



“GLOBAL  
REFUGEE  
youth  
CONSULTATIONS”

4-Day Consultation  
Session Plans





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# 4-Day Youth Consultation Session Plans

## GLOBAL REFUGEE YOUTH CONSULTATIONS

The Global Refugee Youth Consultations (GRYC) were launched in July 2015 at the UNHCR-NGO Consultations in Geneva. This was a joint initiative of UNHCR and the Women's Refugee Commission, supported by the Youth and Adolescents in Emergencies (YAE) Advocacy Group<sup>1</sup>. This toolkit was used by UNHCR field Offices, Non-Governmental and Community Based Organisations, to hear from refugee youth and contribute to the outcomes of the project.

### Why consult with refugee youth?

Refugee youth are often neglected in the dedicated programmatic responses of the UN, NGOs and other organisations working in humanitarian situations. Youth have skills, abilities and needs that are rarely fully recognised. There is a need therefore, to reach out and hear from them about the challenges they face, their aspirations and what support they need to shape positive futures.

The Global Refugee Youth Consultations provided opportunities for refugee youth to discuss issues that affect them, with host country youth,

and representatives from the United Nations, international NGOs and other organisations working with youth in their country of asylum. The process aimed to place youth at the centre of decision making processes, especially those that affect them, and to recognize them for their potential. The target group for the project were young refugees that fit the United Nations definition of 'Youth' which is all boys and girls, young women and young men between the ages of 15-24 years.

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<sup>1</sup> The Youth and Adolescents in Emergencies Advocacy Group (YAE Group) includes representatives from more than 15 humanitarian organizations that are committed to achieving better outcomes for young people in humanitarian situations. See [www.yaegroup.org](http://www.yaegroup.org)





## Project Overview

### What were the Global Refugee Youth Consultations?

The formal consultations took place between November 2015 and June 2016. They included national level consultations in Africa, the Americas, Asia-Pacific and, the Middle East and North Africa. The 'National Consultations' were led by NGO partners from each country and supported by UNHCR and an international NGO regional lead. The INGO regional leads were World Vision International (WVI) for the Africa region, Asia Pacific Refugee Rights Network (APRRN) for the Asia-Pacific region, Save the Children for the Middle East and North Africa region, and the Refugee Education Trust International (RET) for the Americas. Smaller local consultations were also held with refugee youth in North America, Australasia, Europe and elsewhere. The consultations culminated in a global consultation in Geneva in June 2016, and participation of young people in the 2016 annual UNHCR-NGO Consultations, the overarching theme of which was Youth. The GRYC process resulted in near to 1,500 young people from 34 countries of origin participating in consultations held in 23 countries over an eight-month period.

### Global Refugee Youth Consultations Objectives

Underpinning the design of the Global Refugee Youth Consultations process were four objectives:

1. To create structured spaces for young refugees to have a voice and engage in participatory dialogue with other youth and relevant stakeholders at local, national, regional and global levels.
2. To improve access for young refugees to local, national, regional and global youth alliances and networks.
3. To foster and support participation, leadership and empowerment opportunities for young refugees.

4. To consolidate and channel the learning from the consultations into the development of guidelines and policy recommendations on youth-inclusive programming, to improve the humanitarian sector's understanding of, and work with, young refugees.

## What did the Consultations look like?

### National Consultations

The National Consultations were 4 days long and consisted of two parts:

- A three-day consultation with 20 refugee youth and 5 host country youth - working together to be heard, develop ideas, build alliances and networks, and contribute to a process to improve work with and for young refugees globally.
- A half-day 'stakeholder dialogue' where participants shared the consultation outcomes and recommendations with key local, national and international agencies and organisations.

## What are these Session Plans for?

The Session Plans that follow were designed to facilitate the national consultations held by UNHCR and partners. Information gathered during these consultations contributed towards the final report on the findings of the GRYC - "We Believe in Youth"<sup>2</sup>.

Post the GRYC process, these Session Plans for a 4-Day Youth Consultation continue to provide a framework within which interested parties can meaningfully consult with the young people that they work with and for. The exercises in the Session Plans support young people to better understand and analyse their situations by examining causes and impacts, identifying solutions to the challenges they face and to advocate with key stakeholders.

<sup>2</sup> Available at: <http://www.unhcr.org/protection/globalconsult/57e1126e7/final-report.html>

## GRYC Participants: QUICK FACTS



**65** host-country youth

**36** participants who noted that they have a disability

Participants included young refugees who had left their countries between **one** month and **20** years ago, as well as those who have been born as refugees



**140** married youth and **114** youth with children



About **20%** of youth reported **working** part- or full-time

About **40%** of participants had completed **primary** school;

**37%** had completed or were enrolled in **secondary** school;

**10%** had completed or were enrolled in **undergraduate level** tertiary education;

**2%** had completed or were enrolled in **post-graduate** education;

**1%** reported that they are **illiterate** or have had **no schooling**; and

**10%** had participated in other **formal training**

### What are the Core Themes?

Set out below are the core themes that form the basis of the four-day consultation process. These themes also run through this toolkit.

#### 1. Issues, impacts and solutions

Under this theme, youth participants are encouraged to identify the core issues they face as refugee and displaced youth and to examine the impact these issues have on their daily lives. Youth are also encouraged to start thinking about potential solutions to the issues they have identified.

##### Sample questions:

What are the main issues and challenges faced by refugee and displaced youth? What impact do these issues have on your lives? Which of the

issues is a priority and why? What would be your top 3 priority issues to respond to? What solutions do you propose in order to tackle these issues and bring about change in your lives and the lives of other refugee and displaced youth?

#### 2. The role of youth

This theme aims to gain insight into how refugee and displaced youth view their role in bringing about the solutions they have identified to the issues facing them and their communities. The aim is to provide guidance to policy makers and service providers on how best to engage youth in refugee situations.

##### Sample questions:

What is youth participation? Is it important and why? What is the role that refugee youth should/can

take in the process of finding solutions, bringing about change? What can you practically do in your community/country? How would you like to be involved and what could you contribute?

### 3. Working in partnership with stakeholders

This theme aims to assist youth to identify stakeholders in their community and beyond who can support them in bringing about solutions to the issues they face, to understand the role that different stakeholders play and to learn how best to target them in order to bring about change.

#### *Sample questions:*

What governmental, non-governmental and community organisations do you know that can have an impact on refugee and displaced youth – at a local, national and international level? Which stakeholders are already sympathetic and which are not? What assets are there in your community? Who can assist you to implement your suggested solutions? Who do you need on your side and why?

