

**MIDLANDS STATE UNIVERSITY**



**FACULTY OF ARTS**

**DEPARTMENT OF DEVELOPMENT STUDIES**

**Youth involvement in formulation of the United Nations' Sustainable Development  
Goals: case of Zimbabwe**

**By Primrose Nanchani Manyalo**

**R0541186**

**A dissertation submitted in partial fulfilment of the requirements of the degree of  
Masters of Arts in Development Studies of the Midlands State University**

**Supervisor: Dr J Matunhu**

**May 2016**

## **TABLE OF CONTENTS**

<b>Approval Form.....</b>	<b>iii</b>
<b>Dedication.....</b>	<b>iv</b>
<b>Acknowledgements.....</b>	<b>v</b>
<b>Acronyms and Abbreviations.....</b>	<b>vi</b>
<b>Abstract .....</b>	<b>ix</b>

### **CHAPTER 1**

Introduction.....	1
Background of the study.....	2
Statement of the problem.....	17
Significance of the study.....	22
Research Aim.....	23
Research objectives.....	23
Research question.....	23
Delimitation.....	24
Limitations.....	24
Assumptions of the study.....	24
Conceptual Framework.....	25
Theoretical framework.....	36
Chapter Breakdown.....	38
Chapter Summary.....	39

### **CHAPTER 2: LITERATURE REVIEW**

Introduction.....	40
Classical pluralism in western democracies.....	40
Participative governance and youth inclusion in Europe.....	41
Constructing active citizenship in Nicaragua in South America.....	41
Performance, responsibility and political decision making in South East Asia, Asia and the Pacific.....	42

Strengthening the Zimbabwe national policy making process.....	42
The involvement of young people from Mhondoro in the Indigenisation and Empowerment Bill formulation.....	43
The Zimbabwe progress report On MDGs.....	43
Summary of the chapter.....	44

### **CHAPTER 3 RESEARCH METHODOLOGY**

Introduction.....	45
Research Design.....	45
Data collection.....	46
Semi-structured interviews.....	46
Focus group discussions.....	47
Direct observations.....	49
Secondary sources.....	49
Data collection procedures.....	50
Evaluation techniques by type .....	50
Budget to conduct research.....	52
Data Analysis.....	52
Research philosophies.....	53
Ethical considerations.....	53
Chapter Summary.....	55

### **CHAPTER 4-DATA PRESENTATION, ANALYSIS AND DISCUSSION**

Introduction.....	56
Data presentation.....	56
Opportunities available for young people to participate in the SDG process.....	56
Government led opportunities.....	56
UN led opportunities.....	60
Civil society led opportunities.....	64
Obstacles faced by young people in participating	

in the SDG formulation process.....	69
Socio-cultural obstacles.....	69
Economic obstacles.....	70
Political Obstacles.....	71
Effectiveness of the approaches employed.....	73
Strengths of approaches employed.....	73
Weaknesses of approaches employed.....	75
Chapter summary.....	77

## **CHAPTER 5 CONCLUSIONS AND RECOMMENDATIONS**

Introduction.....	78
Conclusions.....	78
Recommendations.....	81
Conclusion.....	84
<b>References.....</b>	<b>85</b>
<b>Appendices.....</b>	<b>90</b>
<b>Appendix I.....</b>	<b>90</b>
<b>Appendix II.....</b>	<b>93</b>
<b>Appendix III.....</b>	<b>96</b>
<b>Appendix IV.....</b>	<b>99</b>
<b>Appendix V.....</b>	<b>102</b>

**APPROVAL FORM**

**MIDLANDS STATE UNIVERSITY**

The undersigned certify that they have read and recommended to the Midlands State University for acceptance as a dissertation entitled: Youth involvement in the formulation of the United Nations Sustainable Development Goals: a case of Zimbabwe

STUDENT ..... DATE /...../.....

SUPERVISOR ..... DATE /...../.....

CHAIRPERSON ..... DATE /...../.....

EXTERNAL EXAMINER ..... DATE /...../.....

## **DEDICATION**

To the young people of Zimbabwe, Africa and the World; for your relentless energy, volunteerism, passion and dedication to use your voices for the greater good. To policy makers, Civil Society and United Nations' Agencies; may this work enhance your involvement of youth in decision making processes, in the quest to end poverty, climate change and inequalities of the world.

***TO MY PARENTS, FAMILY, AND BELOVED ONES***

## **ACKNOWLEDGEMENTS**

I want to thank my supervisor, Dr. J, Matunhu, for his guidance, patience, wisdom and insights into my research. To Molly Watson, thank you for the philosophical Monday morning calls, they always rekindled my quest for knowledge and appetite for learning. To all my family and friends, I thank you for the love, encouragement and morale. To you my love, thanks for pushing me, encouraging me and being the source of light and inspiration within me. I also would like to acknowledge all the respondents who agreed to be interviewed (from government ministries, United Nations agencies, and Youth led/focused Civil Society Organisations and young people in Harare, Bulawayo, Chimanimani and Hwedza); for your cooperation and insights, this project would not have been possible had it not been for your support.

## **ACCRONYMS AND ABBREVIATIONS**

<b>SDGs</b>	Sustainable Development Goals
<b>UN</b>	United Nations
<b>CSOs</b>	Civil Society Organisations
<b>MDGs</b>	Millennium Development Goals
<b>UNHQ</b>	United Nations Head Quarters
<b>UNCSD</b>	United Nations' Conference on Sustainable Development
<b>GDP</b>	Gross Domestic Product
<b>WSSD</b>	World Summit on Sustainable Development
<b>UNTT</b>	United Nations Task Team
<b>HLP</b>	High Level Panel
<b>UNDESA</b>	United Nations Department of Economic and Social Affairs
<b>OWG</b>	Open Working Group
<b>UN ECOSOC</b>	United Nations' Economic and Social Council
<b>UNGLS</b>	United Nations' Government Liaison Service
<b>LGBTI</b>	Lesbian, Gay, Bisexual, Questioning, Transgender, Intersex
<b>UNNT</b>	United Nations' System Task Team
<b>UNDG</b>	United Nations' Development Group
<b>UNGC</b>	United Nations' Global Compact
<b>ZESN</b>	Zimbabwe Election Support Network
<b>UNSEY</b>	United Nations' Special Envoy on Youth
<b>ICT</b>	Information, Communications and Technology



<b>GDP</b>	Gross Domestic Product
<b>HIV</b>	Human Immuno- Deficiency Virus
<b>AIDS</b>	Acquired Immuno- Deficiency Virus
<b>WB</b>	World Bank
<b>PRA</b>	Participatory Rural Appraisal
<b>UNYH</b>	United Nations Youth Habitat
<b>EU</b>	European Union
<b>BYPP</b>	Birmingham Young People’s Parliament
<b>KYP</b>	Keighley Youth Parliament
<b>CESESMA</b>	Centre for education in Health and Environment
<b>ZEPARU</b>	Zimbabwe Economic Policy Analysis and Research Unit
<b>MEPIP</b>	Ministry of Economic Planning and Investment Promotion,
<b>ZYC</b>	Zimbabwe Youth Council United nations Information Centre
<b>UNIC</b>	United Nations Information Centre
<b>ZIMVAC</b>	Zimbabwe Vulnerability Assessment Committee
<b>ZFNSP</b>	Zimbabwe’s Food and Nutrition Security Plan
<b>MGCY</b>	Major Group for Children and Youth
<b>WMG</b>	Women’s Major Group
<b>MoIPEP</b>	Ministry of Economic Planning and Investment Planning
<b>MoPSLSW</b>	Ministry of Public Service Labour and Social Welfare
<b>MoFED</b>	Ministry of Finance and Economic Development
<b>INOs</b>	International Non-Governmental Organisations
<b>UNEP</b>	United Nations Environment Program
<b>UNSC</b>	UN Statistical Commission

<b>USA</b>	United States of America
<b>GA</b>	General Assembly
<b>IGNs</b>	Intergovernmental Negotiations
<b>HYSMR?</b>	Have You Seen My Rights?

## **ABSTRACT**

*This research focuses on youth involvement in the formulation of the United Nations' Sustainable Development Goals: A case of Zimbabwe. The research examined various efforts by government, The United Nation's Agencies and Civil society organisations on and offline, to involve young people in the SDG formulation process in Zimbabwe, the obstacles, strengths and weaknesses of approaches employed. It also provides recommendations to improve engagements of young people in policy shaping and practice in Zimbabwe, Africa and the world. The study will proffer lessons learnt from engaging young people in the SDG formulation process, the socio-cultural, economic and political challenges that inhibit involvement of young people in policy formulation and recommendations to tackle these challenges to increase youth participation in the implementation and monitoring off the SDGs. The study revealed that young people's participation in the process was at varying levels, depending on their socio, cultural, economic and political circumstances. Purposive sampling was employed with use of semi-structured interviews and focus group discussions to collect data.*

### *Key terms:*

*Youth, involvement, SDGs, Zimbabwe*

## **CHAPTER 1**

### **1.0 INTRODUCTION**

As the whole world moves towards shaping sustainable development, global leaders, member states, government, Civil Society Organizations (CSOs) and UN agencies have realized the need to increase youth involvement in decision making. For development programs to respond to grassroots needs there is a great need to comprehend circumstances surrounding youth involvement in decision making, policy shaping and practice. History has shown that young people's involvement in decision making from grassroots right through to global level has not been fully explored, with their expertise remaining untapped. Different levels of engagement and efforts either led by government through selected ministries or CSOs have been central in increasing young people's participation which has resulted in the formulation of policies directly responding to the needs of the people. The Millennium Development Goals (MDGs) formulation process provided key lessons in the way global development goals should be formed or sustainability and truly responding to the challenges faced by the world and its people. Zimbabwe with the rest of Africa are currently experiencing a demographic dividend, providing a potential youth base to play a pivotal role in the Sustainable Development Goals (SDG) formulation process, implementation and accountability of the agenda to fulfil development commitments in the next 15 years.

In this research, the author will examine the involvement of young people in Zimbabwe in the SDG formulation process through looking at the opportunities that were available for young people in Zimbabwe to participate in this process, identifying obstacles that they faced, strengths and gaps of the approaches employed by various stakeholders and conclude by providing recommendations to strengthen youth involvement in policy making processes in Zimbabwe. For creation of a truly transformational and sustainable agenda, it is critical to note that the participation of young people was regarded as highly important as the decisions to be bound by the agenda, would affect development for the next 15 years, with young people, hardest hit by decisions to be made. Banki Moon (2012) noted that, "I want this to be the most inclusive global development process the world has ever known". From the assertion above, a bottom-up, multi stakeholder approach, inclusive of all young people's voices was encouraged, catering for all people with their diversity and at all levels in all nations of the world.

## **1.1. Background of the study**

Youth participation can be defined as positive engagement of youth in responsible and challenging activities that meet genuine needs with opportunities for planning and /or decision making affecting others in activities including policy making where the results or effects will also have influence on others, beyond or outside young people directly participating. The National Commission on Resources for Youth (1975). It is an iterative process that includes reflecting on decision making activities and the opportunity for young people to work collectively towards a shared vision. Meaningful participation acknowledges young people as asserts and positive agents for change and development , it grows young people’s major abilities, expertise, strengths through opening up spaces of decision making to involve young people in shaping policies that affect them in their communities, nations, regions and within the global village (The Canadian Mental Health Association (1995)

Last year at the United Nations Head Quarters (UNHQ) all member states, UN agencies, CSOs , private sector, philanthropists and young people assembled in New York for the United Nations General Assembly (UNGA) and Summit Adoption of the Sustainable Development Goals . It is estimated that in the month of September in 2016, 130 Heads of state, representatives from civil society, private sector, researchers, academia amounted to over 9 00 people (Risse 2015). The UNGA Summit provided a platform to reflect on key learnings and successes of the MDGs as well as the accomplishments of the SDG formulation process which is claimed to have been more consultative than the former.

It is claimed that the SDG formulation process attempted to correct past mistakes of the MDG formulation process. The MDG formulation process was exclusive and top down as it was done by the UN with consultation of academics and policy makers with low input from the wider global stakeholders. In order to address this, and with the rapid growth of Information, Communication and Technology, the SDG formulation process , The Secretary General noted that the process ought to be widely consultative with a more bottom up process to make the framework a true reflection of realities faced by the grassroots often hardest hit by poverty. Making the process highly participative with wide consultations from all stakeholders in their diversity of context and expertise would build ownership of the process and ensure that all people’s views and concerns are strongly reflected leading to the formation of goals to foster sustainable development of the world. The formulation process took place through a number of summits , high level panel meetings , regional and national

conferences that created platforms for participation of member states, UN staff, government, civil society, women, children and special interest groups. It is important to understand the background of how the SDGs were crafted and to determine the level of youth participation in the process, in order to inform gaps, areas of improvement and how effective youth participation can be increased in implementation of the goals as well as to improve systems of operation to ensure that the SDGs are truly transformational and lead to sustainable development in all nations of the world.

The SDG formulation process was catalyzed by the Rio+20 conference that took place in June 2012 in Rio de Janeiro and is also referred to as the United Nations' Conference on Sustainable Development (UNCSD). It was designed as a collaborative effort of the whole UN system, under the auspice of the UN department of Economic and Social Affairs (UNDESA) to facilitate input from all UN bodies. The conference spurred attention of thousands of the UN officials and major entities, and resulted in more than 700 voluntary commitments and establishment of new collaborations to drive the SDG formulation process ahead. The UNCSD resulted in establishment of guidelines to formulate the SDGs through consensus by member states. The goals were not expounded but they indicated that they should strive to be accurate, ambitious and not complex in nature. They proposed that they should be balanced in ensuring sustainable development through addressing poverty, inequality and climate change and be clear, easy to articulate and mainstreamed with the UN agenda for sustainable development. Within the Secretariat housed in the UN were UN ambassadors from all regions of the world; an eleven member delegation, that officially became the body mandated to collect input from all UN systems.

Some of the major outcomes of the Rio+20 summit in 2012 include member states agreeing on the process to guide SDG formulation; they adopted guidelines on development of green economy policies. Governments also agreed that they would establish intergovernmental processes to open dialogue amongst member states on how the SDG formulation process would look like. They also agreed to support the United Nations Environment Program (UNEP) to support its input into the SDG formulation process as well as creation of a High-level political forum to input into the SDG formulation process. Member states also forwarded a request to the UN Statistical Commission (UNSC) to set up a program, around monitoring of progress as a complementary effort to the Gross Domestic Product (GDP) and better inform decision making processes. Governments also approved a framework on

sustainable consumption, and made decisions on themes to be included for discussion including food security, life under water and oceans, energy amongst other critical issues.

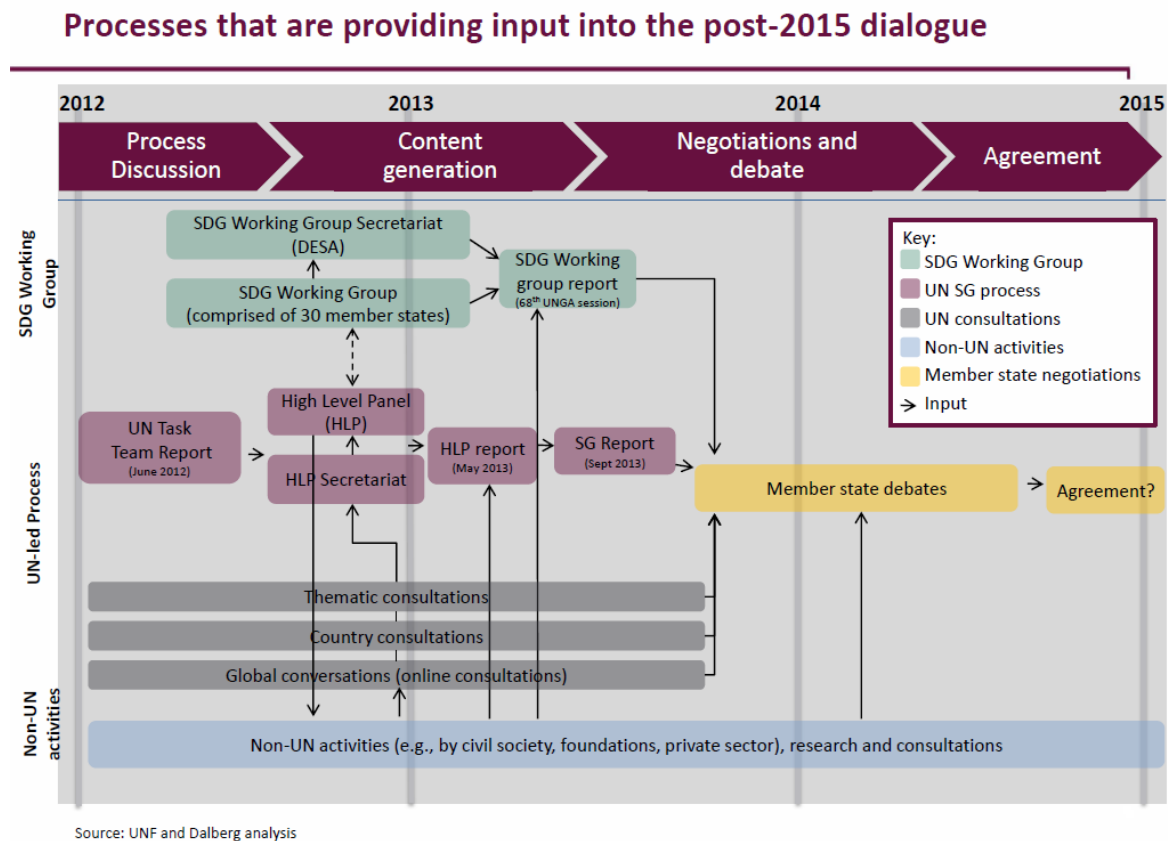
The conference built on the milestones of the MDGs and stimulated the process of formulation of the sustainable development goals. The Rio+20 conferences marked the 10<sup>th</sup> anniversary of the 2002 World Summit on Sustainable Development (WSSD) in Johannesburg and the 20<sup>th</sup> anniversary of the 1992 UNCED (UNCSD2012). The Rio+20 conference's major outcome was the consensus by member states to establish a process that would guide the development of the SDGs, addressing all the three components of ensuring sustainable development including climate change, poverty and inequality reduction. The Rio+ 20 conference was attended by Heads of State, CSOs, private sector and other stakeholders who converged to agree on the framework to guide the SDG formulation process. This was reflected in the United Nations Resolution 248 called "The Future we want document" and reads

"We want to establish an inclusive and transparent intergovernmental process on sustainable development goals that is open to all stakeholders, with a view to developing global sustainable development goals to be agreed by the General Assembly..." (UNCSD: 2012)

The framework can be illustrated in the diagram below and summarizes outcomes of the Rio +20 outcome and has three distinct levels of engagement including the SDG Open Working Group (SDG-OWG), UN-Led processes and Non UN Activities. It can be seen from the table that they are three levels that resulted in the SDG formulation process which was an outcome of the Rio+20 conferences. The bottom level is the Non UN Level Activities by civil society, foundations, private sector, research and consultations. It is stated that within this level is where most of the young people's input took place. It comprised of thematic consultations, country consultations and global conversations that took place along other high level activities by the UN and member states. The middle level comprised of processes led by the UN to gather the input from civil society and other stakeholders. This is where the UN Task Team (UNTT), The High Level Panel (HLP) was conducted in 2012 by the HLP Secretariat that developed the HLP report in 2012, which was presented to the SG In 2013 and spurred debates by member states at the UNHQ in New York. The top level comprised of UN high level processes. This is where the SDG working group lay, with 30 member states and they

developed the SDG report which fed into member states discussions that fed into the formulation of the SDGs through intergovernmental negotiations.

**Table 1: Processes providing input into the SDG making process (Source: Dalberg: 2012)**



### 1.1(i) The SDG working Group

As an outcome of the Rio+ 20 conference held in Brazil in 2012, a 30 member open working group was also tasked to prepare a proposal on the SDGs. The Open Working Group (OWG) was established on 22 January 2013. This was the highest level of the SDG formulation process and comprised of thirty member states. The SDG working group employed a “constituency based” system, to share seats amongst different states and to ensure a balance of views into the SDG formulation framework between the global north and south. The Head of the working group was Secretary General Sha Zukang who was supported by two executive coordinators: former Minister of Environment for France) Ambassador Brice Lalonde. Elizabeth Thompson, (former Minister of environment for Barbados). In accordance with the annex to general Assembly decision 67/5551, Zimbabwe was also part of the OWG



together with Zambia as part of the SADC delegation and would work with the UNDESA at the highest level of engagement in the SDG formulation process. According to the UNCSD (2013) The final thirty member states included Mexico, Peru, Brazil, Nicaragua, Argentina, Bolivia, Ecuador, Australia, Netherlands , United Kingdom of Great Britain and Northern Ireland, Canada, Israel, United States of America(USA) , Denmark , Ireland, Norway, France , Germany, Switzerland, Italy, Spain, Turkey, Hungary, Belarus, Serbia, Bulgaria, Croatia, Montenegro, Slovenia, Poland and Romania. Other countries that were also at any one time going to be part of the OWG included Algeria, Egypt, Morocco, Tunisia , Ghana, Benin, Kenya, United Republic of Tanzania, Congo, Zambia, Zimbabwe, Nauru, Palau, Papua New Guinea, Bhutan, Thailand, Viet Nam, India , Pakistan, Sri Lanka , China, Indonesia, Kazakhstan, Cyprus Singapore, United Arab Emirates, Bangladesh, Republic of Korea, Saudi Arabia, Iran, Japan , Nepal, Colombia, Guatemala, Bahamas, Barbados, Guyana, Haiti , Trinidad and Tobago. This group was exclusive to member states, the UNDESA secretariat and the Open working group (OWG) as a recommendation from the Rio+20 conference to spur the SDG formulation process through intergovernmental processes at the highest level at the United Nations Head Quarters (UNHQ) in New York.

The SDG Working Group decided on the methodology to develop the SDGs that would accommodate full participation of all stakeholders deemed critical to the process including civil society, private sector, scientists, researchers and the academia as well as the UN system in all its processes for a wide consultative process that brings a lot of diverse views to the SDG formulation dialogues. Some of the key tasks they were responsible for included reporting regularly to the General Assembly (GA) on progress made around the Intergovernmental Negotiations (IGNs) as well as incorporating outcomes of the two high level meetings that were done in 2013 that gave proposals on priority areas based on the key lessons learn in implementing the Millennium Development Goals (MDGs) with special attention to the progress that was made. The OWG would also present a proposal of the SDGs to the Secretary General, select two co-chairs to convene the group, and be governed by the values and principles shared above and all decisions would be made by consensus , reflecting a number of alternatives where essential, and encompass views from CSOs through the ECOSOC. The Open Working group would also draw technical expertise from the Inter-Agency Technical Support Team and expert groups where necessary and where necessary the OWG methods of work would be reviewed to best serve the objectives of the group.

The formulation of the OWG fostered increased participation of special interest groups and opened the intergovernmental space for SDG formulation debates by member states, UN observer states and those with a special invite from the United Nations' Economic and Social Council (ECOSOC) or General Assembly. They developed mechanisms to ensure full participation of all people of the world from academia, research experts, CSOs, young people, the scientific community and the UN in order to achieve wide consultations with a wide range of experience to develop a framework connected to the realities of people on the ground. The SDG working group led a high level panel in 2013 in which a proposal of the SDGs was presented to the SG.

The SDG working group was guided by values of transparency, inclusion, openness, consensus and views reflecting the diverse nature of all member states. It opened up opportunities for increased participation of member states and young people as well as the electorate constituency that they represent. The General Assembly Committees would govern the OWG and the work of the group would be guided by the procedures, rules and terms of references established by the governing committee, and underpinned by the values mentioned above to open a more transparent and progressive working group.

