

**POST-2015 DEVELOPMENT AGENDA:
GUIDELINES FOR NATIONAL CONSULTATIONS**

WHAT FUTURE DO YOU WANT?

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***Post-2015 Development Agenda: Guidelines for Country Dialogues –
What future do you want?***

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The United Nations Development Group (UNDG) unites the 32 UN funds, programmes, agencies, departments, and offices that play a role in development. Our common objective is to deliver more coherent, effective and efficient support to countries seeking to attain internationally agreed development goals, including the Millennium Development Goals.

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POST-2015 DEVELOPMENT AGENDA: GUIDELINES FOR NATIONAL CONSULTATIONS

Executive Summary for UN Resident Coordinators

Since the **Millennium Declaration**, unanimously endorsed by UN Member States in 2000, the Millennium Development Goals (MDGs) have defined a common framework of priorities for the development community. While the UN system must continue to provide support to accelerate the achievement of the MDGs by the target date, the discussion on the development agenda that will build on the MDGs after 2015 has already started.

The UN Secretary-General (UN SG) Report on accelerating progress toward the MDGs and the issues for advancing the UN development agenda beyond 2015 (A/66/126) stated that “[t]he post-2015 development framework is likely to have the best development impact if it emerges from an inclusive, open and transparent process with multiple stakeholder participation.”

The UN system is uniquely positioned to foster this inclusive multi-stakeholder process and advocate for an agenda informed by national and local priorities. UN agencies, funds and programmes can promote inclusive consultation process by identifying key groups, convening stakeholders, and informing the debate with relevant knowledge on development challenges, opportunities and solutions.

To this end, the members of the UN Development Group (UNDG) have developed a proposal to facilitate post-2015 consultations in at least 50 countries (the criteria for selection of the initial 50 countries are provided in Annex A of the Guidelines). The objective of the country consultations is to stimulate discussion amongst national stakeholders, and to garner inputs and ideas for a shared global vision of “The Future We Want”. It will be important that the post-2015 debate is informed by inputs and ideas from a broad base of civil society, marginalized groups, and others previously left out of discussions on development priorities.

The attached Guidelines provide ideas for how to promote inclusive consultations with government representatives, NGOs, civil society, community-based organizations (CBOs), indigenous peoples, women’s and social movements, youth and children, and the private sector, among others. They are designed to help UN Country Teams, under the leadership of the UN Resident Coordinators, to formulate their own, context-appropriate, consultation processes to inform the post-2015 development agenda. The Guidelines are not intended to be an exhaustive and prescriptive rulebook, but rather an instructive text with an array of useful tools and considerations that country teams may adapt to local conditions and realities. Given the unique opportunities and challenges on the ground, it is recommended to pursue partnerships with nationally and sub-nationally active stakeholder networks of civil society, bilateral partners, universities, think tanks, the private sector and public institutions.

The Guidelines provide information on what financial and technical resources are available to assist with this effort (Section I); guidance on the process (II), content (III) and documentation of the consultations (IV); and outline what deliverables are expected at the end of the consultation processes (V). The Annexes to the Guidelines provide advice on who could be targeted for engagement, as well as the facilitation of meetings and communications with key groups.

The country consultations are expected to run from June 2012 until the end of the first quarter of 2013. By June 2013, the results of the country consultations are expected to have been recorded and will feed into a global UNDG report that is expected to inform the post-2015 discussions.

The Guidelines are designed to assist, streamline and maximize the impact of the consultation process that will be led and managed at the country level. The national consultations will not only serve as critical inputs to the next generation of the global development agenda, but their potential to ignite change by stimulating dialogue may potentially energize and build momentum for continued support and sustained action.

INTRODUCTION

1. Context

The adoption of the Millennium Declaration in 2000 by all 189 Member States of the UN General Assembly was a defining moment for global development cooperation. In recognition of the need to translate this commitment into action, the Millennium Development Goals (MDGs) were adopted. Since their endorsement by the UN General Assembly, the MDGs have defined a common framework of priorities for the development community. In September 2010, a High Level Plenary Meeting of the General Assembly convened to review progress on the MDG targets and agreed on a concrete action plan to accelerate progress towards their full achievement by 2015. It also called on the UN System to continue informing the global debate on development and to lead the international discussion on a post 2015 development agenda.

The UN Secretary-General (UN SG) Report 'Accelerating progress towards the Millennium Development Goals: options for sustained and inclusive growth and issues for advancing the United Nations development agenda beyond 2015' indicates that "[t]he post-2015 development framework is likely to have the best development impact if it emerges from an inclusive, open and transparent process with multi-stakeholder participation."¹

It is critical for the UN System to launch a substantive and inclusive process that will lead to the definition of a beyond 2015 development agenda owned by all players. The UN — unlike any other multilateral player — has the opportunity to position itself as an advocate for a bottom-up approach defined by national and local priorities and stakeholders. As such, the organization must at all levels expand its efforts towards a more open and inclusive dialogue, that includes the views of the poor and vulnerable,² to ensure global ownership of a beyond 2015 development framework.

The UN SG has now initiated steps within the UN System to launch the process that will inform a new UN development agenda. More specifically, the SG has requested UNDP and United Nations Department of Economic and Social Affairs (UN DESA) to establish a group of technical experts (Post-2015 Task Team) to coordinate the assessment of system-wide ongoing efforts, and propose a unified version and road map for a post-2015 development agenda, in consultation with all stakeholders. The Inter-Agency and Expert Group (IAEG) on MDG indicators, led by the UN Statistics Division (UNSD), has also set up a Task Team on Lessons Learned in MDG Monitoring to provide technical inputs specifically for monitoring, to guide the formulation of the post-2015 monitoring framework.

¹The report A/66/126 is available at http://www.un.org/ga/search/view_doc.asp?symbol=a/66/126.

²Vulnerable groups should be well defined, based on Poverty Reduction Strategy Papers or the national development strategy for the country.

In addition, the UN Development Group (UNDG) has developed a proposal which aims to: (1) facilitate inclusive consultation processes in at least 50 countries to stimulate the debate on the post-2015 development agenda, which are expected to complement the formal consultations on post-2015 led by the UN Secretariat on behalf of the UN General Assembly; (2) organize global and regional meetings with academia, media, private sector, civil society³ and decision makers (e.g., politicians, government officials, and parliamentarians) to discuss relevant issues on the post-2015 development agenda; and (3) set up a web portal to allow open interaction and information exchange building on the UN SG campaign ‘The Future We Want’.

The guidelines in this document are intended to inform the inclusive consultation processes at the national level that are part of this UNDG proposal.

2. Objective of the country consultations

The **objective** of the country consultations is to stimulate an inclusive debate on a post-2015 development agenda by providing an analytical base, inputs and ideas that (a) build a shared global vision on ‘The Future We Want’, with clear recommendations for governments, civil society and broad stakeholders; (b) amplify the voices of the poor and other marginalized groups in formal negotiation processes; and (c) influence the intergovernmental processes so that they align with the aspirations of civil society for a post-2015 agenda.

Post-2015 country consultations: Why?

- ✓ To broaden the analytical base for global goals
- ✓ To support citizens from the Global South to actively engage in the discussions towards a post-2015 development agenda, so as to potentially influence both their own government’s positions and the intergovernmental process
- ✓ To ensure people’s “active, free and meaningful participation in development” (GA Declaration on the Right to Development, 1986)
- ✓ To create avenues through which voices of the marginalized can be amplified and acted upon
- ✓ To support countries in exploring innovative mechanisms, and strengthening existing mechanisms, to draw on people’s skills, experiences and ideas when developing and implementing policies that affect them

³Civil society organizations are non-state actors whose aims are neither to generate profit nor seek governing power. CSOs unite people to advance shared goals and interests. Civil society constitutes a third sector, existing alongside and interacting with the state and profit-seeking firms. These guidelines take a broad view of civil society, which encompasses a wider range of formal and informal organizations engaged in development work. “The term civil society refers to the wide array of non-governmental and not-for-profit organizations that have a presence in public life, expressing the interests and values of their members or others, based on ethical, cultural, political, scientific, religious or philanthropic considerations. Civil Society Organizations (CSOs) therefore refer to a wide of array of organizations: community groups, non-governmental organizations (NGOs), labor unions, indigenous groups, charitable organizations, faith-based organizations, professional associations, and foundations” (World Bank definition based on various sources).

3. The role of the UN at the country level

UN Country Teams (UNCT) have extensive experience in convening different development stakeholders and providing relevant knowledge to identify development challenges, opportunities and solutions with a bottom-up approach rationale. UNCTs, under the leadership and guidance of the UN Resident Coordinator (UNRC), are therefore well placed to support the national consultations. The direction of the process will therefore be the overall responsibility of the UN Resident Coordinator, who should provide the strategic guidance in order to ensure the participation and inputs of members of the UN System, UNCT and all different stakeholders. By April 2012, 50 countries for inclusive national consultations will have been identified by the Chair of the undg in consultation with UN Resident Coordinators.



4. The Guidelines

The objective of these Guidelines is to support UNCTs, under the leadership of the UNRC, in facilitating the consultation process. They are based on the understanding that contexts from country to country will vary greatly and RCs will require flexibility in adapting the process to the situation on the ground.

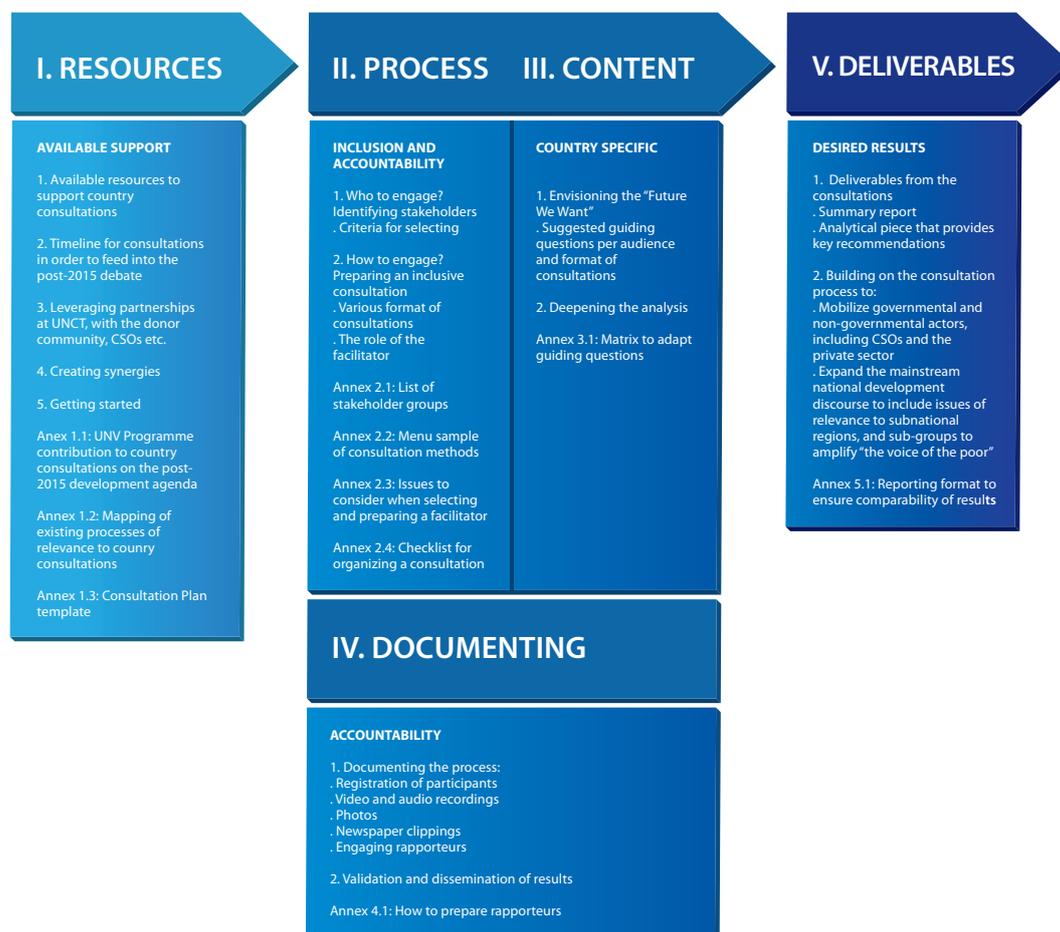
To this end, the Guidelines intend to:

- clarify what resources are available (section I);
- offer guidance on process (II), content (III) and documentation of the consultations (IV);
- outline what deliverables are expected at the end of the consultation process (V).

Annexed to the Guidelines is a collection of useful resources and tools such as checklists and templates as well as other information that will help to plan and implement the consultations and to consolidate their findings. (See figure 1 for a graphic overview of how the Guidelines have been conceptualized.)