### 4. Recommendations to the international community and other young refugees

This theme aims to capture recommendations and messages from youth participants about how to tangibly improve their lives. The recommendations will be presented to stakeholders for consideration so they should aim to be specific and realistic.

#### *Sample questions:*

Based on what you have looked at and discussed during this consultation and your experiences as refugees/displaced young people in this country and/or in countries of first asylum, what are your recommendations to governments, the international community and NGOs, as well as to other young refugees/forcibly displaced persons in relation to the following four questions:

- How can governments, UN organisations, NGOs and CBOs help improve the lives of young refugees?

- How can young refugees/forcibly displaced persons work to improve their own situations?
- What can you do to improve your situation?
- If you are in a resettlement country or on the move what are your specific recommendations to youth in countries of first asylum?

## Tips for a Successful Consultation

For any youth consultation to be a success, and to complement the approach used in the National Consultations, there are several other key components which should also be integrated, including:

- Games and ‘energizer’ activities to keep energy levels high and to create some space for fun.
- Youth-led activities or discussions to ensure that the participants have the opportunity to take the lead, to have ownership of the process, and to build their capacities.
- Ground rules or a group contract to create a safe and comfortable space, which youth should shape for themselves.
- Social and informal time for getting to know each other, for example, the night before the consultation, breakfast or lunch together, a sports or cultural event together, or preparing meals together if time and facilities allow.
- Space for participant feedback and evaluation.
- Where possible a range of facilitation methods should be used to keep the consultation interesting and dynamic and to support different learning approaches and expression styles, for example - use of large and small group discussions, use of music, art, and drama, as well as more traditional written or discussion-based activities.
- Interactive evaluation techniques, the standardized written evaluation form for participants (see Annex 8), and creative evaluation methods should be utilized to capture the feed back of the youth participants.

## Information Capture, Reporting and Informed Consent

To assist in the capture of information and to secure consent from young people and if necessary, parents or guardians, to participate in the consultation, you will find a number of pre-designed forms in the annexes. These include:

- The reporting structure for the consultation in Annex 1
- The Consultation Report Format in Annex 2
- Information and guidelines regarding note taking in Annex 5
- A Sample Participant Application Form in Annex 6
- A Sample Parent/Guardian Consent Form in Annex 7
- A Sample Participant Media Release Form in Annex 8
- The Participant Evaluation Form in Annex 9

Note: Please be sure to translate all consent forms into the local language/s when necessary to ensure participants and their parents or guardians are well informed in relation to the consultation.

## Following the Consultation

It will be important for the youth participants to feel involved in the process after the consultation has finished. Consider in advance how this might be possible in your context. For example, they need to know what will happen to the information, who it will be shared with (at both the local, national and international levels), what it will be used for and how it might impact on them and their communities.

We recommend that you give clear directions to participants as to how they can stay actively engaged in the process and can follow up on what is happening after the consultation. An easy way to do this for example is to set up a Facebook page where participants can get regular updates, find out ways to continue to be involved and stay engaged with other young people who participated in the consultation.

## STRUCTURE OF THE SESSION PLANS

- Each day starts with a summary sheet of the timetable for easy reference during the day.
- On the other pages, you will find detailed plans for each session.



# SUMMARY OF THE 4 DAYS

- DAY 1
- Getting to know each other, building trust and teambuilding
  - Identity
  - Youth Participation

- DAY 2
- Identifying and prioritising issues
  - Analysing issues and identifying causes and impacts
  - The role of youth in addressing the issues

- DAY 3
- Addressing the issues and developing solutions
  - Advocacy/ Communicating our messages and recommendations
  - Stakeholder analysis – who do we know and who do we need to know?
  - Planning for the stakeholders meeting

- DAY 4
- Stakeholders meeting
  - Group action planning – what next for this group?



# DAY 1



## Preparation before the day begins:

- Review the session plans in detail, including the timings. Then allocate a lead facilitator for each exercise and ensure that the four small group facilitators are prepared and understand the exercises and their roles.
- Remember to check that all your resources and equipment are prepared and easily accessible.
- Ensure that you have considered and planned for any support needs in the group, for example, interpretation, restricted mobility, and learning difficulties.








## Timetable:

8.30-9.00	Arrivals and Name Badges
9.00-9.45	Introductions and Ice Breaker
9.45-10.45	Overview, Objectives and Expectations
10.45-11.15	<b>BREAK</b>
11.15-11.45	Informed consent and Ground Rules
11.45-12.45	Who am I?
12.45-1.45	<b>LUNCH</b>
1.45-2.55	Who are we? Facts and Perceptions/Opinions (including: 10 min energiser)
2.55-3.05	Energiser/Game
3.05-3.40	Youth Participation Part One: Voting
3.40-4.10	<b>BREAK</b>
4.10-5.15	Youth Participation Part Two: Visions for youth participation
5.15-5.30	Closing and Evaluation









## PRIOR TO EXERCISE 1

 Aim	To set a welcoming and relaxed tone for the consultation, and to complete administrative tasks before the session begins.
 By the end of the exercise:	<input type="checkbox"/> Participants should have made their badges and shared the name that they wish to be called during the consultation. <input type="checkbox"/> Participants should have been given a notepad and pen. <input type="checkbox"/> All completed media release forms should have been collected.
 Timing	<b>8.30-9.00</b>
Length	30 minutes
 To report back on this exercise, you will need	<input type="checkbox"/> Name badge holders and cards for all participants and facilitators. <input type="checkbox"/> Multi coloured pens. <input type="checkbox"/> Lanyards. <input type="checkbox"/> Notepads and pens (for the participants to use during the consultation) <input type="checkbox"/> Media release forms (if not completed)
 Resources you will need for this exercise are	<input type="checkbox"/> Flipcharts with large silhouettes drawn on (numbered to distinguish the small groups – one per small group) <input type="checkbox"/> Flipchart paper <input type="checkbox"/> Marker pens <input type="checkbox"/> 2 colours of post it notes per group <input type="checkbox"/> Writing pens

### Notes to facilitators:

- Encourage them to make colourful badges, and ask for large, clear writing!
- Music can be playing during this arrival time to create a more relaxed atmosphere.
- Use this opportunity to be sure that all media release forms have been completed, or to sit with individual participants if they have any concerns or questions about the document.