One of the major outcomes of the SDG Working Group was the development of a set of proposed goals in 2014, July, which were to be presented to the SG for his approval at the UN General Assembly (UNGA) in September 2015. This proposed report established the foundation for the development of the SDGs to guide global development until 2030. It included the proposed framework for the SDGs were engraved within the future we want outcome document and summarised the outcome document. The proposal underscored the SDGs as central to realising global development as a component of wider development agenda by the UN. This would also serve as the framework to guide national development plan formulation and to direct stakeholder's human and financial resources so that collective action is taken globally to achieve the goals by 2030. They also acknowledged the Johannesburg Plan of implementation which summarised major contributions from other conferences on economic, social and environment issues. The agreed plans were mainstreamed with the global agenda for sustainable development as recommended by the OWG. Hence it was emphasised that the formulation of the SDGs should be guided by these major summits and must not shift focus from success of the MDGs but build on them. The OWG also recommended that the SDG formulation process be conducted with the objective of making the goals actionable, precise and easy to convey to wide audiences, be ambitious,

all-encompassing and applicable in all nations, while responding to the diverse unique contexts, levels of development, expertise as well as national policies and priorities. The OWG also underscored the need for the formulation process to focus on the most urgent issues for sustainable development to be achieved; hence the need for reflections of the grassroots realities facing communities with governments encouraged to lead all-inclusive, participatory consultations that reflect the voice of all people in nations. The thirty member states would also establish five United Nations regional groups that would balance geographic representation and ensure that decisions are made representing all regions of the world. They would get guidance from the UN Tasks Team, and would also develop targets and indicators for the SDGs to ensure that progress made on the SDGs is measured and assessed against the developed targets and indicators. They also acknowledged the need for the SDGs to be informed by scientific evidence and indicated to the UN that they support in collecting empirical evidence and compiling national input to inform the SDG formulation process. They also committed to resource mobilisation for developing countries to also contribute.

### **1.1. (ii) The UN led process to gather input from Civil Society**

The second level was guided by the HLP secretariat comprising of 26 member states to gather input from the Civil Society, the global business community, the youth sector and other stakeholders in accordance with the UN Security Council Resolution 1244 announced by the SG in July 2014 as part of the SGs initiative mandated by the 2010 MDG summit to get input from leaders on proposals to guide the SDG formulation and gather top priority areas for discussion. This was also called the eminent persons meeting and sought to advise on priorities to be focused on within the SDG global development framework. Just as the SDG working group above, the chairmanship of this group included representation from both the Global North and South with co-chairs being Prime Minister David Cameron of the United Kingdom, President Ellen Johnson Sirleaf of Liberia and President Suliso Bambang Yudhoyono of Indonesia and leaders from government, private sector and civil society.

Two HLP meetings were conducted by the eminent persons, one in London in 2012 and the second in Liberia to maintain a balanced representation of both the global north and south's views around what the SDG framework priorities. The central theme for the first meeting was household level poverty. Main focus discussions included environment management, governance, and looking at future social and economic projections to open up discussions

around key priorities by the academia and research experts. The meeting was held in October 2012 and was followed by a second closed door meeting in November to further discuss development of humanity through addressing household and individual poverty. As a follow up, the eminent persons opened doors to the wider public including round table sessions with youth, the global business community, CSOs and the general public through live streamed meetings and online consultations. This was complemented online by the United Nations Government Liaison Service (UNGLS) through online public consultations whose report was presented to the eminent persons prior to their meeting in London to ensure that the process is widely consultative and caters for those who could not be physically present in London. In addition to this the eminent persons facilitated for roundtable sessions with CSOs, held a youth even and had a round table with the private sector to gather priorities to be considered in the SDG formulation process. The final outcome was a report shared with the Office of the President of the General Assembly (OPGA) by the two co- chairs on priorities established by CSO, young people, academia and the private sector on the SDG priorities. These included focus on women and girls rights, access to energy, infrastructure development, job creation, economic growth, empowerment, reducing, affordable health care clean water and sanitation, and other services to ensure that the SDGs are achieved. It was also emphasized that the MDG formulation process ought to learn and build on the work achieved through the implementation of the MDGs with a strong recognition for the need to embrace all voices as well as foster global partnerships in creation of the SDGs. Mr. Abdoulaye Dukule, Special Envoy of Liberian President Ellen Johnson Sirleaf indicated that the doors need to be opened for increased input from CSOs in order to establish ownership of the SDG formulation process and sustainability in implementation. He noted that was the MDGS had the problem of “sending solutions to people without giving them the means to change the process” and this was not sustainable. The eminent persons indicated that they had endeavoured to reach out to nation in the initial stages of the SDG formulation process so as to get member state’ endorsement and ownership from the onset, in the spirit of developing the goals as one globe, balancing ambition with feasibility based on technical expertise and available resources.

The third meeting was held in Monrovia in Liberia in February 2013. It focused on national level development, exploring the role of government in fostering an all-inclusive process, addressing security, corruption and conflict as issues that could compromise inclusive processes towards the SDG formulation process in national efforts. The fourth meeting to be held in Bali would focus on fostering global partnerships and exploring means of

implementation for the SDG framework once developed. This would be done alongside subsequent outreach to other stakeholders including the private sector, CSOs and youth as key informers of the SDG formulation process. All these efforts culminated into a report to the SG in May 2013.

It is of special interest to this study to zero in on young people and interrogate the role they played to contribute to the eminent persons meetings that took place in Liberia and London. Young people were regarded as positive agents of change and asserts, because they constitute the majority of the population with almost half of the world under 25, and 87% of them living in developing countries (Population Reference Bureau: 2015). They are the demographic that is hardest hit by the challenges of the world and are always at the sidelines of policy making and decision making processes. The theme for the first meeting held in London was, “Young Leaders, Young Voices” and was characterized with increased interaction amongst young people from diverse backgrounds to share their most critical issues that they wanted prioritized within SDG formulation framework. Through the meeting young people aired their views informed by their lived experiences. They also offered practical solutions as recommendations on how the SDG formulation process must be done. Some of the young people’s requests included asking to be at the heart of the SDG formulation and to be widely consulted in all processes at all levels, from high-level platforms right through to grassroots events and country –specific consultations. They cited the MDG agenda as an exclusive process known for being less consultative, with minimum participation of young people and adoption of a top-bottom approach to goals formulation, hence young people proposed that the SDG process becomes more inclusive especially of the grassroots, special interest groups, underrepresented young people in conflict and post conflict contexts, LGBQTI, women , girls and other key groups as well as gender mainstreaming issues around household poverty, further subdividing gender dynamics at household level within the same house as this would be the only sure way of ensuring that ownership of the SDGs would be established .

Civil society therefore proposed a collaborative process of developing the SDGs from a human rights perspective. Civil society also had a round table in which they gave their input at the eminent persons meeting in London. They focused on priorities including unemployment challenges for those in absolute poverty, and that the SDG formulation process must adopt a human rights approach where all voices are considered and heard from

a human rights perspective to ensure sustainable development of all nations of the world where poverty elimination and provision of decent work for all becomes a prime priority. They also pointed to the need for relief in emergencies and provision of options for those without the capacity to work, clearly spelling out the public from the private sector. CSOs also called for the need for governments to create an enabling environment which fosters inclusive participation of all people in their diversity and wide experience and expertise, with complete removal of all barriers that inhibit effective participation especially of marginalized groups as well looking at mechanisms to be adopted to remove barriers to effective participation. It was also suggested by CSOs that the means of production for those living in poverty be strengthened to contribute towards their livelihoods. These include agriculture, small enterprise and rural based economies which could be areas of attention. They also noted the need to open up more spaces for women in decision making and leadership. They noted that the SDG process ought to also be complemented by a target and indicator mapping exercise that is all inclusive and ensures participation of all people from grassroots, academia, private sector, UN and the government. They strongly recommended that the SDG process adopt the principles bottom up participation without leaving behind the voice of those in need.

Inclusive growth was also underscored as critical to ensuring that the development framework is sustainable. Without sustainability, they highlighted that growth could become exclusive and widen the inequality gap between the developed and developing states. Underscoring inclusive growth would be gender equality, bottom up participatory processes, and inclusion of the underrepresented voice in shaping the SDGs. This mean increasing awareness, education and providing comprehensive health services to those in need. Information provision in the form of data availability would enable transparency and accountability by those in positions of influence and creation of active citizens who are empowered and aware of their rights. Therefore CSOs advocated for increases access to information around the SDG formulation process, particularly to young people and other underrepresented groups so that they effectively participate in the SDG formulation process.

The private indicated the increased need to resource mobilize for the SDG formulation process as well as for implementation through doing more that corporate social responsibility and view marginalized people not as targets for business but drivers for global economic growth and sustainable development. They noted the need to narrow the margins between

profit and non-profit making entities, castigating open trade as a disadvantage to the poor due to competitive advantages as well as inequalities. They noted that free market trade will worsen inequalities rather than improve the situation. They indicated that business also needs to be more accountable, honest and transparent, especially in their dealings with states in conflict. The private sector was encouraged to play a central role to support increased participation of the poor in the process, as well as strengthening governance as a way to foster development in nation states. Private sector was also encouraged to be more accountable and play a role in protecting the environment as they were regarded as significantly contributing to pollution of the land, water and air. It was recommended that within the SDG formulation process that they play a leading role, in supporting participation of the grassroots as well as partnering in activities that lead to ending poverty, such as creation of quality products and promoting fair trade. It was concluded that inclusive growth needs to encompass gender and poverty dynamics and issues of increased grassroots participation for creation of a truly sustainable model for global development in the form of gender, considering. This included investment in social security and basic goods to perpetuate global justice.

Another key outcome of the high level imminent persons meeting was the need for the SDG formulation framework to adopt equitable empowerment, especially of young women and girls who still do not occupy spaces for decision making through promoting political participation of women and girls. There was call for a bottom –up grassroots focus for the SDG framework to be meaningful. This was one of the gaps of the MDG formulation process as they were exclusive and did not get the voice of the grassroots which, CSOs recommended must be corrected by the SDG formulation process. Therefore it was recommended that the SDG framework be informed by grassroots voices that address climate change, social injustice and more decentralization must be adopted to ensure that the grassroots voices are heard. They highlighted the need for policies must ensure equal empowerment and have mechanisms that allow the grassroots to make leaders and decision makers accountable so that the SDGs truly serve the poorest of the world. Accountability should be made towards governance, government and CSO spending as well as involvement of the grassroots. This includes increase in budgets to empower local people to be more involved in decision making processes, indicator and target mapping to increase accountability. There noted that more investment needs to be made in women and girls as well, through capacity building and opening spaces for them to participate as well for the SDG formulation process to be truly

inclusive. Hence equitable empowerment would mean deliberate efforts to increase voices of the underrepresented including young people, women, people with disabilities and other special interest groups. The SDG making processes was recommended to be more open and embracive of all voices , adopt a human rights based approach, with rule of law and good governance, as well as increased grassroots accountability , and mechanisms to ensure that countries become more accountable to their people. They also noted that the SDG formulation process be accompanied by an indicator and target mapping process for the framework, that is grassroots driven and participatory, in order to capture all the unfinished business of the MDGs , particularly encompassing views of underrepresented groups such as people with disabilities, rural young people, poor young people, women and girls.

The question of inequality being tackled to foster development was also brought forward for discussion at the imminent persons meeting factoring in lessons that can be learnt from the MDGs results. The discussions sought to redefine inequality, and question gender dynamics and exclusion of key groups as undermining efforts to achieve sustainable development, appoint to note in the SDG formulation process. They indicated the need for increased collaboration between the high level political forum and civil society to ensure increased access of the grassroots in the process. The people to be included who are subjected to increased inequality include women, children and youth, people with disabilities , older people, key populations, minority groups. Inequality causes identified include gender, people living in marginalized communities or in conflict zones where there is no economic growth or development taking place. They indicated that different elements of need to be looked at including income, access to basic services and opportunities, gender which inhibits women from taking full ownership of their development and means of production. All agreed that inequality to be addressed, data must be disaggregated by sex and age, to enable the grassroots to be more involved and take ownership of accountability and monitoring from the grassroots, right through to national, regional and global level. It was noted that the development framework needs to embrace the poorest people who remain at the margins of decision making processes. To cater for inclusive participation and empowerment of the most marginalized voices through support of the grassroots and inclusion in all development processes. It was noted that the SDG formulation process needs to address issues leading to division at grassroots level. These include political and economic issues, as well as financial and human resources required in their magnitude to ensure development of a more inclusive



process. It was agreed that for a truly global agenda, there is need to encompass the voice of the grassroots who directly experience inequality and poverty.

As part of building on the key lessons learnt from the MDG formulation process, UN wanted to make the process collaborative, more open and include research institutions, CSOs, academia and private sector to complement the high level activities that were done with member states. The efforts of the eminent persons was presented to the SG in May 2013 led by Executive Secretary Homi Kharasa and they convened high level panels called the Intergovernmental negotiations in which mission capitals, UN would dialogue to seek views on the SGD development agenda and to ensure that it reflected people's aspirations and rights worldwide.

The UN also formed three other groups to complement ongoing efforts within its membership to input into the SDG formulation process among other ongoing efforts by other stakeholders. This was under the premise that the UN composes of membership from all regions of the world and has centralized mechanisms of gathering evidence form all regions and countries of the world it represents covering a wide diverse range of views. One such group was the United Nations System Task Team (UNNT) which was formed in 2012 to support the SDG formulation process. Another positive outcome of the Rio+20 Summit was formulation of the UN System Technical Support Team (TST). This would support the work of the OWG through giving expert advice as well as through establishment of the Inter-Agency Technical Support Team. This comprised of 40+ UN entities who worked under the UN TST on formulating the SDG agenda for development. This was co-chaired by UNDESA and UNDP and included the Economic and Social Commission for Asia and the Pacific (ESCAP), Economic and Social Commission for Western Asia (ESCWA), Economic commission for Africa (ECA), Economic Commission for Europe (UNECE) , Economic Commission for Latin America and the Caribbean (ECLAC), Food and Agriculture Organisation of the United Nations (FAO) , International Fund for Agriculture Development (IFAD), International Labour Organisation (ILO), International Maritime Organisation (IMO), International Monetary Fund (IMF), International Organisation for Migration (IOM), International Telecommunication Union (ITU) , Joint United Nations Program on HIV and AIDS (UNAIDS), Office of the High Commissioner for Human Rights (OHCHR) , Office of the High Representative for the Least Developed Countries , Landlocked Developing Countries and Small Island Developing States (OHRLLS) , Office of the Special Adviser on

Africa (OSAA), Secretariat of the Convention on Biological Diversity (CBD), UN System Chief Executives Board for Coordination (CEB), United Nations Children's Fund (UNICEF), United Nations Conferences on Trade and Development (UNCTAD), United Nations Convention to Combat Desertification (UNCCD), United Nations Department of Economic and Social Affairs (UNDESA), United Nations Department of Political Affairs (UN-DPA), United Nations Department of Public Information (DPI), United Nations Development Programme (UNDP), United Nations Educational, Scientific and Cultural Organisation (UNESCO), United Nations Entity for Gender Equality and the Empowerment of Women (Un Women), United Nations Environment Program (UNEP), United Nations Framework Convention on Climate Change (UNFCCC), United Nations Global Impact (UNGI), United Nations High Commissioner for Refugees (UNHCR), United Nations Human Settlements Programme (UN-HABITAT), United Nations Industrial Development Organisation (UNIDO), United Nations Office for Outer Space Affairs (UNOOSA), United Nations Office for Project Service (UNOPS), United Nations Office for the Coordination of Humanitarian Affairs (OCHA), United Nations Peace Building Support Office (UN-PBSO), United Nations Population Fund (UNFPA), United Nations Regional Commissions (UNRC), United Nations University (UNU), United Nations Volunteers Program (UNV), United Nations' World Food Program (WFP), World Bank Group, World Health Organisation (WHO), World Intellectual Property Organisation (WIPO), World Meteorological Organisation (WMO) and World Tourism Organisation (WTO). (UNCSD: 2015) With such a diverse, broad representation from the UN entities, the OWG had a lot of expertise to inform the IGNs they would convene to draft the SDGs agenda. This group produced two reports one in 2012 and the other in 2013 and both reports were presented to the SG with proposals for the SDG agenda for development.

The second group was called the United Nations Development Group (UNDG). This group coordinated the online global conversations including the eleven thematic consultations in 88 countries online as further discussed below. The outcome was production of the report titled the Regional Perspectives on the Post 2015 Agenda for the SG. The third group was called the United Nations Global Compact (UNGC). This group comprised of the private sector and has members of the global community interacting with the UN to understand the role of the private business sector in the SDG formulation process. They published a report to the SG in June 2013.

### **1.1. (iii) The global conversations**

This level is deemed to have been the conduit between the grassroots, member states and the UN. This was the unique window in which young people and other under-represented groups could increase their participation through direct contact mostly with CSOs and other groups that furthered interests of underrepresented groups. Some of the key players that played a pivotal role to connect these voices into critical processes included academia, researchers, private sector and CSOs. These groups created opportunities for themselves to input into the process mostly through holding their own consultations, research and ultimately feeding into the process. Young people got more room to participate in this process as key players facilitating the process opened spaces for increased youth involvement. According to the UN (2016 ) the global conversations were conducted through holding 88 national thematic consultations, 11 UN thematic consultations through the “World We Want”(WWW) survey, My World Survey (MWS) which were conducted worldwide online with the CSOs, private sector, academics , scientists and researchers to reflect views from a wide audience. This has been popularly coined the global conversation and has been seen as an extra-ordinary and unparalleled process the UNDG to expand the SDG consultations to a wider audience in order for the people of the world to determine their own priorities.

The UN (2016) notes that the global conversations took place at two levels with the first level comprising of national consultations that were held in 88 countries including Zimbabwe in 2013. The country consultations targeted various stakeholders such as CSOs the private sector, researchers, academia, media, universities and other centralized knowledge platforms. They were convened by the United Nations Country Teams, (UNCT) and were targeting to reach 100 countries in 2013. Topics that were covered by the thematic areas included bridging the gap between the unfinished agenda of the MDGs and emerging challenges to be addressed by the SDGs. These areas included Population Dynamics, Water, Inequalities, Climate Change, Health, Food Security, Conflict, Violence, Disaster, Education, Growth, Employment and Energy. The second level was the global conversation that took place on the WWW website as well as the MYS. This was taken to Facebook, twitter and other social media platforms to increase reach, particularly of young people. With support from over 230 cooperating partners globally UN created this initiative to reach out to a wider audience through a fast, efficient, cost effective way of connecting. Zimbabwe was also part of the global conversation and had a large number of different constituencies utilizing this space to get more young people to participate.

According to UN (2016), the document was summarized in a report developed by the UNDG called Developing the Post 2015 Development Agenda or the Million Voices Report. It was presented to the HLP secretariat, member states, The SG and the general public through development of the book, A million voices report, which was shared on the "World We Want" website. The SG it was presented in 2014 at the UNQH at a high level meeting. This input into the draft SDG agenda being developed known as the Zero draft outcome document also produced in June 2014.

It is against this backdrop that the SDGs were formulated as depicted by Darlberg's analysis given above. This framework provided a detailed analysis of three levels of participation and was heavily informed by key lessons from the MDG formulation process as well as the Rio+20 conference that was held in Brazil in 2002. Young people's participation in Zimbabwe in the goal formulation process will be examined guided by this background.

## **1.2 STATEMENT OF THE PROBLEM**

The researcher will establish successes and challenges of the MDGs and locate youth participation in policy making processes within the context to fully understand the problem. Efforts will be made to look at the national, regional and global context to fully understand the challenge at hand and juxtapose them to the overall context.

It has been argued that the MDGS resulted in real progress being made as global leaders worked towards halving poverty by 2015. UNDP (2016) noted that efforts led to the number of people living in poverty falling to less than half of the 1990 level with use of the MDG framework. They also add that the percentage of people living in slums in cities fell, over two billion people gained access to better drinking water, with improvement of at least 100 lives globally. Despite this progress, real gaps were still seen that had to be addressed by an even more ambitious framework for global development to be implemented from 2015 to 2030. UNDP Zimbabwe (2016) indicates that 1.4 Billion people still live in extreme poverty, every 4 seconds; a child dies from a preventable disease, 2.8 million people in Zimbabwe need food, and 900 million, especially women and young people suffer from chronic hunger, every 4 seconds a child dies from preventable causes, and the population is projected to rise by 2050 to 9.5 billion yet global food supplies are at breaking point and worse at the verge of running out. This is coupled by challenges associated with climate change as it also threatens to reverse progress made by the MDGs and worsen poverty and inequalities. The

international rescue committee has also reported conflict and abuse of human rights as further perpetrating the global crises. The BBC (2016) reported that there is also a migrant and refugee crises across the world. In 2015 only, over a million migrants and refugees crossed into Europe, fueling a crisis and division within the European Union over how to best deal with the migrants. UNCHR (2016) also added that over 135, 711 people entered Europe by Sea with some arriving by land, especially from Turkey and Albania. The migration crisis is also of global concern as nationals of war torn countries such as Afghanistan, Iraq, Eritrea, Syria and Kosovo, flee conflict, violence, abuse and poverty and search for greener pastures in different countries such as the European States. Germany for instance received almost had a million asylum applications in 2015 and the officials indicated that more than one million had been accounted for through porous borders and entrance using illegitimate means. Hungary recorded second as migrants entered their country through Greece and Western Balkans. It accounted for 177 130 asylum applications by December 2015. The International Organization for Migration (IOM) indicated that more than 1.1 million migrants arrived into Europe by sea and over 34 900 by land. In addition an external border force by the EU called Frontex, noted that more than 1.8 million migrants arrived at Europe's borders through the monitored routes into Europe. Using rubber or wooden boats, most migrants will be targeting Greece as their final destination. The influx poses a threat to receiving countries as well as the migrants too. IOM (2015) noted that more than 3 770 migrants were reported dead after attempts to cross the Mediterranean Sea from Africa to Italy, and more than 800 dies in the Aegean from Turkey to Greece. In 2015, 800 died in Libya after the boat capsized because the boat was overcrowding. This has resulted in increased political tensions in the world, especially in countries that has been targeted as destinations by migrants such as Greece, Italy and Hungary. It is estimated that it will take an average of 10 years to make each refugee be fully habilitated. The situation is worsened by lack of resources to cater for the growing demands and needs. According to Reuters (2015) in 2015, the European Commission approved a 2.4 billion euro budget for emergency aid for Italy and Greece towards their rescue efforts for 6 years, although it has been reported that this is not enough to cater for the global crisis.

