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High Commission
Islamabad



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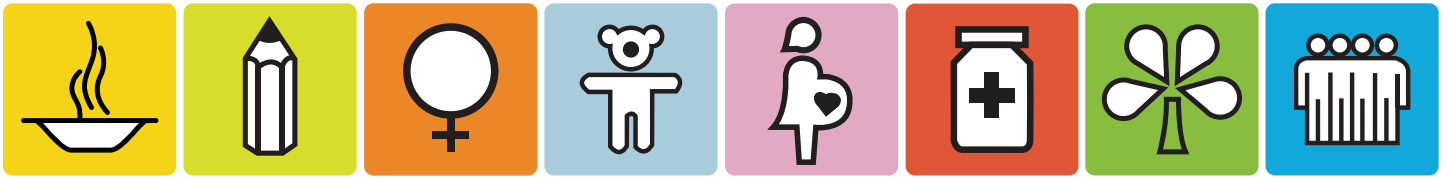
SHAPE the FUTURE

RESOURCE PACK

Take part in this exciting competition and give your students the opportunity to influence the post-2015 development agenda. Who better to Shape the Future than young people?

*This Pack contains the information needed to take part in the competition, a brief history of the **Millennium Development Goals**, ideas for how to incorporate Shape the Future into student activities and links to resources to support teachers and students working on recommendations.*





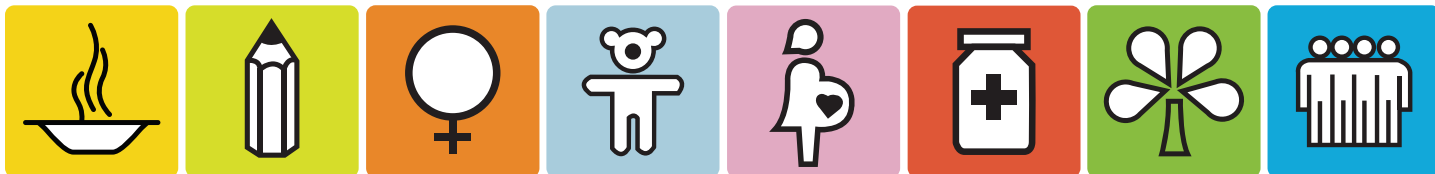
SHAPE the FUTURE RESOURCE PACK

Shape the Future: The competition explained

Since their launch in 2000, the Millennium Development Goals (MDGs) have encouraged countries to work towards meeting the needs of the world's poorest people. The target date for meeting the MDGs is 2015, beyond that a new set of goals or an entirely new way of looking at development will be needed. The MDGs were debated and agreed in the late 1990s when the world looked quite different so a new global strategy for development in 2015 will have to confront different challenges with new solutions.

The Prime Minister, David Cameron, is Co-Chair of the United Nations High Level Panel that has been tasked with making recommendations on these new development goals. He believes that to really tackle the root causes of poverty – not just the symptoms – we need a new, transformative agenda for development. To involve young people in the debate around shaping the post-2015 development goals, the British High Commission, Islamabad and Department for International Development (DFID) Pakistan are running a competition, Shape the Future, which invites schools to discuss, formulate and submit their own proposals for post-2015 development goals in the form of a painting along with a presentation, video or essay.

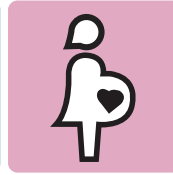
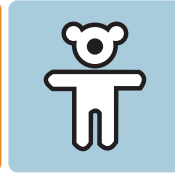
The Shape the Future competition gives students in Pakistan a chance to develop their understanding of development and the MDGs and to express their vision for the future of Pakistan, at the same time as developing their presentation and analytical skills.



SHAPE the FUTURE

RESOURCE PACK

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Shape the Future: What do I need to know?

Who can apply?

The competition is open to students aged between 12 and 17 years. Their entries can be created by working with older students and staff but must be their own work. There can only be five entries per school worked on by a maximum of five students.

How to apply?

Entries must be emailed to shapethefuture@fco.gov.uk by **16th November 2014**.