It is important to emphasize that the content in the guidelines should not be interpreted as prescriptive. Country contexts vary considerably, including the relations between the UN and government, and between state and non-state actors. The guidelines should also not be seen as providing comprehensive technical guidance on participatory research methods. Instead, they offer a point of departure for determining context-appropriate inclusive consultation processes, preferably leading to sustained mechanisms for national dialogues and consultation. Therefore, rather than being a deep research exercise, it is hoped that the national dialogues can provide an anchor for deeper and broader participatory processes led by partners, including in civil society and academia.

FIGURE 1. COUNTRY CONSULTATIONS ON THE POST 2015 DEVELOPMENT AGENDA – OVERVIEW OF THE PROCESS



I. RESOURCES

AVAILABLE SUPPORT

1. What resources are available to support country consultations?

UNCTs, which will facilitate the country consultations, will be able to draw on financial and technical support for this process.

Financial support

UNDP is mobilizing financial resources from partners to support the country consultations. This will provide seed funding for UNCTs to initiate work, and should act as a spur for further resource mobilization from partners active in-country. Budget requirements and budget items will naturally vary from context to context. They could include costs for:

- ▶ venues and / or transport at national and subnational level;
- ▶ interpretation in key languages spoken in the country;
- ▶ facilitators and rapporteurs;
- ▶ preparatory research;
- ▶ ensuring accessibility of consultation venue and of information, including for people with disabilities, young people, and for people living in remote areas;
- ▶ documentation (e.g., video, audio, photo) and communication.

Technical support

Help Desk

UNCTs will have access to an electronic help desk which will assist with clarifications on these guidelines or other queries that may arise in the process, regarding, for instance, participatory methodologies, contacts with relevant stakeholder networks, and skills for engaging with specific stakeholders. The help desk will facilitate access to experts across UN agencies, civil society and academia in order to provide swift responses to queries. The RC and the designated focal point can reach the help desk under post2015consultations@undg.org and can expect responses within a 48-hour period.

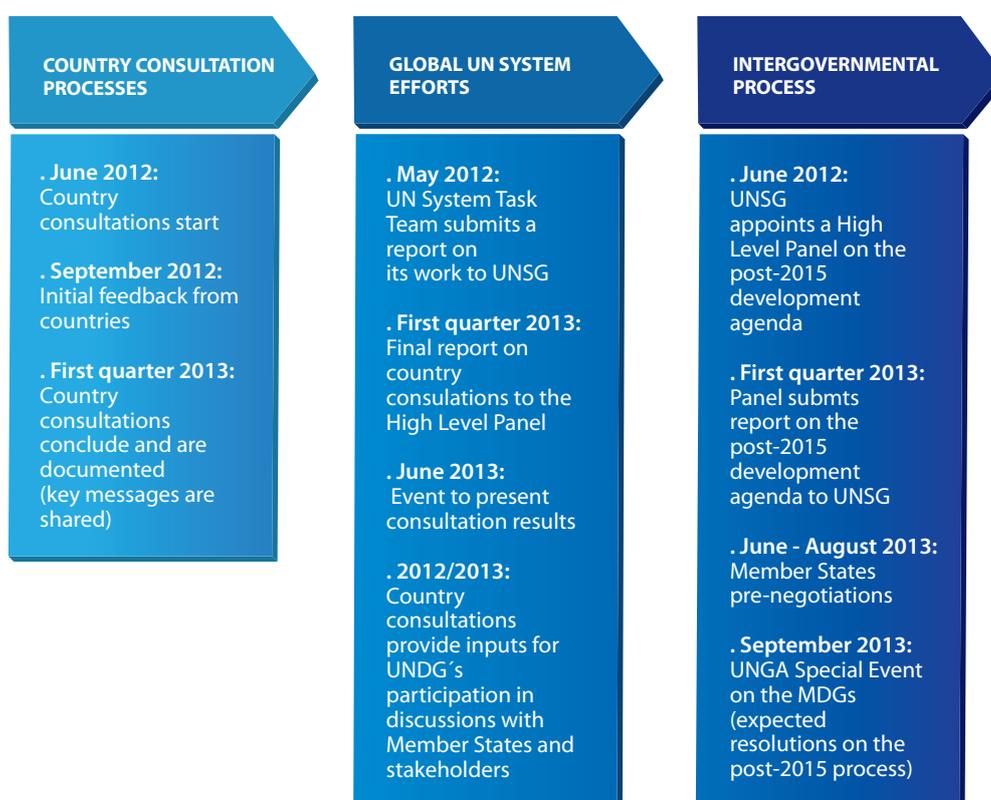
UN Volunteers

The UN Volunteers (UNV) programme has expressed its commitment to provide UNV officers to support the UNRC Offices and UNCTs in planning and conducting post-2015 country consultations.



2. What is the timeline of the post-2015 debate and how do country consultations feed in?

As outlined above, the objective of the country consultations is to stimulate an inclusive debate on a post-2015 development agenda by providing an analytical base, inputs and ideas that feed into (a) the positions of Member States on the post-2015 development agenda, and (b) the intergovernmental process. Below is an overview of key dates of the intergovernmental process that have been confirmed at the time of writing (March 2012) and illustrates how the country consultations and complementing efforts of the UN system are envisaged to feed into the process.



3. Leveraging partnerships

For the purpose of these Guidelines, partners are defined as actors that the UNCT intends to collaborate with in order to facilitate the process of the country consultations, by providing technical or financial support, as opposed to stakeholders who are understood to be participants of the consultations.

To facilitate the process of country consultations, subject to opportunities and challenges on the ground and in coordination with governments where appropriate, it is recommended to consider partners active nationally and subnationally, and draw on their expertise, outreach mechanisms and stakeholder networks.

These include:

- ▶ universities (national or regional academic institutions) and think tanks;
- ▶ donors (bilateral, multilateral, foundations etc);
- ▶ international and national civil society organizations (CSOs), and national human rights institutions (e.g., GCAP, Beyond 2015, ATD Fourth World and others CSO networks and coalitions operating in the country);
- ▶ private sector entities;
- ▶ national and subnational government associations.

4. Creating synergies

There may be ongoing, upcoming or recently concluded processes that could be of relevance to the post-2015 country consultations. For instance:

- ▶ national planning or visioning exercises such as Kenya 2030 vision, Zambia 2030 vision, China 2020 vision, or the drafting of a new constitution as in Egypt;
- ▶ national MDG progress reports being prepared by governments, especially where those are being supported by UNDP in preparation for the September 2013 Review Summit;
- ▶ parliamentary hearings or review processes relating to the MDGs and development issues;
- ▶ development or review of a Common Country Assessment (CCA), United Nations Development Assistance Framework (UNDAF) or other processes managed by bilateral partners at the country level;
- ▶ thematic consultation processes planned at national, subnational or regional level, in collaboration with UN agencies (e.g., the consultations leading to the preparation of Rio+20, consultations on ILO Decent Work Country Programmes, national level consultations for the ICPD review lead by UNFPA, and the UNDP Human Development Report process);
- ▶ consultation processes planned by civil society coalitions and their national partners active on the post-2015 agenda.

It is recommended to explore how the post-2015 country consultations can establish linkages with such complementary activities and processes, including emphasis on target stakeholder groups. Consultations should be viewed as a springboard for deepening engagement on complementary issues, such as on Rio+20, aid and development effectiveness and national development priorities (e.g., urbanization, food and nutrition security, youth empowerment, climate change).



5. Getting started

Facilitating inclusive consultations in at least 50 countries on 'The future We Want' is an ambitious undertaking for the UNDG. Its success, especially the credibility of the results it will generate, will depend greatly on the transparency of the process throughout, including the identification of stakeholders to be engaged and consulted, as well as on how to turn people's messages into policy relevant recommendations. To this end, the Office of the RC in participating countries is requested to submit a Consultation Plan on the consultations envisaged in the country, including an identification of the stakeholders that will be engaged. The specific objectives of the consultation plan are, at the outset, to (1) involve stakeholders and (2) identify technical challenges and specific support needs.

UNCTs are asked to submit their consultation plans to UNDP BDP by 17 August 2012 (details to be provided in the UNDG Chair/UNDP Administrator's communication to the UNRCs). A small ad hoc interagency team will be established to provide rapid feedback on the consultation plans and advisory support as needed. 'The future We Want'



II. PROCESS

PROCESS PRINCIPLES: INCLUSION AND ACCOUNTABILITY

As outlined above, the objective of the country consultations is to “stimulate an inclusive, bottom-up debate on a post-2015 development agenda” in order to complement the existing intergovernmental process. While it strongly depends on the country context what this will require in practice, it is critical that the consultations adhere to key process principles in order to ensure consistency, legitimacy and ownership. The process principles proposed are:

INCLUSION: Efforts should be made to open the consultations to all stakeholders in the country who will be affected by a post-2015 development agenda, with particular focus on effectively involving those who are commonly underrepresented or marginalized in decision-making processes.

ACCOUNTABILITY: Efforts should also be made to ensure that people who participate in the consultations have access to relevant information and can provide feedback and influence the results and the process of the consultations.⁴

The following are suggestions to help ensure the inclusiveness and accountability of the consultations.

1. Whom to engage?

a. Identifying stakeholders

The quality of the consultation(s) will depend largely on credible representation of particular stakeholder groups, especially those who are often marginalized from conventional processes. Criteria for identifying stakeholder representatives could include credibility; competence and local knowledge of development issues; institutional capacity; representation of an otherwise marginalized community or group; membership-based organizations that are most representative of constituencies with regard to economic and social issues; accountability to the community or group being represented; gender and generational balance; and location in urban, rural or remote areas.

Who will participate in the activities? The participants will vary as per the format of the consultation(s), the geographic scope, budget and timing of the process. The main groups to consider involving in obtaining input to the post-2015 process could include:

⁴A critical aspect of accountability in any kind of consultation process has to do with who controls the information that is generated, how that information is analysed and how it is subsequently used. Another very important aspect of accountability is transparency — not just about how the results of the consultation are arrived at, but also transparency in how the consultation itself will relate to the wider process of decision-making about the post-2015 agenda.

- ▶ stakeholders, whereby individuals are represented by organizations, including NGOs, community-based organizations (CBOs), universities and research institutions, private sector entities, interest groups (trade unions, employers' organizations, advocacy groups, coalitions etc.);⁵
- ▶ experts on particular issues;
- ▶ semi-governmental actors such as a national human rights institution or ombudsman;
- ▶ political decision makers, including government authorities, and parliamentarians;
- ▶ private sector entities, including small businesses and local entrepreneurs.

It may be useful to do a mapping both for the national and subnational levels.

b. Considerations for selecting stakeholders

The following considerations may be useful in the selection of stakeholders for consultation activities in order to ensure an inclusive and accountable process.

- ▶ ⁶Start by mapping relevant stakeholder groups who should be represented as well as relationships and dynamics between them that may influence the consultations. Data can be disaggregated by gender, by ethnicity, geographical location of residence (rural, slums or urban), and sectors of economic activity, in order to reflect the situation and living conditions of different major groups.
- ▶ Understand the difference between groups with regard to their representative structures (e.g., trade unions and employers' organizations) and civil society actors advocating on behalf of an interest group. Groups with representative structures will have internal mandating and accountability processes.
- ▶ Ensure that the diversity of civil society is taken into account: CSOs are, by nature, heterogeneous. They cut across economic, social (including education and health), environment and governance (including transparency and human rights) groupings, and social movements.
- ▶ Use a clear and transparent selection process with well-defined and justifiable criteria in the Terms of Reference or concept note for the consultations, including a toolkit for the media.
- ▶ Ensure a balanced and representative mix of stakeholder groups, taking into account: (i) background/typology (e.g. faith-based organizations, grassroots and indigenous peoples' organizations; (ii) gender; (iii) ethnicity; (iv) age; and (v) geographic distribution as much as possible (e.g., urban/rural), sector of economic activity (industry agriculture; public/private sector).

⁵*It is suggested that the criteria for consultation participants should be focused on organizations and groups (formal or informal) and individuals participating in the process should represent these organizations and constituencies and make sure that they collect and convey the views of the groups and not their own individual opinions.*

⁶*See available assessment tools at http://www.undp.org/content/undp/en/home/librarypage/operations/donors_partners/civil_society/a_users_guide_tocivilsocietyassessments.html.*

- ▶ Invite actors who would not otherwise have a seat at the table, to encourage inclusiveness, such as adolescents, migrant workers, homeless, sex workers etc. However, keep in mind skill gaps, particularly for organizations that do not regularly engage in higher level processes or have limited capacities. In some cases, stakeholders may need separate time, perhaps with a process facilitator, to develop their inputs within their own structures before sharing them with the broader consultation process. Also keep in mind personal security risks, particularly for those most marginalized.
- ▶ When appropriate, identify and work with established civil society networks and platforms, which are country-based umbrella organizations whose *raison d'être* is to represent the collective interests of their members. A well-functioning platform can provide a powerful and legitimate avenue for a strong, cohesive and credible voice for civil society. However, the actual consultations should not be limited to such groups.
- ▶ When appropriate, identify and work with institutions for tripartite social dialogue (e.g., economic and social councils). Governments, employers' organizations and trade unions will be represented in these structures. Some of these also include actors from civil society.
- ▶ Ensure that membership-based organizations representing massive numbers of citizens are given an extra representative voice as compared to smaller groups or NGOs. For instance, such organizations may be allowed two more delegates than smaller organizations.