The Zimbabwe Invest Case Report (2016) also indicates that young people in Zimbabwe are also the hardest hit by the socio-economic and political challenges being faced by the country. According to National Census Report (2016), about 6.52 million young people are aged between 10-35 years which is almost half the countries' total population. Utilizing

thematic areas including Health, Education Skills and Development, Employment and Livelihoods and Empowerment and participation, they gathered young people's views under each theme to determine the challenges facing young people. Under culture and recreation, some of the challenges that were identified include neo-imperialism and limited national heritage programs leading to loss of identity and acculturation, young people also identified lack of financial resources for talent identification and nurturing, lack of diverse sports and recreational activities as most schools are biased towards traditional sports. The local media is also under-utilised, parents castigate children who focus on sports and artistes are under recognised. They also reported lack of recognition for local art, delinquency and immorality of artistes, with drug abuse topping prime challenges as well as abuse of social media. The situation of young girls is also worse as they recorded low participation in sports compared to boys. According to the report findings, under health young people's challenges are exacerbated by religion, culture and harmful traditional practices, poor sanitation facilities, lack of access to clean water, limited access to youth friendly health care services (including maternal health care), drug abuse, risky sexual behavior, HIV/AIDS and lack of comprehensive Adolescent and Sexual and Reproductive Health Promotion (ASRH). On education and development skills, the findings indicated that poverty contributed to lack of school fees, drop outs, textbooks, uniforms and affected general welfare of young people, they noted difficulties in accessing national identity documents, lack of appropriate school infrastructure, no consideration of young people living with disabilities, outdated curriculum, inadequate, unevenly distributed and poorly equipped VCTs, limited range of relevant courses, lack of startup kits and mentorship, failure to secure attachments, unemployment and underemployment, sexual abuse and exploitation of female students by lecturers. Under employment and sustainable livelihoods the report revealed that young people lack career guidance, have a theory fixated curriculum, are exploited at the workplace or subjected to child labour, lack skills in business training, have no access to vocational training, do not have access to infrastructure and capital to set up income generating projects, vocational training skill and have no knowledge in professional experience to enrol into formal employment with a lot of corruption and nepotism at the workplace exacerbating their high unemployment situation. They also reported having no collateral for loans, lack financial management by young people in business, no wide range of vocational programs, soaring levels of unemployment, mismatch between skills acquired at tertiary institutes and the needs of the industry, experiencing a lot of barriers to entry into business, discrimination for

disabled youth, brain drain, unstable working environment and unfair labour practices all affecting young people.

It has been argued that youth participation in decision making processes such as policy, governance and active citizenship is arguably very low. A study commissioned by Zimbabwe Election Support Network (2010) indicated that in the 2008 elections only 18% of the voters' role could be classified as youth (18-30) against a background of Zimbabwe experiencing a demographic dividend with almost half of its population being over 60% under the age of 35 years. The Research and Advocacy Unit (2013) states that in the 2013 harmonized elections, only 8.87% of young people were registered as voters compared to 219% that were registered within the age range of 80 years. This according to the Standard (2014) translates to nearly 2 million people who did not vote. It argues that youth participation in these elections was marginal with young people mostly used to perpetuate politically motivated violence by political figures. According to the investment case report (2016) young people identified a number of issues as contributing to their limited empowerment and participation. These include lack of birth certificates, identity documents especially amongst orphans and vulnerable children (OVCs), restricted parental consent to participation platforms, parental influence on decision making youths are mostly dependent on parents/guardians, lack of confidence and participation skills, lack of information, or general interest especially in marginalized communities due to remoteness and inaccessibility and ignorance of existing platforms of participation and lack of knowledge of existing policy documents, lack of financial, material and human resources, more top down approaches to policy development, political manipulation, lack of transparency and corruption tendencies in availing intervention packages, gender disparities to participation, and stereotyping of female participation in political spaces. The UNDP MDG Report (2016) revealed that only 1 in 5 parliamentarians are female, as of January 2014, only 9 women served as Presidents of States globally, 15 as heads of governments albeit Rwanda being an exception due to 52% of its parliamentarians being women. The ZUNDAF Report (2015) revealed that there is low participation of women in politics and decision making because of low access to means of production, gender based violence embedded in the socio-cultural and traditional systems that subjects women to the domestic space not the policy making spaces. At national level UNDP (2016) noted that gender policies are not implemented adequately, partially domesticated all contributing to limited participation of women. The MDG final progress report (2016) notes that women are underrepresented in parliament in the lower and upper house in Zimbabwe with 14% in the

former and 33% in the latter which is below the benchmark provided by the MDGs and the Southern Africa Development Committee (SADC) Gender and Development Protocol benchmarks. With all this mounting evidence indicating low participation of underrepresented groups such as youth, women and girls, the situation can only be worse for young people in rural areas who according to the Census (2012 ) shows that 67 percent now live in the rural areas whilst 33 percent live in the urban areas.

This is not unique to Zimbabwe as global evidence indicates that youth involvement in policy making processes and political decision making remains largely low, with female participation even lower the fact that young people make up the majority of the population. The UN Special Envoy on Youth (UNSEY) revealed that 2 out of 3 countries do not consult young people when preparing poverty reduction strategies, national development plans and this exacerbates lack of representation of young people in policy making structures despite the decisions made affecting their lives. Just as in Zimbabwe, globally young people who register to vote in the age group 18-25 remains largely lower than other age groups and the probability of young people joining politics/political parties is low with people under the age of 35 rarely taking up leadership positions.(UNSEY: 2015). They add that only 1.65 parliamentarians around the world are in their 20s', and for one third of all countries, eligibility for national parliament starts at 25 years and 6% of all parliamentarians are under the age of 35.

Despite the proliferation of Information, Communications and Technology (ICT), young people still remain at the side-lines of political participation. It is argued by Marshall McLuhan that the “medium is the message” and proliferation of ICT could potentially lead to creation of the global village reducing distance, time and space through connecting over the world –wide web potentially enabling young people to be positive agents for through mobilising, collaborating and connecting. UNSEY(2015 ) notes that in developing countries young people are nearly 3 times more likely than the general population to be using the internet, 45% being under the age of 25. 30% have the worlds youth have used been reported to be active online at least five years with 3.2 billion people globally using the internet and 2 billion coming from developing countries. The positive trade-offs that come with ICT include a potential resource base to increase young people’s participation in political spaces of decision making such as the SDG formulation process.



It is also important to look at the population dynamics and how they affect participation and policy making process. The Africa Development Bank (AFDB) has reported that Africa is facing a demographic dividend and this could be a huge potential base for development or pose a threat. It is noted in Africa over 40 % of the population is under the age of 15 and 20% are between the ages of 15-24. This remains one of Africa's imperative advantages to grow its human capital through increasing young people's participation in policy making, increasing investment in education, technology, health and infrastructure to foster development of their youth bulge and grow its economy. This according to AFDB (2015) is how East Asia grew its economy. Therefore, Africa could potentially further development taking advantage of the demographic dividend to promote increased participation of young people in policy formulation processes so as to develop a sustainable agenda that will respond to the needs of the majority of the world's people, particularly young people

### **1.3 SIGNIFICANCE OF THE STUDY**

This study will inform government, CSOs and youth led organizations', effective ways to engage young people in policy and decision making processes. Of particular interest is the Ministry of Economic Planning and Investment Promotion (MEPIP) and UNDP who have been at the heart of the SDG formulation process in Zimbabwe and will co-chair rolling out of a national SDG implementation plan to be informed of the dynamics surrounding youth involvement in decision making in order to improve, build on and strengthen their involvement in domestication of the global agenda, take part in implementation, monitoring and evaluation of the national plans engrained in the SDGs global agenda. This study will also inform researchers and academia who will want to explore further youth involvement in the context of policy shaping and decision making processes.

The research is also coming at an opportune time with the adoption of the SDGs that took place in New York at the UNHQ in 2015, it becomes critical that the processes be reviewed to measure level of youth involvement and provide key learnings to improve the processes in the future. Due to the demographic dividend in Zimbabwe and the rest of Africa, measuring extent of youth involvement cannot be ignored as the youth bulge provides a potential resource base for development or could pose a threat if their needs are not catered for. This research is therefore pertinent to provide key findings on lessons from youth involvement in the SDG making process and provide recommendations for improvements in youth

engagement in decision making, SDG implementation, monitoring and evaluation not only in Zimbabwe, but Africa and the rest of the globe.

#### **1.4. RESEARCH AIM**

To measure extent of youth involvement in the United Nations' Sustainable Development Goals formulation process in Zimbabwe

#### **1.5 RESEARCH OBJECTIVES**

- To understand the existing opportunities for Young People from diverse backgrounds in Zimbabwe to participate in the SDG formulation process
- To identify obstacles faced by young people in Zimbabwe to participate in the SDG formulation process
- To identify strengths and gaps of approaches employed in involving young people in the SDG formulation process
- To provide recommendations of strengthening youth involvement in policy making processes in Zimbabwe.

#### **1.6 RESEARCH QUESTION**

Youth involvement in formulation of the United Nations Sustainable Development Goals: a case of Zimbabwe.

#### **1.7 SPECIFIC QUESTIONS**

1. How were young people involved in the SDG formulation process in Zimbabwe?
2. What obstacles were faced by young people in Zimbabwe in participating in the SDG formulation process? Please give social, economic, cultural and political challenges
3. How effective were the approaches employed to involve young people in the SDG formulation process
4. What recommendations do you have for strategies employed to strengthen youth involvement in policy making processes in Zimbabwe.

## **1.8 DELIMITATION**

This was a nation- wide study aimed at understanding overall youth involvement in the UN SDG formulation, focusing on Zimbabwe’s model employed to engage young people through the triple-based approach including government, UN and CSO led efforts. The Researcher therefore purposively sampled MIPEP, MoYDIEE, UNDP, UNAIDS, four national youth led/focused CSOs and commissioned four focus group discussions in Harare(Highfield) and Bulawayo(Makokoba) and Chimanimani (Nhedziwa Rural) and Hwedza (Makanda Rural) to establish a balanced view and minimize bias in gathering data around youth involvement in the SDG formulation process.

## **1.9 LIMITATIONS**

Some respondents were not available or too busy to be interviewed and in some cases did not feel free to divulge sensitive issues freely. As this study was measuring national youth involvement, a few districts could only be feasibly selected using purposive sampling methods with the intention of using the population selected to reflect extent of youth involvement in the process. As this study targeted high level ministry reps, UN agency reps and CSO reps, some key informants took longer than anticipated to respond extending the periods needed to commission the study beyond specified timelines. However the researcher, in some instances took steps including in person meetings and telephone and Skype conversations to reduce time and space needed to conduct the study.

The research methodology also had its weaknesses including lack of generalisation to other people as the study narrowed its focus to its purposive sample. There were no quantitative predications which made it challenging to test a specific hypotheses and/or theories in the context of many participants. The research took more time to conduct with data analysis even taking more time. The research also largely stood to be influenced by the researcher as the knower and the known are inseparable.

## **1.10 ASSUMPTIONS OF THE STUDY**

The study assumes that the time and resources accorded for this study will be adequate to complete the study and that all respondents and key informants will be available and will willingly input into this study. It also assumes that key informants will be truthful and will

provide an accurate representation of facts to their best knowledge. The study also assumes that government and other key agencies will provide detailed and comprehensive input into actions that they led to inform this study.

## **1.11 CONCEPTUAL FRAMEWORK**

### **1. 11 (i) Policy making and development**

The researcher will first explore how scholars link development to decision making and politics to understand the link between policies and overall development of countries and the world at large. Todaru and Grawboski 2007 agree that economic development is a broad and inclusive term that is easily conceptualized but difficult to measure or quantify. In addition to per-capita Gross Domestic Product (GDP), economists have traditionally used measure of health (life expectancy, infant mortality, incidence or disease, number of HIV and AIDS cases, and immunization rates) education, (enrolment rates, average years of education, youth or adult literacy rates), or other economic conditions, (poverty rates, inequality of income distribution, child labor, unemployment,) as a proxy for development. Interest to this research however lies on the World Bank definition which introduced the idea of “redistribution with growth”. In line with this definition, governments ought to develop policies and resources that ensure that the majority of grassroots people in poverty increase opportunities to earn and also leverage on the resources to increase their productivity. The SDG process therefore out to consider redistribution of wealth to encompass inclusion of the grassroots so that the agenda truly reduces poverty which largely affects low income producers.

The World Commission on Environment and Development (1987) further defines development from a sustainable perspective as it introduces sustainability as a critical component to defining development. The Brundtland Commission noted that sustainable development is the ability to fulfil the needs of the population without compromising needs of the future generations. It is a holistic view of economic development that implies that decisions made today, economic or social, or environmental, have an impact on future generations and attempts to link the socio-economic aspect of development to environment management to achieve sustainable development.

### **1.11 (ii) Functional institutions and democracy**

It is important to explore functional institutions of democracy as they play a central role in enabling or inhibiting youth participation in policy formulation processes in national, regional and global policy making spaces. North and Thomas (1973) have indicated that appropriate institutions and democracy are an essential precondition for growth. Proper institutions are run in a democratic way, in which the electorate has a voice in national development plans and priorities. In the case of youth participation, it is critical to have proper and functional institutions that foster youth participation. To support this Grawbowski (2013) states that democracy plays a critical role in contributing to economic growth. He cites Gerring et al (2005:338) as providing support for the notion that democracy and good economic policy and well run administrations have a positive causal effect on economic growth although the effects emerges over time. Measures of democracy are used as the independent variable and per capita gross domestic product as a dependent variable. He notes the interplay between functional institutions and the public as critical to fostering increased youth participation and development. He emphasizes on the need for political elites to learn what represents good and bad policy and how to construct effective bureaucracies. He notes that this also lies on voters too who must learn to recognize good policy. He notes that the political elite must learn that voters have evolved and have become more sophisticated and voters must learn that the ruling elite have become more responsive to political demand. More generally, democracies institute a learning process among elites and masses in which economic performance and electoral contests offer periodic corrections. Gerring et al 2005:338. One would thus expect a slow transition from populist style politics as a democratic experience accumulates as demonstrated by the difference between the MDG and SDG formulation processes, although it is worth noting that this learning process is fraught with conflict. The ruling elite will initially attempt to behave in a predatory or patronizing fashion. This will evolve in conflict with producers and through this process of conflict, learning occurs and commitment problems are solved. He concludes that the process is iterative and not an easy one.

The lessons here can be boiled down to as set of simple ideas including; Good economic policy is important, for economic growth especially of many developing countries, choice of economic policy is important, the political context within which policy is made is also important, politically underdeveloped states are not likely to be able to carry out effective economic policies. Even appropriate policies are likely to be distorted in environments in which a solution to the commitment of the problem has not been achieved.

### **1.11 (iii) The democratic ideal**

Haralambos (2008) coined this “the democratic ideal” that contributes to development of a country. He argues that only when the democratic ideal becomes an established feature of everyday life can a democratic system of national government be created which in this case will foster increased youth participation. He further added that the democratic ideal involves social democracy whereby people directly participate in the government of their local communities. He argues is the only experience that will provide “the habits of a responsible choice and self-government which political democracy calls for” Bottomore (2008) adds that a truly democratic national government will only be possible when all the major institutions of society operate on democratic principles of openness, transparency and inclusion of all people in their diverse nature with no political divides. The democratic ideal can be seen through the lenses of providing every individual with an equal opportunity to participate in the political process and an equal say in the government of their society. He posits that a government that involves its people in decision making reflects the needs of its people in its priorities and leads to development of its electorate.

### **1. 11 (iv) Classical pluralism**

According to Haralambos (2008) special interest groups facilitate for the democratic ideal as they provide the opportunity for many individuals who are not members of political parties to participate in politics. He cites Amnesty International , an international organization that campaigns for human rights, other International Organizations such as Crisis Coalition, Transparency International and International Human Rights Watch as necessary elements in a democratic system that ensure classical pluralism, where as many people as possible participate as actively as possible in politics. British for instance is cited as experiencing drop of membership in political parties while many pressure groups have seen membership rising. Garnett (2005). The pressure groups also protect interests of those that may not have voted for a certain political party in power and may not agree with its ideologies; hence their interests are protected by the special interest groups. According to Haralambos the proliferation of classical pluralism allows for a large number of diverse pressure groups to feed their voices into decision making processes as they provide a channel through which their voice can be heard to decision makers and the interest groups can mobilize public concern over issues that have been neglected or overlooked by the government.

### **1.11 (v) The Political elite theory**

The classical elite theory was propounded by Vilfredo Pareto (1848 -1943) and Gaetano Mosca (1851-1911) and can be seen to have its principles applicable in the 21<sup>st</sup> century to explain varying decision making levels in societies. Elite rule was regarded as inevitable and dismissed the possibility of a proletariat revolution leading to the creation of a communist society where major decisions that affect the society are made by a few people within the communist society. Pareto and Mosca questioned the idea of a democratic ideal forwarded Haralambos (2008) and argued that even in so called democracies, decisions usually reflect the concerns of the elite rather than the wishes of the people who are largely controlled and manipulated by propaganda which justifies elite rule. Although heavily criticized, the general idea of the elite theory, that small groups can become dominant through organization and holding positions of power remains influential. Mills and Williams have supported this view noting that democratic choices are largely illusory and in reality, there is little difference between main parties and leaders, who are more or less interchangeable, with very similar policies. They note that “not only has government been reduced to a managerial role, but the scope of that role has also been curtailed”. It can be reflected from these studies findings that political influence remains heavily influential on decision making processes and according to Williams (2006:39) politicians remain the conduits of power that link business professional and political elites together through their capacity of knowing who to talk to, along with an expertise knowledge of how and when that talking has to be done. This ultimately results in those who do not own power being sidelined and their views not being reflected in policy making processes.

### **1.11 (vi) Participation versus Power, Politics and the State.**

The question of power, politics and the state is quite critical in this study as its characteristics can either inhibit or facilitate for participation of the masses in policy making processes. Understanding the interplay and research around this area will serve to reinforce, discredit or provide new evidence around the interplay between the three components, Vis VI increased participation. Hywell Williams (2006:26) noted that power, politics, state, “...by their very own existence have proven to be the destroyers of democratic aspirations and the effective debate which should lie at the heart of an open society”. Max Weber defined power as the number of a man to realise their own will in a communal action even against the resistance of others who are participating in the action. (Weber 1948). This implies that power is being

able to get ones way even when others are opposed to your wishes. Weber notes that authority can manifest either through charismatic means, traditional authority or rational legal types. He notes however that these are ideal types of power and influence may emanate from one or two sources. He further notes that in modern societies there is more of what is coined the “pluralist view” where concentration is on the will of individuals or groups to achieve articular ends (Haralambos :2008). When reflected in policies or enacted by the government their actions are taken as the pluralist views.

Steven Lucas (1974, 2006) posits a radical view to power in terms of policy making which he states is iterative and like pluralists, sees power in the face of decision making. He notes that various groups express different policy preferences and influence the making of decisions over various issues; hence to him if the government followed policies advocated by the trade unions, this would reflect that they are the ones who have power. The second dimension - focuses on non-participation. According to Haralambos (2008:523) power may be used to prevent discussion of critical issues or policies about them being put in place. This is done by those in positions of authority through either limiting the options of decisions put forward or from preventing those who take a decision from considering all the possible alternatives.

### **1.11 (vii) Participatory approaches to policy making**

Robert Chambers forwarded a new way of looking at development issues by increasing participation of the local people as key to achieving development through participatory rural appraisal (PRA) with increased decentralization of decision making and empowerment of local people and the grassroots making policy shaping more community driven. Chambers notes that development is non-linear, complex and occurs from increased participation of people living in poverty which he refers to as “handing over the stick”. According to Mascarenhas et al (1991), PRA describes a growing family of approaches and methods that enable local people to share and learn from each other about their life conditions to contribute to planning and acting. Freire (1968) indicates that it borrows from traditional participatory methods such as applied anthropology and field research on farming systems. Some of the principles under PRA include direct learning from local people , offsetting biases, optimizing tradeoffs, triangulating and seeking diversity (Chambers:1994). Behavior of outsiders is governed by critical self-awareness and responsibility, leaving analysis to be done by local people, with outsiders acting as mere facilitators, which is the major difference with Rapid



Rural Appraisal (RRA) where information is drawn and produced by outsiders. With PRA, procedures of data gathering and analysis are owned and shared by local people. According to Chambers some of the methods employed in PRA include mapping, modelling, transect walks, matrix scoring, grouping, ranking, institutional diagramming, seasonal calendars, trend and change analysis and analytical diagramming undertaken by local people. Outsiders are expected to employ the Freirean approach to data analysis and action where they are expected to be adaptable to the context, apply creativity as well as using their best discretion at all times.

This research explores how young people can be integrated into decision making processes as an effort of increasing participation of underrepresented groups within society to improve quality of programs developed as well as ensuring that a range of views are incorporated in development policy formulation. Robert Chambers' notion is that for sustainable development, those hardest hit by poverty must be placed at the heart of policy design. According to Chambers, involvement of young people starts at context analysis, which must be done with those affected by the problem. He coined this "putting the last first" or "handing over the stick" and noted that all those in positions of power must make the conscious effort of ensuring that programs involve the intended beneficiaries right from planning to implementation, monitoring and evaluation.

The notions were supported by Simon (2006) who indicated that ideas around Participatory Rural Appraisal (PRA) are largely borrowed from Chambers' work. This provided the basis for most of the methods employed to increase participation of people in marginalized contexts to actively participate in policy design through giving real life practical examples of their lived experiences to inform policy and program design. Simon (2006) notes that some methods that have been employed to increase grassroots participation include focus group discussions, in-depth interviews (add examples of PRA)

Chambers cautions of the four dangers stemming from "rapid or rigid adoption". This can potentially undermine its intended impact. The first danger is coined "instant fashion" by Chambers which makes the susceptible to discredit. Under this are quick promotion and adoption, exploitation, and "sticking on labels without substance". Hence Chambers warned of the danger of professionals exploiting this opportunity through replacing RRA or questionnaires in project documents with PRA to legitimise their methods and approaches which in essence would still reflect questionnaires and RRA. Leitman (1993) notes that a

publication on rapid urban environment assessment opened its section on methodology with the words, “In the same spirit as RRA and PRA...an urban environmental indicators questionnaire was designed...” yet PRA is seeking to terminate or improve on this. Instant fashion was also seen through practitioners without experience or expertise demanding training, and making money of donors when they lacked experience, and often were externals not from the same community.

The second danger noted was the word “rapid “ which according to Chambers became a liability as practitioners hurried through the process, characterised by urban-rural tourism where urban practitioners briefly made visits to rural areas increasing bias. The visits were quick with low sensitivity to the context and no commitment which increased marginalisation of the people living in absolute poverty. Chambers noted that rapid more often meant wrong and the solution to curtail this danger included according more time, exercising due diligence and care to listen and learn from the poorest people.

The third danger which was noted included formalism which may in the long run be the most complex challenge to deal with. This is in the form of manual and handbook development and standardisation. Chambers notes that this is useful to compile useful ideas and experiences although the danger is that they kill innovation, though creating highly formalised standards and procedures. He notes that as manuals are developed, there is a tendency to theorise, spend more time in the classroom, learning the theory and less in the field learning the practice, with innovation and creativity slowed, stopped and reversed. In this case practitioners have been urged to get in the field more, going to the grassroots, experimenting, making mistakes and learning from them as quality has come not from rules laid in a book but dedication, open learning and informed improvisation.

The fourth danger of PRA that Chambers warned of was the danger of routinisation and ruts. As reach and scale spread, the iterative nature of policy shaping and program design becomes standard routine, without looking at options and other innovation. Although inevitable, Chambers notes that invention, adaptation and continuous strive to improve strengthens PRA which ought to be nurtured through capacity building of practitioners and increasing opportunities if sharing and learning.

