



Global Survey on the Post-2030 Youth Education & Learning Agenda

Guidance document for facilitators

Age group: 19 to 30 years old



INTRODUCTION

1. Shaping the Post-2030 Youth Education and Learning Agenda

In 2015, the world adopted the 2030 Agenda for Sustainable Development. Through 17 Sustainable Development Goals (SDGs), all countries and societies committed to do more and better with the aim of fostering peace and prosperity for people and the planet. Among these, SDG 4 set ambitious targets to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

Despite progress in education since 2015, challenges persist. The world has also drastically changed since 2015. The new global context, and major technological transformations, require us to rethink education and learning so that it addresses younger generations’ needs.

As we approach the deadline of 2030 for the Agenda for Sustainable Development, the time is ripe to launch a global conversation with young people to build a new agenda for education and learning, based on their needs and aspirations. For this reason, the SDG 4 High-Level Steering Committee – the global decision-making body on education – mandated UNESCO and the SDG 4 Youth & Student Network to consult global youth with a view to building a **Post-2030 Youth Education and Learning Agenda**.

The Post-2030 Youth Education and Learning Agenda is a youth-centred proposal document that captures **young people’s realities, the changes they want to see, and the actions they are willing to undertake** as the world discusses the future direction of education and learning beyond 2030.

Through this process, young people have the possibility to help build better education and learning opportunities for future generations.

A key part of this process is a **Global Survey** built around five questions on young people’s aspirations, priorities and proposed actions for the future of education. Responses will be consolidated in October 2026 into the Post-2030 Youth Education and Learning Agenda document, which will be presented to global leaders at the forthcoming **Global Education Meeting** in early 2027. **It will serve as a basis for global leaders to develop the educational agenda beyond 2030.**

2. What is this guidance document and who it is for

Anyone can respond individually to the Global Survey. However, because the issues raised are complex and because many young people face barriers to participation, it is equally important to create **spaces for collective discussion and group reflection**.

For this reason, UNESCO is inviting all those who work with young people to mobilize their networks, facilitate discussions on the Global Survey questions, and **submit a group response reflecting the views of the young people consulted**.

Therefore, this guidance document is designed to support **youth leaders, youth organizations, teachers, educators, student unions and other partners in organizing structured debates around the Global Survey and in preparing a debate report for submission to UNESCO through the Global Survey form**.

Particular effort should be made to ensure that those who are too often excluded from public consultation processes are able to participate meaningfully. This includes, for example, **refugees and displaced people, youth in rural and remote areas, with disabilities, out of school, and those affected by poverty, discrimination or crisis**. A credible and forward-looking education agenda can only be built if it includes the voices of those who are most often left unheard.

Three versions of this guidance document are available, for the way the Global Survey questions are presented may need to be tailored to different age groups and learning contexts – **both in school and out of school**:

- Ages 11–14 (corresponding broadly to lower secondary education)
- Ages 15–18 (corresponding broadly to upper secondary education)
- Ages 19–30 (youth at large)

These age groups are indicative. You may use the document that you believe best corresponds to your participants or even use a mix of them depending on your context.

3. Steps for organizing a debate with youth and students

i. Familiarize yourself with the Global Survey and overall process: Before organizing the debate, it is important to become fully familiar with the Global Survey questions, the objectives of the consultation process, and the expected use of the results, so that they can explain the purpose of the exercise clearly and accurately to participants. Facilitators are encouraged to review all supporting materials in advance, including this guidance document, the survey questions ([Annex 1](#)) and the reporting template ([Annex 2](#)).

ii. Identify your audience and find an appropriate time and place for the discussion: The debate should be organized in a way that is appropriate to the age group, context and needs of the young people taking part. It may take place, for example, in a classroom or a learning centre, during a specific lesson or as an extracurricular activity, online etc.

iii. Inform and mobilize participants in advance: You can use the communication toolkit available [at this link](#) for outreach and mobilization. It is also important for young people to understand why they are taking part in the debate and what the outcome will be. It is essential that they know that their proposals will feed into a major global process to build the education of the future – through this process, they have the opportunity to change things!

iv. Know your participants: If you are organizing an open debate, make sure you are collecting the needed information about your contributors, as you will have to report on demographics (e.g. country, age, gender, vulnerable groups etc.) as part of your submission to UNESCO via the Global Survey template (see [Section 7 – Reporting](#) below).

v. Take time to prepare for the debate and create the right conditions for future-oriented discussions: If you are a teacher and are organising the debate as part of teaching and learning activities, you may wish to embed it within a broader learning process where students learn about international cooperation, diplomacy, solidarity, sustainable development. Additional guidance on meaningful youth engagement in schools can be found in the UNESCO [Meaningful youth engagement handbook: empowering schools to foster active participation and leadership](#).

vi. Allow participants to review the draft submission: After the debate is done, make sure you give the possibility for participants to review your draft submission to UNESCO.

vii. Keep participants informed after the debate: UNESCO will send you updates about the Post-2030 Education and Learning Agenda definition over the coming months. Do not hesitate to share these updates with the youth you have consulted so that they see the concrete impact of their contributions.