Please include the following information in your email:

- The name of your school
- The names and ages of the students who created the presentation /video and painting or essay.
- The name and contact details (email and phone number) for the member of staff responsible for the competition

If the presentation is in the form of a PowerPoint please attach it to the email.

If the presentation is in the form of a film this can be linked to or embedded in a PowerPoint presentation. Alternatively, you can provide a link to where the film can be viewed online. If you intend to upload films online we suggest that you and/or your students create a private account for the website used, which cannot be viewed by members of the public. At the very least, comments should be disabled. We recommend the Vimeo website for uploading and sharing films.

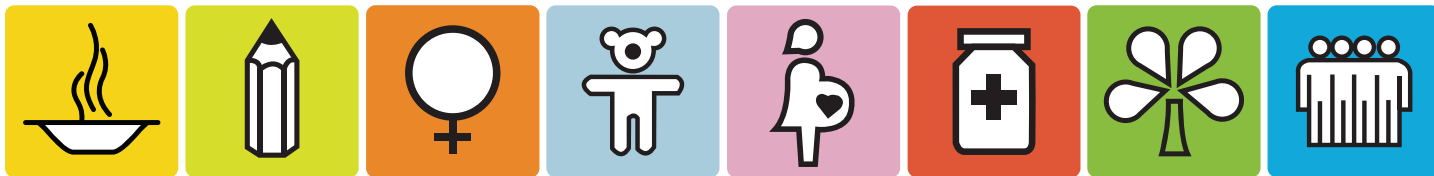
If the entry is in the form of an essay, it must not exceed 500 words.

Hard copies of the paintings should be posted at the following address:

*Press and Public Affairs Section,
British High Commission
Diplomatic Enclave, Ramna 5, Islamabad
92.51.2012000*

What kinds of entries are eligible?

1. Entries must take the form of a painting (with a short presentation / video explaining the painting) or an essay; students can use PowerPoint or submit a film.
2. All entries should be accompanied by the entry form attached at the end of this pack, summarising the group's recommendations and providing contact details. No images should be used on this form.
3. The presentation should last no more than five minutes. Any entries that will exceed this time, in the opinion of the judging panel, will not be considered.
4. Any essay longer than 500 words will not be considered.



Shape the Future: What do I need to know?

5. PowerPoint presentations should contain a maximum of 15 slides excluding the title slide and any section heading slides. The title slide must include the name of the school submitting the entry.
6. If the presentation contains images please ensure students have the appropriate permissions to use them – see terms and conditions on the Global Dimension website for details.

How will our entry be judged?

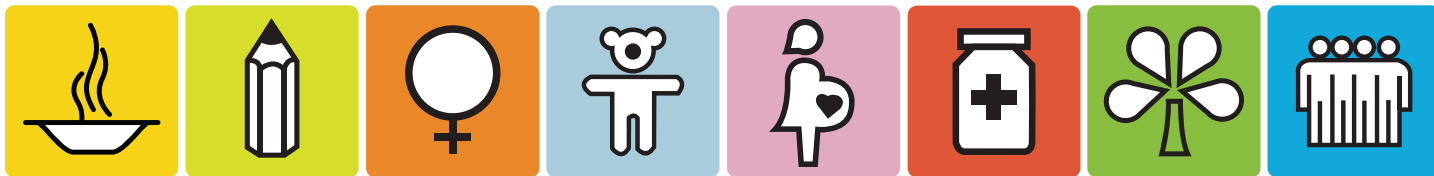
Presentations will be judged on the following criteria:

1. Knowledge of the current MDGs and the progress that has been made since 2000
2. Explanations of the challenges that should be incorporated into new global targets
3. Use of relevant evidence and research
4. A demonstration of critical thinking (questioning evidence, drawing on a wide range of views, thinking laterally about the purpose of goals)
5. A clearly communicated set of concise recommendations

If a number of student groups from your school are interested in entering the Challenge, you may want to have an in-school competition to select the best entries to submit. Ideas for this are suggested in the section of this pack dealing with student leadership.

Entries will be judged by a panel including representatives from development organisations, DFID staff and other experts.

