated country representative and shared their details with So-eun Kim (so.eun.kim@undp.org) and Matthew Taylor (matthew.taylor@undp.org).

**Monday 17th December**

- Agreed on the content of the joint country team questionnaire.
- Nominated three media team members.
- Shared all the information above with So-eun Kim (so.eun.kim@undp.org) and Matthew Taylor (matthew.taylor@undp.org).
Annex I: Background reading

The background reading should be done by November 30th to contribute effectively to the individual and country questionnaires.

MDGs:

- The Millennium Declaration:
- The MDG acceleration Framework:
  http://www.undp.org/content/undp/en/home/mdgoverview/mdg_goals/acceleration_framework/
- Global MDG progress report for 2012:

The post-2015 agenda and process:

- UN System Task Team Report to the UN Secretary General on post-2015
- Overseas Development Institute: After 2015. Progress and challenges for development
- The Guardian: Post-2015 explained

The following websites are useful, regularly updated and should be consulted to gain a balanced view of different stakeholders perspectives on the core elements for global development post-2015

- http://post2015.org/ - run by the Overseas Development Institute
- http://www.guardian.co.uk/global-development - Guardian global development website
- http://www.un.org/millenniumgoals/ - UN MDG website. A comprehensive reading list on post-2015 is available here:
Annex II Individual Questionnaire for Participants

The following questionnaire should be completed by every and submitted by email to So-eun Kim (so.eun.kim@undp.org) by Wednesday 5th of November

Lessons from the MDGs

1. Have the 8 Millennium Development Goals been a success as compared to their aims? Please explain your answer in less than 150 words. If relevant, please also refer specifically to your country’s experience.

2. Were the Millennium Development Goals realistic targets? If relevant, please also refer to your own country’s experience. Please explain your answer in less than 150 words.

3. How have the Millennium Development Goals served to galvanise political momentum and action in reducing poverty and meeting the MDG aims? Please also refer to your own country’s experience. Please explain your answer in less than 100 words.

4. Did the Millennium Development Goals miss any critical global challenges from 2000-2015? If so, what were they? Please answer in less under 100 words.

The world we want

5. What sort of a world do you want to live in – and what sort of world do you want for your children? Please state the most important features and why. Please answer in less under 100 words.

6. What are the biggest issues facing young people in your country? Please answer in less under 100 words.

7. What are the key challenges facing the world for the next generation? Please answer in less under 100 words.

8. What do you think are the key issues the next global development framework should tackle and why? Please answer in less under 100 words.

9. What are the unique challenges of the North East Asia region that need to be included? Please answer in less under 100 words.

10. Do you think that a new development framework should have goals that apply to all countries? Please justify your answer in under 100 words.
11. What do you think should be the role of the private sector in supporting the achievement of development results? Please answer in under 100 words.

12. If you were to pick the 5 most important development priorities for the North East Asian region, choosing from the following 15 listed here below, which ones would you pick? Please explain your answer in less than 100 words.

<p>| Your choice | Development priority                                      | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10. <strong>Tackle climate change</strong></td>
<td>This means that governments should take on binding commitments to reduce carbon emissions to levels which are likely to keep the global temperature rise to below 2 degrees. Targets applicable universally should be articulated in terms of carbon-intensity of GDP in keeping with the CBDR principles.</td>
</tr>
<tr>
<td>11. <strong>Ensure accountable and responsive governments</strong></td>
<td>This means that everyone in the world should be able to take part in a political system which runs on fair and transparent principles, and where they have a say on what the government’s priorities should be. As part of this, governments should agree and implement standards for making information on how public money is spent available to all citizens.</td>
</tr>
<tr>
<td>12. <strong>Political freedom for all</strong></td>
<td>This means that every person in the world should be able to play a part in political processes in their own country, including through voting. Citizens should have media freedom, and be able to join and participate in trade unions and all aspects of civil society.</td>
</tr>
<tr>
<td>13. <strong>Access to justice for all</strong></td>
<td>This means that everyone in the world should be able to get justice through a court or other system if they are victims of a crime or disadvantage.</td>
</tr>
<tr>
<td>14. <strong>Gender equality</strong></td>
<td>This means that girls and boys should have the same opportunities and learning outcomes in schools, that women and men stand the same chance of getting elected to parliament, that they experience the same opportunities and rewards in the workplace, asset ownership is equal for women and men, and justice systems do not discriminate along gender lines in law or in fact.</td>
</tr>
<tr>
<td>15. <strong>End discrimination and persecution</strong></td>
<td>This means that no person in the world should have their economic, social or political opportunities limited because of their race, ethnicity, sex, religion, disability, sexual preference, or for any other reason, and that no person should fear for their personal safety or that of their possessions.</td>
</tr>
<tr>
<td>16. <strong>Your own option</strong></td>
<td>………………………………………………………………………………………………………………..</td>
</tr>
</tbody>
</table>
Annex III Country Questionnaire

The following questionnaire should be a consolidated set of answers including points of view of all country team members. Each country representative should send the completed Questionnaire to So-eun Kim (so.eun.kim@undp.org) and Matthew Taylor (matthew.taylor@undp.org) by Monday 17th of December.