Chambers indicates that these four dangers are a potential threat to effective participation of the local people and as it is becoming more prevalent, he argues that the dangers may reduce, although questions of quality have been put forward by other critics of Chambers as “handing

over the stick” may be done , with the people lacking the confidence that they can implement PRA unless if they “embrace error” though looking at mistakes as opportunities for learning and using best judgement at all times

### **1.11 (viii) Incrementalism**

The incrementalism theory of public policy reflects the participatory approach by Chambers and the “democratic ideal” coined by Haralambos (2008). The model was propounded by Lindblom (1917) and has characteristics that can be used to develop policies within a democratic ideal. Within the incrementalism school of thinking, policy is an iterative process, resulting from multiplicity of interaction between a range of actors from government, CSO and UN agencies and other key players with diverse views, from diverse groups working towards policy shaping and reshaping collectively. In the case of the SDG formulation process this refers to the interaction between the UN, Mission Capitals, Civil Society, Private Sector, Academia and Researchers to contribute to crafting the SDGs. It emphasizes the importance of engaging multiple stakeholders based on their broad and diverse skills and expertise to work together to develop policies based on past experience, building on positive aspects as what was attempted by the SDG formulation process. Lindlom notes that incremental policy formulation process stand a better chance to result into the democratic ideal as compared to the rational decision making process. For there to be a functional democracy there are two critical components that all key players must strive to agree on and these include the objectives and adequate background information which tends to be more accurate when coming from the grassroots to enable precise fore-casting of results and options for availed for discussion as compared to rationale decision making as it provides a linear amendments of challenges in contrast to incremental ideas and substitutes until a solution is reached in a circular and iterative way. Lindblom highlights that the way in which the people are engaged in policy formulation is called “social fragmentation” where the people forward their challenged to their elected leaders and it acknowledges that there is need for broad alternatives and a single solution is not adequate to inform policy making. Balanced representation of a diverse audience is necessary, with equal balance of power on order for there to be many alternatives to choose from and make the policy making process incremental. In the case of the SDG formulation process, it is critical to have all people from all agencies ranging from the UN, member states, CSOs, youth, academia and researchers to have equal participation in order to make the global sustainable development goals framework more reflective of the reality of the world. According to Borick, Layne and

Shafritz (2005) the American model of democracy was a good example of incrementalism where various stakeholders representing different stakeholders come together to work towards a common goal which frequently results in widespread, all-inclusive policy formulation representative of diverse audiences as compared to a narrow spread of academia and researchers and the elite.

### **1.11 (ix) Young People**

It is critical to define the term young people, so that there is a clear understanding of the term young people in this research. According to the Cambridge advanced learners dictionary a young person is someone who has lived for a short period of time this is the time between childhood and adulthood. The Ministry of Health in Zimbabwe refers to adolescents as young people aged 10-24. This is also UN's working definition which has been noted to be contradictory as the UN Youth Habitat (UNYH) notes that a young person is aged 15-32, the African Youth Charter states a young person is aged 15-35 which is also highlighted in the Zimbabwe National Policy as reflected in the Zimbabwean constitution. Other social factors have also been used to define young people depending on their socio-economic status as well as poverty status. Vappu (2005) stated that the definition of who a young person is differs from one context to another and in some contexts, if someone has low social status, and is still under the care of their guardians/ parents despite their age is regarded to be a young person. It becomes imperative to consider the context and processes within it to determine if a person is young or not. Youth becomes defined by mindset, not a specific time, considering issues of energy, hyper imagination, will, adventure and triumph over fear. In this study youth is referred to as a period in which critical decisions influenced by one's social variables including culture, lifestyle, friends and gender will affect their future. The definition does not specify a specific age range, but rather embraces the various definitions proffered above to just note that simply put, young people being referred to, are those transitioning from childhood to adulthood.

### **1.11 (x) The sustainable development goals**

The SDGs took over from the MDGs and will run from 2015-2030. They are referred to as the transforming our world: 2030 agenda for sustainable development. They are 17 in total with 169 targeted and are contained in paragraph 54 of the UN resolution A/RES/70/1 of September 25 2015. The official agenda for sustainable development has 92 paragraphs and

the main paragraph (51) outlines 17 SDGs and 169 targets focused on ending poverty, addressing climate change and addressing inequality:

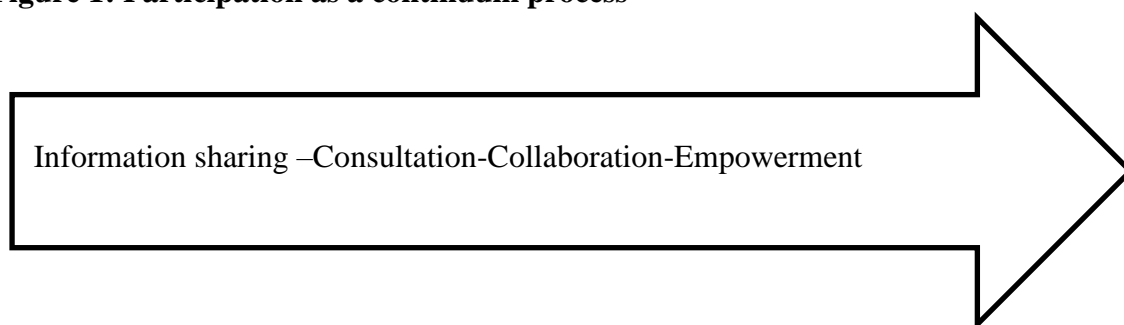
The goals are ending poverty in all its forms everywhere, ending hunger through achieving food security and improved nutrition through sustainable agriculture, ensuring healthy lives and promoting well-being for all at all ages , ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all achieving gender equality and empowerment of all women and girls, ensuring availability and sustainability of water and sanitation for all, ensuring access to affordable, reliable and sustainable and clean energy for all , promoting sustainable and inclusive economic growth , full and productive employment and decent work for all , build resilient infrastructure , promote inclusive and sustainable industrialization and foster innovation, reduce inequality, make cities and human settlements inclusive and safe , resilient and sustainable , ensure sustainable consumption and production patterns , urgently take action to combat climate change and its impacts , conserve and sustainably use oceans , seas and marine resources for sustainable development , protect, restore and promote sustainable use of terrestrial ecosystems , sustainably manage forests, combat desertification and halt and reverse land degradation and halt biodiversity loss, promote peaceful and inclusive societies for sustainable development , provide access to justice for all and build effective accountable and inclusive institutions at all levels and strengthen the means of implementation and revitalize the global partnership for sustainable development. (Paragraph 54 of the UN resolution A/RES/70/1:2015) Young people's involvement in the development of these goals will be measured to examine the extent to which they participated in the formulation of the goals in order to learn from the process.

### **1.12 (xi) Participation**

Young people's participation will be analysed in this research. This makes it very important to understand the term and relate it to young people and their involvement in the SDG formulation process. It is about having young people's voices feeding into important decision making processes, with young people playing an active role. It is a process and has different levels of engagement as will be explained in the Harts Ladder of participation which is the theoretical framework for this study. It ranges from having young people being involved in problem analysis and playing an active role is agenda setting, decision making and implementation of policies. It has been generally agreed by scholars that it is important to determine the level of participation that is most appropriate for a specific challenge. In

participation, the recipients of the program are actively involved in planning, development, implementation and monitoring and evaluation of programs (Oakley 1989). The World Bank noted that when the grassroots are involved in decision making, the result is sustainable development that results in reducing poverty significantly. Grassroots people have a better understanding of the challenges that they face and are better placed to suggest solutions for their challenges and also attain increased ownership of their programs. The SDG formulation process is deliberately being made a widely consultative process in order to expand ownership of the goals and to ensure that they are a true reflection of people's needs, particularly the marginalised in hard to reach communities. Participation increases confidence, self-esteem, motivation and technical skills and appreciation of decision making processes for beneficiaries which makes it an empowerment process, particularly for young people to be more involved in making decisions that will affect their lives. The mutual benefits for participation include empowerment of the grassroots as well as design of relevant programs and more effective policies for organisations, governments or for those in power culminating into better outcomes mutually beneficial for all parties involved. Rifkin and Pridmore (2011) note that participation is not once off, but rather is a continuous process with spaces open for grassroots marginalised members of the community to participate and is iterative and not once off, allowing the grassroots to be actively involved in decision making affecting their lives .This is depicted in the diagram below to explain participation as an empowerment continuous process.

**Figure 1: Participation as a continuum process**



Rifkin and Pridmore, (2001)

Cooke and Kothari (2001) note that the process of agreeing on a definition for participation is problematic as it is an outcome of practice not unique situations, varying from program to program making generalization problematic. They argue that there is no one way to define participation which makes scientists refer to it more as a social phenomenon that is complex and cannot be measured or replicated making it difficult for development practitioners

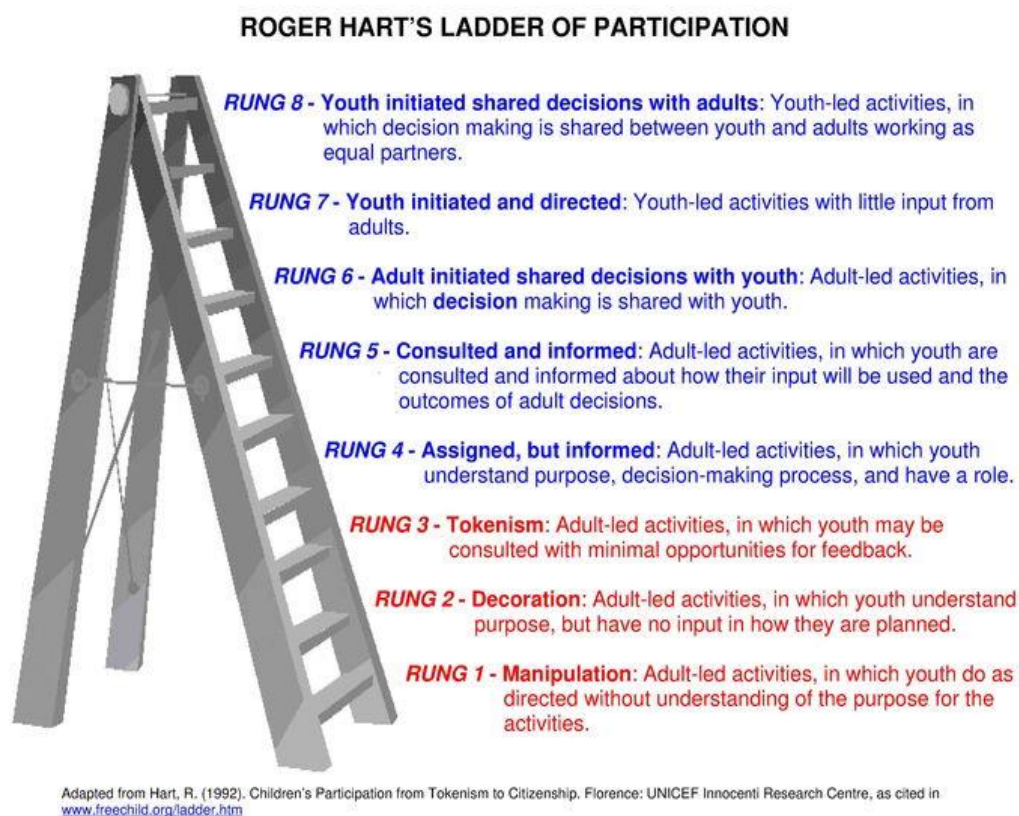
wanting to develop a proto-type that can be replicated to solve challenges of the world. Participation is regarded as a solution to the world's challenges as it reflects grassroots needs and realities, increases empowerment and ownership of policies and programs all key factors for sustainable development. The World Bank has reiterated this fact which is the reason why the UN made the SDG formulation process all encompassing. Although it has to be noted that participation does not have the magic bullet effect as the direct and single cause of development hence the acknowledgement that participation has to be coupled with other critical factors such as political will, good governance, good resource base amongst many other factors and results will differ from context to context, therefore the global development goals will achieve different results at different levels for different nations. As participation leads to a critical mass of empowered people at the grassroots, this can be a threat to those in power as it may lead to questioning of the status quo, as those in positions of power may not be absolutely confident that those equipped with knowledge and will not act maliciously or abuse the power or worse off use the power to make them accountable or kick them out of power. With power, comes wealth and usually the elite do not want to give up power, wealth and control easily which makes them tighten certain spaces of participation. Understanding the various conceptual frameworks around participation will enrich the analysis of young people's involvement in the UN policy shaping process.

## **1.12 THEORETICAL FRAMEWORK**

The major variable that will be under discussion is youth participation in the SDG formulation process. It is therefore important to hear how this notion is perceived by scholars and the theoretical framework that has generally been used to describe it. To understand this notion, Hart (1992) forwarded the ladder of participation which has been used to evaluate levels of participation in policy, programming and project management. Harts ladder has eight rungs, the first three classified as non- participation and the last five with varying degrees of participation. The first 3 rungs are manipulation, decoration and tokenism all referred to as non-participation. In the first rung, those in positions of power exploit young people and use young people in adult led initiatives that young people do not understand. This is the least desired level of participation as it can also lead to disempowerment of young people. The second rung is decoration, where adults still take the lead, and there is increased understanding by young people but they are excluded from planning. This rung is still top bottom as young people do not have space to input their views and ideas around policies put

in place and all planning is done at the top by decision makers who impose their views and ideas on young people. The third rung is still undesirable as consultation of young people is minimal and there is also limited feedback or accountability for commitments made. Although the MDG formulation process does not fall within one specific rung of the non-participation rungs, it can be argued that there are strong characteristics that can be picked from the three first rungs to describe how the MDG formulation process took place with young people viewed more as beneficiaries and recipients of policies and programs already established without their consultation or involvement.

**Fig 2 : Harts ladder of participation**



Source: Hart (1992)

The top four rungs move from non-participation to varying levels of participation. The fourth rung moves away from non-participation to a certain degree of participation, in this level, young people's roles are assigned but informed. They understand their purpose, specific role, the decision making role and are assigned to tasks. In the fifth rung, young people are consulted and informed. Programs are still initiated by adults, with young people having full



information of how to execute the tasks and why they are involved as well as the results of their involvement. In the sixth rung, initiatives are made by adults, but the decision making process is collaborative with both decision makers and young people sharing the task to make decisions. In the seventh rung, young people take their own initiative and leadership with minimum input from adults. In the eighth rung, young people take initiative and decision making is shared with adults working as equal partners. The diagram below depicts Harts Ladder of participation adapted from Hart (1992)

Harts ladder has been used to determine levels of participation in children and young people to differentiate participation from non-participation with the aim of increasing young people's participation and improving the role played by young people in decision making. The first three rungs are non-participation and stand critical in providing a foundation for improvement and moving up the ladder to other stages of participation. The last five provide varying levels of participation with four to six being adult initiated and the last two youth initiated. The ladder aids to terminate non participatory processes and builds on participatory process in the top rungs with the aim of ensuring effective participation of young people as a way of ensuring that policies reflect the realities of the most affected population such as young people in the instance of the sustainable development goals. The rungs portray unique experiences of young people in decision making at different times in different societies and is not a reflection of specific community at the same time. Therefore it will be interesting to note that in Zimbabwe, where different young people are in the harts ladder of participation depending on their contextual realities and unique situations. From Harts framework scholars argue that participation of young people contributes to development and is an empowering process for young people and the other school of think posits that is it their right which must be observed. Both notions have however been widely accepted as leading to sustainable development and solution creation for young people's challenges as well as for their empowerment as active citizens fostering their confidence, esteem and technical expertise around policy shaping.

## **1.13 CHAPTER BREAKDOWN**

### **Chapter 1: Introduction**

In this chapter, the author sets the context for the study. She gives a thorough background of the SDG formulation process globally, to set the context for the national level process detailing the Dahlberg analysis with three levels of participation including the high level

exclusive to member states and the UN, UN led process to gather input from civil society and CSO led process. The author also gave a detailed analysis of the situation, exploring the challenge of youth participation globally, regionally and nationally. She also defines key terms and details the Harts model as the theoretical framework to be used as the basis to measure level of youth engagement and lays out the research's aim and objectives.

## **Chapter 2- Literature Review**

In this chapter, the research presents results of past research relating it to the study and topic. The author outlines gaps from previous research which will be attempted to be responded to by this research.

## **Chapter 3 Research methodology**

This chapter looks at the methodology used and tools that were employed to gather data, as well as justification for selection of respondents to achieve the questions laid out in the first chapter. It will give a detailed procedure of how the methods will be employed, a breakdown of the budget plus ethical considerations.

## **Chapter 4- Data Presentation analysis and discussion**

In this chapter, data are presented, with new data explained, analyzed and discussed based on other scholars' views and the researcher's interpretation of findings made.

## **Chapter 5 – Summary and conclusions and recommendations**

In this chapter , the researcher will give a summary of the whole study from problem identification, method used to gather data, findings and conclusions based on all the discussions made, The theoretical framework and problem setting is utilized as a basis to draw conclusions and make recommendations as well as indicate areas for future study.

### **1.14 CHAPTER SUMMARY**

In this chapter, the researcher set the tone for this study providing s detailed background and laying out the problem to be answered and provided both the theoretical and conceptual framework to guide the study as well as its justification, limitations, delimitations , aim and objectives, as well as the breakdown of chapters for the whole project.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 INTRODUCTION**

In this chapter, the scholar will present results of previous research related to youth involvement in policy making and decision making processes as presented by dominant scholars who attempt to unearth decision making, its relationship with power, politics, the state and youth involvement with focus on Zimbabwe, Regional and Global studies . This area serves to be underserved with a lot of research largely looking at participation feeding into local policy shaping in Zimbabwe, Africa and the globe. The scholar will share literature from Zimbabwe and other parts of the world comparing studies around youth participation in decision making, identifying gaps and how this study will attempt to feed new data into the studies conducted by others.

### **2.2 CLASSICAL PLURALISM IN WESTERN DEMOCRACIES**

According to classical pluralists, all sections of all societies and shades of political opinions are represented and reflected in a wide variety of groups in western democracies. People who feel they are being neglected by the government can form pressure groups in order to rectify the temporary flaw in the operations of a democratic system. In recent work, Wyan Grant (1999) supported an elite pluralist position in British politics. He concluded that the number of pressure groups had expanded since the 70s to cover a range of diverse views and interests with few people claiming under representation in western democracies. He noted that the pressure groups no longer focus on Westminster as a target to advocate for change or representation but also explore other platforms including the European Union (EU), courts and other parliaments with efforts also directly targeting individual activities such as corporates including Shell which was pressured not to dump its disused oil rig Brent Spar into the North Sea through boycotting of products encouraged by environmental pressure groups. This study detailed the effectiveness of pressure groups in western democracies to increase participation of underrepresented communities through direct action and increased consultations by the governments. (Haralambos: 2008:529) It will be explored through this study to see if the same can be said of the Zimbabwean context that pressure groups necessitate increased participation of young people.

### **2.3 PARTICIPATIVE GOVERNANCE AND YOUTH INCLUSION IN EUROPE**

O'Toole and Gale (2006) sample two youth parliaments, The Birmingham Young People's Parliament (BYPP) and the Bradford Keighley Youth Parliament (BKYP) in Europe to study participative governance and youth inclusion in decision making. The study looks at platforms for participation and how the structures foster democracy and increase participation of young people. It was discovered that in Bradford, young people were connected to the parliament and the power relations were not fixed providing open spaces for young people, the young people had technical expertise in policy processes and were conscious of the challenges and anticipated impediments and planned how to tackle them through use of coordinated action taking advantage of the situations they confronted to develop substitute solutions. In Birmingham, the group was independent of government structures and this posed its challenges as with time the spaces became more closed and less democratic. It was concluded that the young people supported by the state get more support and their initiatives tend to be more successful compared to their other counterparts distanced from the government. They leverage on their internal capacity and power as well as take advantage of provided spaces to participate.

### **2.4 CONSTRUCTING ACTIVE CITIZENSHIP IN NICARAGUA IN SOUTH AMERICA**

In Nicaragua, Harry Shier (2008) looked at constructing active citizenship through examining the work of the Centre for education in Health and Environment (CESESMA) in the Northern part of the country which is a coffee growing community looking at available spaces to support child coffee workers. Shier concludes that civil society potentially enhances participation and active citizenship of young people. Through civil society, young people access adult led and adult dominated spaces to increase their participation, although their structural mechanisms provide barriers and make it challenging to increase youth participation due to the domination. They conclude that the best way to increase youth participation is to create more child initiated spaces to influence and increase pressure on adult spaces. It is recommended that there must be increased collaborations by governments, CSOs and other key development players to support the existing political spaces and make them more open and democratic.

## **2.5 PERFORMANCE, RESPONSIBILITY AND POLITICAL DECISION MAKING IN SOUTH EAST ASIA, ASIA AND THE PACIFIC**

Theis (2007) looked at children's participation experiences in governance in East Asia and The Pacific. These ranged from implementation and policy planning activities such as policy and budget analysis of national plans of actions for children and data driven accountability on the convention for the rights of children. Theis (2007) concluded that they are three circumstances surrounding youth participation and these include performance and responsibility which takes the form of cultural sporting performances and community based mobilisations for children in communities. The second dimension involves participation from human rights based perspective where participation is a right and events are based on the guidance given in the children's rights conventions. Finally Theis (2007) indicates that participation is a democratic citizenship where children are engaged in community, district and ward based local governance under this premise through organised pressure groups. Albeit offering spaces for participation through democratic citizenship, participation remains low in some communities. This is in contrast to the study above on pluralism in Europe which points to the fact that pressure groups increase participation of young people and other underrepresented groups. It is of particular interest then to see if within the Zimbabwean context having a pluralistic view and increased pressure groups through the likes of Zimbabwe Human Rights Watch, Transparency International Zimbabwe, Action Aid International and other NGOs directly translated to increased participation of young people in the SDG formulation process.

## **2.6 STRENGTHENING THE ZIMBABWE NATIONAL POLICY MAKING PROCESS**

The Zimbabwe Economic Policy Analysis and Research Unit commissioned a research aimed at understanding policy making patterns in Zimbabwe, identify challenges and recommendations through assessing the Zimbabwe Program for Economic and Structural Adjustment Program (ESAP) (1991-95), The Zimbabwe Program for Economic and Social Transformation ZPEST (1996-2001), Millennium Economic Recovery Program (MERP) 2003, Industrial Development Policy (2004-2010), Macroeconomic Policy Framework(2005-2006), Towards Sustained Economic Growth(2005-2006), National Economic Development Priority Program(NEDPP) (April-Dec 2006) to improve the policy making processes to speed up adoption and implementation of the policies and address challenges including recommending a bottom up approach to policy making, increasing institutional capacity to

strengthen policy making processes as well as filling knowledge gaps through establishing more channels to foster sharing and learning amongst stakeholders involved in policy making. This study did not look at the unique role played by young people in policy making, which is the gap that will be looked at by this researcher and the results did not elaborate on limited participation of young people, obstacles that they face to effectively participate in shaping policies as they just noted that the grassroots were unorganised which inhibited them from effectively participating.

## **2.7 THE INVOLVEMENT OF YOUNG PEOPLE FROM MHONDORO IN THE INDEGENISATION AND EMPOWERMENT BILL FORMULATION**

Another study focusing on local policy formulation processes was commissioned by the Zimbabwe Trust in 2011. The study looked at the involvement of young people in the formulation of the Indigenisation and Empowerment Bill in Mhondoro, Marirangwe and Epworth exploring the role of young people in the process. They discovered that there is limited participation due to a number of obstacles including limited knowledge of policy and processes of decision making, lack of cohesion and strong leadership, which contributed to limited participation. This study does not critique the interplay between ICT and policy formulation, does not look at global policy processes and took place in the context before the global discourse increasingly acknowledged the need to partner with young people in policy development which is what this research seeks to respond to.

## **2.8 THE ZIMBABWE PROGRESS REPORT ON MDGS**

UNDP Zimbabwe (2016) released a report to highlight the progress achieved by the MDGs whose deadline was December 2015. It highlights the successes, challenges and lessons learnt from the MDGs efforts in Zimbabwe to pave way for better implementation of the SDGs. It highlights the notion that the MDGs were implemented in a very difficult context as the economy was at the verge of collapse. It celebrates achievements made including reduction of the HIV prevalence, achieving primary school enrolments, ICT and provision of anti-retroviral drugs (ARVs). It also laments the unfinished business of the MDGs including gender disparities in political representation and decision making, high HIV prevalence rate amongst adolescents, food insecurity and climate change effects just to mention a few. It gives a collective national progress report of the MDGs progress without narrowing focus to young people and interrogating their participation dynamics. Hence of special focus in this study is to determine how young people participated in the SDG formulation process to

respond to the unfinished agenda of the MDGs as they are the group hardest hit by these challenges. It is also worth noting that it is critical to establish whether gender disparities in participation were narrowed as a form of improvement to policy engagement in Zimbabwe in the SDG formulation process

## **2.9 SUMMARY OF THE CHAPTER**

This chapter looked at youth involvement in policy formulation processes in Europe, America, Asia and Zimbabwe. It can be seen from the various researches that they focused on national and local formulation processes and youth involvement. There are currently no studies on youth involvement in global policy making processes neither in Zimbabwe nor in the other regions as indicated above. The study close to development goals looks at overall progress of the MDGs not SDGs which makes this study even more critical to establish lessons from the process in order to improve youth engagement in the SDGs implementation and accountability as well as in future policy making processes.