CONSULTING YOUTH AND STUDENTS

4. How to set the stage and prepare the debate

Young people aged 19–30 are a broad group that encompasses different realities: they may be engaged in higher education, employment, apprenticeships or other non-formal learning contexts, or not being in any employment, education or training (NEETs). This age group may also be experiencing different life transitions, which can influence their availability and level of engagement. However, at this age, you may expect very relevant points of view on the survey questions: the transition from education to work is a perfect time to think about the lived experience in education, reflect on aspirations, and draw lessons on what can be improved or developed further to improve education and learning.

Given the wide variety of participants' profiles and contexts, the format of the discussion should be defined in a way that better fits the expected audience, i.e. in person, online or in a hybrid format. The duration of the discussions should be adapted accordingly, with an indicative range of 60 to 90 minutes.

Where it is possible to involve a larger number of participants, facilitators are encouraged to do so in order to capture a wide range of perspectives. In such cases, participants may be divided into smaller discussion groups to enable more in-depth exchanges.

Facilitators should take into account potential constraints affecting participation, including time limitations, access to connectivity, or challenging circumstances such as displacement or instability. Flexibility in how participants contribute is therefore important, and different forms of participation (oral, written, through the arts etc.) may be considered.

At the beginning of the session, it is important to clearly explain to participants:

- Why their participation is important;
- How their ideas will be used (i.e. to contribute to the official Post-2030 education agenda definition process);
- That there are no right or wrong answers.

Emphasis should be placed on the value of sharing personal experiences and perspectives, rather than seeking 'correct' answers.

5. Introducing the topic and preparing youth/students to think about their visions and the future

When introducing the topic, facilitators should aim to connect the discussion to participants' lived experiences. For youth aged 19–30, education and learning are often closely linked to current realities such as employment, further studies, uncertainty, or transitions between different life stages. Anchoring the discussion in these realities can support more meaningful engagement.

The topic may be introduced in a variety of settings, including classrooms, workplaces, community spaces or online environments. Facilitators should adapt their approach depending on the context and ensure that participation remains accessible and relevant to the group and to people with special needs.

It is not necessary for participants to have prior knowledge of the Sustainable Development Goals (SDGs), the SDG 4 High-Level Steering Committee or of UNESCO and the United Nations. A brief and simple introduction can be provided where needed, focusing on the purpose of the discussion rather than on institutional or technical details.

Facilitators should create space for participants to reflect on their own experiences before moving into the discussion of future visions. This can be done through informal reflection or open conversation, allowing participants to gradually connect their present realities with their perspectives on the future. Below are suggested steps to do so:

Step 1: Start from lived experience

The facilitator can start with simple, concrete questions, such as:

- Taking into account your personal life and projects, what did you find useful and not in your education and learning experience?
- What would you like to learn, and how?
- What were the main challenges in your education and learning experience?
- Etc.

Step 2: Gradually introduce the future

Once the participants are comfortable, the facilitator can get them to think about the future:

- Imagine your life in 5 or 10 years, and then in 20 years: what would make you happy and fulfilled?
- How different is this from the world today?
- What would you keep and what would you change?
- Link their ideas to real-world challenges (e.g. climate change, health, food security) to help them see how education can respond to these issues.
- Etc.

Facilitators should also ensure that all participants are able to express themselves comfortably. Set ground rules for discussion and, where relevant, participants may be encouraged to contribute in the language they are most comfortable with. In multilingual or diverse groups, facilitators may consider alternative ways of collecting input, including written responses or audio recordings, to ensure that language barriers do not limit participation.

6. Facilitating discussion: how to foster a quality Global Survey debate with young people aged 19-30

When facilitating discussions with youth aged 19–30, the Global Survey questions should be introduced in a way that is clear, accessible, and relevant to participants' experiences. **Facilitators may wish to provide more targeted information and expected inputs for each question, by using the explanations and prompts in [Annex 1](#).** Questions may also be rephrased in simpler terms where needed, while ensuring that the original meaning is preserved.

Questions should be asked in a neutral manner, without suggesting expected or preferred answers. Facilitators should avoid over-explaining or interpreting the questions in ways that may influence participants' responses, for example by providing too many specific examples.

For the question on future visions, participants may need support to move from abstract thinking to more concrete reflections. Facilitators can encourage participants to consider their daily lives, environments, and opportunities when thinking about the future, while leaving space for different perspectives.