2. How to engage? Preparing an inclusive consultation

It is important to bear in mind possible differences among various stakeholders' decision-making processes, which may be different from mainstream decision-making based on representation, delegation of power and/or majority rule.

The following points may be useful for developing a consultation plan.

a. Questions to ensure inclusiveness and accountability when planning

Inclusiveness

- ▶ Are there any constraints that may block the participation of certain groups of stakeholders (e.g., sociocultural and economic; gender; capacities and abilities; time and mobility; legal and regulatory)? Are there differences between various stakeholders' decision-making processes, for instance with regard to representation, delegation of power and/or majority rule?
- ▶ How can we ensure that communication tools or channels are tailored to stakeholder groups' values, norms and languages?
- ▶ What culturally appropriate consultation mechanisms can be established through the creation of consultative groups, or through consultations at the local level?

Accountability

- ▶ How do we draw on existing dialogue institutions or forums that function well, e.g., national mechanisms such as Auditoria Social or those developed for PRSPs, UNDAFs or other UN initiatives (e.g., Civil Society Advisory Committees, ART Working Groups, Barometers)?
- ▶ How do we disseminate the information about the consultations well in advance, so that stakeholders have sufficient time to engage in the process (stakeholders may need time to develop their inputs first within their own structures)?
- ▶ How do we ensure that stakeholders who have committed time and effort to the consultations can be informed about the results of the consultations (e.g., by sharing meeting reports or survey results and requesting additional inputs and suggestions)?
- ▶ How do we ensure that stakeholders have a chance to raise suggestions or concerns regarding the process (e.g., a general email address and easily accessible feedback boxes that are accessed and responded to regularly)?
- ▶ How do we ensure that all documents and final reports are shared among stakeholders at the end of the process?

b. Format (or 'shape') of the consultation process

It can be a challenge to aim for an inclusive and accountable consultation process while managing the expectations of stakeholders and ensuring that the undertaking remains feasible. One way of balancing these challenges is to consider a mix of broad participation and technical processing. For example, a consultation process could comprise three phases — in an hourglass shape format — with each phase corresponding to the top, middle and bottom of the hourglass:



- Participation of different stakeholders at different levels (e.g., surveys, town hall meetings)
- Consolidation (e.g., by a smaller multi-stakeholder team)
- Validation (e.g., online consultation on results, focus groups, face-to-face meetings)

c. Designing of consultation activities

The following are some suggestions for engaging with stakeholders in inclusive consultations:

- ▶ Develop outreach strategy and ways of sharing information (e.g., notification, civil society networks, electronic media)
- ▶ Advance dissemination of information about the consultations so that different stakeholder groups can have sufficient time to engage in the process.
- ▶ Tailor communication tools or channels to the values and norms of stakeholders, and guarantee a gender-sensitive and culturally sensitive approach. In addition, they should be developed in local languages in order to be more accessible.

- ▶ Remove constraints that may block the participation of certain groups of stakeholders (e.g., with relation to sociocultural and economic issues; gender; capacities and abilities; time and mobility; legal and regulatory; political sensitivities; personal security risks).
- ▶ Use existing dialogue institutions, forums and committees that are convened at the country level, such as PRSPs, UNDAFs, or standing committees (e.g., Civil Society Advisory Committees to UNCTs), institutions for tripartite social dialogues (e.g., economic and social councils) or standing committees, national tripartite industrial relations bodies.
- ▶ Establish culturally appropriate consultation mechanisms through the creation of consultative groups, or through consultations at the local level. Confidentiality safeguards may be needed, depending upon the issue and national context, especially where freedom of opinion and expression are not respected.
- ▶ Mitigate ‘consultation fatigue’ by conferring with civil society and other key stakeholders at consultations / events they are organizing to streamline and link for multiplier effect.
- ▶ Allow organizations with representative structures (e.g., trade unions and employers’ organizations) sufficient time to take mandates and consult with their members.
- ▶ Consider the principle of co-convening or co-organizing a consultation with key national partners to promote national ownership and accountability. Consider active engagement with civil society coalitions and their national partners active on the post-2015 agenda (e.g., Beyond 2015 Coalition, the Global Call to Action against Poverty [GCAP] and other alliances from the South). (See Annex 1.2 on Mapping of existing processes of relevance to country consultations.)
- ▶ Include all relevant information in the consultative process, such as information on the macroeconomic indicators.
- ▶ Draw lessons from previous consultative processes like the PRSP process.

• *Which method should be used?*

In selecting which method of consultation to employ, one must take into account the following elements:

- ▶ Topic: The nature and scope of the issues to be discussed
- ▶ Objectives: Reasons for involvement and expected outcomes
- ▶ Time: Amount of time available
- ▶ Budget: Availability of resources
- ▶ Participants: Who will be engaged in the consultations



It is necessary to consult with government officials, CSOs and other stakeholder groups on a process format that recognizes complementarity of roles (not a sharing of institutional responsibilities).

One needs to work with key stakeholder groups to determine priorities and objectives of the consultations, implement processes and monitor results. Consider the appropriate format of consultation and methods to engage with different audiences, and to obtain the targeted results.

• *The role of the facilitator*

A facilitator is a crucial actor in any consultation. Facilitators are expected to contribute to drafting the concept note and agenda of the consultations. A facilitator is also expected to be non-biased and neutral, and to facilitate the participation of all stakeholders in the consultation, by guiding the discussion and ensuring a results oriented process.⁷ *A well-prepared facilitator can aid in building consensus between participants and generate strong, accurate and usable feedback.*

Some broad guiding principles for the facilitator are:

- ▶ Operate transparently
- ▶ Communicate clearly
- ▶ Operate with integrity
- ▶ Respect different perspectives
- ▶ Constructively address conflicting positions and power imbalances within the discussion groups
- ▶ Facilitate the sharing of different perspectives
- ▶ Be accountable
- ▶ Ensure the process adapts to local needs
- ▶ Evaluate the consultation approach⁸



⁷"How to Choose Consultation Methods": West Berkshire Council, Consultation Toolkit: Resource 10. www.westberks.gov.uk/CHttpHandler.ashx?id=492&p=0 [PDF].

⁸Guy Bessette. "Involving the Community: A Guide to Participatory Development Communication." International Development Research Center. 2004.

• Logistics: Preparing a consultation

Preparations

- ▶ Ensure the objective and the expected results from the consultation are clear, which can be expressed in a concept note, or materials adapted to the audience. Facilitator and all others involved in the planning process must know whether the meeting is designed to meet any or all of the objectives below:

- ✓ Garner support for a program or policy agenda
- ✓ Gain insight into local priorities
- ✓ Inform or introduce a set of concepts, priorities or programmes

- ▶ Establish a workflow for pre-consultation communication with attendees
- ▶ Inform attendees of consultation agenda and other background materials
- ▶ Send invitations to approximately 20 to 40 percent more attendees (stakeholders) than are expected to attend⁹
- ▶ Notify the attendees of the venue at least a week in advance
- ▶ Document the demographic or socioeconomic data on attendees but release them only with the participant's permission (see more on section IV, Documenting the Process)

Venue of meeting

In order to facilitate a fruitful and engaging discussion, the venue should be:

- ▶ Quiet, in a peaceful location
- ▶ A place with limited potential for bystanders
- ▶ Accessible to:

- ✓ rural and urban participants. Participants must be able to have the time, money and ability to travel to the location
- ✓ persons with disabilities, and child and youth participants
- ✓ mothers needing child-care facilities, which could be made available if this is a major constraint

- ▶ Meetings could also be held remotely, and near or within the locales of the target population

⁹"How to Choose Consultation Methods". West Berkshire Council, *Consultation Toolkit: Resource 10*. www.westberks.gov.uk/CHttpHandler.ashx?id=492&p=0 [PDF]

Post-consultation

- ▶ Survey the audience with a brief opinion poll about their level of satisfaction with the consultation
- ▶ Establish a feedback loop mechanism to encourage stakeholders to also leave suggestions or criticisms about the process thus far
- ▶ Facilitator and rapporteurs should compare notes and ensure accuracy of statements
- ▶ Consider the need to report back the results of the consultation process



III. CONTENT

COUNTRY SPECIFIC

1. *Envisioning The Future We Want*

The objective of the country consultations is to stimulate an inclusive, bottom-up debate on the post-2015 development agenda, or, in the words of the Secretary-General, The Future We Want (see Introduction). The idea is thus to facilitate a visioning process which is based on people's experiences of, and ideas for, the future of the world they live in.¹⁰ To this end, the guiding questions provided below allow for discussions on people's experiences (WHAT?), (root causes) WHY?, agency (WHO?), actions (HOW?) and accountability (WHEN?).

In order to stimulate a meaningful debate at different levels and with a range of stakeholders, the guiding questions may need to be adapted to the local context and different target audiences. In particular, it may be necessary to.

- ▶ Align the questions with a concept of development that is particularly relevant in the country (e.g., the concept of Buen Vivir/Vivir Bien in Ecuador and Bolivia), and with the human rights, environmental and labour rights treaty obligations to which that government has committed itself;
- ▶ Adapt the questions to different groups of stakeholders

While adapting to local needs is an important approach, it is also important that the questions remain recognizable so that results within and across countries can be compared and aggregated and presented in a credible and powerful way in the intergovernmental process. The tool in Annex 3.1 will help adapt the guiding questions without jeopardizing overall comparability.



¹⁰This is complemented by a range of more technical, thematic global and regional meetings (see introduction) which are outside the scope of these guidelines.

Guiding questions

WHAT?

1. What is important for any person (woman, man, boy and girl) in this country/ community to live well?
2. Are there things that some people need in particular?
3. Who are the people who are not living well in this community?
4. What is a person lacking who does not live well in this country/community?
5. What do you think has made your life better or worse recently and what could be done about this situation (including your own role)?
6. Are there things that some people in your community lack in particular?
7. What will be needed for future generations to live well in this country/community?
8. What aspects of your community life do you think are important to protect in order to ensure that people live well?

WHY?

9. What are the main reasons why some people do not live well in this country community? (Participants are encouraged to provide evidence-based arguments, whenever possible)
10. Is the gap between those who live well and those who do not growing? Why?

WHO?

11. What can be done (by an individual or community) to help achieve this?
12. Which actors and institutions in the country need to do something to achieve this?
13. Which actors and institutions outside the country need to do something to achieve this?

HOW?

14. What do these actors and institutions need to do?
15. What do they need so they can act?
16. How can change best be achieved (what are people's theories of change?)

WHEN?

17. By when do we want to achieve this?
18. How can we ensure collectively we know that we have or have not achieved it?
19. How could the mechanisms we used for these consultations be used in future reviews of progress?

2. Deepening the analysis

In order to identify trends within and eventually across countries with regard to the guiding questions, it will be necessary to capture people's inputs from different perspectives. It will, for instance, be important to record people's feedback with regard to:

- ▶ Frequency: How many people bring up a specific point or issue?
- ▶ Priority: What level of importance do people give to a specific point or issue?
- ▶ Origin: Do certain stakeholder groups in particular bring up this point or issue?
- ▶ Time: Do people consider a specific point or issue as more important now than before?
- ▶ Resonance: Is there a high level of energy when people talk about this issue?
Do they offer new stories to illustrate and build on the points that have been raised?
- ▶ Conflicts of interest

There are different methods for capturing this information. For example:

- ▶ In dialogue / meetings / focus groups: Instruct facilitators to solicit this information and rapporteurs to record how often, by whom, with which emphasis points are raised.
- ▶ Surveys: Formulate / add questions accordingly and disaggregate data by age, gender, ethnicity, etc. It is crucial that stories and quotes be captured verbatim. Frequently, recorders of consultation end up capturing only headlines or distorting meaning.
- ▶ E-participation methodologies and ICT tools

The usual guidelines for qualitative analysis could be useful here, which means observing the patterns of the discussions, words that appear frequently and so on, as mentioned earlier. It is useful to record the meetings and focus group discussions and to conduct qualitative analysis of the content that is captured verbatim. The anonymity of participants should be ensured in sensitive situations.