## **CHAPTER 3 RESEARCH METHODOLOGY**

### **3.1 INTRODUCTION**

This chapter highlights the research design employed, tools used to gather data, including justification for choice of tools, the budget involved, ethical considerations and data collection procedures employed. The researcher also highlights the total population purposively sampled and justifies why the key informants were targeted for data collection, challenges encountered and improvisations made to ensure that the highest quality of data was collected to inform this study.

### **3.2 RESEARCH DESIGN**

This research design adopted the case study format to understand complex social phenomena around youth participation. According to YIN 2003, the case study method allows investigators the ability to retain meaning holistically with meaningful characteristics of real life events” Saunders (2009) notes that case studies respond to the how and what questions in a real life context. Qualitative methods of data collection and analysis were used to examine involvement of youth in the SDG formulation process in Zimbabwe which gathers information that is not numeric. Dey (1993:28) notes that “While ‘number depends on meaning’ it is not always the case that meaning is dependent on number.” He points out that “the more ambiguous and elastic our concepts, the less possible it is to quantify our data in a meaningful way” Robson (2002) adds that qualitative data are associated with such concepts and are characterized by their richness and fullness based on opportunity to explore a subject in as real a manner as is possible and is interactive in nature. According to Mark Saunders et al (2009:480) qualitative data refers to all non-numeric data or data that have not been quantified and can be a product of all research strategies. This was in the form of semi structured interviews with government ministries, UN agencies, Youth Led/Focused CSOs and Focus Group Discussions with young people from Harare, Bulawayo (urban) and Chimanimani and Hwedza (rural).

Qualitative research is utilised when focusing ones’ study on specific issues in depth and is useful in describing complex trends such as youth participation in policy making. It was effective in providing individual case data through semi structured interviews with agencies involved in organising various consultations to inform the SDG formulation, based on the



respondents' own types of meaning. Data was compared and analysed through cross case examination, which provided detailed occurrences around the SDG formulation process in Zimbabwe in complex grassroots contexts. It increased understanding of individual experiences around the SDG formulation process and helped locate the experiences within their context of occurrence. The method responded to the grassroots contexts and gave perceptions of various stakeholders from government, CSOs, UN agencies and the young people around the SDG formulation process in Zimbabwe through their own lenses. With this type of design, it allowed the researcher to be flexible and respond to unplanned eventualities that occurred during the study, which further explored more of the how and why questions around youth participation in the SDG formulation process in Zimbabwe.

Respondents were selected through purposive sampling. In purposive sampling, sampling is conducted with a purpose in mind. Predefined groups sought after included government ministries, UN agencies and Youth Led/Focused organizations. This sampling technique ensured the researcher to reach the targeted sample quickly, although scholars have generally argued that this non-probability sampling technique is susceptible to bias. The researcher utilised judgement to select respondents that had the possibility of yielding the most accurate responses to inform the study in order to meet the objectives.

### **3.3 DATA COLLECTION**

Semi structured interviews and focus group discussions were used to collect data from the field. The research also relied on secondary sources of data on literature around the SDG formulation process in which scholarly views were juxtaposed to data findings to draw an analysis and provide a detailed discussion of the occurrences.

#### **3.3 (i) SEMI STRUCTURED INTERVIEWS**

The researcher employed semi structures interviews and focus group discussions to establish perceptions on the youth involvement in the SDG formulation process in Zimbabwe. A semi –structured interview can be defined as a purposeful discussion between two or more people, (Kahn, Cannel: 1957). Use of interviews aided in gathering valid and reliable data relevant to the research aims, objectives and questions. King (2004) notes that they are unstructured interviews that are non-standardised and sometimes referred to as qualitative research interviews. Semi structured interviews are characterised with the interviewer and the respondent engaging in a formal interview, through use of an interview guide developed by

the interviewer with a list of questions and thematic topics to be covered sequentially with the interviewer managing any stray cases or diversion from the topical trajectories in the interview. The unstructured interviews generated critical qualitative data to inform the study through use of more open ended “how “ and “why” questions which allowed key informants to respond in depth in their own words, their understanding of youth/their involvement in the SDG formulation process in Zimbabwe. This helped the researcher to deeply comprehend the study at hand, albeit being time consuming to gather and analyse the data collected from government and UN agencies, government and youth –led /focused organisations.

The researcher had a list of themes and questions to be covered, although they varied from interview to interview. Some questions were omitted in particular interviews, given the specific organizational context that was encountered in relation to the research topic. The order of questions also varied depending on the flow of the conversation, with additional questions added where there was need to probe further in order to meet the objectives of the research study. The discussion mean data was recorded in a notebook, and on interview question sheets as well as through voice recordings using a mobile telephone devise. Interviews were conducted in person, over telephone as well as through Skype depending on availability of the respondents.

Semi-structured interviews allowed respondents to build on their responses and enabled the researcher to probe further to have an increased understanding of the study at hand. This added significance to the research study as the interviewees explained occurrences using their own words and their understanding of the SDG formulation process. This led the discussions in issues not considered previously, which enriched the study findings in relation to the research question and objectives. Interviews should result in enabling the research to collect a rich set of data (Saunders: 2009) although the way in which one interacts with key interviewees will also determine the nature of data ultimately collected (Silverman 2007).

### **3.3 (ii) FOCUS GROUP DISCUSSIONS**

Saunders coins these “interviews for one too many”. Focus group discussions were used to gather data from young people affiliated to youth led/youth focused organizations working towards increased youth participation from Chimanimani and Hwedza rural, Harare and Bulawayo urban to draw a comparison between rural and urban youth participation in the SDG formulation process. Focus groups were originally called "focused interviews" or

"group depth interviews". According to Stewart & Shamdasani, (1990) the technique was developed after World War II to evaluate audience response to radio programs. Since then social scientists and program evaluators have found focus groups to be useful in understanding how or why people hold certain beliefs about a topic or program of interest.

The focus group standard number is 7-10 respondents to increase individual interaction and young people are grouped according to common interest. The researcher brought together groups of ten young people in the selected communities to gain information on their participation in the SDG formulation process. The young people selected were unfamiliar to each other, but the common characteristic that brought them together is falling within the range of the youth definition and relate to the issues around SDGs formulation in Zimbabwe. The interviewer created a conducive environment to establish trust with respondents and encouraged participation of all members within the focus group to enrich the data collected, with no use of pressure or and through managing dominant members within the group. By conducting the focus groups four times, in four different contexts, both urban and rural, the researcher started picking common themes, trends and insights into youth involvement in the SDG formulation process in Zimbabwe as perceived by the groups.

Krueger (1988) gave steps to be followed when conducting FGDs, which he noted take place in three phases. The first stage is conceptualisation which is more of identifying the purpose of the study, targets, research design as well as all the resources required. In this study, the researcher wanted to determine levels of youth involvement in the SDG formulation process and targeted key informants included the government ministries, UN agencies, CSO and young people in four districts in urban and rural areas. Five open ended questions were set, pilot tested and administered to 55 young people from Highfield (Harare) Makokoba (Bulawayo), Makanda (Hwedza) and (Nhedziwa) Chimanimani. Urban and rural young people were sampled purposively to attain the highest possible data around the research area, from both urban and rural areas to balance views proffered around youth involvement.

Krueger (1988) notes a number of advantages for using FGDs as a tool to qualitatively gather data. FGDs leverage on the natural interaction of group members and increases what he calls "high face validity". It is a fast and economic way of gathering data from groups of people as compared to interviewing them individually, and they can be convened within a short notice and increase chances of getting data from less literate people as they take advantage of the group dynamics and gain confidence based on participation of others.

Findings in FGDs require less preparation and are easy to conduct as researchers interact directly with group members probing for clarification and utilising follow up questions to gather as much information as possible and responses can be multiple enabling the researcher to get more insight of the research question. The FGDs also leveraged on the non-verbal responses such as silence, or other body language which would supplement or contradict verbal answers proffered. According to Krueger (1988) the FGDs allow respondents to use their own words, enable the researcher to connect with the group, adapt to the settings enabling the attainment of deeper levels of meaning with easy comprehension of results and increased accessibility of complex decision making processes and peoples experiences around them.

### **3.3 (iii) DIRECT OBSERVATIONS**

This was a complementary technique employed to validate data gathered from semi structured interviews and focus group discussions. This enabled the researcher to attain the most accurate data by observing key body language, mannerisms and recoding the patterns of observation for analysis. Efforts were made to be inconspicuous so as to minimise bias from observations to provide a more detached perspective, through mere observation as opposed to being completely engrossed in the study

### **3.3 (iv) SECONDARY SOURCES**

The researcher made use of secondary data produced to increase understanding of youth participation to help inform new research. Ghauri (2005) notes that secondary data is readily available and accessible and saves time and money, with the ICT revolution which has simplified the process and makes data be available just by one click through search engines resulting in gathering new data. According to Fabregues (2013) “re-analysing data can lead to unexpected new discoveries or to develop new data/ conclusions or simply verify and confirm previous results. Denscombe (2007) however argues that data gathered maybe inappropriate as it is gathered in large amounts, without necessarily narrowing down to the specific objective or question, it may also have been collected ages before , and maybe overgeneralised, responding partially to the question and with minimal validity. Saunders

(2009) castigates secondary data as limiting control over data quality, and needing other complementary methods such as interviews and focus group discussions to verify data collected. Secondary sources included library searches conducted through the Midlands State University Library facility and reading through journals and work around youth participation in policy and decision making processes to have a thorough understanding of the historical background, clearly define the problem through situational analysis, defining the conceptual and theoretical frameworks to enrich the study.

### 3.4 DATA COLLECTION PROCEDURES

The researcher set up interview meetings through email and telephone, stating the objectives of the study and aims. She conducted in person, telephone and skype interviews depending on availability of key informants. Permission was sought from the highest level of authority to all the key informants from the Ministries, UN agencies and youth –led/ focused CSOs. To conduct focus group discussions, the researcher sought permission from district administrators and councillors in order to interview young people from Makokoba (Bulawayo), Highfield (Harare), Nhedziwa (Chimanimani) and Makanda (Hwedza).

### 3.5 EVALUATION TECHNIQUES BY TYPE OF KEY INFORMANTS

**Table 2: Key Informants versus method of data collection and justification**

<b>Respondents</b>	<b>Method data collection</b>	<b>Justification</b>
Government Ministries: Ministry of Economic Planning and Investment Promotion(MEPIP) ,	Semi structured interviews	The MEPIP was assigned by the Office of the President to be the conduit for the SDG formulation process in Zimbabwe. This key informant was a central key informant as they understood the process and were at the heart of driving the formulation agenda on behalf of the government for the nation and all its citizenry
Zimbabwe Youth Council (ZYC)	Semi structures interviews	The ZYC coordinates and strengthens structures of youth in participation and

		development in Zimbabwe hence their input would enrich findings of this study
UN Agencies : United Nations Development Agency (UNDP) & (UNAIDS)	Semi structured Interviews	UN agencies were also critical in driving the SDG formulation process as they conducted their own UN-led processes, supported government and CSO led initiatives to achieve a multi-stakeholder consultative process
Youth Networks (ACT!2015)	Semi structured Interviews	The Youth Led network brought together 20+ youth led networks and organizations from Zimbabwe to hold consultations in 5 provinces and 2 national dialogues bringing 300 young people together to give their views on SDG priorities
Youths organizations	Youth Engage, Restless Development and My Age Zimbabwe	These Youth Focused organizations are part of the NGO/CSO led consultations that were done and fed into National, Regional and Global SDG formulation processes
39 Urban Youth (19 females and 30 males)  (Harare: Highfield and Bulawayo Makokoba)	Focus group discussions	As the major variable at hand, the research also sought to hear urban young people's views directly on their involvement. Highfield and Makokoba were purposively sampled as this includes the geographic area where the youth organizations mentioned above operate
16 Rural Youth (8 males and 4 females) in (Chimanimani, Nhedziwa and Hwedza, Makanda.)	Focus Group discussion	As the major variable at hand, the research also sought to hear rural young people's views directly on their involvement. Nhedziwa and Makanda were

		purposely sampled as this includes the geographic area where the youth organizations mentioned above operate
--	--	--

(Source: Field Survey 2016)

### 3.6 BUDGET

**TABLE 3: BUDGET TO CONDUCT THE RESEARCH**

Description	Unit	Unit Cost	Total Cost(USD)
Public Transport to conduct 4 FGDs in Harare Bulawayo, Hwedza and Chimanimani	4	25	100
Refreshments for 55 participants from Highfield(Harare) Makokoba (Bulawayo), Makanda (Hwedza) and (Nhedziwa) Chimanimani	55	2	110
Printing interview question sheets for interviews (administered by the interviewer) (Min of Eco Planning, Zimbabwe Youth Council, UN, UNAIDS, UNFPA and UNICEF, Youth Engage, My Age Zimbabwe, Restless Development)	5	.20	1
Airtime	1	20	20
<b>Total</b>			<b>\$221</b>

Source: Field Data (2016)

### 3.5 DATA ANALYSIS

Data analysis, development and verification of propositions were an interrelated and interactive set of processes. Analysis started occurring during the collection of data as well as after it (Kvale 1996). The data was summarised, categorised and restructured as a narrative to support the analysis process. Kvale (1996) calls this condensation, grouping and restricting data in an effort to support meaningful analysis. This allowed more interaction with the data gathered, to increase understanding of it, group related data from different informant's notes and recordings, identifying common themes and draw conclusions based on the patterns or relationships proffered. Huberman (1994) indicates that such analysis aids for further

exploration and or to test theories or develop them based on these apparent patterns from which conclusions can be drawn or verified. Data analysis employed an accurate description of qualitative data, sorting responses to open questions and interviews into broad themes. Quotes from key informants were also utilised to illustrate points of analysis. The researcher also used expert knowledge of the area to interpret qualitative data taking due diligence in analysing and interpreting the data.

### **3.6 RESEARCH PHILOSOPHIES**

Saunders (2009:107) states that in research the philosophy is critical as it states your own epistemological, ontological and axiological positions; he adds that this over-arching term relates to the development of knowledge and the nature of that knowledge. In this study the ontology (nature of reality) are multiple, reality is relative and constantly changes, and the epistemology: (Nature of knowing) are that the knower and known are inseparable. Reality is embedded in social interactions and is a social construct and the axiology (role of values in inquiry) is value bound.

### **3.7 ETHICAL CONSIDERATIONS**

As will be reflected in the questionnaire, ethical considerations were made to guide this study. Many scholars have forwarded arguments around what research ethics entail and why they are critical. They give guidelines to researchers to control the researcher throughout the whole research study. During World War II, doctors took advantage of patients whom they used as research subjects for, what stands to be a case of the highest gross violation of human rights. Records of breaking people's bones were found, with the Tuskegee experiment also contributing to harming people through starving them medical attention to see levels of syphilis. This resulted in the formulation of the Nuremberg code (1949) to give respondents of any study the right to refuse, or consent to any study.

Therefore the Nuremberg ethical code which acted as ethical guidelines for this study include voluntary consent of all respondents, with those below the age of 18 requiring legal guardians'/parent consent, freewill without exertion of force, fraud or duress, the respondents were given adequate knowledge of the research's objectives and aim, to enable them to make a decision on partaking or withdrawing from the study, as well as the time required. Proper preparations were made to ensure that focus group discussions with young



people are held in safe spaces where they would not be subjected to any political intimidation or exposed to danger based on their responses, and respondents were made aware of the choice they had to end the interviews/FGDs at any point, should they feel uncomfortable to continue.

Saunders et al (2009) notes that research ethics relate to questions about how we formulate and clarify our research topic, design our research and gain access, collect data, process and store our data, analyses data and write up our research findings in a moral and responsible way. He notes that “the research needs to be methodologically sound and morally defensible to all those who are involved”, (Saunders 2009). Zikmund (2000) argues that inevitably, what is morally defensible behaviour as researchers will be affected by broader social norms of behaviour and social norm indicates the type of behaviour that a person ought to adopt in a particular situation (Robson 2002; Zikmund 2000). However, as Cooper and Schindler (2008) recognize, the norms of behaviour that guide moral choices can in reality allow for a range of ethical positions.

In research however, there are two dominant philosophical standpoints: deontology and teleology. This research adopted the deontological view and argues that the ends served by the research can never justify the use of research which is unethical. In that manner the researcher was guided by the Nuremberg code of ethics (1949) to ensure the data were valid and reliable as mentioned above. The researcher emphasised on the participants right to privacy; voluntary nature of participation and the right to withdraw partially or completely from the process; voluntary consent, maintenance of the confidentiality of data provided by individuals or identifiable participants and their anonymity; reactions of participants to the way in which you seek to collect data, including embarrassment, stress, discomfort, pain and harm.

Underpinning the ethics above was the avoidance of harm (non-maleficence) as argued by scholars who note that this can be seen as the cornerstone of the ethical issues that confront those who undertake research. For example, the way one obtains consent, preserves confidentiality, collects data from participants and the way in which one uses, analyses and reports data has the capacity to cause harm to participants. Observation, interviews and questionnaires can all be potentially intrusive and provoke anxiety or stress in participants or involve stress. Below are the stages that were considered at every stage of this research as depicted below:

**TABLE 4: RELEVANCE IN STAGES OF THE RESEARCH PROCESS:**

Ethical Issue	Design	Collection	Analysis	Store Data During	Report	Store Data After
Social benefit	•					
Researchers competence	•					
Subjects' freedom of choice		•				
Subjects' informed consent		•				
Risk of harm to subjects –identifiable		•				
Risk of harm to subjects –non-identifiable		•	•	•	•	•
Honesty/rigour in analysis/interpretation			•			
Honesty and rigour in reporting					•	

Source: Veal and Darcy (2014)

### 3.8 CHAPTER SUMMARY

This chapter proffered the methods used to design, collect and analyse data. It gave the ethical considerations, detailed the resources required and the most appropriate tools to yield the highest quality of data from the field as well as the analysis plan.

## **CHAPTER 4-DATA PRESENTATION, ANALYSIS AND DISCUSSION**

### **4.1 INTRODUCTION**

Chapter four details the data presentation, analysis and discussions from the field and secondary sources of data. The data is presented through narration of qualitative data, quotes and pictures collected from the field. This study is informed by Harts ladder of participation theory. Hart (1992) notes that levels of participation range into two broad categories: participation and non-participation. The first three rungs are non-participation, and include manipulation, decoration and tokenism which all fall under non participation. The four participation rungs include adult led and child led forms of participation and display different levels of participation in policy formulation. Harts model of participation will be used to evaluate youth involvement in the formulation of United Nations Sustainable Development Goals in Zimbabwe.

### **4.2 DATA PRESENTATION**

UN agencies, government ministries, youth led/focused organizations and networks and young people from urban and rural areas in Zimbabwe were asked about youth involvement in the formulation of the UN SDGs. Responses gave insight into opportunities available for youth involvement, obstacles faced by young people in participation, effectiveness of the approaches that were employed and recommendations to strengthen youth involvement in policy making processes in Zimbabwe.

### **4.3 OPPORTUNITIES AVAILABLE FOR YOUNG PEOPLE TO PARTICIPATE IN THE SDG PROCESS**

#### **4.3. (i) Government led initiatives**

Field research revealed that Zimbabwe adopted the mechanism prescribed at the Rio+20 to initiate its process of contributing to the formulation of the SDGs. Young people's participation was through the three levels of engagement that were available. Firstly they were government led processes led by the Ministry of Economic Planning and Investment Promotion (MEPIP) working closely with the Ministry of Finance and Economic Development (MFED) and the Ministry of Public Service Labour and Social Welfare (MPSLSW) who acted as the mission capitals representing the country at the IGNs in New York. One respondent noted that "one of the major criticisms of the MDG formulation

process was that they were done by the UN with a few commissioned academia and research bodies which made member states note that they want to be involved” (Field Survey: 2016) This resulted in the formation of the Open Working Group (OWG) in 2013 to address this. Field findings revealed that Zimbabwe and Zambia were part of the OWG as representatives of the SADC region which gave Zimbabwe the advantage of becoming more hands on in the SDG formulation process. They convened in New York at the UNHQ to propose a Post 2015 development framework that was to guide the SDG development formulation process by all stakeholders including UN agencies, CSOs, Private Sector and the Academia to name a few. According to field research , the final meeting was held in 2014 where the OWG presented the proposed Post 2015 framework to the SDG and this paved way for the Intergovernmental negotiations that took place between January to July 2015 in which there was more room for young people to be involved in the IGNs at national and global level. The government, under the auspice of the MIPEP released the national 2012 MDG Progress Report, which provided a fitting background for this SDG formulation dialogue in country. The report posited that the SDG development agenda should adopt a wide consultative approach that seeks to include critical problems that affect all communities such as the plight of the poor, political, social and economic stability, inequality as well as peace and security.

It was learnt that the OWG was exclusive to member states with efforts by the mission capitals to represent young people in the IGNs through allowing them to input into the overall national position papers presented in New York. Young people, who attended the IGNs, did so on special invitation mostly coming from International Non –Governmental Organisations. The IGNs became the first stage that opened up dialogues by multi stakeholders including the UN, Civil Society, Academia and other special interest groups as well as allowing young people conversant with the SDG formulation process to give their views.

It was learnt from the field sources that the MIPEP held two national dialogues in 2015. One respondent noted that, “The national dialogues were crucial given the need for stakeholder consultation and informing the general populace on the high-level resolutions and mechanisms surrounding the SDG formulation process” Field Data (2016). The objectives of the national dialogues was to inform the stakeholders (including UN agencies, CSOs, Youth , Academia, Women, People living with disabilities and other key populations) the global processes and timelines of the SDG development agenda and process and to discuss the proposed SDGs, targets and indicators to enable the mission capitals (MIPEP, MFED and MPLSW) to present and source input into the draft Zimbabwe position paper for the

intergovernmental processes that took place in NY, which would culminate into the zero draft of the outcome document of the SDGs. The national consultative dialogues were also aimed at shedding more light on the status of the inter-governmental process and solicit stakeholder views on issues still to be discussed in the negotiation process and create a heightened awareness amongst stakeholders on the SDGs to facilitate their active participation in the eventual prioritization and domestication exercise of the development agenda in Zimbabwe. The MIPEP commissioned the two dialogues, the first in April 2015 and the second in August 2015. The field research revealed that the first one was scheduled for April in order to allow for the Intergovernmental meeting of 23-27 July to discuss and conclude the zero draft to the SDGs, Targets and Indicators with strong reflection of the views of multiple stakeholders in Zimbabwe. At the dialogue which was attended by over 300 stakeholders had representation of young people from civil society, the Zimbabwe Youth Council and Youth-led/focused organizations. One youth led organization representative noted that, “in this dialogue, MIPEP made efforts to invite Youth Associations and Organizations that they had worked closely on the SDG formulation process. To be honest, in this regard, I witnessed government being friendly and open, and we continued engagement beyond the day of the dialogues to ensure that our views are captured and taken forward” At the dialogue, the Zimbabwe Youth Council presented a paper reflecting what they deemed “young people’s priorities to be reflected in the Zimbabwe Position paper”. (Field Data: 2016). A strong output of the process was Zimbabwe’s reflection in the final position paper and Zimbabwe’s SDG priorities implementation and mechanisms the implementation modalities that, “given the breadth of the SDG agenda , which for Zimbabwe now incorporates the “triple-wins” approach to sustainable development, (economic, social and environmental) and the magnitude of resources (human, financial and material) that will be required to implement the program a multi-stakeholder approach has been adopted to augment government efforts right from crafting of the SDGs, to implementation and accountability. The stakeholders that were mentioned include government, private sector, community based organizations, development partners, youth, women, local authorities, and faith based organizations and organizations and organizations representing People Living with Disabilities (PLWD), the elderly and general citizenry. After the national consultations, some youth led organizations noted that the first contact with the Ministry at the National dialogues opened up doors for them to continuously engage the ministry, sharing their views and ideas around what should be reflected in the SDG agenda through in-person meetings initiated by the organizations to ensure that their views are heard and endorsed. “The

Ministry shared the Zimbabwe draft position paper with us; we opened it up as a google document online and got further input from young people who could not join the national dialogues on the days they were held.” (Field Data: 2016) This input, fed into the position paper as well.