For questions related to education and learning, facilitators should invite participants to reflect on their own experiences without directing them toward specific types of answers. Both positive and challenging experiences should be equally welcomed.

For questions focusing on action and agency, facilitators should recognize that participants may have different levels of influence over their contexts. It is important to allow space for a range of responses, including both optimism and frustration, without prioritizing one perspective over another.

In diverse groups, facilitators should ensure that all participants have the opportunity to contribute, regardless of their background or stage in life. Different experiences may shape how participants interpret and respond to the questions.

Throughout the discussion, facilitators should encourage participants to provide examples or explanations where possible, while respecting their choice of how much they wish to share.

Good practices for facilitation:

- Write the questions on a visible medium (blackboard, paper, screen) to facilitate understanding.
- Use short icebreaker activities (2–5 minutes) to reduce anxiety and create positive momentum.
- Divide participants into small groups to make it easier to speak, and then invite a representative to share the group's ideas.
- Give concrete examples if necessary, but try to be broad not to orient the discussions on a specific topic.
- Allow participants to respond through different media (orally, in writing, through play etc.).
- Use a variety of materials (sticky notes, drawings, discussions).
- The facilitator is encouraged to adapt these approaches according to the context (cultural, linguistic, environmental) and the profile of the participants. They should remain flexible and adjust based on what works best in their setting. It can also, where possible, involve a younger co-facilitator in order to strengthen the sense of closeness and inclusion.
- Welcome all responses in a non-judgmental way, even the simplest ones, and allow space for different opinions to be expressed respectfully.

REPORTING

7. How to prepare a report to be submitted on behalf of the group

Reporting consists of completing the online Global Survey form on behalf of the group consulted. The submission should clearly address each of the five questions and include the required demographic information (see reporting template in [Annex 2](#)).

The submission must accurately reflect participants' views, not those of the facilitator or organizer. Its purpose is to **synthesize key points rather than reproduce the full discussion**. Unnecessary repetition should be avoided.

Aim for about **250-800 words per answer** (roughly 8-20 sentences), up to about 1 page per question is welcome if it reflects a real consultation.

For each question, organizers should **highlight ideas that had broad support**, as well as important **perspectives voiced mainly by specific groups** (e.g. girls and young women, refugees, young persons with disabilities, rural youth). **These should be clearly indicated to reflect the diversity of views.**

The submission should **move beyond general observations and present participants' concrete proposals**. Any changes young people wish to see, actions they consider necessary, or commitments they are willing to make should be captured as clearly and specifically as possible, as these are especially valuable for consolidation.

ANNEX 1 – Explanation of survey questions

These are the main survey questions you will need to reply to. For each question, you will find some additional information about what is expected as a response.

The prompts can be adapted, simplified or reformulated depending on the context and participants. Their purpose is to support understanding of the main question, not to restrict the discussion.

Q1: Looking at 20 years from now, what is your **vision of the ideal **world and society** you would like to be living in?**

Scope of this question

This question aims at thinking beyond education and learning. We want to hear your vision of the ideal world you would like to live in, where you can achieve your potential and enjoy your personal and professional life.

Prompts to support reflection (Reference only / You do not need to answer all)

- What conditions and features would make your living environment more positive and happy?
- What does a society in which you and others can thrive personally and professionally look like?
- Which groups of young people face difficulties in having happy lives, and why?
- What changes in your surroundings you would like to see in order for you and other young people to live happily?
- What should be the top priority for change first, and why?
- What is currently working well and should be maintained or expanded?

Q2: Keeping your vision in mind, what should change in **education and learning, so that your generation and future generations can live better than now?**

Scope of this question

This question invites you to think about education and learning. Here they do not only mean school, but also include all the learning that happens at home, in communities, online, at work, or in any other place. You are invited to think about what you need to learn, how you need to learn and what helps learning happen well. In this response you should focus on what needs to be changed to achieve your vision of education.

Prompts to support reflection (Reference only / You do not need to answer all)

- What aspects of current education and learning experiences are good and helpful, and what is missing?
- What most needs to change and in what way: the content of learning (what), the way of learning (how), or the learning environment (where/with whom)?
- What knowledge, skills, values, attitudes, etc. do young people need more to prepare for real life and the future?
- How can we ensure that everyone can learn and enjoy learning without interruption because of barriers in their lives?
- What dreams do you have for education and learning? Be as creative as you wish.

Q3: And what should **be kept or strengthened** from the current education and learning system because you believe is important and working well?

Scope of this question

In the previous question, you were asked to outline what you wanted to see as a change in education and learning. Here, we would like to know what you believe works well in the current system and you believe should be kept and strengthened. Why and in what ways?