IV. DOCUMENTING

ACCOUNTABILITY

1. Documenting the process

As outlined above, documentation of process and results is critical so that results within and across countries can be compared, aggregated and presented in a credible and powerful way at different levels.¹¹ Great care must be taken to ensure that during this process people are not deterred from participating, and that their safety and dignity are not being jeopardized. Where this risk exists, it may, for example, be useful to collect information anonymously. Here are some ways of documenting the process:

- ▶ Registration of participants
- ▶ Data set indicating who participated; who was consulted; how stakeholders were identified; which methodology was used. Provide the relevant demographics in the registration process: gender / age / rural-urban / occupation / income / education level / disability qualifier
- ▶ Video and audio recordings¹² (short videos, testimonials of people who have participated) capturing people's life experiences
- ▶ Photos
- ▶ Newspaper clippings
- ▶ Engaging rapporteurs

2. Validation and dissemination of results

In order to ensure accountability towards stakeholders who have committed time and effort to the consultations, it is critical to build feedback loops into the process. Simple steps can be taken, such as sharing meeting reports or survey results and requesting additional inputs and suggestions. Some validation can take place during the focus groups and meetings themselves, rather than afterwards, by using participatory visual methods that give instant feedback to participants about what they are saying.

It is also recommended that all materials and documents be shared among the stakeholders at the end of the process. A contact email list can be established and/or posted to a UN Teamworks (knowledge platform) page that external parties can access.

¹¹ It is also crucial to document dissenting views and areas of disagreement. Often what happens in how a group arrives at a conclusion is as important if not more important than the conclusion itself.

¹² Such recordings are increasingly being seen as a measure of an organization's transparency and accountability. Note that the prior approval for recordings (voice, audio, photos) should always be requested from consultation participants.

3. Feedback mechanisms

It is important to ensure that stakeholders do not only have the chance to validate results substantively but that they also have a chance to raise suggestions or concerns regarding the process. If, for example, a group of stakeholders feel that they have not been adequately involved in the process, a mechanism should exist to raise this issue. This could be a general email address or accessible feedback boxes that are accessed and responded to regularly.

V. DELIVERABLES

DESIRED RESULTS

1. Deliverables from the consultations

UNRCs/UNCTs leading the consultation processes in their respective countries are expected to submit the following:

1. An analytical report that provides key recommendations (see Annex 5.1)
2. Unprocessed information from the consultations (e.g., rapporteur notes; draft facilitator reports, unedited audio and video recordings)
3. Logistical information about the consultations held (e.g., participants' information; locations of where consultations were held)

2. Building on the consultation process

Considering that the country consultations will represent a considerable investment in terms of time, funding and effort for all involved, it will be important to explore how they can be built on in the future. The consultations could be particularly useful to:

- inform the government's position on the intergovernmental process towards the post-2015 de-velopment agenda formulation;
- explore how participatory mechanisms that have been used to draw on stakeholders' skills, experiences and ideas during the consultations can be used for the development, implementation and review of policies and programmes in the future (both at the national and subnational level);
- strengthen global and local links. Think global, act local; act global, think local.



ANNEXES

Criteria for the selection of countries

List of countries for the post-2015 country consultations

UNV programme contribution to country consultations

Mapping of existing processes of relevance

Template for post-2015 country consultations

List of stakeholder groups

Matrix of consultation methods

Issues to consider when selecting and preparing a facilitator

Checklist for organizing a consultation process

Matrix to adapt guiding questions

Reporting format



ANNEX A: CRITERIA FOR COUNTRY SELECTION AND LIST OF COUNTRIES FOR THE POST-2015 CONSULTATIONS

It is intended that the countries selected to participate will be a representative sample across several dimensions: regional, country typology, and different types of development challenges (such as crisis situations). Other important considerations will include demand / ownership, strategic importance to multilateral processes (including Rio+20), and donor preference where stated. High Income Countries will be excluded from the sample, but outreach and consultation will proceed through alternative channels. It is expected that the participation of developed countries and their citizens will be done through the Global Web Portal, the Global Meetings and the networks of the UNDG agencies and their partners.

It is proposed that technical guidelines for successful consultation processes be developed and provided to UNCTs. These could be drawn up by a self-selecting sub-group of the UNDG MDG Task Force, drawing on experiences from UNDG agencies and also from civil society. The results of the ongoing UNDG MDG-Net query on Post-2015 National Level Consultations could serve as a building block for the guidelines. The use of technology (with specific reference to ICT tools to facilitate e-participation) should be included in the guidelines for national consultations. Moreover, it should be stressed that UNCTs should take advantage of previous or ongoing consultation processes carried out by national authorities or other stakeholders.

List of countries for the post-2015 country consultations

Africa (S, E & W)	Asia & Pacific ¹³	Latin America & Caribbean ¹⁴	Arab States ¹⁵	Eastern Europe & CIS
Angola	Bangladesh	Brazil	Djibouti	Armenia
Burkina Faso	China	Costa Rica	Egypt	Bosnia and Herzegovina
CAR	India	Colombia	Jordan	Kazakhstan
DRC	Indonesia	Peru	Morocco	Moldova
Ethiopia	Lao PDR	Guatemala	Sudan	Tajikistan
Ghana	Pakistan	Bolivia	Algeria	Turkey
Kenya	PNG	El Salvador		
Mali	Solomon Islands	Honduras		
Malawi	Timor-Leste	Santa Lucia		
Mauritius	Vietnam			
Mozambique				
Niger				
Nigeria				
Senegal				
South Africa				
Tanzania				
Togo				
Uganda				
Zambia				

¹³Cambodia, Philippines, Vanuatu are proposed as standby countries.

¹⁴Ecuador, Chile, Guatemala and Nicaragua are alternates proposed in case selected UNCTs are not able to carry out their national consultations.

¹⁵Lebanon and Yemen are alternates proposed in case selected UNCTs are not able to carry out their national consultations.

Criteria for the selection of countries

Criteria	Description	Notes
Regional representation	Countries represent all regions of the world. This should be approximately proportional to regional size, excluding high-income countries.	This would suggest an approximate breakdown as follows: Africa (S, E, W and Central): 19 Asia and Pacific: 10 (of which 2 or 3 are Pacific Islands) Arab States: 6 Europe and CIS: 6 Latin America and Caribbean: 9 (of which 1 or 2 are Caribbean islands)
Development status	Countries represent cross-section of LDC/LIC, MIC, NCC, incl. SDS (as per UNDP country typology)	This would suggest the following representation (bearing in mind that some countries will fit several of these categories): LDCs: 24 MICs: 24 NCCs: 2 SIDs: 5 LLDCs: 11

ANNEX 1.1: UNV PROGRAMME CONTRIBUTION TO COUNTRY CONSULTATIONS ON THE POST-2015 DEVELOPMENT AGENDA

The UN Volunteers (UNV) programme will provide resources to support the RC and UNCTs under the auspices of the UNV project Volunteering and Sustainable Development: Rio+20 Follow Up, the MDGs and Post 2015 Agenda.

Within the same project, UNV will recruit between 15 and 20 Volunteering and Post-2015 National Coordinators (UNV2015NCs) in some of the 50 countries identified by UNDG where the review will take place in the initial phase. In addition, in the other countries, where capacity exists and where there are synergies within the UNV Field Unit yearly work plan, the UNV Programme Officer (PO) and UNV Field Unit staff should be able to contribute to the multi-stakeholder consultation process led by the RC. In other countries where capacity may not exist, the RCs and UNV can explore possibilities to mobilize additional UNV2015NCs.

The UNV2015NCs will undertake activities that help realize the objectives of the UNV project above-mentioned in close collaboration with UNCT members and UNV Headquarters.

The UNV2015NCs will report to the UNV PO, under the overall guidance of the UNRC and will undertake the following activities:

- a) Support the RC and the UNCT with multi-stakeholder country consultations on the post-2015 Development Agenda including post Rio+20 follow up and MDG review related activities.
- b) Facilitate contributions to national MDG reporting by identifying and sharing good practice on demonstrating the impact of volunteerism/community engagement on MDG achievement
- c) Develop capacity of volunteer involving organisations to demonstrate volunteerism and MDG achievements and facilitate civil society and volunteering organizations' participation in the consultation process at the national level

A detailed draft assignment description is included below. For more information, please contact:

Jordi Llopart

Chief, Office in New York

United Nations Volunteers

Two United Nations Plaza

DC2 - 26th Floor - Room 2616

New York, NY 10017, USA

Tel: +1 212 906 36 45

Email: jordi.llopart@unvolunteers.org

UN VOLUNTEER DESCRIPTION OF ASSIGNMENT

1. **UNV Assignment Title:** Volunteering and Post-2015 National Coordinator (UNV2015NC)
2. **Type of Assignment:** National UN Volunteer Specialist
3. **Project Title:** Volunteering and Sustainable Development: Rio + 20 Follow-up, the MDGs and Post-2015 Agenda
4. **Duration:** 12 months
5. **Location, Country:** <country>
6. **Expected Starting Date:** August 2012

7. Brief Project Description:

Volunteering and Sustainable Development: Rio + 20 Follow up, the MDGs and Post 2015 Agenda is at project initiation stage.

The United Nations Conference on Sustainable Development (Rio+20) to be held in June 2012 and subsequent MDG related events in 2013 and 2014, particularly the UN General Assembly Special Event on MDG achievement in September 2013, present a unique opportunity for the UN to bring a people-centred and more inclusive approach to peace and sustainable development.

An aspect of this UNV project, relevant to the UNDG-led country consultations on the Post-2015 Development Agenda, is to provide capacity to enable the RCs and the UNCTs to put community level volunteering at the centre of the national policy discussions. An expected result, from the national dialogue, emanating from the Rio+20 Conference and in lead up to the global MDG review and development of a Post-2015 development framework, is that community level volunteering is recognized as instrumental for sustainable MDG achievement. Through the project, UNV will also strengthen the capacity of UNV Field Units and national volunteer networks to provide inputs to the national-level discussions on MDG achievement and the post-2015 agenda. In addition, UNV hopes to develop targeted joint UN programming in collaboration with civil society and volunteer organizations and governments, to scale up and replicate successful volunteer-based initiatives at the national, regional and global levels.

UNDG is currently mobilizing support around an initiative that aims to build a strategic coalition of partners to shape the post-2015 development agenda through broad engagement of poor and vulnerable people, governments, NGOs and grassroots organizations, the private sector, trade unions and workers, and the academic community. This intensive collaborative effort towards forming a post-2015 development agenda recognizes that a more robust 'people-centred' approach is required in a changing development context to address the critical challenges of our time and to build on the momentum of and lessons learned from the MDGs, all of which need to be clearly underpinned by core UN norms, values and commitments.

To facilitate the process, the following activities are in preparation: Inclusive national consultations process to stimulate the debate on the post-2015 development agenda, May 2012 – January 2013. These outreach exercises would complement formal consultations led by the UN's Department of Economic and Social Affairs (DESA) on behalf of the General Assembly (GA) and others that the UN is supporting, such as those in preparation of the UN Conference on Sustainable Development (Rio+20). In an initial step, UNDP will support 50 countries to hold national consultations.

UNV will support this national consultation process by facilitating and leveraging engagement of civil society, governments, UN entities and communities, especially through national, local and regional consultations and global networking. An important component of the project will also focus on knowledge building and sharing through national level consultations to inform national and regional MDG reports and recommendations and volunteerism connections to the same.

From the process, the UNCT with UNV support and advice will produce a report on MDG and sustainable development achievements of civil society and volunteer organizations (including UNV) through volunteerism, community voluntary action and citizen participation, to present to leaders at the UNGA Special Event on MDG achievement in September 2013.

8. Host Agency/Host Institute:

UNDP Country Office / UNV Field Unit

9. Organizational Context:

Under the direct supervision of the UNV Programme Officer (PO) and overall guidance of the UN RC, the UNV2015NC will undertake activities that help realize activities related to implementation of Rio+20 conference outcomes, the MDG review and Post-2015 Agenda, and as stipulated in the Project Document to which this assignment relates.