The top ten winning entries from across Pakistan will be announced at a ceremony here in Islamabad. The shortlisted teams will be invited to this event.



What do I need to know about the Millennium Development Goals?

History of the Millennium Development Goals

In September 2000, world leaders from 189 countries met at the United Nations Headquarters in New York, where they committed to the Millennium Development Goals (MDGs). Eight goals were agreed, each aiming to lift around 500 million people out of poverty by 2015.

The Millennium Development Goals aim to:

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

If the goals are achieved, then more children will go to school, fewer people will die from treatable diseases and girls will have the same opportunities as boys. Ultimately, the MDGs were intended to create positive change for people living in poverty worldwide.

Progress of the Millennium Development Goals

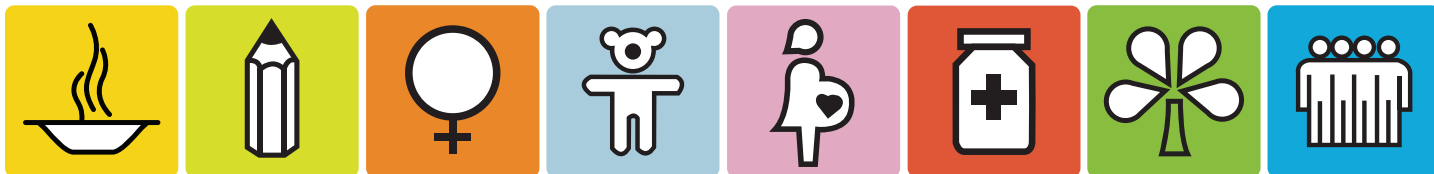
When the MDGs were set in 2000, they were felt to be achievable but it was acknowledged that meeting them was never going to be easy. UN Secretary-General Ban Ki-Moon later referred to the MDG goals as being “ambitious but feasible.”

National governments have responsibility for ensuring that their country meets the first seven MDGs. However, the eighth goal (Develop a global partnership for development) calls for all countries in the world to work together. This involves developed countries assisting developing countries by giving aid, reducing debt, promoting more open markets for international trade and helping to share the benefits of new technologies. To help measure progress, each goal has at least one target to be met and progress towards these targets has been (and continues to be) measured each year.

Well-spent aid can deliver life changing results. Over the last year DFID has:

- Supported over 2.5 million girls in primary school, and 260,000 girls in lower secondary school;
- Ensured that 500,000 births were delivered with the help of nurses, midwives or doctors;
- Supported 1 million additional women to use modern methods of family planning;
- Delivered more than 12 million bed-nets to prevent malaria. Use of these nets for one year will prevent over 66,000 child deaths;
- Cut waste and inefficiency, ensuring that every pound of the aid budget is delivering maximum value for both the world’s poor and the British taxpayer;
- Through the Aid Transparency Guarantee, opened up our books so tax payers can monitor how their money is being spent.

You could use these statistics to start students thinking about the many aspects of development; how successes with the MDGs have been achieved; and the role of countries like the UK in supporting the poorest people around the world.



Significant progress has been made with the UN reporting in 2012 that:

- extreme poverty is falling in every region
- the MDG poverty reduction target is likely to be met
- the world has met the target of halving the proportion of people without access to improved sources of water
- improvements have been achieved for 200 million slum dwellers
- the world will achieve parity in primary education between girls and boys
- there have been falls in the number of under-five child deaths
- improvement have been achieved for people living with HIV
- the world is on track to halt and then begin to reduce the spread of tuberculosis
- and globally malaria deaths have declined.

However, progress has slowed in relation to other MDGs:

- there has only been a marginal decrease in vulnerable employment
- decreases in maternal mortality are not on target
- rural areas are not achieving the required levels of improved sources of water
- global hunger remains a global challenge
- and the number of people living in slums continues to grow

Further case studies detailing progress against the individual MDGs are available on the **DFID website**.

Comic Relief has produced this short MDG Countdown video which summarises progress and the challenges ahead in a simple, neat and inspirational way.