## EXERCISE 1: Introductions and Ice Breaker

 Aim	To give the participants and facilitators an opportunity to get to know each other better and to learn each other's names.
 By the end of the exercise:	<input type="checkbox"/> Participants should have heard everyone's name, and learnt something about each other. <input type="checkbox"/> Participants should have been able to move around the space and engage with other participants and facilitators.
 Timing	<b>9.00-9.45</b>
Length	45 minutes
 To report back on this exercise, you will need	<input type="checkbox"/> Some photos of the ice breaker, if appropriate.
 Resources you will need for this exercise are	<input type="checkbox"/> Anything you might need for the ice breaker!
 Room set up	<input type="checkbox"/> Circle of chairs for whole group and facilitators <input type="checkbox"/> Consultation road map and welcome banner displayed on the wall

**STEPS: Introductions and Ice Breaker**



20 minutes:

- 1) Go round - introductions to learn names. Could be done in pairs and fed back to the whole group, e.g. draw the other person and learn the name and two things about them.



20 minutes:

- 2) Lead an 'ice breaker' game for fun, getting to know each other and team building.
- 3) Before moving on, point to the agenda for the day on the wall, so that participants have a general idea of the timings and content.



**EXERCISE 2: Objectives, Overview and Expectations**

Aim	To set the tone of the consultations and enable participants to understand the basic structure and objectives of the consultation.
By the end of the exercise:	<input type="checkbox"/> Ensure all participants understand the aim, structure and objectives of the consultation. <input type="checkbox"/> Ensure all participants know which organisations are represented in the room, and what those organisations do. <input type="checkbox"/> Collect some 'baseline data' on participant expectations.
Timing	9.45-10.45
Length	60 minutes
To report back on this exercise, you will need	<input type="checkbox"/> To record any questions raised during the introduction to the GRYC. <input type="checkbox"/> To photograph the finished expectations sheet at the end of the exercise.
Resources you will need for this exercise are	<input type="checkbox"/> The consultation road map drawn up and displayed clearly near the main circle of chairs <input type="checkbox"/> A large number of flipchart sheets labelled 'core messages and recommendations' displayed clearly near the main circle of chairs <input type="checkbox"/> An agenda sheet summarising the timings of the day displayed clearly near the main circle of chairs <input type="checkbox"/> An expectations flipchart sheet with the question - 'What do you want to gain from this consultation?' - written at the top of the page <input type="checkbox"/> Flipchart paper <input type="checkbox"/> Masking tape <input type="checkbox"/> Post it notes (multiple colours) <input type="checkbox"/> Writing pens
Room set up	<ul style="list-style-type: none"> <li>• Circle of chairs for whole group</li> <li>• Chairs set up near road map</li> </ul>

**STEPS: Objectives, Overview and Expectations**



20 minutes:

- 1) Gather the participants around the Road Map on the wall.
- 2) Briefly talk them through the stages of what has happened before this consultation, and what will follow on from it.
- 3) Explain the objectives of the youth consultation and why the youth are here.
- 4) QUESTION: Why do you think we have brought refugee youth and national youth together for this consultation? (collect some comments)
- 5) Leave space for any questions or comments from the group.



continued EXERCISE 2 STEPS: OBJECTIVES, OVERVIEW AND EXPECTATIONS



20 minutes:

- 6) Refer the group to the Recommendations and Core Messages sheets on the wall, which should be positioned near to the road map.
- 7) Explain: This is where they can write ideas and suggestions at any point during the consultation for the recommendations or core messages that you want to be heard in this country and to be taken forward to a global level to improve the lives of refugee youth (if applicable to your consultation).



20 minutes:

- 8) Introduce the Consultation team members and ask each one to briefly introduce the organisations they represent and what that organisation does.



20 minutes:



**Setting expectations:**

*Question: What do you want to gain from this consultation?*

- Hand out post it notes and pens and ask everyone to write their expectations on the post it notes and stick them up on a designated flipchart sheet.
- Explain that we will review them and refer back to them during the consultation as we review our progress.



BREAK | 10.45-11.15



## EXERCISE 3: Informed Consent and Ground Rules

Aim	To set up a safe and respectful space for the Youth Consultation, where everyone can contribute.
By the end of the exercise:	<input type="checkbox"/> Participants should understand what is meant by informed consent. <input type="checkbox"/> Participants should have given verbal/physical consent (or not) for information from these consultations to be shared, e.g. raised hands. <input type="checkbox"/> Participants should have developed and agreed upon ways of working/ground rules. <input type="checkbox"/> All participants should have contributed to the ground rules, either verbally or by making an active commitment.
Timing	<b>11.15-11.45</b>
Length	30 minutes
To report back on this exercise, you will need	<input type="checkbox"/> To record any key discussion points around informed consent and to capture any disagreements or refusals to give consent. <input type="checkbox"/> To photograph the finished Ground Rules sheet at the end of the exercise.
Resources you will need for this exercise are	<input type="checkbox"/> Print outs of the media release form and application form for demonstration <input type="checkbox"/> Flipchart paper <input type="checkbox"/> Marker pens <input type="checkbox"/> Masking tape
Information you will need for this exercise	<input type="checkbox"/> Decide in advance what you want to call the group contract/ground rules exercise – the wording should always be contextually appropriate.
Room set up	<ul style="list-style-type: none"> <li>• Circle of chairs for whole group</li> </ul>

### STEPS: Informed Consent and Ground Rules

#### PART ONE: Checking/reviewing informed consent (IF NEEDED)



**10 minutes:**

- 1) Explain: Before you all came here, you filled in the application form which talked about the fact that your participation here is voluntary - it's your choice to be here - and that you were happy to participate in the whole consultation.
- 2) Ask if there are any questions about that, and if not, ask for a physical expression of commitment (e.g. hands up). Remind the group that anyone can come and talk to a member of our team about any of this in breaks or lunchtime if they would prefer.
- 3) Explain: You also signed a form that explained the way that we will use the information and outcomes from this workshop, which includes a final report which will bring together your ideas and recommendations.
- 4) Ask if there are any questions, and if not, ask for a physical expression of commitment (e.g. hands up). Remind the group that anyone can come and talk to a member of our team about any of this during the breaks or lunchtime if they would prefer.

continued EXERCISE 3 STEPS: INFORMED CONSENT AND GROUND RULES

**STEPS:** Informed Consent and Ground Rules  
PART TWO: Creating Ground Rules/Group Contract

 **20 minutes:**

- 1) Ask the group: Why do you think we need to create a group contract/ground rules for this consultation?
- 2) Collect a few ideas verbally.
- 3) Question: What ground rules do we need to put in place to make this a safe and comfortable space to discuss and share ideas over next few days?
- 4) Collect ideas on flipchart paper.

*Note to facilitators: If needed, check that people understand the word 'rules' or 'contract'*








- 5) Add any non-optional rules (e.g. from the perspective of the venue, or the leading organisations), explain the reasoning, and ask for comments or questions on them.