10. Type of Assignment Place: assignments will be in both family and non-family duty stations

11. Description of tasks:

The UNV2015NC will be responsible for delivering key tasks in the following areas:

- a) Support the RC and the UNCT with multi-stakeholder country consultations on the post 2015 Development Agenda including post Rio+20 follow-up and MDG review-related activities.
- b) Facilitate contributions to national MDG reporting by identifying and sharing good practice on demonstrating the impact of volunteerism/community engagement on MDG achievement
- c) Develop capacity of volunteer involving organizations to demonstrate volunteerism and MDG achievements and facilitate civil society and volunteering organizations' participation in the consultation process at the national level

More specifically, s/he will:

(a) Advise and support the UNCT through the UNRCO in <country name > through the following activities:

- Promote, facilitate, and/or convene stakeholder gatherings to support national level consultations on the MDGs and the post-2015 Agenda
- Act as the focal point for volunteering and the post-2015 Agenda in <country name>, in liaison with, and direct supervision of the UNV PO
- Liaise with national and international volunteer involving organizations (VIOs), national volunteer committees, NGOs, grass roots organizations, academia and the broader civil society organisations, to strengthen the constituency to participate in national consultations on the MDGs and the post-2015 Agenda
- Augment UNV's role at the national level in order to orient and build momentum for MDGs and the post-2015 discussions

(b) Gather and share MDG-related practices and approaches:

- Collect data/information through national and regional level consultations to inform MDG reports and recommendations
- Disseminate information on good practices, volunteer stories and audio visual materials on the impact of volunteering on MDG achievement
- Monitor and report on planned UNV initiatives related to national consultations on the MDGs and the post-2015 Agenda

(c) Participate in relevant capacity development activities through:

- Facilitating capacity development activities for volunteer involving organizations to better capture and demonstrate the impact of volunteerism on MDG/SD achievements

Furthermore, UNV2015NC are encouraged to:

- Strengthen the knowledge and understanding of the concept of volunteerism by reading relevant UNV and external publications, taking active part in UNV events
- Be acquainted with and build on traditional and/or local forms of volunteerism in the country
- Reflect on the type and quality of voluntary action that they are undertaking, including participation in ongoing reflection activities
- Contribute articles/write-ups on volunteering experiences and submit them to the team at UNVHQs for consideration, and input to the UNV publications/websites, newsletters, press releases, etc.
- Promote or advise local groups in the use of online volunteering, or encourage relevant local individuals and organizations to use the UNV Online Volunteering service

12. Results/Expected Output:

- National consultations on MDGs and the post-2015 Agenda successfully carried out with acknowledged support from UNV
- Significant and useful knowledge gathered and shared to inform national and regional MDG reports and recommendations that demonstrate volunteerism as a crucial element for sustainable development goals

13. Qualifications/Requirements:

- Bachelor's degree in social sciences or development-related fields
- At least 3 years of professional experience in development, coordination, or community liaison
- Sound experience in working with volunteer programmes, NGOs, CSOs, and VIOs
- Fluency in spoken and written English, and the main national language (if it is not English)
- Proven competency and experience in internet and social networking tools (i.e. Facebook, Twitter and YouTube). Ability to use standard computer applications (i.e. Word, Excel, PowerPoint, Outlook)

14. Living Conditions: To be defined with the Country Office.

15. Conditions of Service:

A 12-months contract; monthly volunteer living allowance (VLA) intended to cover housing, basic needs and utilities, equivalent to <see country VLA> per month; settling-in-grant (if applicable); life, health, and permanent disability insurance; resettlement allowance for satisfactory service.

Description of Assignment prepared by:

Allen Jennings, Deputy Chief, Development Division and Moraig Henderson,
Deputy Chief, Peace Division

Date: August 2012

ANNEX 1.2: MAPPING OF EXISTING PROCESSES OF RELEVANCE TO THE POST-2015 COUNTRY CONSULTATIONS

The table below is a snapshot of the ongoing and planned consultations at regional, national, and subnational levels which may be of direct or indirect relevance to the post-2015 country consultations. A complete dataset updated on a frequent basis is available for browsing at: <http://undp.unteamworks.org/file/224731/download/243004>.

Country	Type of Event	Methodology	Thematic Focus (if any)	Deliverables (if any)	Further Information
Nepal	National consultation	Breakout groups	Post-2015	Report to be released March 2012	Contacts: Sini-TuuliaNumminen, Sini-Tuulia.Numminen@one.un.org (Office of the Resident and Humanitarian Coordinator of Nepal); Minar Pimple, minar.pimple@undp.org (Deputy Director for Asia, UN Millennium Campaign); http://www.ngofederation.org/index.php?option=com_content&view=article&id=225:nepal-national-consultation-on-post-2015-development-framework-&catid=22:latest-updates .
Multiple (60)	National consultation		Rio+20 National Preparations		See Country List for Country Focal Point Contact: http://www.uncsd2012.org/rio20/nationalpreparations.html . http://www.uncsd2012.org/rio20/content/documents/support-nat-prep.pdf .
Member States	Regional/national survey	Online web-based process	Proposed global targets to be achieved by 2022	Summary document of survey outcomes	Process was open to submissions from all Member States and regional economic integration organizations, as well as multilateral organizations: http://www.who.int/nutrition/events/2012_consultation_proposed_globaltargets/en/index.html . Outcome: http://www.who.int/nutrition/events/2012_proposed_globaltargets_summary_mainissuesandresponses.pdf .
Multiple	Regional consultations	Working groups and large group discussions	Regional success stories, lessons learned and pathways for future progress in maternal and reproductive health	Video, materials and an outcome report	http://www.womendeliver.org/conferences/2012-regional-consultations/ . For information on Latin America's consultation, email saludmater-na2012@popcouncil.org ; for information on Asia's, dhaka2012@mchip.net .
Multiple	Regional consultations	Garner CSO input to develop country-level surveys to examine progress under the ICPD Programme of Action	Population and development	National survey	International Conference on Population and Development (ICPD) Beyond 2014 http://icpdbeyond2014.org/whats-next/ ; Contact Shira Levine (levine@unfpa.org)

Country	Type of Event	Methodology	Thematic Focus (if any)	Deliverables (if any)	Further Information
Multiple (40)	Subnational consultations	Focus group; participant profile questionnaire; community profile chart	Demographic trends: Age	The facilitators recorded their notes (quotes and observations) as well as the transcript of voice recordings in a table. All countries used the same format to record what the older people said to facilitate the analysis at global level. These were then analysed according to thematic content analysis methods and will be used in a report on ageing to be published by UNFPA and HelpAge on 1 October 2012.	Contacts: Ina Voelcker (ivoelcker@helpage.org) Sylvia Beales (sbeales@helpage.org)
Multiple	Regional consultations	same	same	same	Nirvana González Rosa, LACWHN General Coordinator, nirvanag@caribe.net, www.reddesalud.org
Multiple	Global Forum	Brings together governments, associations of local governments, CSOs, grassroots organizations, youth and slum dwellers groups as partners working for better cities	Urbanization	report	General contact: wuf@unhabitat.org Registration forms: http://www.unhabitat.org/content.aspx?typeid=19&catid=672&cid=11064
Multiple	Interregional Meeting on MDG Indicators	Delegates from all five UN regional commissions, experts from specialized international agencies and representatives from some national statistics offices from each continent. Share successful experiences of monitoring the MDGs, improve cooperation	MDG		Pilar Arturo, Statistics Division phone: +56-2-210-2597 e-mail: pilar.arturo@cepal.org http://uncsd.iisd.org/events/interregional-meeting-on-mdg-indicators/#more-120850
43 countries and 4 regional consultations	National consultation		Youth employment	Video contest, youth forum	Contact info for all country events found at: http://www.ilo.org/employment/areas/youth-employment/WCMS_176020/lang-en/index.htm .
Multiple	Youth Employment Forum	Examining youth employment crisis, reviewing regional facts and issues, developing partnerships	Youth employment	Outcome document, social media video contest	For countries and contact info see http://www.ilo.org/employment/areas/youth-employment/WCMS_176020/lang-en/index.htm .
Multiple	Global Consultation Process	Review current and identify new priorities for and by people living with HIV through a consultative process, develop global advocacy strategies	HIV/AIDS	Set of action plans	Check back at website for info on national consultations in the run-up to the final event in Washington, DC: http://www.living2012.org/en/consultation .
Multiple	National Workshop	Government, civil society and private sector perspectives on the challenges and opportunities in integrating the MDGs in national development strategies	Meeting MDGs		http://www.unescap.org/pdd/calendar/CSN-AdvocacyMDG-Kathmandu-April2012/index.asp Focal Point ESCAP: Mr. Marin Yari Tel: (662) 288 1630, E-mail: yari.unescap@un.org. Focal Point Country Office: Mr. Rabi Shanker Sainju Tel: 977-1-4211050 Mobile: 977-985-111-9235, email: rssainju@gmail.com, rssainju@npcnepal.gov.np
Multiple	Expert Consultation	Prioritizing adaptation and mitigation strategies for agriculture in South and Southeast Asia	Climate change		APAARI Secretariat FAO RAP, Maliwan Mansion 39 Phra Athit Road, Phra Nakorn Bangkok 10200, Thailand Phone: +66 (02) 697 4371-73 Email: apaari@apaari.org http://ccafs.cgiar.org/events/11/apr/2012/prioritizing-adaptation-and-mitigation-strategies-agriculture-south-and-southeast .

ANNEX 2.1: LIST OF STAKEHOLDER GROUPS

KEY CONSIDERATIONS	RECOMMENDATIONS
CIVIL SOCIETY MEMBERS AND GROUPS	
Low technical capacity	Send out agenda early and allow all groups to edit
Limited experience with processes	Use specific examples to demonstrate key points ¹⁷
	May need to be informed on the timeline for development and policy implementation; should be made aware of the time scale of proposed initiatives so as to prevent unrealistic expectations ¹⁸
	Appropriate definitions and assumptions must be defined by all groups
Language barriers	All documents should be translated into plain tongue or appropriate language/dialect
	Use of audio-visual displays of information Example: Including a visual glossary with descriptions of concepts
Sociocultural inhibitions	Prevailing cultural biases, such as those related to gender, sexual minorities, disability etc.
Political sensitivity and personal risk	Negotiation of political space and personal security guarantees; exploration of alternative consultation processes or channels through which information can be brought in
Preconceptions or poor previous experiences with government or policy interventions	All recommendations/suggestions from civil society actors should be documented and evaluated for future feasibility
	Findings should be expressed in follow-up communication and meetings with those who made the recommendations
Establish feedback loops	Understand the strongest modes or lines of communication with various groups and continually update, discuss and nurture these lines even between meetings
INDIGENOUS GROUPS¹⁹	
Historical context	Ensure all attendees are aware of relevant historical context and political sensitivities between governments
Cultural sensitivity	Awareness of cultural sensitivities, tastes, ways of conducting a consultation
	Awareness of who will be speaking or representing the delegation
Language barriers	Understanding the nuances of local language of all attendees; conception of the same topic or term may not be universally agreed upon
	Use a bilingual or local facilitator Even if less experienced, the use of a local facilitator may be invaluable for understanding different group dynamics

¹⁷Sheryl Burgstahler, "Universal Design of Instruction". University of Washington. [washington.edu/doit/faculty/strategies/universal](http://www.washington.edu/doit/faculty/strategies/universal).

¹⁸Guy Bessette, "Involving the Community: A Guide to Participatory Development Communication". International Development Research Center.

¹⁹Aboriginal Mental Health First Aid Training and Research Program. Cultural Considerations & Communication Techniques: Guidelines for providing Mental Health First Aid to an Aboriginal or Torres Strait Islander Person". Melbourne: Orgyun Youth Health Research Center, University of Melbourne and beyondblue, the national depression initiative. 2009. Protocol Guidelines: Consulting with Indian Tribal Governments. Bureau of Reclamation, Native American Affairs Office. 3 Feb 1998. Revised 9 Feb 2001.

KEY CONSIDERATIONS	RECOMMENDATIONS
LGBT COMMUNITY	
Levels of openness or outness	Do not assume that all present are open about their sexuality
	Ensure that outreach, planning and location of the event do not jeopardize their right to privacy
	Emphasize that their cooperation and collaboration in the consultation process are meant to aid in celebrating diversity rather than simply tolerating it
	Be aware that sexuality may or may not be their preeminent policy concern, and other parts of their identity may be more relevant to group members
Terminology	Understand potential misuse of terms such as transgender, transsexual, gay, lesbian, bisexual, asexual, male-/female-identified
	Avoid heterosexual-normed terms. For example, use 'partner' over 'husband/wife'
	Avoid euphemisms like 'special friend' or 'lifestyle choice' and use instead 'your partner' or 'your sexual orientation'
PERSONS WITH DISABILITIES²⁰	
Communication barriers Some recommendations are optional and depend on the necessities of attendees	Adaptive technologies Example: Dragon realtime dictation software Adequately tested the day of the event
	Use large or raised print materials (at least 14 but preferable 18 pt font) with high-contrast backgrounds
	Use of audio-visual displays of information and captioning for presentations
	Speak clearly and at a moderate pace. Ensure those using audio-visual are able to stay apace with the meeting's discussion in the case of slow captioning/interpreting
	Utilize a sign-language interpreter, note-taker or caption writer
	Avoid printing materials with watermarks, underlines, bold or italic text ²¹
	Provide assistive listening devices
	Be aware of dietary restrictions
	Introduce interpreters or volunteers to the persons they will be assisting for the event
	Mobility issues
Have accessible route to the site (consider inclement weather or possible construction along route)	
Ensure building design suits those with limited physical ability • automatic doors, accessible toilets, slip-resistant floors, accessible water fountain • designated area nearby to relieve walk guide/service dogs	
Notify attendees ²² several days in advance to allow them to make arrangements for transportation to and from the meeting	

²⁰Queensland Government, "Engaging People with a Disability". www.qld.gov.au/web/community-engagement. 31 May 2011. Sheryl Burgstahler. "Universal Design of Instruction". University of Washington. [washington.edu/doiut/faculty/strategies/universal](http://www.washington.edu/doiut/faculty/strategies/universal).