The United Nations High Level Panel on the Post-2015 Development Agenda

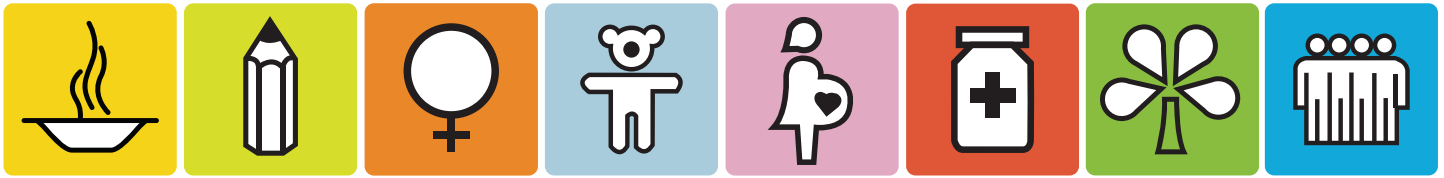
You can find news and information about the High Level Panel that David Cameron is co-chairing on DFID's website.

Useful links

Change the world in eight steps (Oxfam): Explore progress made towards all eight MDGs with Oxfam's online resources. Updated for 2013, this set of posters and activities is for use with 7-14 year olds. Progress towards each goal is discussed and illustrated.

2012 Progress Chart (United Nations): Use this comprehensive overview to gain an overall understanding of the progress made towards each goal in each of the world's developing countries.

The Millennium Development Goals progress report 2012 (United Nations): This official report provides extensive detail about the progress made towards each goal.



The Post-2015 agenda: Getting critical

Thinking about the post-MDG framework

Since the Millennium Development Goals were designed and agreed, a lot of work has gone into trying to meet them. But the world is a very different place nearly two decades on from their inception: with startling economic growth in countries like China and India, shifts in technology, changes to the global economy and growing global environmental threats such as climate change.

So when thinking about the post-2015 agenda, we need to consider both how successful the current MDGs have been in achieving improvements in development, and also whether the issues they cover are still appropriate in today's (and tomorrow's) world.

First, **how successful have the current MDGs been?**

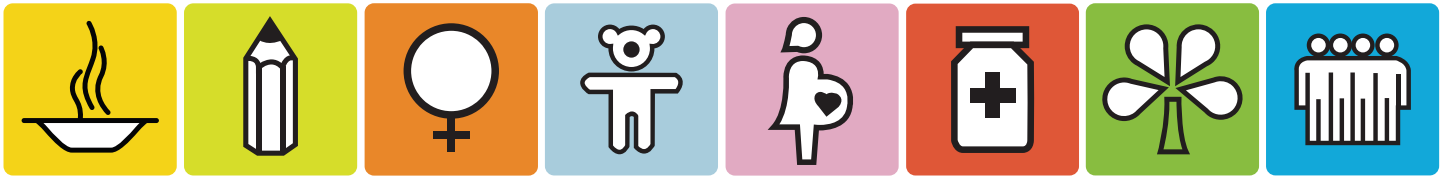
Looking at the evidence, you are likely to conclude that it is a mixed bag. There has been progress on some of the MDGs, and this has certainly led to great improvements in the lives of millions of people around the world. For example as a result of MDG 2 28 million more children go to school, which is a great success. However progress on this has been slowing in recent years, and it does not look like this target will be met. Additionally, some people are now questioning whether just getting children into school is enough. How good is the school they go to? Are their teachers well trained? Are children staying on to secondary education in schools? This demonstrates why 'targets' in this mould might not be enough, and whether we need measures which look more deeply at these challenges.

Secondly, **are the existing sets of challenges which the MDGs cover right for the world we live in today?** Or are there other problems that we should focus on?

Looking at the evidence, you are likely to conclude that it is a mixed bag. There has been progress on some of the MDGs, and this has certainly led to great improvements in the lives of millions of people around the world. For example as a result of MDG 2 28 million more children go to school, which is a great success. However progress on this has been slowing in recent years, and it does not look like this target will be met. Additionally, some people are now questioning whether just getting children into school is enough. How good is the school they go to? Are their teachers well trained? Are children staying on to secondary education in schools? This demonstrates why 'targets' in this mould might not be enough, and whether we need measures which look more deeply at these challenges.