*Note to facilitators: If it doesn't come up, introduce the idea of confidentiality and why it is important. Especially in the process of building trust and being able to share thoughts and ideas openly.*

- 6) Finish the exercise with a physical expression of commitment – for example, everyone signs or draws a picture at the bottom of the sheet.
- 7) Explain that the sheet will be up on the wall through the consultation and it is for all of us to hold the group to it – which applies to participants and facilitators!



**EXERCISE 4: Who am I?**

 Aim	To establish the importance of the individual as well as the group, and to enable an opportunity to acknowledge the many skills and experiences in the room.
 By the end of the exercise:	<input type="checkbox"/> Ensure participants learn about each other and the different skills and experiences that each person is bringing to the consultation.
 Timing	<b>11.45-12.45</b>
 Length	60 minutes
 To report back on this exercise, you will need	<input type="checkbox"/> To photograph the finished sheets at the end of the exercise. <input type="checkbox"/> To collect the 'Who am I?' sheets at the end of the consultation.
 Resources you will need for this exercise are	<input type="checkbox"/> Multi coloured A4 paper <input type="checkbox"/> Coloured felt tip pens and writing pens <input type="checkbox"/> Masking tape
 Room set up	<ul style="list-style-type: none"> <li>• Have the stationery ready to hand out and a section of wall assigned for sticking up the sheets.</li> <li>• Participants can move around and sit where they like.</li> </ul>

**STEPS: Who am I?**

 **5 minutes:**

- 1) Explain that we are going to start by getting to know more about everyone in the room, because it's important to acknowledge the skills, talents and aspirations of everyone who has come to take part in this consultation.
- 2) Hand out a sheet of A4 coloured paper and pens to everyone.
- 3) Ask them to draw a small self-portrait in the middle of their paper and then divide the rest of the paper into four equal parts.
- 4) Show an example on flipchart paper first using some of your own examples, including the following questions:

I like...	I am good at...
I admire/respect/look up to...	I would like to develop skills or knowledge in these areas...

- 5) Explain that they can write key words or draw images to represent their answers in each of the four areas.

 **30 minutes:**

- 6) Put some music on in the background to help create a more relaxed environment.
- 7) Facilitators should also be creating a 'who am I?' picture to create a sense of openness in the room. They should also be available if there are any questions or if anyone is confused.
- 8) Ask the participants to stick their images up on the wall in a designated area when they have finished, and allow for time for people to walk around and have a look at them.

 **15 minutes:**

- 9) Encourage feedback from anyone who would like to share some of their comments, but individuals shouldn't be forced to speak if they don't want to.
- 10) Debrief - the objective of this exercise is to highlight and acknowledge the assets, interests and aspirations that you bring to the room – rather than just focusing on the challenges that you might face.

*Note to facilitators: Highlight commonalities and differences – regardless of nationality, age, sex, etc.*



LUNCH | 12.45 – 1.45





## EXERCISE 5: Who are we? Facts and Perceptions/Opinions

Aim	To get everyone to a shared level of understanding regarding the factual terms 'refugee' and 'youth' before moving forward; to identify any preconceptions or stereotypes that national youth and refugee youth might have; and to identify challenges/issues that may be explored further during the consultation.
By the end of the exercise:	<input type="checkbox"/> Participants will have shared their ideas and listened to other ideas around the facts and perceptions connected to the terms 'refugee' and 'youth'. <input type="checkbox"/> Participants will have discussed the rights that protect refugees and youth.
Timing	<b>1.45-2.55</b>
Length	70 minutes
To report back on this exercise, you will need	<input type="checkbox"/> To record any key discussion points from the small groups and the whole group feedback. <input type="checkbox"/> To photograph the finished sheets at the end of the exercise.
Resources you will need for this exercise are	<input type="checkbox"/> Flipchart paper (at each table) <input type="checkbox"/> Marker pens (at each table) <input type="checkbox"/> Brief fact sheets on relevant rights and treaties for the small group facilitators.
Room set up	<ul style="list-style-type: none"> <li>4 tables with 6/7 chairs each set up for small group work.</li> </ul>

### STEPS: Who are we? Facts and Perceptions/Opinions



**10 minutes:**

- 1) Lead an energiser activity to get everyone active and motivated for the afternoon's activities.



**5 minutes:**

- 2) Set up the exercise: Explain that we think it's very important to hear from you about your experiences of the words or labels - 'refugee' and 'youth'. So in small groups, we want you to discuss the facts and opinions/perceptions related to each word.
- 3) Check that everyone understands the difference between a fact and an opinion/perception.
- 4) Divide the group into 4 small groups, each based at a different table, with a facilitator assigned to each.



**40 minutes:**

- 5) In the small groups:
  - Have two sheets of flipchart paper per group – one with the word 'refugee' at the top and one with the word 'youth' at the top.
  - Then divide each sheet into two halves – write 'fact' at the top of the left column and 'perception' or 'opinion' at the top of the right column.
  - Take 15 minutes to discuss each word/sheet and add the discussion points to the flipchart.



**15 minutes:**

#### In the large group:








- 6) Put up the sheets, gather in the whole group around the sheets and ask for a few comments on the exercise.

*Note to facilitator: If it hasn't come up in the discussions, check for knowledge of the specific rights that connect to each word, i.e. refugee rights specifically, UNCRC for youth under 18, and UDHR for all people*

continued EXERCISE 5 STEPS: WHO ARE WE? FACTS AND PERCEPTIONS/OPINIONS

- 7) Include the debrief questions –
  - Was it hard or easy to separate the facts from the perceptions/opinions about these words?
  - Why is it important to separate the facts from the perceptions/opinions about these words?
- 8) Reminder: If you have any messages or recommendations to make on this topic, or more ideas to share, remember to add them to the ideas wall.
- 9) Explain that in the next exercise we are going to move on to talking about the role that all youth can play in bringing about change and the importance of mutual understanding in that process.