²¹Queensland Government, "Engaging People with a Disability". www.qld.gov.au/web/community-engagement.

²²Many of the people whose voices need to be heard, whose analysis and articulation need to be facilitated, will need to be sought out in ways different from those of formal consultations, and facilitated in other, empowering ways.

KEY CONSIDERATIONS	RECOMMENDATIONS
PERSONS WITH DISABILITIES²⁰	
Representation	Ensure involvement with those from different cultural backgrounds who may experience disability in ways unique to their environment
	Include those not usually participating in disability discussions but who may be implicated such as caregivers, family members of those living with disabilities ²³
Literacy	Adjust language of materials for those of various reading levels
Mutual respect	Recognize their abilities and see them as coming from a position of strength, with significant and valuable expertise
	Avoid generalizing or depersonalizing references or portrayals of people with disabilities ²⁴ Remember to always focus on meeting the needs of the person, not the disability The ultimate goal is for the group to be understood as ordinary people trying to live ordinary lives
	Avoid referencing successful people living with disabilities as the exception to the rule or as superhuman ²⁵
Attendee satisfaction	Periodically verify that presented materials and message of meeting is being understood. Rephrase if necessary
	In post-consultation surveys include questions regarding how well the meeting addressed unique and specific disabilities and concerns of attendees

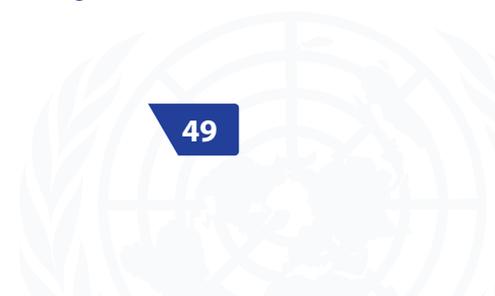
²³Queensland Government, "Engaging People with a Disability". www.qld.gov.au/web/community-engagement. 31 May 2011.

²⁴Burgstahler, Sheryl. "Universal Design of Instruction". University of Washington. [washington.edu/doiut/faculty/strategies/universal](http://www.washington.edu/doiut/faculty/strategies/universal).

²⁵Burgstahler, Sheryl. "Universal Design of Instruction". University of Washington. [washington.edu/doiut/faculty/strategies/universal](http://www.washington.edu/doiut/faculty/strategies/universal).

KEY CONSIDERATIONS	RECOMMENDATIONS
PERSONS WITH DISABILITIES²⁰	
Terminology ²⁶	<ul style="list-style-type: none"> •‘the disabled, disabled person’ emphasizes the disability •Use instead: ‘people living with a disability’ •‘normal, able bodied, healthy, whole’ implies people with disabilities are not these things •‘people living without a disability’ •‘physically challenged, intellectually challenged, differently abled’: unnecessary euphemisms •‘person living with a disability’ •‘autistic, quad, dwarf, epileptic, hyperactive, blind/visually impaired, brain damaged, dumb, mute, spastic’ are abbreviated terms that emphasize the disability and not the person •‘person who has autism’ •‘person who has quadriplegia short-statured’ •‘person who has epilepsy’ •‘person who has Attention Deficit Hyperactivity Disorder’ •‘person who is blind or with a visual impairment’ •‘person with a brain injury’ •‘person with a speech impairment’ •‘person without speech’ •‘person with palsy’ •‘wheelchair bound’, ‘confined to a wheelchair’ refer to those who are restricted by their chairs. People should not be defined by the chair •‘person who uses a wheelchair’ •‘handicapped’: this is antiquated usage •‘people living with a disability’ •‘insane, psychotic, mental’ are negative and offensive terms •‘person with a psychiatric disability’ •‘person with a mental illness’ •‘slow, retarded, feeble minded’ are negative and offensive •‘person with an intellectual disability’ •‘person with a learning disability’ •‘person with a cognitive impairment’ •‘sufferer’, ‘afflicted with’, ‘suffers from’, ‘victim of’ imply powerlessness and encourage discriminatory treatment •‘person living with a disability’ •‘disabled toilet, disabled car park’ are wrong usage. Neither the toilet nor the carpark has a disability •‘accessible toilet’, ‘accessible or designated carpark’

²⁶Burgstahler, Sheryl. “Universal Design of Instruction”. University of Washington. [washington.edu/doiut/faculty/strategies/universal](http://www.washington.edu/doiut/faculty/strategies/universal).



KEY CONSIDERATIONS	RECOMMENDATIONS
FAITH-BASED GROUPS²⁷	
Cultural sensitivity	<p>Know offensive practices, terms, gestures, modes of dress and/or dietary restrictions</p> <p>Understand implicit, internal hierarchies related to class, gender, kinship or other classifications</p>
Historical context	Know the relevant history at the national and local level of the groups, such as a history of oppression or persecution
Value-driven worldview	<p>Understand the relationship, contemporary and historic, between the state and particular faith-based communities</p> <p>Be aware of spiritual interpretations or rationale of poverty, housing, the environment, material or economic success, death and illness, family, etc.</p>
Level of cultural identity, political influence	<p>Place emphasis on building strong relationships with leaders of groups, as faith reflects a distinct source of social identity that may transcend other identities and lead to increased divides between parities, especially when values are threatened or at risk</p> <p>Manage needs tactfully, as there is potential for some groups to drive moderates into extremism</p> <p>Know how one's faith group defines or conceptualizes gender, sexuality, race or ethnicity</p> <p>Be aware that disagreements could lead to formal religious sanction, further closing communication lines between large factions and tarnishing possibilities for future collaboration.</p> <p>Have knowledge of political leanings of religious groups, as religion is often a political driver in its own right</p>
Transnational or global priorities	Be aware of relationship between global affairs and political motivations within groups
WOMEN AND WOMEN'S GROUPS	
Differences in communication patterns	<p>Be aware that women may not directly engage or actively participate in the presence of men or out of a sense of duty to their husband, faith or perceptions of civic duty</p> <p>Utilize female facilitators, as women may feel more comfortable speaking candidly to members of the same sex/gender</p> <p>Encourage group dialogue without a dominant voice</p>
Added burdens of participation	<p>Be aware that women will likely have a more difficult time attending meetings due to added responsibilities of childrearing, family care, household management, and employment</p> <p>Discuss location and time well in advance</p> <p>Ensure that even in large meetings there are many women present because responsibilities make them excellent sources for information on several cross-cutting issues (employment, health care, education)</p>

²⁷Farnell, Richard, Robert Furbey, Stephen Shams al Haqq Hills, Marie Macey and Greg Smith. "Engaging Faith Communities in Urban Regeneration". Joseph Rowntree Foundation. 1 April 2003. Appleby, R. Scott, and Richard Cizik. "Engaging Religious Communities Abroad: A New Imperative for US Foreign Policy". Report of the Task Force on Religion and the Making of US Foreign Policy. The Chicago Council on Global Affairs. 2010.

KEY CONSIDERATIONS	RECOMMENDATIONS
YOUTH AND CHILDREN²⁸	
Different avenues for communication	Use platforms they are familiar with. For example: Present data in formats similar to platforms they are familiar with like social media sites
	Be aware that they are likely to be more responsive to direct social contact over surveys and telephone interviews
Limited experience with responsibility	Utilize Youth Councils to allocate responsibility to those with greater experience
	Encourage growth by delegating tasks and responsibilities to youth in order to build confidence and ownership
	Include adults who work with youth groups who may help them have the confidence to speak candidly
	Utilize smaller group forums or focus groups (10–15) to encourage conversation
Cross-cutting groups	Ensure they are aware that they are being listened to and there is a genuine commitment to imparting their views in decision-making
	Include youth from religious sects or groups, youth labor-dominated industries, or youth living with disabilities
	When compiling a youth council, ensure it is representative of the greater population of youth (different ages, gender, ethnicity/citizenship, native tongues, rural or urban areas)
PRIVATE SECTOR²⁹	Meeting this criteria may mean youth might not be able to nominate them selves.
	Include youth from religious sects or groups, youth labor-dominated industries, or youth living with disabilities
	When compiling a youth council, ensure it is representative of the greater population of youth (different ages, gender, ethnicity/citizenship, native tongues, rural or urban areas)
Interests greatly vary depending on the size of the business, number of employees, industry, export-orientation etc.	Selected person should be representative of all relevant industries, not single firms or companies
	Involve most representative organizations of business, including employers' organizations, business associations or both. Be aware that business organizations often represent specific collective interests of business (e.g., employers' associations represent labour market interests of business)
Language and industry jargon	Be aware of the need to translate relevant materials, presentation and discussions into common tongue and reduced jargon for non-experts.

²⁸"How Youth Would Like to be Consulted". Division of Local Government. New South Whales Government. nsw.gov.au, UNICEF and Save the Children, "Every Child's Right to be Heard", http://www.crin.org/docs/Every%20Child's%20Right%20to%20be%20Heard_0.pdf

²⁹Bessette, Guy. "Involving the Community: A Guide to Participatory Development Communication". International Development Research Center. <<http://web.idrc.ca/openbooks/066-7/>>. 2004.

KEY CONSIDERATIONS	RECOMMENDATIONS
TRADE UNIONS³⁰	
Represent large numbers of people active in the real economy on a democratic and accountable basis	Reiterate the consultation seeks 'win-win' outcomes through open, two-way consultation
Involvement in regular interactions with government and employers in industrial relations processes, including consultations, negotiations and exchange of information on issues of economic and social policy	Provide all relevant information about the consultations prior to the meetings Invite them to focus on socio-economic policy issues facing all the citizens in the country Grant them more than one representative at the consultations, as they are a mass membership-based organization representing workers. This would also ensure that the political leadership is assisted by a technician.
Engaged in broader alliances and coalitions with like-minded civil society organizations on socio-economic issues	Encourage representations from broad civil society coalitions working together on specific socio-economic issues Accommodate established hierarchies, but encourage participation from lower levels of membership
PUBLIC SECTOR	
Governments	
High capacity, more experience	Address the issue that governments may perceive civil society members as purely beneficiaries of services rather than stakeholders in the development discussion ³¹ Spend less time on clarifying national priorities, but more time on educating them on local and grass-roots priorities. Know that they may hesitate to be candid due to political posturing or process-oriented nature of doing business Know that they may view contributions from private sector actors or CSOs as impractical

³⁰"Labor Issues in Infrastructure Reform: A Toolkit". Public-Private Infrastructure Advisory Facility (PPIAF). ppiaf.org.

³¹Guy Bessette. "Involving the Community: A Guide to Participatory Development Communication". International Development Research Center.

ANNEX 2.2: MATRIX OF CONSULTATION METHODS

The list of methods/formats of consultations is not meant to be exhaustive, but merely indicative to facilitate the choices of UNCT leading the post-2015 consultations.

DESCRIPTION	STRENGTHS AND WEAKNESS	SUGGESTED USE
SURVEYS		
Gathering of information (usually quantitative) using samples to make assumptions about the greater population or to garner information relevant to those being surveyed ³²	<p>Usually, the selection process is objective; good for measurable indicators like income, demographics, gender, socioeconomic status etc.</p> <p>Relatively easy for surveyors to understand respondents in relation to one another³³</p> <p><i>Weaknesses</i> Poor for opinion polling. Risk of overrepresentation of the vocal minority who may not adequately represent the majority³⁴</p> <p>Opinion poll questions must be objective so as not to direct a response³⁵</p>	<p><i>Directly prior to and after consultation. Delivered and taken onset.</i></p> <p>Surveyors must ensure polls can be taken by individuals of various literacy levels, disabilities and cultures</p> <p>May need to offer surveys in the form of a personal interview, which may influence the person's ability to answer honestly and directly. Local sensitivities must be considered</p> <p>Assure those surveyed that responses are anonymous</p>
ONE-ON-ONE INTERVIEWS		
Trained researcher, interviewer, or facilitator conducts individual surveys in the form of an interview	<p>More thorough at the individual level</p> <p>Participants more comfortable, candid</p>	<p>Women and youth groups highly vulnerable populations who may otherwise not express opinions in the presence of others</p>
	<p>Time consuming and potentially more costly</p>	<p>Likely only feasible for small group samples</p>
FOCUS GROUPS		
<p>A small group led through an open discussion by a skilled moderator. The group needs to be large enough to generate rich discussion but not so large that some participants are left out³⁶</p> <p>See below for further details on the role of the facilitator</p>	<p>Not good for gathering quantitative data</p> <p>Generates qualitative data which may be difficult to quantify</p> <p>Without a skilled facilitator, may devolve into debate or cyclical discussion</p>	<p>Keep the group homogenous to encourage openness and understanding; this includes the moderator or facilitator</p> <p>Participants should have little to no pre-established relationships which may influence their answers</p> <p>Keep questions limited (around 10) and encourage discussion to generate consensus</p>

³²West Berkshire Council. "How to Choose Consultation Methods". *Consultation Toolkit: Resource 10*. www.westberks.gov.uk/CHttpHandler.ashx?id=492&p=0 [PDF].