Again, the picture here is mixed. Of course despite some progress, problems such as poverty, health and education have not been 'solved' – they remain huge global issues which require concerted efforts to address. Some would argue our current focus particularly on MDG 1 to 6, and less so on 7 and 8, perhaps misses some important challenges which deserve greater emphasis. These include:

- Environmental sustainability: how well we manage and use the world's resources
- Inequality: looking at the gap between rich and poor, and making sure everyone has similar opportunities
- Human rights: including free speech and access to information
- Global relationships: things like corporations paying tax, trade relationships and the actions of people in developed countries.
- Should these goals be universal and apply to all countries, requiring shifts in countries like the UK (e.g. with climate change) not just in developing countries?



Do your students agree that these are the most important challenges the world is facing? Or do they have other ideas?

There is also a third question we could pose. **Do goals like this really drive improvements in development?**

With improvements to education and healthcare, for example, where donors can specify how aid money is spent, then we can see clear links to the MDGs. But for other difficulties, for example, the huge reductions in the number of people living in poverty, it is not so clear. Many of those brought out of poverty in the last decade live in the BRIC countries (Brazil, Russia, India and China), and improvements are a result of the rapid economic growth taking place. It would be hard to argue that this was anything to do with the MDGs.

So there is a lot to think about, and there are no 'right' answers, just some evidence, clues and opinions. The key thing is that you encourage your students to think critically, and decide for themselves. And we have some resources which will help you to do that.

Inspire your students, to think..!

We want your students to engage with these questions, and think **critically** about the post-2015 global goals using the resources below and others suggested in this pack.

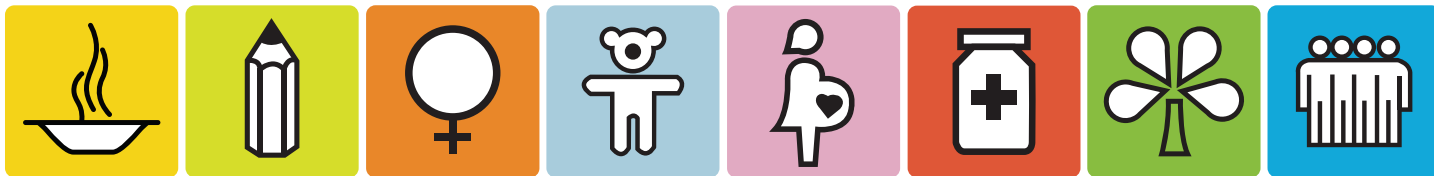
Encouraging engagement through student leadership

Shape the Future offers a great opportunity for student leadership activities. The competition is designed to give students a voice on a global scale – asking them to reflect on what is most important in securing a positive future for the world that they will inherit.

This pack provides links to the extensive resources available which explain the Millennium Development Goals, the progress that has been made since they were set and the consultation that is currently taking place. These resources can be used to develop a wide range of student leadership activities. The following ideas would work well with any group of students – your school council, a group of gifted and talented students, as a series of activities for tutor time or with any interested group. They can be adapted to be used with a large number of students or a selected group.

Getting Started

- **Imagine:** Before looking at the Millennium Development Goals, it is a good idea with an open question, e.g. "In the world of the future, I hope that..." Or, "I believe that every person has the right to..." This encourages students to think independently. Students can then begin to analyse their ideas further, thinking about what kind of goals countries could set to make their ideas a reality.
- **Compare:** Compare these ideas to the Millennium Development Goals. How far do the ideas match? Are any of your ideas missing? Did you miss any important areas?
- **Research and present:** Divide students into groups; ask each group to find out more about one of the Millennium Development Goals and think of interesting ways to share their research with the school – either through displays or assemblies. They might want to build up a display gradually, placing questions around the school to stimulate curiosity.
- **What progress has been made?** Ask students to find specific examples of what has happened as a result of the Millennium Development Goals. Where has most progress been made? Which remain the most important priorities?