Prompts to support reflection (Reference only / You do not need to answer all)

- What do you like about and think works well in your learning today that should stay the same or be made even stronger?
- Which parts of your school or learning experience make you feel supported or excited to learn, and should be kept for the future?
- What current learning practices, people or environments help you most, and should be strengthened so all learners can benefit?

Q4: What would you – as a young person – **be committed to do** on your own or together with your community to change education and learning for the better?

Scope of this question

Now that you have thought about what should be kept, improved and changed in education and learning, it is important to see what actions are needed to bring the desired change. Teachers, parents and policy-makers have a strong role to play in this regard. However, young people, too, have the power to change things and concretely shape the education and learning they want. Where relevant, you may wish to distinguish between the actions you can lead directly and the changes that depend on support or collaboration with other actors. This question invites you to think about concrete actions you are willing to take– alone and with your peers or family/community members– to implement the vision and change you want for education and learning.

Prompts to support reflection (Reference only / You do not need to answer all)

- What specific actions are you (or your group) already doing or willing to do to achieve your vision of education and learning?
- What strengths, skills, or resources do young people bring that could help drive change in education and learning?
- How will you know if your actions are making a meaningful difference?
- If your commitment were fully realized, what would be different for learners in your community?

Q5: What **support** would you need, and from whom, to ensure that your action is not only acknowledged, but can make a real difference?

Scope of this question

Now that you outlined what you are ready to do directly to shape the education and learning of the future, it is important for you to say what are the enabling conditions, systems, and collaboration structures needed to make these youth-led actions possible and have real impact. Where possible, please distinguish between what you can do by yourselves, and you can do with support from other actors.

Prompts to support reflection (Reference only / You do not need to answer all)

- Why is it sometimes difficult for you to participate, even when you want to? (e.g., time, cost, information, safety, accessibility, trust, systems, cultural norms, etc.)
- How can schools/communities/governments/institutions/international organizations better support youth participation?
- What systems, processes or structures are needed so that your views do not end with “being heard” but they are taken into consideration in shaping policies and actions?
- What resources are needed for your action to be sustained (e.g., time, mentoring, information, space, networks/connections)?
- What partnerships or allies would be most important to help your commitment succeed?

ANNEX 2 – Reporting template

Submit your report via this link: <https://forms.office.com/e/vENsEqh4Pt>

Background information for Group Responses

1. **Name and position of person filling the questionnaire**
2. **Email of person filling the questionnaire**
3. **Secondary email of the organization/school**
4. **Country where the consultation took place (current location)**
5. **Participants' countries of origin / nationalities (multiple possible)**

(If participants include multiple countries of origin/nationalities (e.g., refugee or displacement contexts), please list all that apply.)

6. **How many young people did you consult before responding to the survey ?**

Boys/young men: ____ Girls/young women: ____ Non-binary/unknown: ____

7. **What was the age distribution of the consulted youth? (indicate the percentage per each age group)**

- Youth aged 11 to 14: ____
- Youth aged 15 to 18: ____
- Youth aged 19 to 30: ____

8. **What was the setting of the consultation? (Select all that apply)**

- Online meeting for members of my organisation/school
- In-person meeting for members of my organisation/school
- School curricular activity
- School extracurricular activity
- University-led discussion
- Meeting with beneficiaries of a programme
- Consultation of refugees or displaced persons in camp or a school
- Discussion with friends
- Other _____

9. **Did any participants identify as part of any of the following UN-defined vulnerable groups?**

(Select all that apply)

- None of the participants identified as part of these groups
- Indigenous peoples
- National or ethnic minority
- Religious minority

- Linguistic minority
- Youth in conflict-affected areas
- Refugee, asylum-seeker, internally displaced person
- Persons with disabilities
- Roma, Sinti and Travelers
- LGBTIQ+ persons
- Prefer not to say

10. Provide more information on how you consulted the youth. *Please provide as much information as possible about the context of the consultation, the participants, how it took place (e.g. online or in person), when it was conducted and for how long, the facilitation etc.*

Survey questions

Question 1: Looking at 20 years from now, what is your vision of the ideal world and society you would like to be living in?

Question 2: Keeping your vision in mind, what should change in education and learning, so that your generation and future generations can live better than now?

Question 3: And what should be kept or strengthened from the current education and learning system because you believe is important and working well?

Question 4: What would you – as a young person – be committed to do on your own or together with your community to change education and learning for the better?

Question 5: What support would you need, and from whom, so that your action is not only acknowledged, but can make a real difference?



This series of guidance documents was developed by a group of young people from the **SDG 4 Youth & Student Network**, teachers from the **UNESCO Associated Schools Network** and **UNESCO** staff:

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