However, the national dialogues’ location limited involvement of the majority of young people to participate in the process. According to Robert Chambers, development practitioners at times tend to be susceptible to dangers of participatory development which tend to focus on areas that are easy to access, are by the road side and are characterised with good infrastructure. Field observations indicated that the process had finite resources which meant that only representatives of all sectors could only be funded including the youth representatives. This meant that youth voices were fed through youth –led organizations and representatives, with less and less participation of young people living in rural communities and or hard to reach areas as well as young people not connected to the UN, and youth led organizations without knowledge of the SDGs. The dialogues were also not advertised through radio and television or the newspaper, and invitations to the youth organizations, were based on contacts within their databases and or linked to the SDG process. “This meant that young people without access to information or in rural areas were left out, as well as youth organizations not directly working on advocacy or active citizenship”. One youth responded noted.(Field Data 2016). Some Young people interviewed noted that “they picked the event on social media, through a tweet by UNPD, wrote formally insisting that they would want to be part of the meeting, funded themselves to attend and ensured that they joined different thematic working groups to input their voices into the Zimbabwe Draft Position paper for the SDGs to be presented by the mission capitals”. However from field data, it can be seen that those who were not directly involved with the process in any way, indicated that they were not in the loop of what their fellow youth organizations in advocacy were doing around SDGs, did not know the event or what it was about , neither did they participate nor input. One respondent from Nhedziwa in Chimanimani said “we had no access to information about the SDGs; we do not have access to internet, television or radio and are not in linked to any CSOs/INGOs. We did not know what IGNs are, where they were held or what they entailed, neither were we aware of the government led processes to give our input into the process” This suggests that there is a major disconnect between the grassroots, young people in marginalised contexts and policy formulation processes, which

makes it even more critical to reiterate Caroline Robbs question: if the poor can really influence policy?

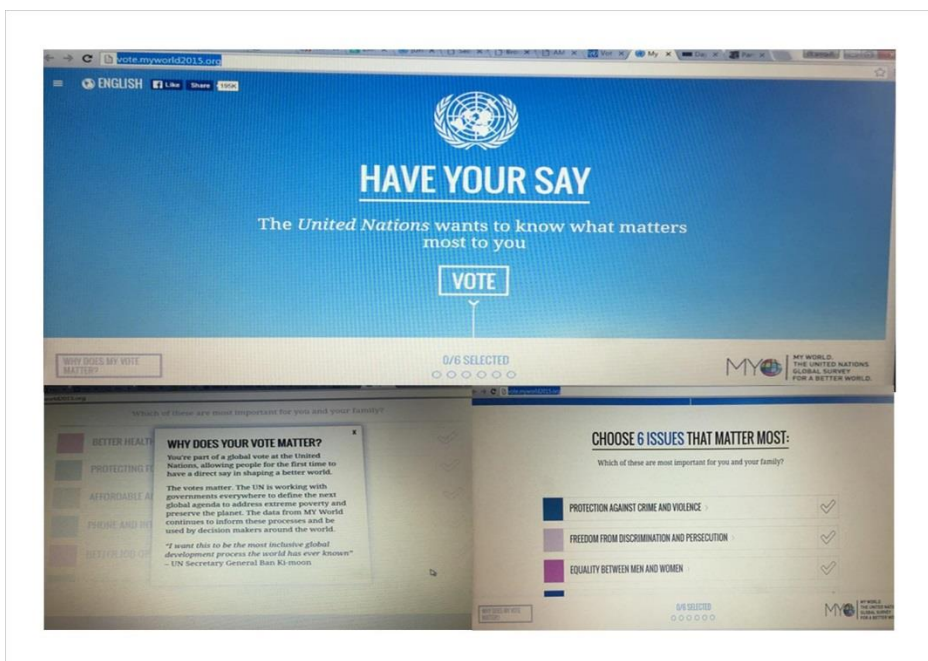
#### **4.3 (ii) UN led Processes**

UN led the United Nations' Information Centre (UNIC) with a range of activities contributing to involvement of young people in the SDG formulation process both on and offline. They promoted greater public knowledge of the SDG formulation process in Zimbabwe through information dissemination. In Zimbabwe, there are 7 information Centres in Harare (3), Bulawayo (2), Kariba (1) and Gwanda (1). It was reported that the centres were used to generally spread out information to the public together with a program called Space as part of the resident coordinators communication plan. This was done through a communications strategy and in consultation with the UN country team, local UN partners who publicised major issues including platforms to engage in the SDG formulation process. Through the UNICs, global UN messages were adapted to the local context through diverse information products targeting the local audience and maintaining contacts with the media through dissemination of media briefings and information on the SDG formulation. Within the UNICs were newsletters, videos, libraries and internet facilities accessible to the public. They were the vehicle for relaying global messages around the SDGs by giving a local accent to global messages in an effort to bring the UN closer to the people in the SDG process.

The UN also facilitated for young people in Zimbabwe to join the online global consultations that were taking place globally on the world we want 2015 website. UNDP(2016) notes that 45% of the world's internet users are below the age of 25, and 30% of the world's youth have been active online at least five years, globally 3.2 billion people are using the Internet, of which 2 billion are from developing countries and in most of the world's least developed countries. This is a lot of potential to mobilize and connect young people in decision making processes. Young people took the survey to Facebook and other forums such as the My World survey which enabled individuals to rank their own priorities. The report reveals that it reached out to a million voices who contributed through global conversations, 83 national dialogues took place including in Zimbabwe with the UN partnering with governments, civil society, the private sector. One respondent noted that "On the world we want online survey, they were various online activities one could take part in including competitions and short videos. I filled in an online survey and the website took a video of me with my input which was really exciting". According to Banki Moon (2016) "The world we want online

consultation sent a clear message that while the post-2015 agenda will be determined by governments; civil society, the private sector, young boys and girls, women, people with disabilities and indigenous groups people across the world demanded a say in the decisions that affect their lives to make the SDG framework legitimate, most of all, so that it can be implemented and monitored, to ensure that the framework carries the same simplicity, strength and power that responds to the challenge of sustainable development . The UN system will continue to support the negotiations and bring the voices of these critical voices the table. These yearnings and expectations cannot be ignored. They articulate the world that people want”. The MY World initiative was developed by the UN with support from over 230 committed partners worldwide to reach out to communities and constituents including young people. The outcome document was summarized in the report titled: “Delivering the Post-2015 Development Agenda, the Million Voices Report” and were presented to Member States, as well as the public, in form of a high-level side event on 25 September 2014 in the United Nations Headquarter New York and the Zero Draft Outcome Document produced in June 2014 which ultimately culminated into the SDG Agenda 2030 framework which was adopted at the UNGASS in September 2014.

**Image 1: UN Have Your Say Website**



Source (UNDP: 2016)



The biggest challenge of this platform was that it tended to exclude young people based on affordability and accessibility of internet services. In Zimbabwe the majority of the people live in rural areas and do not have access to internet, and those who live in urban areas barely afford it. For those who could afford to purchase data bundles, such as young professionals, they simply indicated that they were not aware of the SDG formulation online surveys despite using internet every day. One female engineer in a focus group discussion noted that coming from a pure science background, it becomes a general assumption that such topics are for political activists or those with a social science background, in her words she noted that “it’s too politicised and seems to be for people in social science on NGO work”. Limited access to information exacerbates the challenge to youth participation in the process. Another respondent noted that “I only heard of the SDGs after their adoption, I wasn’t made aware that I had the right to participate. I also cannot afford data to go online, I use my mobile phone for WhatsApp and calling only, I don’t google and if I would, then it would definitely not be about the SDGs” rural participant from Makanda in Hwedza

UNICEF conducted offline consultations across the country using youth friendly non-formal techniques including visualisation exercises to gather young people’s voices for the SDG formulation process. Data on geographic spread could not be established; however, during Mr Antony Lake’s visit (the UNICEF Executive Director) to Zimbabwe, UNICEF conducted multiple focus group discussions with young people across the country to establish their priorities around the SDGs for input into the draft SDG agenda in Zimbabwe in 2014. Utilising visualizing screens, they requested young people to draw clouds on paper, close their eyes and visualise the world they would like to see beyond 2015. This visualisation exercise enabled a lot of youth voices to be heard, particularly situated in urban and rural areas including young people living with disabilities, orphans and vulnerable children, young people living with HIV and AIDS, young people from resettlement areas amongst others. UNICEF partnered with civil society organisations including Zvandiri, Africaid, Restless Development, FACT and Zimbabwe Youth Council which facilitated for the participation of Junior Parliamentarians, faith based organisations and community based organizations. Tariro Mukoko, a young girl from Hatcliffe noted, “the consultations were easy to understand, fun and highly interactive. I talked about the need for access to education, clean water and electricity in my community”. Field data revealed that the youth friendly methods employed contributed to effective participation of more young people, especially in marginalized hard to reach parts of the country.

UNDP convened a meeting for 50 young people at Skopje Café in Harare with UN Human Rights (UNHR) Advisor Silva Pesic to increase participation of young people in the SDG formulation process. They shared the My World Survey opportunity and showed young people how they could directly input into the global survey online to give their views on how the global agenda could look like. One young person who attended the meeting noted that , “ We accessed tablets and laptops which we used to cast our votes stating our priorities for SDG agenda”.

UNAIDS also brought together over 300 young people from across Harare to conduct a national dialogue with policy makers on their aspirations beyond 2015. The dialogue connected young people to decision-makers as they held a plenary session with ministry representatives including the MoYDIEE, Ministry of Health and Child Care (MoHCC), MPSSLW, local government, traditional chiefs and other key stakeholders.

**Image 2: Young people attending the UNAIDS National Dialogue at Rainbow Towers in Harare**



(Source: Youth Engage Zimbabwe: 2016)

This initiative brought policy makers close to young people, who heard issues affecting them and their key priorities directly. Although, only two were conducted in Harare and Bulawayo, this UN-led initiative in partnership with government and CSOs revealed that it increased youth participation in the SDG formulation process. As the young people's views informed the position papers developed and presented in New York at the IGNs.

#### **4.3(iii) civil society led opportunities**

Field observations indicated that civil society stood to be the most accessible platform for young people to participate compared to government led and UN-led activities. Interviews revealed that the youth led/focused organizations and networks had physical presence in the communities that they held consultations, and in most cases had worked long enough to comprehend the challenges facing young people in that community. CSOs utilized all the spaces available to enhance young people's involvement in the SDG formulation process this includes participation in government led initiatives; UN-led initiatives and developing their own mechanisms to strengthen youth participation in the SDG formulation process. This ensured that young people take part in processes from grassroots right through national level ensuring that young people's views feed into processes around the SDG formulation process.

Local CSOs in Zimbabwe linked young people to global processes that took place to contribute to the SDG formulation process. According to Field findings, there were global movements that steered processes for increased youth involvement at the highest level. One such example cited was the Have You Seen My Rights? (HYSMR?) Global Coalition, which supported youth-led networks in forty two countries including Zimbabwe to participate in the SDG formulation process. With and through youth-led network's collective efforts, the coalition created key messages, developed participation briefs and supported young people financially to attend the Inter-Governmental Negotiations by member states in New York at the UNHQ. This increased participation of young people at the highest level. The global coalition created toolkits to guide young people's participation, detailing a step by step guide on youth participation. This increased young people's capacity to effectively participate in the SDG formulation process, as young people attended the Inter-governmental negotiations (IGNs), led by the OWG member states and joined UN, Non UN and CSO led activities to give their input into the process. This study revealed that Zimbabwe's Have You Seen My Rights implementing partner was ACT!2015, a youth network with over 20 community based organizations and national implementing partners such as Youth Engage, Africaid, My Age

Zimbabwe and National AIDS Council's –Young People's Network on HIV and AIDS. ACT 2015 received technical support from UNAIDS-Zimbabwe and was part of a larger global network called the PACT with 9 other country chapters spread across the world, where they would also draw expertise from. ACT! 2015 carried out consultative dialogues with young people in local communities with the aim of gathering young people's key priorities on Sexual and Reproductive Health Rights (SRHR), HIV and AIDS in Harare and Bulawayo. With financial and technical support from HYSMR? , ACT! 2015 Zimbabwe led consultations in Zimbabwe, attended national dialogues and had one female representative selected to attend the July – IGNs at the UNHQ in New York. As a young person from ACT!2015 and Young People's Network on HIV and AIDS, she took her grassroots experience to New York, attended the July IGNs and joined high level meetings and efforts by other major groups including the Women's Major Groups and the Major Group for Children and Youth. Representing her peers from Zimbabwe she was part of the team that drafted the MGCY statements and read out by the representatives to member states with line by line recommendations on what the SDG framework should look like. The Young person, Nyasha Sithole highlighted that “the process was very enlightening, being in New York, at the heart of the SDG process, I understood the process more and gave my input around SDG3 on health as that is my area of expertise. I represented the general youth of Zimbabwe based on their indicated priorities gathered from youth consultations done by ACT! 2015, African Youth Network and Young People's Network on HIV and AIDS in Zimbabwe”. She also connected with the country's mission capital to Zimbabwe from the government of Zimbabwe. Her recommendations were based on her grassroots experience and increased youth participation at the highest level of the SGD formulation process in New York.

This initiative is a live example of how civil society pushed for increased participation of young people in the SDG process from grass roots right through to global level. Young people were given trainings, briefing packs and resources to enable them to manoeuvre the UN-political space, to approach country missions and to input into various processes at the UN that led to the formulation of the zero draft to the SDGs in July in 2015.

**Image 3: Young HYSMR? Advocate from Zimbabwe with the Zimbabwe government delegation in New York for the IGNs**



Source (Nyasha Sithole: 2016)

At national level, field study revealed that some youth led/focused NGOs ran consultations parallel to government and UN-led activities. This study revealed that the consultations date back to 2012-13 when the process started globally. Restless Development for instance; a youth led development organization present in 7 urban and rural districts including Harare, Hwedza, Chimanimani, Bulawayo, Plumtree, Bulilima and Mangwe led consultations in Zimbabwe joining 13 global consultations that were done in fifty countries in Africa, Europe and Asia in 74 languages. In Zimbabwe Restless Development held the consultations in Shona and Ndebele, submitted the findings to the Restless Development UK headquarters where all the youth voices were consolidated and presented at the High-Level Political Forum in London in November, 2013. 10 young volunteers moderated sessions with young people in Zimbabwe conducting 7 focus group discussions with 400 young people in Zimbabwe in the 7 rural and urban areas, gathering young people's views on the world they want to see beyond 2015. They utilised non formal techniques such as visualisation exercises, where young people drew clouds with statements saying... "I see a world where..." One respondent said, "we gave our views based on the nine thematic areas given by the UN to guide input. We held community dialogues and campaigns, peer to peer club sessions, use of youth icons

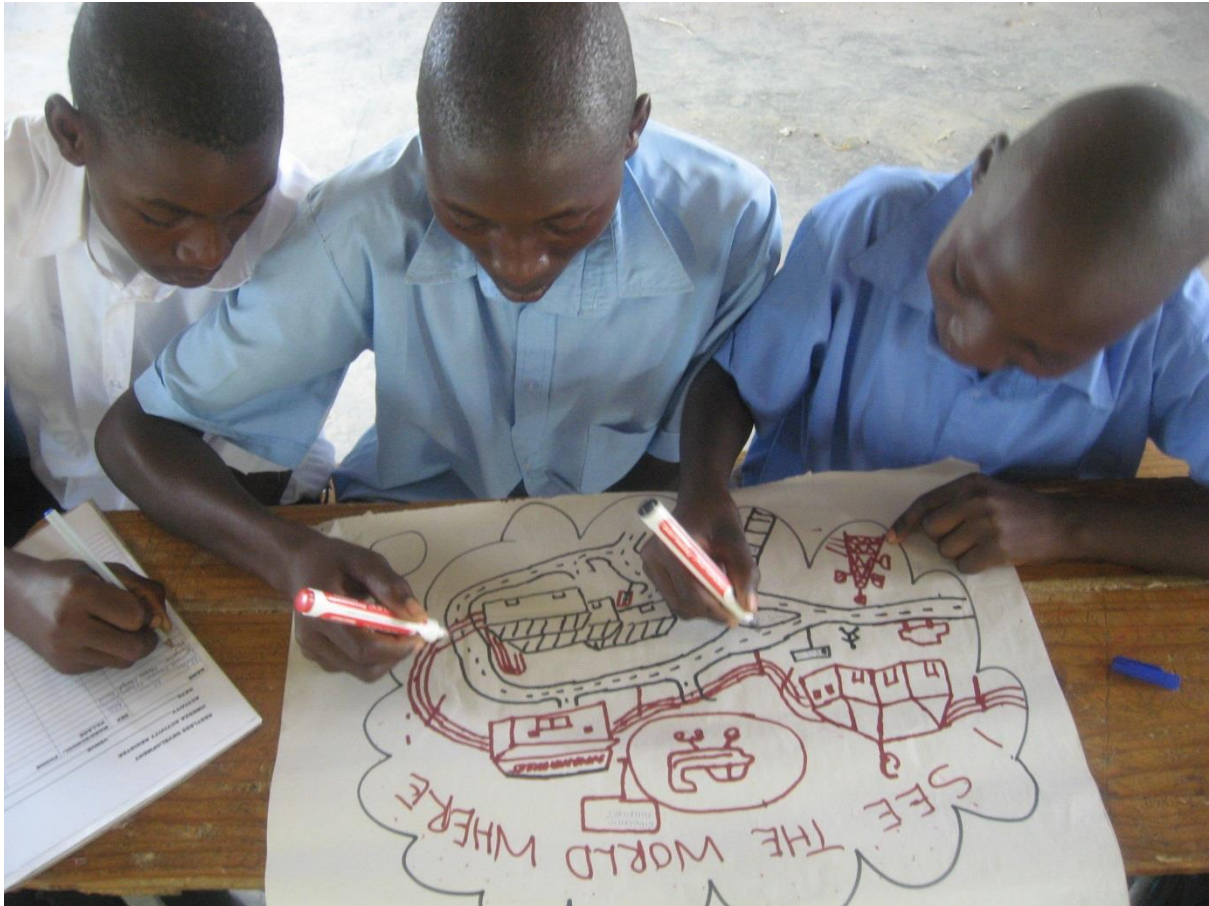
and famous musicians such as Leonard Mapfumo and Trevor Dongo, which made it easy for us to input our views and ideas into the SDG formulation process.”

**Image 4: Out of school youth from Makanda Village in Hwedza depicting their views around the SDG formulation process**



Restless Development submitted these views to mission capitals representing Zimbabwe at the IGNs and fed them into regional and global online consultations on the SDG formulation process. Restless Development’s views were also directly presented at the UN-High Level meeting in New York on CSOs, Women, Children and the Young. All these efforts connected grassroots views of young people to the national, regional and global SDG formulation processes. Young people gained access to local, national and global processes, their government delegations, their UN missions, high level meetings in New York to feed their direct voices into the process.

**Image 5: In school Youth from St Margaret’s Chikurumadziva Village in Hwedza painting pictures of the world they see**



(Source: Maxwell Katekwe: 2016)

The study revealed that numerous other efforts were made by CSOs to increase youth participation in the SDG formulation process. SAYWHAT Zimbabwe for instance, led a Southern Africa Regional Conference where they had a “live video conference” to consult young people on their views which they fed into the SDG formulation. One young respondent indicated that “thousands of young people” from across the country and the whole of Southern Africa took part in the session that was co-organised by SAYWHAT with SAFAIDS in Harare. There was also a free online course on MDGs to SDGs by the Development Reality Institute which led to an average of 300 young people completing the course and graduating with a certificate. The course’s aim was to increasing knowledge of the MDGs, progress they made, gaps in order to fully equip young people with the skills and capacity they needed to contribute to the SDGs formulation process. AISEC also held consultations online, coining the project, Youth Speak. They gathered young people’s voices and placed the input into UNs My world survey highlighting key priorities in the SDG formulation process. Field data (2016) revealed that The Youth Speak Survey reached out to

100 countries and 42 000 young people's voices who participated in the SDG formulation process in 2015 globally, Zimbabwe included.

The government led, UN led and CSO led platforms discussed above anchored the SDG formulation process in Zimbabwe, displaying various levels of Harts rungs of participation. From the evidence above, it can be seen that Zimbabwe's youth involvement in the SDG formulation process varied in levels ranging from rung 1 of non-participation right through to the highest level of participation depending on young people's contextual reality and support from those in positions of power. In Zimbabwe, some young people could be placed within the bottom three rungs, particularly layer two of decoration, where young people were completely detached from the SDG formulation process, with some in rung 4-6 and 6-8. This reinforces Haralambos, Robert Chambers and Lindblom's views discussed earlier around the dynamics of participation, the democratic ideal and policy formulation processes. It can be argued from findings above, that policy making largely remains a privilege for the elite and those who do not necessarily stand to be affected negatively by decisions made. Within the Youth sector itself, it remains to be the most eloquent young people who already access services and have access to information who mostly participate in policy and decision making processes, compared to the poor, marginalized and mostly located in rural communities that remain left behind. This brings us to the next discussion in this research which looks at how obstacles faced by young people in Zimbabwe, inhibited them from fully participating in the SDG formulation process ranging from social, economic, cultural and political obstacles.

#### **4.4 OBSTACLES FACED BY YOUNG PEOPLE IN ZIMBABWE IN PARTICIPATING IN THE SDG FORMULATION PROCESS.**

##### **4.4. (i) Socio-cultural obstacles**

The study revealed that social factors played a role in contributing towards reducing effective participation of young people in the UN-SDG formulation process. Respondents pointed to gender dynamics as contributing to minimum participation of young girls and women. "In our culture young girls and women are nurtured to be at home. When they venture into politics, there is a tendency to side-line them and label them as cheap and unfit women" (Respondent of an IDI: 2016). To support this assertion, ZUNDAF:2015 indicates that women's representation in the Lower and Upper House for instance currently stands at 14 and 33 percent respectively lower than the MDGs and the SADC Gender and Development Protocol benchmarks. Young people also revealed that there is generally a culture of lack of interest in



politics as almost all development initiatives have been politicized and made partisan, discouraging non-affiliates of specific political parties from taking part in decision making processes that affect their future. Young people also expressed fear of victimization if they express their views and in some instances noted that the socialization at primary institutions such as the home and the community and at secondary institutions such as schools and other institutes of learning did not comprehensively adopt a centralised approach in gathering views of young people. This became a missed opportunity to expand reach of the consultative agenda to include schools, tertiary institutes and other organized institutes of learning. Young people also noted that their parents, community elders and leaders tended to scrutinize activities related to policy making and questioned or discouraged their involvement thereof. One respondent noted that “in a culture where respect for elders is really valued, the line is often not drawn on when accountability starts and or inclusion of young people’s views in policy making is considered”. Weber termed this “traditional authority” where authority rests upon a belief in the “rightness” of established customs and traditions. Haralambos (2008:522) notes that those in authority command obedience on the basis of their traditional status and their subordinates are controlled by feelings of loyalty and obligation to the status quo. These social factors contributed to obstacles reducing young people’s effective participation in policy making.