## EXERCISE 6: Youth Participation

 Aim	To introduce the topic of youth participation and to explore the barriers and enablers for active and meaningful youth participation.
 By the end of the exercise:	<input type="checkbox"/> Participants will have voted to share their opinions on the ease of youth interactions with key stakeholders (i.e. your organisation, other CBOs, NGOs, UNHCR, government agencies etc.). <input type="checkbox"/> Participants will have shared their ideas on the role of youth in designing and planning their services and activities, and the levels of/engagement involvement that they have experiences with key stakeholders (i.e. your organisation, other CBOs, NGOs, UNHCR, government agencies etc.) <input type="checkbox"/> Participants will have shared their visions for how youth should be engaged to ensure improvements in the lives of refugee youth.
 Timing	<b>Energiser/game: 2.55-3.05</b> <b>Part one: 3.05-3.40</b> <b>Break: 3.40-4.10</b> <b>Part two: 4.10-5.15</b>
 Length	140 minutes (including break)
 To report back on this exercise, you will need	<input type="checkbox"/> To record the voting scores for the Part One questions. <input type="checkbox"/> To record the answers and key discussion points in Part Two. <input type="checkbox"/> To record key discussion points in Part Two – small group discussions and whole group feedback and discussion. <input type="checkbox"/> To photograph the final mural for Part Three at the end of the exercise.
 Resources you will need for this exercise are	<input type="checkbox"/> Flipchart paper <input type="checkbox"/> Marker pens <input type="checkbox"/> Coloured A4 paper <input type="checkbox"/> Coloured drawing pens <input type="checkbox"/> Masking tape
 Room set up	<ul style="list-style-type: none"> <li>• Circle of chairs</li> <li>• Tables and art equipment available</li> </ul>

## STEPS: Youth Participation Energiser/game (2.55-3.05)

 **10 minutes:**


- 1) Run a participation themed energiser/game to prepare the group for the theme of the next exercise.

### PART ONE (3.05-3.40)

 **5 minutes:**


- 1) Explain: Thinking back to the application form that you read through and filled in to come here, you are here because you want to share your experiences and ideas and to be a part of advocating for change for refugee youth. So we want to talk more now about why you think it's important for you to be involved, how you want to be involved and what can stop that from happening.
- 2) Explain: We are going to use a voting process to collect your opinions about youth participation. Remind the group to only raise their hands once per question:

 **30 minutes:**


 **QUESTION 1: Should NGOs and UNHCR listen to and involve youth in designing and planning their services and activities for refugee youth?**

- Ask for a show of hands for yes and then no – record the numbers on either side. Separate the voting for NGOs and then for UNHCR.

- Follow up question to those who said yes: “why?” and to those who said no – “why not?” Collect some thoughts on this before moving on.

 **QUESTION 2: Have you ever taken action to communicate with an NGO or UNHCR to address an issue you were facing?**

- Ask for a show of hands for yes and then no – record the numbers on either side. Separate the voting for NGOs and then for UNHCR.

 **QUESTION 3: Do you feel like it's easy to communicate with NGOs and UNHCR to address issues you face?**

- Ask for a show of hands for 3 options – on a scale from easy to not easy (choose the appropriate wording for the middle option) – record the numbers for all three options. Separate the voting for NGOs and then for UNHCR.
  - Ask those who said it's easy or quite easy – why?
  - Get responses from the group (write up on the left half of a flipchart paper - keep these responses for future discussions on solutions).
  - Ask those who said it's not easy – why?
  - Get responses from the group (write up on the right half of the flipchart paper).
- 3) Debrief: Remind the participants that these discussions might give them an idea for a message or recommendation that they would like to add to the wall, and that they can do so over break.



**BREAK | 3.40-4.10**

continued EXERCISE 6 STEPS: YOUTH PARTICIPATION

PART TWO (4.10 – 5.15)

 5 minutes:

- 1) Explain that now we have highlighted some of the points that make it easy or difficult to engage with NGOs and UNHCR, we want to hear your ideas for how youth should be involved and included in the decision making processes that affect them.
- 2) Introduce the question for this section: What are the group’s ideas and visions for youth participation? OR What should youth participation or involvement look like to have a positive effect on the lives of refugee youth? (Choice of terminology will be influenced by language and context)
- 3) Explain that this may be from their own experience of volunteering or working, or how they think youth should be involved more generally.








 40 minutes:

- 4) Break up into 4 small groups to discuss their ideas and create a picture/image or multiple pictures/images that represent those visions. These can also include words if wanted.

 20 minutes:




- 5) Stick up the images to create a joint mural on the wall and ask for verbal feedback from each small group to collect the specific ideas behind the images.
- 6) Debrief – explain that these ideas might become recommendations that they want to write on the ideas wall, or to raise at the stakeholders meeting this week. Encourage them to add them to the messages and recommendations wall if they want to share their ideas.

 EXERCISE 7: Closing and Evaluation

 Aim	To review the day and capture any key learning points or suggestions that could be applied to the following days.
 By the end of the exercise:	<input type="checkbox"/> Ensure participants have expressed themselves in relation to the day’s activities. <input type="checkbox"/> Ensure participants know what is happening that evening, and the starting time for the following day.
 Timing	5.15-5.30
 Length	15 minutes
 To report back on this exercise, you will need	<input type="checkbox"/> To photograph the completed evaluation tool.
 Resources you will need for this exercise are	<input type="checkbox"/> Flipchart paper prepared with three columns – draw a happy face at the top of the left column, draw a sad face at the top of the middle column, and draw a lightbulb at the top of the right column <input type="checkbox"/> Post it notes <input type="checkbox"/> Writing pens
 Room set up	<ul style="list-style-type: none"> <li>• Circle of chairs for whole group</li> <li>• Flipchart paper stuck up on the wall or flipchart stand</li> </ul>



**STEPS:** Closing and Evaluation

- 1) Thank the participants for their inputs and energy during the day.
  - 2) Refer the group to the consultation road map and briefly outline what was covered today.
  - 3) Explain that we are going to do a quick evaluation exercise now so we can get their feedback on the day.
  - 4) Ask the group to reflect on what they have been doing today and to think about what went well and what did not go so well.
  - 5) Show them the flipchart paper pre-prepared:
- |  |  |  |
|---|---|---|
|   |   |   |
- 6) Hand out post it notes and pens to everyone and allow them time to write their ideas for:
    - a. What they enjoyed/went well (left column)
    - b. What they didn't enjoy/didn't go well (middle column)
    - c. Any ideas they have that would have improved the day (right column)
  - 7) There should be one idea per post it note and they can share as many ideas as they like
  - 8) Then ask the participants to stick their ideas in the relevant columns
  - 9) Finish by explaining what the evening activities will be and what time the next day's activities will begin, and ask for a volunteer/s to do a quick recap tomorrow morning of what we covered today.

# DAY 2



### Preparation before the day begins:

- Review the session plans in detail, including the timings. Then allocate a lead facilitator for each exercise and ensure that the four small group facilitators are prepared and understand the exercises and their roles.
- Remember to check that all your resources and equipment are prepared and easily accessible.
- Review the participant list and divide the participants into four groups - each group should include at least one host community youth, and should take into account personality types, sex, background, nationality, geographical location, and friendships etc.
- Write the groups on a flip chart paper at the start of the day and display on the wall to speed up the process of the grouping.