³³Ibid.

³⁴Eni Mustafaraj, Samantha Finn, Carolyn Whitlock and Panagiotis T. Metaxas. "Vocal Minority versus Silent Majority: Discovering the Opinions of the Long Tail". Wellesley College Department of Computer Science. See also: Andrew Kohut and Carol Bowman. "The Vocal Minority in US Politics". Chapter 5 of *Radio: The Forgotten Medium*. Edited by Edward C. Pease and Everette E. Dennis. (Transaction Publishers, New Brunswick; 1993).

³⁵"Public Opinion: Voice of the People". Topic Overview Unit 11 from *Democracy in America*, Online Course from Learner.org. http://www.learner.org/courses/democracyinamerica/dia_11/dia_11_topic.html. Accessed 3 February 2012.

³⁶Eliot & Associates. "Guidelines for Conducting a Focus Group". www.dsamh.utah.gov/spf/pdf/how_to_conduct_a_focus_group.pdf. 2005.

DESCRIPTION	STRENGTHS AND WEAKNESS	SUGGESTED USE
CITIZEN PANELS		
A group is selected to represent the general public in a series of discussions and to assist in decision-making alongside the government and other parties, all groups are seen as equals whether elected or selected by random sample	If panelists are replaced at each meeting, one can increase the representative nature of the group	As with citizen juries, the hosting organization must ensure the purpose of the meeting is clearly stated and address the needs and interests of all present
CITIZEN JURY³⁷		
A group of 10 to 20 randomly selected citizens gathered "so as to represent a microcosm of their community" who sit on a panel to hear proposals and presentations who thereafter discuss and reply with a unified response to the topic	<p>Good for issues and questions that require a 'yes' or 'no' answer</p> <p>Requiring that policy makers be active in the citizens' jury process, to ask and be asked questions and to put forward their points of view would make the method more powerful. It would enable citizens to dialogue directly with decision makers, involving them more directly in the policy arena</p> <p>Not as inclusive, as decisions were made prior to the consultation</p>	<p>This is specifically designed for public representation, not for interest groups. This is a highly democratic process closely linked to the Common Law system from which it spawned and may be a foreign concept in countries of more centralized political systems</p> <p>There must be a clear goal and topic for discussion, and presenters should remain focused on this so as to avoid fragmentation and detraction from reaching a final 'verdict'. The agenda should be created by representatives from each group</p>
CITIZEN PLANNING CELLS		
Local or national governments enlist citizens to act as a team of consultants to help with decision-making process. Governing bodies help guide the cells toward actionable goals	<p>Ideal for equalizing voices when large inequities exist at the national, subnational or local level</p> <p>Helps educate citizens on the deliberative political process. Citizens are empowered by the democratic process³⁸</p> <p>Much quicker response received when citizens express dissatisfaction with the government</p> <p>Given that governing bodies sponsor the event, bias in information dissemination can be an issue</p> <p>The unfamiliarity of citizens with planning processes may lead to unrealistic expectations of the achieving all goals laid out in the report</p> <p>Not good for situations that require a 'yes' or 'no' answer</p>	<p><i>Ideal for all civil society groups</i></p> <p>Ideal for a larger size group (25+ individuals)</p> <p>Participants are presented with information from the sponsoring body (usually the government). Information is related to the current 'problem' and context</p> <p>Group then splits into five working groups to discuss strategies and priorities</p> <p>Group generates a report and host group agrees to take report into consideration in the decision-making or planning process</p> <p>If previous methods have failed to generate a positive result or resolution, this tactic could aid in providing a nuanced approach to alternatives considered by governing bodies and groups³⁹</p>

³⁷J. Abelson, P.G. Forest, J. Eyles, P. Smith, E. Martin and F.P. Gauvin. "Deliberations about Deliberation: Issues in the Design and Evaluation of Public Consultation Processes". McMaster University Centre for Health Economics and Policy Analysis Research Working Paper 01-04, June 2001.

³⁸Kaitlin Sellereit. "Planning Cells". *Participedia.net*. 2 June 2010.

³⁹Sellereit, Kaitlin. "Planning Cells". *Participedia.net*. 2 June 2010.

DESCRIPTION	STRENGTHS AND WEAKNESS	SUGGESTED USE
PARALLEL CONFERENCE⁴⁰		
<p>Similar to a consensus conference</p> <p>Dual conferences held on the same topic, though separated due to size of constituency, technical capacity, language or expertise</p>	<p><i>Strengths:</i> Highly inclusive</p> <p>Potentially builds strong sense of unity within civil society</p> <p><i>Weaknesses:</i></p> <p>Usually a long process, depending on the number of CSOs or actors.</p> <p>Outputs may still lack adequate information and solid policy implications</p> <p>Depending on country context, consensus may be difficult to achieve</p>	<p><i>Very large groups with highly disparate levels of knowledge or capacity</i></p> <p>An ideal program for conducting a conference with civil society actors and groups who may not have the organizational capacity to engage directly with government officials</p> <p>Used to build consensus and have delegates from the conference report agreed upon priorities to a higher-level conference or panel</p>
NATIONAL SOCIAL DIALOGUE⁴¹		
<p>Social dialogue at the national level refers to the cooperation between social partners (e.g., workers' and employer organizations) and the government. It can address a wide range of issues, from labour relations to wider social and economic challenges. The government may be a full partner in the dialogue or may play the role of facilitator</p>	<p>Social dialogue cannot start or might fail due to the lack of interest or the unwillingness of either government or social partners. Unwillingness may come from the lack of democratic tradition, and the weakness of social partners</p> <p>Even if the dialogue starts, it might not succeed in reaching consensus or compromise and hence there is no certainty it will lead to joint recommendations or agreements</p>	<p>In some countries, national social dialogue is widely used for achieving consensus leading to national social pacts. There is no fixed institutional framework to support such negotiations, although some quasi-institutional forms have sprung up in some countries.</p>
E-CONSULTATIONS		
<p>Social Media</p> <p>Initiate a page, discussion, or link via social media to build intra-group dialogue within the e-universe in situations where stakeholders cannot directly participate in meetings</p> <p>Platforms: Twitter, Orkut, Facebook, Myspace, LinkedIn</p>	<p>Usually free or very cheap ways to reach a wide audience</p> <p>Accessible for post-consultation feedback loops</p> <p>Participation limited to those with internet access</p> <p>Not all may be aware of the platforms being used or available to them</p> <p>Different levels of computer literacy</p>	<p>Youth groups, large NGOs, government agencies and departments</p> <p>For a highly internet-connected audience</p> <p>Market research should be done to ensure platform is the most widely used by the target population</p> <p>Use multiple platforms and target audiences by platform type</p>
<p>Live Stream or Webinar</p> <p>This allows for those logged in to the server to send in questions or comments; must be serviced by a moderator</p>	<p>Allows for real-time participation or discussion with remote stakeholders</p> <p>Requires more intricate alignment of schedules of participants and viewers.</p> <p>Requires technological literacy</p>	<p>NGOs, academia, governments and ministries</p> <p>Do not use this as a direct substitute for personal interaction</p> <p>Use only when direct participation is unfeasible</p>

⁴⁰University of Ottawa. "Guide to Planning Inclusive Meetings and Conferences". www.sass.uottawa.ca/access/campus/event-planning.php

⁴¹ishikawa, J. 2003. "Key features of national social dialogue: A social dialogue resource book" (Geneva, ILO). Available at: <http://www.newunionism.net/library/internationalism/ILO%20-%20A%20Social%20Dialogue%20Resource%20Book%20-%202003.pdf>

ANNEX 2.3: ISSUES TO CONSIDER WHEN SELECTING AND PREPARING A FACILITATOR

OVERALL ROLES AND RESPONSIBILITIES OF THE FACILITATOR
Documenting the process⁴²
<ul style="list-style-type: none">• Coordinate the rapporteurs• Prepare guidance for taking detailed notes of the dialogue and proceedings• Understand all the main languages present (or the official languages of the country) and the nuances of local vocabulary• Document the meeting accurately
Observer⁴³
<ul style="list-style-type: none">• Analyse the group dynamic: Who is timid? Who is argumentative? Why did the mood or tone of the conversation shift? Who is uncomfortable?• Be aware of sociocultural power dynamics (gender norms, informal hierarchies, etc.) and contextual information related to group members that may steer conversation or lower the reliability of the information generated from the focus group• Make observational notes although not at the level of detail as those of the Recorder• Notice non-verbal cues and communication (eye contact, hand gestures, posture, smiling, frowning, sighing, and other body language)
Translator / Interpreter⁴⁴
<ul style="list-style-type: none">• Translate from indigenous languages or modes and codes of speaking• Recognize that youth may use language that is unfamiliar to other participants• Be aware that rare, local dialects may be difficult to translate. Facilitator must communicate not just the definition but the meaning behind the statements• Be aware of gender differences in communication styles, and socio-economic differences in communication skills
Guide⁴⁵
<ul style="list-style-type: none">• Emphasize to the group that the discursive process is inherently a learning process• Be fully aware of the level of diversity within the group, and help group members learn from each other by considering views and experiences from a nuanced perspective• Inform participants of the process of the meetings such as utilizing an agenda and understanding the objectives and expected outcomes of the meeting.• Engage participants in a dialogue• Help participants build consensus

⁴²West Berkshire Council. "How to Choose Consultation Methods". Consultation Toolkit: Resource 10. www.westberks.gov.uk/CHttpHandler.ashx?id=492&p=0 [pdf].

⁴³Ibid.

⁴⁴Ibid.

⁴⁵Adapted from J. Abelson, P.G. Forest, J. Eyles, P. Smith, E. Martin and F.P. Gauvin. "Deliberations about Deliberation: Issues in the Design and Evaluation of Public Consultation Processes". McMaster University Centre for Health Economics and Policy Analysis Research Working Paper 01-04, June 2001.

SELECTING A FACILITATOR

Considerations and suggestions for selecting a facilitator who may have less experience in facilitation or mediation but may be necessary given unique knowledge of local heritage, languages, interest, or priorities.

Personality

Charismatic

Non-judgmental

Not argumentative

Has no personal ties with participants in focus group

Non-threatening

May consider testing possible facilitator with scenarios and role-playing during interview and prior to training

Exhibits a sense of social sensibility that is both localized (an awareness of local customs, traditions and norms) and diverse (a knowledge alternative views) and has a natural way of synthesizing divergent views

PREPARING THE FACILITATOR

Organize multiple and varied role-playing exercises

Conduct a variables or key words exercise prior to practice meetings to see if they maintain direction and steer the conversation accurately

Test translations between languages given different audiences (are they applying the correct nuanced vocabulary or adjusting the tone?) Ensure consensus is reached on the correct translation

Preparing an introductory statement

At the opening of each group meeting, the facilitator should

- provide a thorough overview on the topic of discussion and the plan/goals of the consultation
- introduce facilitators/rapporteurs/interpreters
- make participants aware of the confidentiality of their statements
- if necessary, ask permission to use a tape recorder
- ensure all are free to speak openly and candidly, and welcome and thank all participants for their attendance

Practice recording key words and points of group attendees for accurate recording

Practice dealing with difficult group members⁴⁶

Examples:

- The expert, the rambler, the timid
- Those that are lost or confused
- Those who return questions with a question
- Those who give negative or partial answers

Provide them with a list and train them to know when to use the following probing questions:

- Could you explain that a bit more for those who may not understand?
- Could you give us an example?
- Do you have anything further to add?
- Do you have a personal story or anecdote you would like to share about this?

After each training, the facilitator should receive positive, constructive criticism about his or her responses to issues raised in the group

⁴⁶West Berkshire Council. "How to Choose Consultation Methods". *Consultation Toolkit: Resource 10*. www.westberks.gov.uk/CHttpHandler.ashx?id=492&p=0 [pdf].