Exploring the issues

- **Discuss:** Set up a debate, or a series of debates for students to explore the key issues. You might want to consider whether the development goals should be designed to support everyone, or just people living in poorer countries, whether some of the development goals are more important than others, or whether setting development goals is the best way to help people.
- **What does it have to do with me?** Encourage students to link the existing development goals to their own experiences. Which of the goals are relevant to people living in the UK? Which of the goals relate particularly to young people? This should encourage students to recognise that many of the issues apply to so-called 'developed countries.'
- **Imagine if ...** Encourage students to produce a series of posters, a lesson or an assembly, encouraging people to think about what the world of the future should look like or what it would be like to live if. . . for example, you only had \$1 a day.
- **Prioritise:** Look at the Millennium Development Goals and try to sort them into the order of importance. This should encourage students to recognise the way in which many of the goals are interlinked.

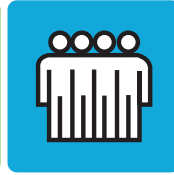
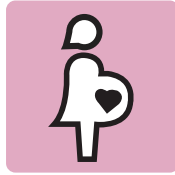
Making recommendations

- **Collecting suggestions:** Encourage students to submit their key recommendations. These might be identified by a small group of students, or you could encourage all students to contribute their thoughts. They may wish to produce their own proposed goals or make wider recommendations. This could be done through an online forum, or asking each tutor group to put forward 3 ideas.
- **Select:** You could involve the whole school in voting for the suggestions that they think should be submitted for the competition or this could be agreed through discussion with a smaller group. Remember that the competition will be judged on the quality of their thinking, so they should not feel that they have to be led by the Millennium Development Goals.

Shape the Future: Final words

We hope this pack has inspired you to work with your students on the Shape the Future competition. The competition offers a chance for young people to think about the world they want to live in and learn about the ways countries work together to improve the lives of the poorest people. Shape the Future is an opportunity for your students to have their ideas heard at the highest levels of decision making both nationally and internationally.

For more information or queries about the Shape the Future competition please write to shapethefuture@fco.gov.uk



Shape the Future: Entry form

This form should be completed by the students who have created the presentation being entered into the competition. No images should be included in this document.

School name:

School address:

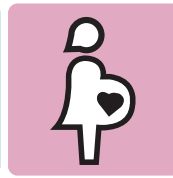
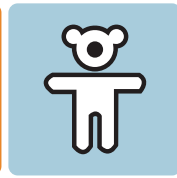
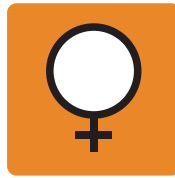
Name and contact details of staff responsible for Shape the Future:

Student names and ages:

Use this space to summarise your group's recommendations for what should happen post-2015. This text should reflect the ideas in your presentation. Please do not go onto a second page.

Please email this form to shapethefuture@fco.gov.uk by 16th November 2014 along with your painting and presentation.

- Our presentation and painting is attached
- Our presentation can be accessed at:
- I accept the terms and conditions of this competition



Terms & Conditions

OUR WEBSITE

- Thank you for visiting the Global Dimension website (our website), which is owned and operated by Think Global of 32-36 Loman St, London SE1 0EH on behalf of the Development Education Consortium (we or us).
- Shape the Future is a UK-wide competition, organised by the Development Education Consortium on behalf of the Department for International Development (DFID). Your interest in and support of the Competition is greatly appreciated.

THE RULES

CREATING A ENTRY

We hope you enjoy creating an entry using the resources available on our website. Before you do, we need you to agree to the following rules:

- **Get permission**

If you are a teacher submitting an entry on behalf of a school, or class, then you warrant that you have the consent of the participants (or their parents, guardians) or are granting permission in your capacity as a teacher.

- **Your entry will be vetted by us**

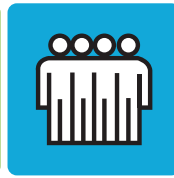
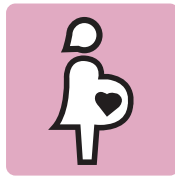
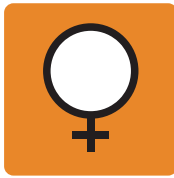
All entries will be vetted by us before the shortlisted entries are uploaded to the Global Dimension Website. If your presentation is shortlisted, we will send you an e-mail confirming whether or not a design is acceptable for uploading to the Website. Our decision is final and is not negotiable.