Lessons from the MDGs

1. Have the 8 Millennium Development Goals been a success as compared to their aims? You can also refer to your own countries experience if relevant. Please explain your answer in between 300 and 600 words.

2. What are the main lessons from the Millennium Development Goals that can be taken forward for a future development framework? You can also refer to your own countries experience if relevant. Please answer between 300 and 600 words.

3. Are there any negative lessons from the MDGs that can be learned for the next framework? If so, what are they and how can we learn from them? Please answer between 300 and 600 words.

The world we want

4. What sort of a world do you want to live in – and do you want for your children? Please specify your priorities and explain them. Answer between 500 and 1000 words

5. What are the biggest issues facing young people in your country? Answer between 500 and 1000 words

6. What are the biggest issues facing young people around the world? Answer between 500 and 1000 words

7. What are the key challenges facing the world for the next generation? Answer between 500 and 1000 words

8. Do you think that a new development framework should have goals that apply to all countries? Please justify your answer in under 100 words.
9. What are the unique challenges of the North East Asia region that need to be included? Answer between 500 and 1000 words.

10. What do you think should be the role of the private sector in supporting the achievement of development? Please answer in less under 300 words.

11. How would your country like the declaration to be structured? Answer below in less than 300 words.

12. Which 5 options below were the most sighted by your country team in question 13 of the individual questionnaire?

<table>
<thead>
<tr>
<th>Your choice</th>
<th>Development priority</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Eradicate income poverty</td>
<td>This means that every person in the world should have enough money to live on, either through employment or social protection. Governments and the private sector should do more to ensure that everyone can find a job where they can contribute and feel valued as a productive member of society. When people lose their jobs, or are affected by shocks, social protection means that they and their families won’t go hungry, children won’t drop out of school, and they can continue to access health care and other essential services.</td>
</tr>
<tr>
<td>2.</td>
<td>A good education for all</td>
<td>All children should be able to access a high quality primary and secondary schooling that equips them for employment and an enjoyment of life.</td>
</tr>
<tr>
<td>3.</td>
<td>Universal healthcare</td>
<td>Every person should have access to a basic standard of healthcare that reduces preventable deaths, pain and distress. Health systems should be strong and resilient, and special efforts should be made to reduce the incidence of communicable and non-communicable diseases.</td>
</tr>
<tr>
<td>4.</td>
<td>Eradicate hunger and malnutrition [or Zero Hunger]</td>
<td>This means that no person in the world should be constantly hungry, and no person should become malnourished, especially pregnant women and children aged less than two.</td>
</tr>
<tr>
<td>5.</td>
<td>Ensure shelter for all</td>
<td>This means that every person should have access to legal shelter at all times, including in cities and through natural disasters.</td>
</tr>
<tr>
<td>6.</td>
<td>Make a connected world</td>
<td>This means that every person in the world should have access to a minimum level of communications technology and have the means to travel easily within their own country.</td>
</tr>
<tr>
<td>7.</td>
<td>Universal access to safe water and sanitation</td>
<td>This means that every person in the world should have access to safe water and sanitation</td>
</tr>
<tr>
<td>8.</td>
<td>Energy for all</td>
<td>This means that every person in the world should have access to energy services at their place of stay and at work, and that more of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>9. Preserve biodiversity and ecosystems</td>
<td>This means that threatened species of animals and plants are protected, and that the natural resources and ecosystems life forms depend upon are preserved. Governments should agree on plans to reduce pollution in oceans, plant new forests and preserve existing ones, and move towards sustainable agriculture and food systems.</td>
<td></td>
</tr>
<tr>
<td>10. Tackle climate change</td>
<td>This means that governments should take on binding commitments to reduce carbon emissions to levels which are likely to keep the global temperature rise to below 2 degrees. Targets applicable universally should be articulated in terms of carbon-intensity of GDP in keeping with the CBDR principles.</td>
<td></td>
</tr>
<tr>
<td>11. Ensure accountable and responsive governments</td>
<td>This means that everyone in the world should be able to take part in a political system which runs on fair and transparent principles, and where they have a say on what the government’s priorities should be. As part of this, governments should agree and implement standards for making information on how public money is spent available to all citizens.</td>
<td></td>
</tr>
<tr>
<td>12. Political freedom for all</td>
<td>This means that every person in the world should be able to play a part in political processes in their own country, including through voting. Citizens should have media freedom, and be able to join and participate in trade unions and all aspects of civil society.</td>
<td></td>
</tr>
<tr>
<td>13. Access to justice for all</td>
<td>This means that everyone in the world should be able to get justice through a court or other system if they are victims of a crime or disadvantage.</td>
<td></td>
</tr>
<tr>
<td>14. Gender equality</td>
<td>This means that girls and boys should have the same opportunities and learning outcomes in schools, that women and men stand the same chance of getting elected to parliament, that they experience the same opportunities and rewards in the workplace, asset ownership is equal for women and men, and justice systems do not discriminate along gender lines in law or in fact.</td>
<td></td>
</tr>
<tr>
<td>15. End discrimination and persecution</td>
<td>This means that no person in the world should have their economic, social or political opportunities limited because of their race, ethnicity, sex, religion, disability, sexual preference, or for any other reason, and that no person should fear for their personal safety or that of their possessions.</td>
<td></td>
</tr>
<tr>
<td>16. Your own option</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>