#### **4.4 (ii) Economic obstacles**

Findings also revealed that lack of resources acted as a major hindrance to effective youth participation in the SDG formulation process. This factor affected youth led, UN led and government led initiatives. Organizers of various initiatives from these constitutes noted how they did not have enough capacity to support large numbers of young people to take part in the national consultative processes. One respondent noted that “in some cases, we would end up having to invite youth representatives of various networks, which did not really help as the youth constituency is highly fragmented and uncoordinated, you did not know which one to approach and which one was truly reflective of the youth population”. The research revealed that most young people not residing in major towns would be overlooked or side-lined due limited capacity to support them by paying for their transport and accommodation for their participation in national dialogues and consultative meetings.. Youth organizations and networks also lacked enough resources to mobilize young people’s views, claim space in national process and take coordinated action. ACT!2015 for instance , only managed to hold national dialogues in Harare and Bulawayo only, Restless development in 7 districts only and

major national dialogues were confined to Harare and or Bulawayo and even the global movement HYSMR? Was confined to 42 countries only and sent a total of 20 young people to the IGNs globally from a total of over 3 billion young people. Although efforts were made to select young people from youth networks and coalitions and regional and global network affiliations, this boils down to the fact that resources are finite and there are competing claims between the finite resources and other pressing commitments facing the country. Raftopoulos and Phimister (2003) examined the political and economic state of Zimbabwe from 1996-2004, and concluded that Zimbabwe is shrouded in crises and multiple challenges. They referred to the time as the “Zimbabwean Crises Era” and indicated that challenges had 3 intersecting components that contributed to this namely the “Pan African –Solidarity” in an imperialist context, the denigration of autonomy and the restrains of development in the post-colonial-era against the ongoing globalisation. According to the Zimbabwe Vulnerability Assessment Committee (ZIMVAC:2004), 30% of rural households depend on unclean water sources for domestic supply, less than 14 % of the households treat water before use, which worsens cases of typhoid and diarrhoea and other waterborne diseases. Average household income for April 2014 was USD\$111 from UDD\$95 in April 2013, although this was mostly from casual labour, food production and sales and way below the poverty datum line. Relief web (2014) indicated that it remains a priority to address food security issues as one of the countries’ priorities as stated in the Food and Nutrition Council Commitment 6 of the Government of Zimbabwe’s Food and Nutrition Security Plan (ZFNSP), whose central pillar is data from the ZimVAC. This indicates that the government’s priority is alleviating poverty and other urgent needs such as immunisation, food security at the expense of funding the SDG formulation process to increase youth participation. Young people themselves are preoccupied with looking for survival means, employment as compared to taking part in policy and decision making processes. Chambers (1994) supports this notion through indicating that large scale questionnaires, despite repeated criticism for underrepresentation, error and other challenges, remain one of the most widespread practices in rural areas due to its inexpensive nature as less time and diligence is required compromising the democratic ideal coined by Haralambos in the first chapter deliberately minimising representation of young people in participation processes.

#### **4.4. (iii) Political Obstacles**

The study also revealed how political obstacles reduced youth participation in the SDG formulation process. It can be noted that young people’s participation was increased through

support of agencies such as the UN or CSO networks that created opportunities for young people to be involved or as a response to young people's probe to be included. The research noted that most of the youth participation took place under the flagship of CSOs, UN agencies and or youth led organizations and where they made the initiative, it was self-financed. One respondent noted that, "how come older people are not difficult to find and are always fully represented at decision making spaces?" Noting the number of adults present at consultative meetings compared to young people Field Survey: (2016)

Young people perceived the policy making processes as highly politicized and partisan which further reduced their interest in taking part in the SDG formulation process. Another respondent noted that "policy making processes in Zimbabwe are over politicized, we are tired and some specific clusters within youth feel over-consulted, with limited follow up action. Young people do not see eye to eye due to differences in political ideologies or affiliation, which is taken advantage of by those in positions of decision making compromising effective contributions into policy making processes by young people". Young people also revealed that because the program or initiative was being led by one political party; they felt the other parties took a step back inhibiting meaningful involvement of young members of their political parties. Mr. Morgan Tsvangirai, after the 2013 harmonization elections noted that, "it is now up to the people to decide, the party has done what it can" in reference to the MDC-T loss of elections to the ruling ZANUPF and its defiance to pushing for democracy. Young people therefore noted that where politics meddled with decision making processes information did not reach all intended audiences, particularly within opposing parties of the status quo. Haralambos (2008) supports this by noting that major decisions that affect the society are taken by a small group of the ruling elite, even in so called democracies, decisions usually reflect the concerns of the elite rather than the wishes of the people who are largely controlled and manipulated by propaganda which justifies elite rule. Mills and Williams have further supported this view noting that democratic choices are largely illusory and in reality, there is little difference between main parties and leaders, who are more or less interchangeable, with very similar policies, not only has government been reduced to a managerial role, but the scope of that role has also been curtailed. According to Williams (2006:39) politicians remain the conduits of power that link business professional and political elites together through their capacity of knowing who to talk to, along with an expertise knowledge of how and when that talking has to be done. This ultimately results in

those who do not own power to be side-lined and their being omitted in policy making processes.

Furthermore, some young people revealed that in rural communities, gatherings are not allowed, with lengthy processes involved to get police clearance or authorisation to gather in groups of more than five people. If discussions are political or suspected to be political, they are called off or prohibited from taking place making young people timid and reducing their interest in decision making processes as they are perceived to be “political”. POSA (2007) criminalises public gatherings of more than five people without clearance from the police. Young people noted that the prohibition of public gatherings makes their parents, community members and peers sceptical, especially when issues being discussed are around governance, civic participation and policy. They rather prefer “safer” social clubs on health, sports and recreation as they minimise their risk to be suspected for engaging in political activities.

#### **4.5 Effectiveness of the approaches employed to involve young people in the SDG formulation process**

The effectiveness of the SDG formulation process was split into positive and negative causality factors that affected youth involvement in the SDG formulation process. An analysis was done to look at why these factors inhibit or facilitate for increased youth participation within the context of the SDG formulation process. It focused on the online and offline activities described above ranging from government led processes, UN led process, civil society led processes and youth led processes.

##### **4.5(i) Strengths of approaches employed**

An analysis of the field findings indicates that they were advantages for employing the multi-stakeholder approaches which increased efforts to collaborate by government, UN agencies and civil society. This made the SDG formulation process complimentary where one method, at times attempted to fill in gaps proffered by another approach. For instance looking at the UN-led consultations online through the world we want platform, which by its nature tended to be exclusive to young people who can afford internet services and know how to use a computer as well as to navigate the process of contributing to the global online survey. For those who could not access social media, offline efforts by stakeholders such as CSOs including use of alternative forms of media, dramas, poems, music, dance, painting and

workshops in local languages fostered increased participation of young people in the SDG formulation process. This meant that more young people were reached through various channels at community, right through to national level.

In addition young people, particularly in urban areas noted that use of social media was highly interactive, fun and enabled youth participation. They noted that the My World Survey for instance ensured that their voices feed into the global UN-SDG making processes at the highest level. “Seeing that unemployment was reflected as a stand-alone goal within the SDG framework is a reflection that our voices were listened to within the 1 million voices report to the SG” young responded. Social media connected young people quickly, enabled them to connect, share experiences and self-mobilize quickly reducing distance, time and speed. This is in line with Marshall McLuhan’s reiteration that the “medium is the message” where the internet is reducing the world into a global village through the world-wide-web. It is through social media, that young people joined global conversations, webinars by others, self-mobilized youth groups such as the Major Group for Children and Youth (MGCY), the SRHR group, Beyond 2015, Women’s Major Group (WMG) and Major Groups on Financing for Development amongst many other efforts in a cheap, fast and efficient way. This increased opportunities for participation by young people, fostered sharing and learning across the country, region and the world. Through creation of knowledge platforms and hubs, young people with access to internet had increased access to best practices by other young people for emulation.

Another key strength of the SDG formulation process efforts in Zimbabwe was the strong link to the regional and global processes that were taking place. The Zimbabwean government, for instance sent its delegation in the MoIPEP, MoPSLSW and MoFED to be part of all the global processes through being in the OWG with 29 other states including Zambia. They attended all the 7 IGNs organised by the UN in New York, in each presenting Zimbabwe’s position on behalf of the population and bringing back Intel of the UN-process to inform national consultative strategies to CSO, private sector, academia and other stakeholders who conducted self-initiated consultations. CSO efforts also had a direct link to the global processes taking place, either because this was an internal strategy being led by International NGOs (INOs) present in multiple countries, or due to the proliferation of open social media spaces that fuelled increased youth participation. The positive trade-offs are that linking efforts to the global processes led to increased quality of the approaches and using up-to date data to inform consultations as well as increased sharing and learning opportunities.

Another critical approach employed mostly by young people themselves was the self-initiated processes. Young people and youth led organizations took the initiative to fundraise, self-mobilize and hold the dialogues. The field findings revealed that in most cases, youth led CSOs would take the initiative to identify spaces they could input their views and promoted the spirit of leaving no one behind. The research discovered that the efforts cut across grassroots efforts where they gathered young people's views, national efforts where they fed views into national consultation processes and globally, where they input into the high-level SDG formulation processes. A young respondent said, "I picked the national dialogue by UNDP in collaboration with the MoIPEP on twitter and tweeted back showcasing my interest to participate and that is how I got my invitation to the meeting". Young people who were well versed with the process and had worked on advocacy related projects in the past, used their determination, expertise and resources to identify spaces for participation and pushed for their voices to feed into the SDG formulation process.

#### **4.5(ii) Weaknesses of approaches employed**

However, the approaches employed had some factors that weakened youth involvement in the SDG formulation process in Zimbabwe. Financial resource constraints by government, UN agencies and CSOs is said to have been one of the challenges that reduced the number of young people taking part in the SDG formulation process in Zimbabwe. Government noted that they relied mostly on UNDP funding minimising reach of all stakeholders including young people in the SDG formulation process. Two national dialogues were not adequate and did not widely cover the diverse youth population's views in the SDG formulation process. UN agencies and CSOs also indicated they did not have resources enough to support all young which meant that all three would adopt or thrive to acquire the highest possible views utilizing the least resources available. Striking a balance between the two meant compromising the volumes of young people reached, who ended up mostly being represented through CSOs as part of the special interest groups together with PLWDs, Women and other key populations.

This leads to the second point around centralization of the SDG formulation processes to capital cities and major towns such as Harare and Bulawayo, further side-lining young people in marginalized and hard to reach areas. Research findings indicate that most activities were conducted in areas either easy to reach or with presence of NGOs receiving some form of aid or intervention program. National dialogues took place in Harare at places that young people

who do not have cars or are not connected to an organization cannot easily reach. One respondent noted that “this was always our fear that development programs or policy consultations always target the same people who have access to information and or are already affluent , confident and know how to be active citizens to claim their rights” Field survey (2016). Chambers (2004) reiterates this through noting of the “dangers of participatory development where “rapid” had become a liability. It has been used to legitimize brash and biased rural development tourism (the brief rural visit by the urban-based professional). Hurried rural visits, insensitivity to social context, and lack of commitment compound errors, and this according to him can mean that the poorest are neither seen, nor listened to, nor learnt from. This reduced effective participation of young people in the SDG formulation process. This also stands true of the online processes led mostly by UN such as the UNIC centres which are found in Harare, Gwanda, Bulawayo and Kariba only. This automatically follows that UN’s access to young people, not located in these areas was limited to secondary efforts through support to CSOs or minimal.

Furthermore the world we want survey which was taking place online was not accessible to young people who indicated that they could neither afford to purchase data, did not own a mobile device nor had knowledge of navigating a computer for the purposes of inputting into the process which further side-lined most young people especially in the rural areas. Zimstats released a final census report which stated that there is evidence of urban-rural migration, as the proportion of people living in urban areas has decreased whilst that of the rural areas has risen up. In 2002, 65 percent of people lived in rural areas whilst 35 percent lived in urban areas. However, the 2012 Census shows that 67 percent now live in the rural areas whilst 33 percent live in the urban areas. With this statistic, it can only point to the fact that more focus ought to have been in the arears with the majority of the population further supporting the fact that involvement , particularly in rural areas was compromised due to the approaches employed in the SDG formulation process.

In addition, the methodology employed to select youth samples based on having background knowledge of the targeted youth, availability and/or self-organization contributed to reducing meaningful youth participation in the SDG formulation process. This was largely contributed by lack of an apex body responsible for coordinating all youth activities in policy shaping processes, which would sit with the responsibility to facilitate, coordinate and represent young people and act as a conduit connecting young people’s grassroots realities to relevant SDG formulation platforms. They were haphazard, clustered and highly fragmented actions

which at the end of the day would compromise full representation of all young people in their diversity in the SDG formulation process. This came out as a claim from some groups of young people who indicated no knowledge of the SDG formulation process despite their social standing, access to social media, the press and television. One respondent noted that “This had little to do with lack of access to information but the targeting itself, that left out critical groups due to lack of coordination” (Field Data 2016) On the other hand young people who had been in the civic participation game long enough, often demonstrated expertise in the SDG formulation process and had attended all key meetings, including filling the online survey as well as occasionally representing “young people” at major global events. This fragmentation meant that some young people were fully involved in the SDG formulation process, yet others remained at the margin of the process. This research discovered that high fragmentation of the youth sector, was a product of too much politicization and divide and rule, with young people taking part in processes based on political affiliation overlooking the positive trade-offs of speaking in one unified voice and coordinating actions not from a national developmental agenda perspective. It became difficult for youth organizations to unify and self-organize or for policy makers, UN agencies and other central stakeholders to the process to know which youth populations to target, with a true national representation of diverse populations of young people.

#### **4.6 CHAPTER SUMMARY**

The chapter provided a detailed discussion of the research findings using information from semi structures interviews and focus group discussions and observations. In Zimbabwe the youth involvement process followed a “three pronged/triple win” approach to attempt to cover both breadth and width through use of government, UN Civil Society agencies. The discussion pointed out socio-cultural, political and economic obstacles that compromised effective participation of young people, as well as the effectiveness of both online and offline strategies that were employed to involve young people in the SDG formulation process. It was noted that despite the challenges faced by young people and organizers’ of the events, the “triple win approach” provides a good base to critique global policy making approaches employed to increase youth participation in decision making.



## **5. CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 INTRODUCTION**

This study revealed how youth involvement in the SDG formulation process in Zimbabwe took place. Key conclusions, lessons and recommendations can be drawn from this study to inform future policy making processes as well as the SDG implementation and monitoring through underscoring the pertinent role of young people to achieve sustainable development by 2030. It was seen through the background given, how the UN, Member states CSOs and other major stakeholders developed the mechanism to guide the global SDG formulation processes , as well as the global and national context in which youth involvement in the SDG formulation process took part. The researcher employed a qualitative study through commissioning semi structured interviews and focus group discussions to understand how young people were involved in the SDG formulation process, detailing how socio-cultural, economic and political obstacles affected the processes. It is therefore important that the conclusions of this study are highlighted; lessons learnt put forward as well as giving recommendations on effective future youth engagements in policy and decision making process.

### **5.2 CONCLUSIONS**

Major conclusions were made on youth involvement in the SDG formulation process in Zimbabwe utilizing Harts ladder of participation. It can be seen that young people in Zimbabwe fall under different levels of participation ranging from non-participation to participation that is adult led and uninformed, adult led and informed, adult led with joint decision making and youth led and informed, youth led with joint decision making as well as completely youth led with young people the heart of decision making. The findings presented complex, interrelated processes of youth involvement broadly falling into three categories namely; government led, UN led and CSO led activities. These were the spaces broadly available for young people to be involved in the SDG formulation process and they carried both opportunities and obstacles making the process have its strengths, weaknesses as well as opportunities for improvement of future endeavours of this nature. This study disregards the notion that Zimbabwe's youth engagement process could only fall into one specific rung, but acknowledges that different groups of young people in Zimbabwe are at varying levels of participation based on the socio-economic, cultural and political realities that either fuelled or inhibited their participation.

Firstly, to say there was no participation of Young People would be inaccurate based on this study's findings. According to Hart (1992) non-participation is defined as - manipulation, decoration and tokenism and are considered as non-engagement of young people in active youth participation. From the study, it can be seen that the MDG formulation process is the one that can be accorded to non –participation of young people, but it however provided key learnings and a basis of comparison to improve the SDG formulation process. Through government led, UN led and civil society led consultations, young people played a critical role in developing the SDGs at local, regional and global level. Examples such as the HYSMR? Initiative, gave young people offline and online platforms of participation in the SDG formulation process. These include the national consultative dialogues, community based dialogues, use of youth friendly, offline methods such as hiring artistes to talk about SDGs, drawing or using other forms of visual art to connect with the grassroots. Online, young people contributed to the global consultations and accessed UNIC facilities provided by the UN in some provinces of the country. Key agents facilitating these processes included government ministries under the auspices of the MoIPEP which was tasked by the office of the President as the conduit of rolling out SDG formulation, domestication, implementation and monitoring in Zimbabwe, with UN agencies, CSOs and young people themselves.

The second conclusion was that young people connected to CSOs, UN Agencies and government ministries recorded more understanding of the SDG process, participated more in the formulation process and were aware of channels to provide their input as compared to general young people without any affiliation to the government, UN or CSO AGENCIES. According to Hart, young people can fall within different stages of participation within the same society, depending on interplay of a lot of factors such as availability of resources and technical expertise. It was noted that most activities were adult led through either government, CSO or UN led initiatives.

Another conclusion was that limited knowledge of policies and policy formulation processes acts as an obstacle to effective participation, even for young people with available spaces to participate. This is because the adult led initiatives at times tend to be too formalised. The positive issue to note here, according to Hart is that this population can potentially move to the next level of participation should certain conducive processes be put in place such as capacity building and further technical support and expertise.

Furthermore, elite and middle class young people in urban areas or with access to internet and connections to agencies facilitating the SDG formulation process were informed and consulted. They contributed their views and received feedback through the online surveys for instance. The online global consultations account for spaces where the voice of young people fed into the world we want survey and feedback was given through the one million voices report. UN agencies provided information around their online platforms to young people who participated in the My World Survey, receiving instant feedback of their input. This was exclusive to young people who can afford internet services, side-lining young people in rural communities with no access to internet services or mobile data.

In addition, young people created opportunities their own opportunities through self-mobilisation and lobbying to be included in government, CSOs and UN led efforts. Hart calls this the youth- initiated processes with joint decision making in policy formulation processes. This typifies efforts by Restless Development, ACT!2015 and Have You Seen My Rights (HYSMR) initiatives in Zimbabwe led by youth organisations that emulated actions being implemented by their counterparts in other countries. Restless Development for instance conducted local consultations in Zimbabwe, emulating the national consultations held by Restless Development International in 12 countries, using 74 languages reaching out to 346 young people directly and 395 online consolidating the views and developing position papers that fed into national, regional and global efforts to formulate the SDGs.

Moreover, it can be concluded that young people in marginalised, hard to reach and or rural contexts remained at the side-lines of the SDG formulation process in Zimbabwe, despite being the majority. Marginalisation was based on geography, targeting methods employed or social class all contributing towards marginalisation of young people in the SDG formulation process. According to research findings those who were not conveniently located tended to be less involved in the SDG formulation process compared to those in major towns, capital cities or connected through good road networks access and infrastructure and internet. This reaffirms Robert Chambers (1994) fear of the four dangers of PRA which tends to be applied through “instant fashion” are “rapid”, “formalised” and “routinized” which indicates that “decision makers” are not yet fully prepared to “hand over the stick” to the grassroots”.

It was also concluded that targeting approached can compromise the effective participation of young people in national policy making processes. Major agencies facilitating the SDG

formulation process invited young people within their database or connected to their work or simply because they were conveniently present. UN agencies, government and civil society invited young people that they either worked with, or were recommended by their networks or who had some prior connectivity to the SDG formulation process. This created a clear divide of young people with one group completely left out of the process and another falling into different levels of Harts rungs of participation in decision making. This was exacerbated by the acute fragmentation of the youth sector, high politicization of development issues and increased division of the youth sector, which compromised efforts by decision makers or stakeholders to achieve collective representation of the youth sector with their diversity in the SDG formulation process as they would often target young people based on the factors mentioned above.

It can also be noted that differences in socio-cultural, economic and political status affects young people's involvement in decision making processes. Young people, who were connected to UN agencies, CSOs or government, were more enlightened, articulate and had access to information and participated through available spaces. Those who could neither afford, nor had information on the process remained at the margins of the process which validates Caroline Robbs question if "the poor can really influence poverty?"

## **5.2. RECOMMENDATIONS**

Recommendations are made on the basis of the field work results that build on existing data developed in earlier studies. There are ways in which the government, civil society, youth-led/focused organizations, donor foundations, private sector, the media and general young people can all play a critical role to increase youth involvement in decision making and development making processes. The recommendations are grouped according to the different stakeholders, and where one recommendation is targeted at multiple partners this is indicated in the narrative.

Firstly, there is need for accelerated efforts by government with support from funding partners, CSOs, UN agencies, the private sector and all critical stakeholders to work with various youth constituencies and networks to form an apolitical apex body that coordinates young people's participation in policy making, implementation, monitoring and evaluation of the SDGs embracing the diversity of the youth constituency. For the youth body to function, donor agencies, private sector and domestic sources of funding must be committed as well as

technical expertise and support proffered. The youth apex body must have support and buy in at the highest level of decision making and must be connected at all levels with representation from ward right through to national level with mechanisms of providing feedback and increased sharing and learning amongst members for a holistic approach by the youth sector to decision making. This can be co-chaired by youth representative from government, UN agencies, CSOs and private sector for balanced representation factoring all sectors of development in Zimbabwe based on the SDGs and national development priorities. Use of an apex apolitical body is a cost effective way of consolidating young people's views, minimizing fragmentation, and duplication, underrepresentation as information flows upwards and downwards in a broadly participatory way empowering the youth sector as well as informing policy making and decision making processes.

Building on the point proffered above, young people need to put politics and their differences aside and wear the "African renaissance" spirit propounded by Matunhu (2011) of Harambee, Ujaamaa, Humunhu or Ubuntu- a spirit of oneness, to collectively work towards building the nation. The apex body proposed above will not work if attitudes and perceptions of young people are still embedded in their socio-cultural and political differences. Unemployment, inequality and poverty knows no political party but affects all Zimbabweans, hence the need to bring together the country's young people's think tank to develop the country through creation, implementation and monitoring of sustainable development programs.

In addition, accountability mechanisms need to be put in place to curb soaring corruption levels that undermine genius efforts to ensure inclusion and increased participation of young people. When accountability mechanisms are put in place, as well as deliberate efforts to reduce corruption by those in positions of power, it ensures increased accountability and effective systems establishment for inclusion of young people in policy making processes.

Young people's capacity must be enhanced for effective participation in policy shaping and practice in Zimbabwe. Government, UN agencies and other stakeholders must work with the established apex body to raise awareness of the SDGs, the Zimbabwe SDG priorities and implementation mechanisms, utilizing youth friendly and accessible methods to increase youth involvement in this proposed mechanism. Trainings must cover priority areas for the post 2015 agenda in Zimbabwe, rationale, alignment to other policies, implementation modalities, and rationale for working groups. Starting at building capacity of young people will potentially increase capacity of young people to effectively participate in the SDG

working groups to be convened by government and UNDP with youth leadership at the highest level and right through the whole apex body.