### Timetable:

9.00-9.20	Introduction, recap, energiser
9.20-10.20	Identification of needs and issues
10.20-10.50	<b>BREAK</b>
10.50-12.00	Diamond ranking
12.00-1.00	Problem Tree Part One
1.00-2.00	<b>LUNCH (including energiser)</b>
2.00-3.00	Problem Tree Part Two
3.00-4.00	World Café – Generating Solutions
4.00-4.30	<b>BREAK</b>
4.30-5.15	What's your role?
5.15-5.30	Closing and Evaluation



## EXERCISE 1: Introduction, recap and energiser

Aim	To set the tone and motivate the group for the day ahead, and to recap what happened the day before.
By the end of the exercise:	<input type="checkbox"/> Participants will have reflected on the topics they covered the day before. <input type="checkbox"/> Participants will have had an opportunity to have fun and get energised. <input type="checkbox"/> Participants will be aware of the timetable for the day.
Timing	<b>9.00-9.20</b>
Length	20 minutes
To report back on this exercise, you will need	
Resources you will need for this exercise are	<input type="checkbox"/> An agenda sheet summarising the timings of the day displayed clearly near the main circle of chairs. <input type="checkbox"/> Any equipment required for the energiser.
Room set up	<ul style="list-style-type: none"> <li>• Circle of chairs for whole group</li> <li>• Chairs set up near the consultation road map</li> </ul>

### STEPS: Introduction, recap and energiser



**15 minutes:**

- 1) Welcome the group back into the room for day two of the consultation.
- 2) Acknowledge the evaluation feedback that they shared at the end of the previous day and explain that the facilitators have taken it into consideration for the rest of the consultation.
- 3) Ask the pre-selected volunteer(s) to recap the main points of what was covered the day before.

- 4) Point to the road map and today's agenda which should be up on the wall, so the group can see their progress and what topics they will be exploring today.










**15 minutes:**

- 5) Run or ask a member of the group to run an energiser to get the group motivated for the day ahead. It should be fun and interactive.



## EXERCISE 2: Identifying Needs and Issues

 Aim	To identify the issues important to the young people in this consultation, based on their experiences as refugees, and to encourage mutual understanding by bringing refugee youth and youth from the host country together for these discussions.
 By the end of the exercise:	<input type="checkbox"/> Participants should have identified needs and issues that are important to them. <input type="checkbox"/> All participants should have contributed.
 Timing	9.20-10.20
 Length	60 minutes
 To report back on this exercise, you will need	<input type="checkbox"/> To record any key discussion points around needs and issues. <input type="checkbox"/> To photograph the completed needs and issues sheets. <input type="checkbox"/> To list the main issues/challenges that are identified.
 Resources you will need for this exercise are	<input type="checkbox"/> 4 flipcharts with large silhouettes drawn on (flipcharts numbered 1-4 to differentiate the groups) <input type="checkbox"/> Participant list written up on flipchart paper - divided up into 4 groups – incorporating at least one host community youth per group to ensure an even split. Also be aware of the personality types, sex, background, geographical location, and friendships etc. when allocating the groups. <input type="checkbox"/> Flipchart paper <input type="checkbox"/> Marker pens <input type="checkbox"/> 8 post it note pads – 2 colours per group <input type="checkbox"/> Writing pens
 Room set up	<ul style="list-style-type: none"> <li>4 flipcharts with silhouettes drawn on put up on the wall at different points around the room (with space between so the groups can talk without disturbing each other).</li> <li>No need for tables and chairs to be arranged (unless needed for health or mobility reasons).</li> </ul>

### STEPS: Identifying Needs and Issues

#### 5 minutes:

- 1) Explain that in this exercise we will be focusing on understanding more about the main issues and challenges that refugee youth face. This is the starting point of developing solutions for later today and tomorrow.
- 2) Divide the group up into the four small groups that have been decided in advance, allocate a facilitator to each group, and ask them to go to one of the flipcharts around the room. Each

silhouette represents a young refugee and so emphasise to the group that their experiences as refugee youth should be the focus of this activity.

*Note to facilitator: Unless mobility or health is an issue, this is a standing rather than seated exercise to keep energy levels up.*

#### 35 minutes:

- 3) Each group gathers at a flipchart paper and discusses two points – 1) needs, and 2) main issues/challenges they have had/faced as refugee youth in a new country.

continued EXERCISE 2 STEPS: IDENTIFYING NEEDS AND ISSUES

- 4) Different colour post it notes should be used to record the needs and issues/challenges, which should be stuck on the flip chart paper.
- 5) The facilitator allocated to each group should support as needed.
- 6) The group should decide who will be presenting back their findings to the whole group.



**20 minutes:**

- 7) For feedback, the groups should remain standing and walk to each flipchart paper to hear each group speak.
- 8) To keep the group focused, to keep to time, and to enable an opportunity to practice public speaking, set a strict feedback time limit, e.g. 3 minutes per group.
- 9) Thank the group for their inputs and explain that we will return to these issues after the break.



**BREAK | 10.20-10.50**



### EXERCISE 3: Diamond Ranking – Prioritising Issues

Aim	To support analysis and prioritisation of issues to be considered in relation to solutions, and to initiate conversations about the impacts of these issues, as the group considers them in relation to each other.
By the end of the exercise:	<input type="checkbox"/> Participants develop or practice critical thinking skills to evaluate and decide which issues to prioritise. <input type="checkbox"/> Participants discuss their identified issues and reach a consensus as a group.
Timing	<b>10.50-12.00</b>
Length	70 minutes
To report back on this exercise, you will need	<input type="checkbox"/> To record any key discussion points around prioritising the main issues, especially the process of selection, which points cause disagreements, and where there was consensus. <input type="checkbox"/> To photograph the completed diamond ranking charts. <input type="checkbox"/> To list the order of the 9 main issues/challenges that are selected.
Resources you will need for this exercise are	<input type="checkbox"/> 4 flipchart papers with a diamond ranking chart drawn on <input type="checkbox"/> The needs and issues sheets from the previous exercise
Room set up	<ul style="list-style-type: none"> <li>• Small groups spread out at 4 points around the room.</li> <li>• No need for tables or chairs to be arranged (unless needed for health or mobility reasons).</li> </ul>