Your entry will not be accepted if, in our opinion, it contains anything which:

- is rude, obscene, offensive, hateful or sexually explicit;
- promotes violence or any illegal activity;
- is threatening, abusive, invades another's privacy, or causes annoyance, inconvenience or needless anxiety;
- promotes discrimination based on race, sex, religion, nationality, disability, sexual orientation or age;
- promotes or assists any unlawful act;
- is likely to harass, upset, embarrass, alarm or annoy any other person;
- is not original to you.

- **Be original**

Your entry must be all your own work and you must not copy the work of others. We reserve the right not to accept a design if, in our opinion, it copies the work of anyone else. Once submitted, your entry will be the property of DFID (with permission for us to use the entry as set out in these terms and conditions) and you agree to give up any broadcast, image, copyright or other intellectual property rights in the entry.



- **We will use your entry**

If we shortlist your entry it will be uploaded to our official facebook page, website and you grant us the right to use, copy, distribute and disclose to third parties your work for any purpose in respect of the Shape the Future competition.

- **Check it out!**

If we approve your entry and it is selected as one of the five finalists, it will be made available for the public to view on our website and credited to your school.

- **What we do with your details**

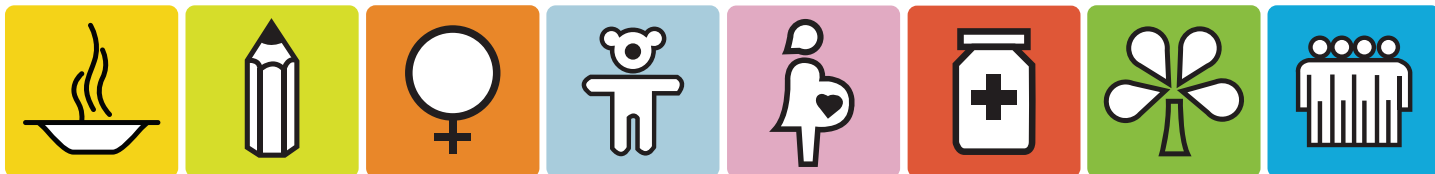
By sending your entry and contact details to us, you consent to us (or our partners) processing the information for the following purposes:

- To contact you about your entry;
- To provide you with information about the Shape the Future Competition
- The right to use your entry for the purposes of promoting development education

- **Competition Rules**

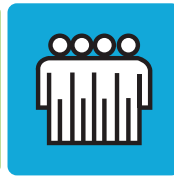
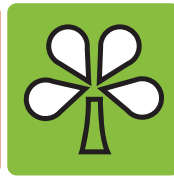
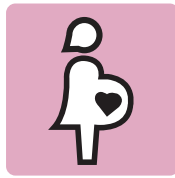
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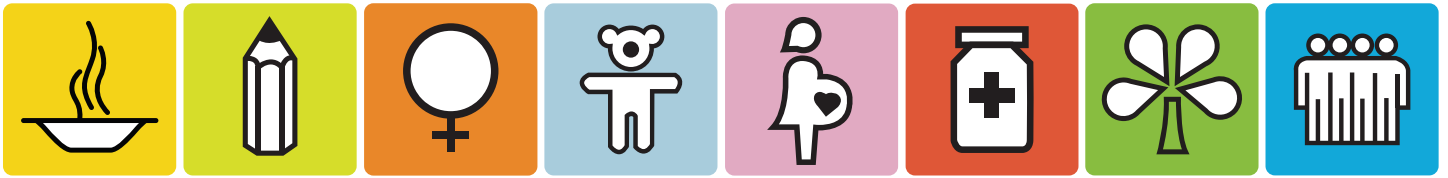
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| Changes to our website | We aim to update our website regularly, and may change the content at any time. If the need arises, we may suspend access to our website, or close it indefinitely. Any of the material on our website may be out of date at any given time, and we are under no obligation to update such material. |
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