Furthermore, approaches employed to reach out to young people by governments, UN agencies and CSOs must fit their local context and realities, factoring in issues such as affordability and accessibility. In rural communities, methods that have proved to reach out to more young people have included use of offline youth-friendly methodologies , including peer to peer learning, use of visuals, painting and drawing, music poetry , drama, youth commemoration days as well as use of influential people to send messages across. This also includes use of local languages, producing information briefs, brochures and flyers to ensure that messages reach intended audiences. Online messages work in a context where accessibility and affordability are not obstacles to effective participation.

In addition, the Ministries of Education (Primary, Secondary and Tertiary) must integrate active citizenship, advocacy and participation in decision making subjects in the early stages of children’s learning so that they grow up knowing and exercising their rights to be active citizens involved in decision making , politics and policy making processes. This also empowers them to demand accountability from decision makers. It is also critical to educate parents, communities and opinion leaders on the advantages of having their children actively involved in decision making processes. Not only is this an empowering process, but leads to formulation of sustainable development policies and programs informed by young people who are the majority and will be hardest hit by the decisions made. This will also reduce apathy in young people not directly linked to these processes in their careers. Some young professionals in the fields of commerce and pure science generally expressed ignorance of the SDGs and called it a “social science thing” that does not concern them. The SDG agenda’s importance spills over into other fields and lack of achievement of the goals can lead to collapse of science, commerce, engineering and all the other enabling sectors contributing to development.

Moreover, decentralized structures including local government authorities, council, councillors, junior parliamentarians, youth officers, traditional leaders and other village, ward, district and national based authorities can be utilized as SDG brand ambassadors to raise awareness to critical populations including young people covering their diversity and geographic reach, as well as other special interest groups, whose participation is key to achieving the SDGs. By using local icons and other structures builds a critical mass of

actively involved young people informed and actively involved in decision and policy making processes.

The private sector can play a central role in fostering development, especially of those hardest hit by poverty. Instead of simply targeting them for profit making or social responsibility reasons, the business community can really explore how they can contribute to strengthening policy making and implementation by young people, by doing more than just corporate social responsibility. Further studies need to be conducted to unearth the role that the private sector played in the SDG formulation process in order to determine how that role can be strengthened in future policy making efforts , implementation and accountability of the policies for sustainable development.

Last but not least, young people need to foster mechanisms of generating live data through documentation of best practices, sharing and learning from coordinated actions to work towards changing perceptions of leaders and those in positions of power to demonstrate evidence based- best practices of positive community development efforts where youth are involved in policy shaping and practises. Sharing must be done amongst young people with governments, UN agencies, CSOs and other critical stakeholders to change their perceptions and work towards increasing trust in young people as asserts of development with a pivotal role in decision making , implementation and accountability, particularly of the post 2015 agenda of the SDGs.

### **5.3 CONCLUSION**

This study gives a critical reflection of the SDG formulation process in Zimbabwe. It is hoped that the findings, will set the tone to improve future policy formulation processes in Zimbabwe and beyond, and that the SDG implementation agenda which started on 1 January 2016 until 31 December 2030 will use the findings to improve youth involvement in the implementation and accountability of the SDGs that were committed to by all Heads of States of all nations. The findings, conclusions and recommendations are meant to give an insight into the strengths and weaknesses of the approaches employed; in order to improve youth involvement in the implementation and monitoring of the SDGs. Future researchers must further explore the best modalities to formulate an apex youth body and facilitate for increased coordination and representation of all young people embracing their diversity and geographic reach. They must also explore the role that the private sector can play to complement efforts by government, UN and CSOs in Zimbabwe.

## References:

African Youth Charter (2006) web.17 March 2016

Arnstein, S.(1969). A Ladder of Citizenship Participation. American Institute of Planners Journal July,pp 216-24

Chambers, R. (1994) Participatory Rural Appraisal (PRA):Challenges, Potentials and Paradigm, Institute of Development Studies , Brighton , UK

Conrad, D, E (1982) Learning from the field experience: A guide for Student Reflection in Youth Participation Programs, The National Commission on Resources For Youth, New York, USA

Cooke b and Kotharu, U. eds (2001). Participation: The New Tyranny?, Zed Books , London

Davis, S. (2014) Community Mental Health in Canada , UBC Press , Vancouver , Canada.

Furlong, Andy(2013) Youth Studies: an Introduction,Routledge, USA

Grabowski R, Self S, Shields M (2007) Economic Development: A regional, institutional and historical approach, ME Sharpe, New York, USA

Haralambos and Holborn (2008). Sociology: Themes and Perspectives, HarperCollins Publishers. London.

Hart (1992) Children's Participation From Tokenism to Citizenship, UNICEF International Child Development Centre, Spedale degli, Innocenti, Florence, Italy

Hartley S (2001) CBR : a participatory strategy in Africa, Kampala , Uganda

Lindblom, CE (1959) "The Science of 'Muddling Through'" "Still muddling, not yet through" (1979) retrieved 11.4.16

Ittig, A. Dr. (2014), Independent Evaluation Of The 2012-2015 Zimbabwe United Nations Development Assistance Framework(ZUNDAF), UNDP, Zimbabwe

Krueger, R. A (1988). Focus groups: A practical guide for applied research. Sage Publications, NewBury Park, CA



National commission on resources for youth (1975) Youth Participation: A concept paper. A report of the National Commission on resources for Youth to the department of Health, Education and Welfare, Office of Youth Development. New York, USA

Oakley, P.(1989), Community Involvement in Health Development. WHO, Geneva

O'toole B (1996) Evaluation Report of CBR in Uganda. Kampala

Raftopoulos,B. and Phimister, I. (2005) Zimbabwe Now: The Political Economy of Crisis and Coersion cited in Historical Materialism, volume 12:4 (355–382) © Koninklijke Brill NV, Leiden, 2004 Also available online – [www.brill.nl](http://www.brill.nl)

Rifkin, S.B and Pridmore, P (2001) Partners in planning: Information, participation and empowerment, Macmillan/TALC, Oxford and London

Rifkin, S, B, Muller, F, and Bichmann, W. (1988) Primary Health Care : On measuring participation. Social Science and Medicine Vol 26, No 9 , WHO Geneva

Rifkin, S. B (1990). Community Participation in MCH/FP Programms : An analysis based on case study materials , Who, Geneva

Risse, T, Sikkink, K. (2013) The Persistent Power of Human Rights: From Commitment to Compliance, Cambridge University Press, New York, USA

Saunders, M. and Lewis, P. Thornhil, A. (2009) 5edn, Research Methods for Business Students, Pearson Education Limited, England.

Shafritz JM, Layne K and Borick CP (2005) Classics of Public Policy, Pearson Longman, London

Simon (2006) Fifty Key Thinkers in Development, Routledge Press, New York

Todaro M and Smith, S. (2006) Economic Development, Pearson Education Limited, United Kingdom.

Thomas, A. (2003) "Psychology of Adolescents", Self-Concept, Weight Issues and Body Image in Children and Adolescents, Cambridge University Press,USA

The National Youth Policy- Zimbabwe.(2012)web 17 March 2016

Thomas R, North D (1973) The Rise of the Western World, A New Economic History, Cambridge University Press, USA

Thomas, M. and Thomas M.J. (2001) Planning for “Community Participation” in CRB. Asia Pacific Disability Rehabilitation Journal. 12

Trials of War Criminals before the Nuremberg Military Tribunals under Control Council Law (1949.)No. 10, Vol. 2, pp. 181-182. Washington, D.C.: U.S. Government Printing Office,

Tyyskä, Vappu (2005). "Conceptualizing and Theorizing Youth: Global Perspectives". Contemporary Youth Research: Local Expressions and Global Connections. London: Ashgate Books.

UNDP (2013) Zimbabwe United Nations Development Assistance Framework (ZUNDAF) Harare, Zimbabwe

United Nations (2015) A Million Voices: The World We Want, A sustainable future with dignity for all, United Nations, New York , USA

Weber, M. (1974) The Theory of Economic and Social Organisations, Free Press, New York.

Wren D (1994) The evolution of management thought, 4<sup>th</sup> edn, New York Wiley

Veal and Darcy (2014) , Research Methods for Sports Studies and Sport Management : A Practical Guide , London Routledge

Wing, J. Jnr (2012) Youth: Windsor Review: A Journal of the Arts 45.1:9+. AcademicOne file web 24 Oct. 2012.

World Bank(1996). Participation Sourcebook, World Bank, Washington DC

Zimbabwe Youth Policy

### **Online sources:**

<http://mycourse.solent.ac.uk/mod/book/view.php?id=2744&chapterid=1293>retrieved

<http://betterthesis.dk/getting-started/short-synopsis> retrieved

<http://www.zw.undp.org/content/zimbabwe/en/home/library/mdg/mdg-final-progress-report-2000---2015/>

<http://im4dc.org/wp-content/uploads/2013/07/12.-I.-KUBISZEW.pdf>

<http://www.zw.one.un.org/resources/publications>

<http://www.zw.one.un.org/resources/publications>

<http://libguides.usc.edu/writingguide/qualitative>

[https://cirt.gcu.edu/research/developmentresources/research\\_ready/quantresearch/sample\\_meth](https://cirt.gcu.edu/research/developmentresources/research_ready/quantresearch/sample_meth)

<http://www.eiu.edu/ihec/Krueger-FocusGroupInterviews.pdf>

<http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conduct-focus-groups/main>

<http://ag.arizona.edu/sfcs/cyfernet/cyfar/focus.htm>

<http://www.socialresearchmethods.net/kb/samprn.php>

<http://im4dc.org/wp-content/uploads/2013/07/12.-I.-KUBISZEW.pdf>

<http://www.uncsd2012.org/about.html>

<https://sustainabledevelopment.un.org/owg.html> retrieved 6 March 2016.

<http://www.post2015hlp.org/about/>.

<https://sustainabledevelopment.un.org/content/documents/841global-conversation-begins-web.pdf>

<http://www.sdgfund.org/mdgs-sdgs>.

<http://www.thestandard.co.zw/2014/01/12/youth-vote-future>

[http://www.undp.org/content/undp/en/home/librarypage/results/fast\\_facts/Fast-Facts-youth-civic-engagement-and-participation/](http://www.undp.org/content/undp/en/home/librarypage/results/fast_facts/Fast-Facts-youth-civic-engagement-and-participation/) .

<http://www.sciencedirect.com/science/article/pii/S0305750X94901414>

<http://www.ablongman.com/html/productinfo/shafritz/SHAF.chapt2.pdf>

<http://pathwaysthroughparticipation.org.uk/wp-content/uploads/2009/09/Briefing-paper-1-What-is-participation1.pdf>

<http://www.asksource.info/cbr-book/cbr03.pdf>

<https://www.google.com/search?q=roger+hart+ladder+of+participation&biw=1366&bih=623&tbm=isch&tbo=u&source=univ&sa=X&sqi=2&ved=0ahUKEwizwbCzjuvMAhWMKcAKHaq-AhcQsAQIGw#imgsrc=gk0CgbJwhyu0lM%3A>

[https://www.southalabama.edu/coe/bset/johnson/oh\\_master/Ch14/Tab14-02.pdf](https://www.southalabama.edu/coe/bset/johnson/oh_master/Ch14/Tab14-02.pdf)

[http://www.unicef.org/zimbabwe/media\\_16606.html](http://www.unicef.org/zimbabwe/media_16606.html)

[http://www.zimbabwesituation.com/news/zimsit\\_zimstat-releases-final-census-results/](http://www.zimbabwesituation.com/news/zimsit_zimstat-releases-final-census-results/)

<https://www.wfp.org/content/zimbabwe-vulnerability-assessment-committee-rural-livelihoods-assessment>

<http://vote.myworld2015.org/>

[http://www.zw.one.un.org/sites/default/files/Publications/MDGs/AMillionVoices\\_TheWorldWeWant.pdf](http://www.zw.one.un.org/sites/default/files/Publications/MDGs/AMillionVoices_TheWorldWeWant.pdf)

[http://www.africayouthskills.org/Ministry\\_of\\_Youth\\_Development](http://www.africayouthskills.org/Ministry_of_Youth_Development)

[http://www.unngls.org/index.php/un-ngls\\_news\\_archives/2012/264-high-level-panel-of-eminient-persons-on-post-2015-london-meeting](http://www.unngls.org/index.php/un-ngls_news_archives/2012/264-high-level-panel-of-eminient-persons-on-post-2015-london-meeting)

[http://www.un.org/sg/management/pdf/PS\\_London\\_2\\_Nov\\_2012.pdf](http://www.un.org/sg/management/pdf/PS_London_2_Nov_2012.pdf)

<http://www.un.org/sg/management/hlppost2015.shtml>

<http://www.simplypsychology.org/qualitative-quantitative.html>

<http://www.socialresearchmethods.net/kb/qualmeth.php>

<http://www.bbc.com/news/world-europe-34131911> retrieved 4 March 2016

## **APPENDICES**

### **APPENDIX 1**

#### **SEMI-STRUCTURED INTERVIEWS WITH GOVERNMENT MINISTRIES**

##### **Introducing yourself and the purpose of the Interview:**

Good morning/afternoon. I am Primrose Manyalo from Midlands State University conducting a study on Youth Involvement in the Sustainable Development Goals formulation process: Case Study of Zimbabwe. The information obtained from this discussion will be used to measure extent of youth involvement in the Sustainable Development Goals formulation process in Zimbabwe and to provide recommendations for strategies employed to strengthen youth involvement in policy making processes in Zimbabwe.

Your responses to this interview will not be released to anyone except for this Evaluation (i.e. confidential) and I will not contact anyone you know about this Interview. Your honest answers to these questions will help in designing better future similar Projects in this area, Zimbabwe and other countries. I would greatly appreciate your help in responding to this guide. This interview will take between 20-30 minutes to complete.

If it is okay with you can we start this discussion? Yes [ ] No [ ],

**Interviewer:** \_\_\_\_\_,

**Respondent's Name:** \_\_\_\_\_

**Date** \_\_\_\_\_, **Starting Time:** \_\_\_\_\_, **Ending Time:** \_\_\_\_\_.

**Section 1: Understanding existing opportunities for young people to participate in the SDG formulation process**

1. How did you involve young people in Zimbabwe in the UN SDG formulation process in Zimbabwe? (please detail both on and offline actions)
  
2. How did you collaborate with other agencies to involve young people in the SDG formulation process(probe for non-government led activities on and offline )

**Section 2: Understanding obstacles faced by young people in Zimbabwe to participate in the SDG formulation process (probe social, economic, cultural and political)**

3. What obstacles were faced by young people in Zimbabwe in participating in the UN SDG formulation process? Please give social, economic, cultural and political challenges

Social Obstacles:

Economic Obstacles:

Cultural Obstacles:

Political Obstacles:

**Section 3: To identify strengths and gaps of approached employed to involve young people for strategies (probe on both online and offline actions)**

4. How effective (probe for strengths and weaknesses) were the approaches employed to involve young people in the SDG formulation process (probe on and offline actions)

**Section 4: Recommendations for strategies employed to strengthen youth involvement in policy making processes in Zimbabwe.**

5. What recommendations do you have for strategies employed to strengthen youth involvement in policy making processes in Zimbabwe.

End of discussion. Thank you for participation

## **APPENDICES**

### **APPENDIX II**

#### **SEMI-STRUCTURED INTERVIEWS WITH UN AGENCIES**

##### **Introducing yourself and the purpose of the Interview:**

Good morning/afternoon. I am Primrose Manyalo from Midlands State University conducting a study on Youth Involvement in the Sustainable Development Goals formulation process: Case Study of Zimbabwe. The information obtained from this discussion will be used to measure extent of youth involvement in the Sustainable Development Goals formulation process in Zimbabwe and to provide recommendations for strategies employed to strengthen youth involvement in policy making processes in Zimbabwe.

Your responses to this interview will not be released to anyone except for this Evaluation (i.e. confidential) and I will not contact anyone you know about this Interview. Your honest answers to these questions will help in designing better future similar Projects in this area, Zimbabwe and other countries. I would greatly appreciate your help in responding to this guide. This interview will take between 20-30 minutes to complete.

If it is okay with you can we start this discussion? Yes [ ] No [ ],

**Interviewer:** \_\_\_\_\_,

**Respondent's Name:** \_\_\_\_\_

**Date** \_\_\_\_\_, **Starting Time:** \_\_\_\_\_, **Ending Time:** \_\_\_\_\_.



**Section 1: Understanding existing opportunities for young people to participate in the SDG formulation process**

1. How did you involve young people in Zimbabwe in the UN SDG formulation process in Zimbabwe? (please detail both on and offline actions)
2. How did you collaborate with other agencies to involve young people in the SDG formulation process(probe for non-government led activities on and offline )

**Section 2: Understanding obstacles faced by young people in Zimbabwe to participate in the SDG formulation process (probe social, economic, cultural and political)**

3. What obstacles were faced by young people in Zimbabwe in participating in the UN SDG formulation process? Please give social, economic, cultural and political challenges

Social Obstacles:

Economic Obstacles:

Cultural Obstacles:

Political Obstacles:

**Section 3: To identify strengths and gaps of approached employed to involve young people for strategies (probe on both online and offline actions)**

4. How effective (probe for strengths and weaknesses) were the approaches employed to involve young people in the SDG formulation process (probe on and offline actions)

**Section 4: Recommendations for strategies employed to strengthen youth involvement in policy making processes in Zimbabwe.**

5. What recommendations do you have for strategies employed to strengthen youth involvement in policy making processes in Zimbabwe.

End of discussion. Thank you for participation

### **APPENDIX III**

#### **SEMI STRUCTURED INTERVIEWS WITH YOUTH LED/FOCUSED CSOS**

##### **Introducing yourself and the purpose of the Interview:**

Good morning/afternoon. I am Primrose Manyalo from Midlands State University conducting a study on Youth Involvement in the Sustainable Development Goals formulation process: Case Study of Zimbabwe. The information obtained from this discussion will be used to measure extent of youth involvement in the Sustainable Development Goals formulation process in Zimbabwe and to provide recommendations for strategies employed to strengthen youth involvement in policy making processes in Zimbabwe.

Your responses to this interview will not be released to anyone except for this Evaluation (i.e. confidential) and I will not contact anyone you know about this Interview. Your honest answers to these questions will help in designing better future similar Projects in this area, Zimbabwe and other countries. I would greatly appreciate your help in responding to this guide. This interview will take between 20-30 minutes to complete.

If it is okay with you can we start this discussion? Yes [ ] No [ ],

**Interviewer:** \_\_\_\_\_,

**Respondent's Name:** \_\_\_\_\_

**Date** \_\_\_\_\_, **Starting Time:** \_\_\_\_\_, **Ending Time:** \_\_\_\_\_.

**Section 1: Understanding existing opportunities for young people to participate in the SDG formulation process**

1. How did you involve young people in Zimbabwe in the UN SDG formulation process in Zimbabwe? (please detail both on and offline actions)
  
2. How did other agencies involve young people in the UN SDG formulation process in Zimbabwe? (please detail both on and offline actions)

**Section 2: Understanding obstacles faced by young people in Zimbabwe to participate in the SDG formulation process (probe social, economic, cultural and political)**

3. What obstacles were faced by young people in Zimbabwe in participating in the SDG formulation process? Please give social, economic, cultural and political challenges

Social Obstacles:

Economic Obstacles:

Cultural Obstacles:

Political Obstacles:

**Section 3: To identify strengths and gaps of approached employed to involve young people for strategies (probe on both online and offline actions)**

4. How effective (probe for strengths and weaknesses) were the approaches employed to involve young people in the SDG formulation process(probe on and offline actions)

**Section 4: Recommendations for strategies employed to strengthen youth involvement in policy making processes in Zimbabwe.**

5. What recommendations do you have for strategies employed to strengthen youth involvement in policy making processes in Zimbabwe.

End of discussion. Thank you for participation

## APPENDIX IV

### FOCUS GROUP DISCUSSIONS (FGD) WITH YOUNG PEOPLE

#### Introducing yourself and the purpose of the FGD:

Good morning/afternoon. I am Primrose Manyalo from Midlands State University conducting a study on Youth Involvement in the Sustainable Development Goals formulation process: Case Study of Zimbabwe. The information obtained from this discussion will be used to measure extent of youth involvement in the Sustainable Development goals formulation process in Zimbabwe and to provide recommendations for strategies employed to strengthen youth involvement in policy making processes in Zimbabwe.

Your responses to this discussion will not be released to anyone except for this Evaluation (i.e. confidential) and I will not contact anyone you know about this discussion. Your honest answers to these questions will help in designing better future similar Projects in this area, Zimbabwe and other countries. We would greatly appreciate your help in responding to this guide. This discussion will take between 30-45 minutes to complete.

If it is okay with you can we start this discussion? Yes [ ] No [ ],

Facilitator: \_\_\_\_\_, Note-taker: \_\_\_\_\_

Implementation Area (Harare, Bulawayo, Hwedza, Chimanimani): \_\_\_\_\_,

Number of participants: \_\_\_\_\_ Females \_\_\_\_\_ Males \_\_\_\_\_

Starting Time: \_\_\_\_\_, Ending Time: \_\_\_\_\_,

## **Section 1: Understanding existing opportunities for young people to participate in the SDG formulation process**

Question1: What online opportunities were available for you to be involved in the SDG formulation process in Zimbabwe?

Question 2: What offline opportunities were available for you to be involved in the SDG formulation process?

## **Section 2: Obstacles faced by young people in Zimbabwe to participate in the SDG formulation process (probe social, economic, cultural and political)**

1. What obstacles were faced by young people in Zimbabwe in participating in the SDG formulation process? Please give social, economic, cultural and political challenges

Social Obstacles

Economic Obstacles

Cultural Obstacles

## Political Obstacles

### **Section 3: To identify strengths and gaps of approached employed to involve young people for strategies (probe on both online and offline actions)**

1. How effective (probe for strengths and weaknesses) were the approaches employed to involve young people in the SDG formulation process (probe on and offline actions)

### **Section 4: Recommendations for strategies employed to strengthen youth involvement in policy making processes in Zimbabwe.**

2. What recommendations do you have for strategies employed to strengthen youth involvement in policy making processes in Zimbabwe.

End of discussion. Thank you for participation



## APPENDIX IV

### Voluntary Consent for Participation in the Interview/FGD.

I \_\_\_\_\_ from \_\_\_\_\_

Agree to voluntarily take part in this research on Youth Involvement in the United Nations' Sustainable Development Goals formulation process in Zimbabwe being conducted by Miss Primrose Nanchani Manyalo from the Midlands State University

1. All my contributions to this research are voluntary. I do not expect to be paid in cash or kind for my input.
2. I understand that it is within my right to withdraw, discontinue or decline to respond should I be subjected to any discomfort during the interview/focus group discussion
3. I understand that the researcher will maintain confidentiality and protect me as a source, I will not be identified by name , and subsequent use of data acquired through this research will be subjected to standard data use policies which protects the anonymity of key informants
4. This interview/focus group discussion will take a maximum of 20-30 minutes
5. I have read and understood the terms of this voluntary consent, all my questions were responded to, I voluntarily agree to take part in this study and have retained a copy of the consent form undersigned.

Name of Key Informant

Researchers Name: Primrose N Manyalo

Signature

Signature

Date

Date

For more information please contact  
Miss Primrose N Manyalo  
[pmanyalo@gmail.com](mailto:pmanyalo@gmail.com)  
+263 772 727 288