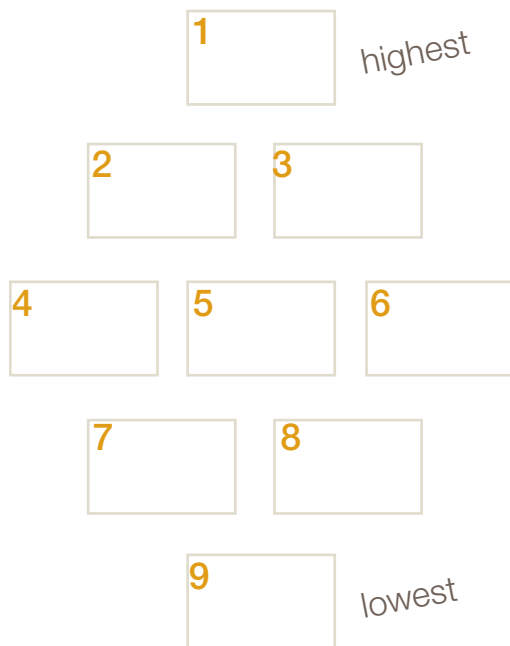


## STEPS: Diamond Ranking – Prioritising Issues



**5 minutes:**

- 1) Gather everyone in the circle and explain that we are going to do an exercise now that helps us to decide which are the main issues that need to be focused on when we develop solutions and recommendations.
- 2) Explain to the group that they are going to look at the list of key issues that they have just come up with and to select the 9 issues affecting youth that they want to focus on to come up with recommendations and solutions over the next two days.
- 3) Show them a blank version of the diamond ranking chart on the flipchart stand and explain that they will be ranking them, with the issue that they most want to focus on at the top, and so on down the diamond.



- 4) Ask the participants to stay in the same small groups from the last exercise, and to go back to their group's needs and issues sheet, and to stick up their diamond ranking sheet next to it.



**40 minutes:**

- 5) Allocate a facilitator to each group to listen and to support if needed.

*Note to facilitator: Allow the group to lead the discussions as much as possible. The discussions should represent their own ideas.*

- 6) Ask the participants to walk around the room (quickly) and have a look at the other diamonds.



**20 minutes:**

- 7) Ask for a group to volunteer to go first with their feedback and gather all the groups together at their sheets.
- 8) Keep the groups standing if possible as they move around the room to each group's sheets to maintain energy and focus.
- 9) Remind them that each group will have 3 minutes to feedback the key points of their discussion and how they made their final selection.

*Note to facilitator: Hold the groups to the 3 minute feedback slot, so that all the groups have a chance to feedback, and to help them practice giving concise feedback.*



**5 minutes:**

- 10) Quick debrief - Ask the group for a show of hands – 1) who found this exercise easy? 2) who found this exercise difficult?
- 11) Get some feedback from a couple of people on why they found it easy or difficult.
- 12) Acknowledge that this can be a hard exercise and that naturally people will differ on the order of issues, but this tool helps us with the difficult task of prioritising.



## EXERCISE 4: Problem Tree - Part One

Aim	To support the identification and analysis of the causes and impacts of specific issues.
By the end of the exercise:	<input type="checkbox"/> Participants should have identified some of the root causes and impacts of identified issues. <input type="checkbox"/> Participants should understand how to develop a problem tree and understand the problem tree methodology as a tool for working through and analysing identified issues.
Timing	12.00-1.00
Length	60 minutes
To report back on this exercise, you will need	<input type="checkbox"/> To record the four issues selected – one per group. <input type="checkbox"/> To record key discussion points about causes and impacts of identified issues from each small group discussion. <input type="checkbox"/> To photograph the finished problem trees at the end of the exercise.
Resources you will need for this exercise are	<input type="checkbox"/> 4 tree outlines prepared on flipchart paper <input type="checkbox"/> Flipchart paper pad – 1 per group <input type="checkbox"/> Marker pens – for each group <input type="checkbox"/> 8 post it note pads – 2 colours per group <input type="checkbox"/> Writing pens
Room set up	<ul style="list-style-type: none"> <li>• 4 tables with enough chairs each set up for small group work.</li> <li>• Flipchart paper and marker pens, writing pens and post it notes set up at each table.</li> </ul>

### STEPS: Problem Tree - Part One



10 mins:

- 1) Bring everyone back into the circle for an energiser – get everyone moving to help maintain the energy until the lunch break.



5 minutes:

- 2) Explain that now we are going to look more closely at the important issues that they have identified, and to think about what causes them and what impact they have on refugee youth.
- 3) Explain that they will be staying in the same small groups as this morning, and each group will be choosing **one** issue from the top 3 choices on their diamond ranking charts. This should be the issue or problem **affecting refugee youth** that they most want to focus on during this consultation when they think about solutions and recommendations.



35 minutes:

- 4) Each group should sit at a table with their facilitator.
- 5) Firstly, each group should write the issue clearly on a piece of A4 paper as a **problem statement** – this should be brief and clear and youth focused, e.g. “youth are not ...”, “youth do not have access to ...”, etc.
- 6) Then divide a sheet of flipchart paper in half lengthways and discuss the following points in the small groups:
  - a. **The causes or influencing factors that lead to the issue.**
  - b. **The impacts of the issue on the lives of refugee youth.**

continued EXERCISE 4 STEPS: PROBLEM TREE - PART ONE

Causes	Impacts

7) Explain that they will write the causes/influences on post it notes and put them on the left side, and then write the impacts on different colour post it notes and stick on the right side of the paper.

**Note to facilitators:**

- *One of the easiest ways to help the group identify the root causes is to ask ‘why does this happen?’ or ‘why is this the situation?’ in relation to their problem statement.*



**10 minutes:**

8) Share a template of a tree on flipchart paper with each small group and with the support of the facilitators, ask the groups to stick their issue/ challenge on the trunk, the causes and influences on the roots, and the impacts on the branches.

**a. Trunk – issue**

**b. Roots – causes or influences that lead to that issue**

**c. Branches – impacts of this issue on the lives of refugee youth**

9) Explain to the whole group that they have just constructed a ‘Problem Tree’, and that the tree helps to visually show what influences or causes a problem or issue and what are the impacts or consequences of that problem. This exercise is included in these consultations as a skills building opportunity because it is very useful in problem solving and it is often used by community groups and NGOs.

10) Explain that we will return to these trees after lunch to share our ideas with the rest of the group.