ANNEX 2.4: TOOL – CHECKLIST FOR ORGANIZING A CONSULTATION PROCESS

1. WHOM TO ENGAGE? STAKEHOLDERS

- CIVIL SOCIETY
- Aging & elderly population
- Community based groups (CBOs)
- Indigenous communities
- Informal sector workers
- LGBT community
- NGOs
- Persons with disabilities
- People with physical disabilities
- People with mental disabilities
- People with learning or intellectual disabilities
- Faith-based groups
- Women's groups
- Youth groups & children
- Other(s):
 - PRIVATE SECTOR
 - Employers' organizations
 - Business associations
 - Domestic firms
 - Export industries
 - TRADE UNIONS
 - PUBLIC SECTOR
 - National Government
 - Subnational Governments
 - Local Authorities
 - SCIENTIFIC & TECHNICAL COMMUNITY
 - Academia
 - Individual experts
 - Think tanks & research centers
 - BILATERAL & MULTILATERAL DONORS, FOUNDATIONS

2. KEY CONSIDERATIONS FOR ENGAGING STAKEHOLDERS

- Understand relevant historic context of country or community
- Can share cultural practices & beliefs
- Level of technical capacity
- Ensure materials are understandable for laypeople and do not include technical jargon
- Provide translations into languages that people are most comfortable expressing themselves in
- Encourage respectful atmosphere
- Ensure people feel comfortable wearing their preferred clothes
- Ensure that interaction and language does not reinforce stereotypes or discrimination
- Communication barriers
- Literacy level of attendees
- Need for raised-print or large print materials
- Use of graphics and visual aids as descriptions

3. LEVERAGING & BUILDING PARTNERSHIPS OUTSOURCING THE PROCESS

- Academia
- Civil society organizations (CSOs)
- Donor Community
- Bilateral agencies
- Multilateral agencies
- Government institutions
- NGOs
- Private consultants
- Public-private partnerships

4. HOW TO ENGAGE?

FORMATS OF CONSULTATIONS

Pre-Consultation

- Survey
- Mail-out
- Advertisement in local newspapers & radio stations
- One-on-one Interview
- Online survey
- Survey Monkey
- MindMixer
- Crowdbrite
- Social media
- Discussion boards
- Blogs
- Advertisements

During Consultation

- Thorough registration
- Survey of relevant demographic information
- May need to provide assistance for language or literacy barriers in filling out surveys
- Focus group
- Citizen panel
- Citizen jury
- Citizen planning cell
- Parallel conference
- Consensus conference
- Technology & e-consulting
- Webinar
- Live streaming
- Social media

Post-Consultation

- Follow-up surveys
- Gather responses from web platforms
- Thorough documentation of methodologies utilized

5. ORGANIZATIONAL ISSUES & LOGISTICS

- Choose formats and timing that consider people's means as well as livelihood, family, religious or other key exigencies
- Accessible location
- Know attendees' transportation options
- Proximity to public transportation
- Will childcare or daycare service be factored into participant's costs?
- Are there existing, local meeting platforms that could be utilized?
- Venue constructed with universal design features
- Automatic doors
- Access ramps to entrance, meeting room, and bathrooms
- Elevators
- Accessible toilet
- Meeting Room
- Accommodates accessible technology
- Audio-visual aids
- Displays with captions
- Live captioning or dictation software
- Seating arrangement allows for wheelchair access
- The room is quiet and encourages contemplative, peaceful discussion

6. FACILITATION OF THE CONSULTATION PROCESS

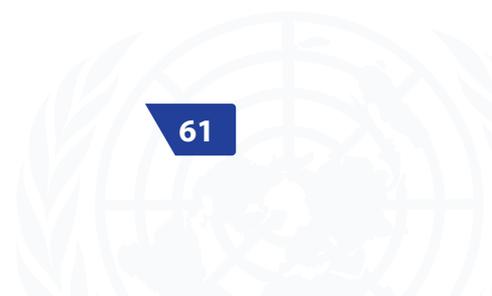
- Registration system
- Should develop a database to record the participants and the demographics (voluntary reporting by participants)
- Gather most up-to-date means of communicating with attendees
- Establish a timeline for when communications will be released and how feedback will be gathered
- Recruit a facilitator
- Highly important for small meetings such as focus groups, interviews, or citizen planning cells
- Communicates clearly
- Strong contextual knowledge vis-à-vis attendees present
- Native or highly advanced working knowledge of language of those present
- Awareness of social cues which indicate levels of understanding, agreement or disagreement
- Does not have relationships with attendees that may affect open expression of opinions
- Encourages an atmosphere of openness knowledge-sharing
- Good at asking probing questions
- Able to handle difficult attendees
- Training of a less-experienced facilitator may be necessary to meet unique knowledge requirements

7. DOCUMENTING THE CONSULTATION PROCESS

- Identify and recruit rapporteurs
Take precise and accurate notes
- Have strong knowledge of languages spoken and nuances of word choice
- Note social cues
- Person to record, videotape or photography proceedings
- Keep all attendees informed of and get their approval to being recorded
- Document participation to ensure transparency but without jeopardizing people's safety or dignity
- Good to have both an observer, noting qualitative information, and a rapporteur documenting dialogue and language used
- Evaluate performance of facilitator and accuracy of rapporteurs

ANNEX 3.1: TOOL – MATRIX TO ADAPT GUIDING QUESTIONS

Stakeholders' Group	Consultation methodology	WHAT?	WHO?	HOW?	WHEN?
		Adapted Question:	Adapted Question:	Adapted Question:	Adapted Question:
		Adapted Question:	Adapted Question:	Adapted Question:	Adapted Question:
		Adapted Question:	Adapted Question:	Adapted Question:	Adapted Question:
		Adapted Question:	Adapted Question:	Adapted Question:	Adapted Question:
		Adapted Question:	Adapted Question:	Adapted Question:	Adapted Question:



ANNEX 5.1: REPORTING FORMAT

Post-2015 Country Consultations		[Country]			
UNCT Contact:					
CONSULTATION RESOURCES					
Funding:					
Partners:					
Timeline:					
Synergies with other Processes:					
CONSULTATION PROCESS					
Stakeholders	Activities	Methodologies			
CONSULTATION CONTENT					
Stakeholders	WHAT?	WHY?	WHO?	HOW?	WHEN?
CONSULTATION DOCUMENTATION					
Stakeholders	Documentation <i>(please attach relevant docs, photos, video links etc.)</i>			Validation Method	
CONSULTATION RESULTS					
How can we build on the consultations?					
ADDITIONAL COMMENTS					

ADDITIONAL RESOURCES

Accountability and civic engagement

Action research and systemic inquiry processes?

Children

Citizen Juries

Citizen Planning Cells

Civil Society

Consultation Methodologies

Country Case Studies

E-Consultations

Facilitator

Focus Groups

Indigenous Groups

LGBT Community

Organizational Culture

Survey Methods

Participatory Planning

People Living with Disabilities

Private Sector

Public Opinion Polling

Religious Groups

Tripartite Social Dialogue

Women

Youth Groups



Accountability and civic engagement

Voice, Accountability and Civic Engagement: An Overview

http://www.undp.org/content/dam/undp/documents/partners/civil_society/publications/Voice_Accountability_and_Civic_Engagement_2008.pdf

UNDP Guidance Note on Social Accountability, 'Fostering Social Accountability: From Principle to Practice'

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Children

Act Now!

International Save the Children Alliance (Clare Feinstein, Ravi Karkara, and Theodore Talbot), 2005
These are highlights from children's participation in the Regional Consultations for the United Nations Secretary-General's Study on Violence against Children. More than 260 children and young people participated in the nine regional consultations for the UN Study and expressed their views and were involved in decisions that could lead to concrete action. The study and the national/regional consultations held around the world during 2005 provided a platform for effective and meaningful participation of girls and boys. Children and young people have a right to be partners and their experience and resources should be utilized. They participated in preparatory meetings prior to each of the regional consultations, which gave them an opportunity to explore with peers the issues relating to violence, and design the nature of their participation in the consultations that followed.

Children's Actions to End Violence against Girls and Boys

A contribution to the United Nations Study on Violence against Children, Save the Children (Ravi Karkara and Shoma Jabeen), 2005

This report is a compilation of case studies and activities which show how children from countries around the world have organized themselves into a collective force to combat various kinds of violence.

The report focuses on how girls and boys are making decision-makers and care-givers accountable, and forming child-led organizations and initiatives to take collective action against violence. It also helps to illustrate, from a child's perspective, the sliding scale that makes up the social definitions of violence — that allows acts of violence against children to be treated so differently than when the same acts are committed against adults, when they are considered crimes. Too often, acts of violence towards children are not regarded as violence at all. This publication attests to the fact that nobody is free of violence and that every day there are more lessons in violence acted out around us — but it is at the same time motivational to see the innovation in the responses. Working to prevent violence and reduce its impact where it occurs requires integrated partnerships and broad networks of expertise that can recognize and respond to the ways in which forms of violence and violations of children's rights are interlinked.

Voices and Action of Girls and Boys to End Violence against Children in South and Central Asia, Save the Children Sweden (Neha Bhandari), 2005

The discussion paper analyses South Asian and Central Asian children's expressions, views, concerns and priorities on violence against girls and boys in various settings. The paper is divided into five kinds of violence: physical and degrading/humiliating punishments, child sexual abuse, commercial and sexual exploitation (including child trafficking) of boys and girls, gender-based violence and children in conflict with law. The document gives a regional perspective while showcasing children's actions and recommendations on violence against children.

Safe You Safe Me

Save The Children Sweden (Ravi Karkara, Fahmida Shoma Jabeen, Neha Bhandari), 2006
This is a Save the Children contribution to the United Nations Secretary-General's 'Study on Violence against Children'. A book on violence for young children aged 7-12, it is a tool to make children aware of violence, describing what children themselves are doing to prevent it and what they want to be done.

Progress or Progression: Reviewing Children's Participation in the UN Study on Violence against Children, 2003–2006

Save the Children Sweden (Neha Bhandari), 2008

This report summarizes the progress and lessons learned since the 2002 Special Session on Children based on Save the Children's support to the involvement of children. It serves as an inspiring tool, with key learning from the successes as well as the constraints of children's participation in the UN Study process. The hope is that children's participation can be further strengthened in follow-up processes, both current and future. This report has been written for Save the Children as a way to help integrate the learning from this process into other current and future Save the Children processes, especially its worldwide programming to address violence against boys and girls and its efforts to promote the systematic involvement of children and young people in the development of national plans and systems to follow up the study's key recommendations. An additional document outlining the process and outcome of Save the Children's overall contribution to the UN Study is planned for 2008 while an overall evaluation of the impact of Save the Children's involvement is planned for 2009.

Child Participation in the UN Study on Violence against Children

Save the Children Sweden A Workshop Report (Clare Feinstein, Ravi Karkara, Sophie Laws), 2004
This report is from a one-day workshop on child participation in the UN Study on Violence against Children held in Geneva on 1 April 2004. The report sums up reflections on how children can be involved in the process in meaningful and ethical ways.

Child-friendly version of the UN Study

This paper examines the role of child agency in child protection. It recognizes that child protection approaches can be ineffective, and even counterproductive, when the local context is not given sufficient attention. The prevailing child protection models — child rescue, social services and medical models — commonly neglect local community assets, including the role of children themselves. Yet, in many cases, these assets may play a critical role, particularly when family and community are the primary line of defense to protect children from violence and exploitation. Rethinking child protection from a rights perspective requires building on empirical and theoretical understandings of child agency and child development, and the interactions between them. The first section of the paper begins by reviewing the literature on child agency, identifying what is understood (or not understood) about child agency in relation to child protection. The review itself also only examines materials produced in preparation for the UN Secretary-General's Report on Violence against Children and the World Report on Violence against Children. The concluding section of this paper argues that the use of child agency, or its closer realignment to child participation, will help to reveal how child protection initiatives and practices have often failed to recognize the role of context and the environment-dependent nature of child development. Reframing child protection through the lens of child agency recognizes the multifaceted, ever-changing nature of family and societal structures, and draws attention to the individual in relation to the multitude of contextual factors that affect and are affected by the child. Embracing child agency will create opportunities to devise interventions to address violence against children at the individual, collective or proxy levels.

Citizen Juries

<http://www.peopleandparticipation.net/display/Methods/Citizens+Jury>

Citizen Planning Cells

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<http://www.unv.org/fileadmin/img/unv/2011%20volunteerism%20publication.pdf>

For more information on civil society visit the following websites:

[Center for Civil Society / University of California, Los Angeles](#)

[Institute for Development Studies / University of Sussex](#)

[Institute for Policy Studies / John's Hopkins University](#)

[Centre for Civil Society / London School of Economics](#)

[Civicus: World Alliance for Citizen's Participation](#)

[One World Network](#)

[Development Gateway - Civil Society Page](#)

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*For information on key indigenous peoples' organizations and NGOs working on indigenous issues at the country level, please contact the Secretariat of the Permanent Forum on Indigenous Issues to be directed to the relevant key actors at regional, country and local levels. The website is:
<http://social.un.org/index/IndigenousPeoples.aspx>; email indigenous_un@un.org*

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