**LUNCH | 1.00-2.00** (including an energiser before the next session)



## EXERCISE 5: Problem Tree - Part Two

Aim	To share and discuss the identified causes and impacts of specific issues with the whole group, and to provide an opportunity to use creative presentation skills.
By the end of the exercise:	<input type="checkbox"/> Participants should have shared their understanding of causes and effects of identified issues with the whole group. <input type="checkbox"/> Participants should have practiced using creative presentation skills.
Timing	<b>2.00-3.00</b>
Length	60 minutes
To report back on this exercise, you will need	<input type="checkbox"/> To record key discussion points about causes and impacts of identified issues from the final presentations to the whole group. <input type="checkbox"/> To video the presentations if possible.
Resources you will need for this exercise are	<input type="checkbox"/> The four finished problem trees
Room set up	<ul style="list-style-type: none"> <li>• Dependent on the participants' methods of feedback. Check during their planning time.</li> </ul>

### STEPS: Problem Tree Part Two



**35 minutes:**

- 1) Explain to the groups that they need to gather together and decide on a quick and creative way to feedback and share their problem tree ideas with the group.
- 2) Explain that each group will have a maximum of 4 minutes for their feedback.
- 3) Share examples if needed, e.g. they could use drama or art, or they could just each represent a different part of the tree.
- 4) Ask the facilitators to accompany their groups to support their preparations, if needed.



**25 minutes:**

- 5) Gather the groups together in the circle for their presentations – allow a maximum of 4 minutes per group.
- 6) Allow time for comments or questions.



## EXERCISE 6: World Café – Generating Solutions

Aim	To identify innovative ways of tackling the issues highlighted in the problem tree exercise.
By the end of the exercise:	<input type="checkbox"/> Participants should have identified multiple solutions to the 4 issues <input type="checkbox"/> All participants have had the opportunity to contribute. <input type="checkbox"/> Participants have begun to think about and discuss why possible solutions could work.
Timing	<b>3.00-4.00</b>
Length	60 minutes
To report back on this exercise, you will need	<input type="checkbox"/> To record any key discussion points around the solutions that are proposed. <input type="checkbox"/> To photograph the finished solutions sheets at the end of the exercise. <input type="checkbox"/> To collect the sheets at the end of the consultation.
Resources you will need for this exercise are	<input type="checkbox"/> 4 question sheets prepared – one for each table. These should be issues pre-selected from the diamond ranking exercise, and they should be issues that have not been analysed in the problem tree exercise, or are not often discussed, or which represent minority groups. The sheets should state the issue along with the question - ‘how would you solve or respond to this issue or challenge?’ <input type="checkbox"/> Flipchart paper <input type="checkbox"/> Marker pens <input type="checkbox"/> Bowls of sweets/snacks <input type="checkbox"/> Music/speakers (for quiet background music if wanted) <input type="checkbox"/> A dedicated timekeeper!
Room set up	<ul style="list-style-type: none"> <li>• 4 tables with enough chairs at each set up for small group work – spread out as much as possible to avoid distractions.</li> <li>• Add a bowl of sweets or snacks to each table if possible.</li> </ul>

### STEPS: World Café – Generating Solutions



**5 minutes:**

1) Explain that as we’ve identified many key issues now and we have explored some of the causes and impacts of those issues, we want to start thinking about your ideas for solving them. Building on the creativity from the last exercise, this exercise will be fast paced and gives you a chance to share your views and opinions while the facilitators will be collecting your ideas on paper.

2) Explain that 4 issues have been identified from the diamond ranking exercise, and 1 has been allocated to each table and written on a piece of paper in the middle. Participants will spend 7/8 mins at each table coming up with solutions to each issue and then move to the next table.

3) Explain that a facilitator will act as the note taker at each table and will capture the ideas on flipchart paper, and remain at the same table throughout.

**Note to facilitators: Need a strict time keeper for this exercise! Everyone should go to each table once.**



continued EXERCISE 6 STEPS: WORLD CAFÉ - GENERATING SOLUTIONS

 **40 minutes:**

- 4) Divide the group into 4 small groups – these should be different groups from previous exercises so that participants can work with new people.
- 5) Participants spend 7/8 mins at each table answering the question and then move round to the next table.
- 6) Timekeeper and spare facilitators need to keep the groups rotating on time.

 **15 minutes:**








- 7) Ask for the 4 facilitators to share the ideas from each sheet with the whole group – rapid feedback – 3 minutes per facilitator.
- 8) After each facilitator feeds back, participants can briefly comment or ask questions.
- 9) Remind the group that at break they might want to add some recommendations to the ideas wall based on what we have discussed and proposed. (Reminder – these are ideas that would have a big impact on the lives of refugee youth.



BREAK | 4.00-4.30



**EXERCISE 7: What's your role?**

 Aim	To provide an opportunity for youth to start considering the types of roles that they can take in the solutions they have identified as a group (before we start talking about the roles of other stakeholders tomorrow).
 By the end of the exercise:	<input type="checkbox"/> Participants will have suggested ways in which they and other youth could take an active role in realising their solutions. <input type="checkbox"/> All participants will have contributed.
 Timing	<b>4.30 – 5.15</b>
 Length	45 minutes
 To report back on this exercise, you will need	<input type="checkbox"/> To record key discussion points about the role that youth can take in the identified solutions. <input type="checkbox"/> To record the specific ideas that youth generate for how they could get involved.
 Resources you will need for this exercise are	<input type="checkbox"/> The solutions sheets from the previous World Café exercise <input type="checkbox"/> Paper and pens
 Room set up	<ul style="list-style-type: none"> <li>• 4 tables with 7 chairs each set up for small group work.</li> </ul>

**STEPS: What's your role?**

 **5 minutes:**

- 1) Start with an energiser to motivate the group for the last exercise.

 **5 minutes:**

- 2) Explain that before we finish for the day, we want you to start thinking about the types of roles and actions that you as youth could take to make the solutions that we have just identified a reality.

continued EXERCISE 7 STEPS: WHAT'S YOUR ROLE?

3) You will be given 15/20 minutes to consider the **practical actions** that you and other youth can do/take to make possible the solutions that you have just generated.

 **15/20 minutes:**


4) The 4 groups from World Café can stay together for this exercise. Allocate one set of solutions from World Café per group. Ask each group to find a space to work, and allocate a facilitator to join them. Ideas can be written onto flipchart paper.







 **15 mins:**

5) Rapid feedback - allow 2/3 minutes for each group to share their feedback.

6) Round of applause for the group that generates the most ideas.

7) Explain that we will be thinking more about these ideas as we talk more about our problem trees tomorrow, and as we start to plan for what will happen next after this consultation.

 **EXERCISE 8: Closing and Evaluation**

 Aim	To review the day and capture any key learning points.
 By the end of the exercise:	<input type="checkbox"/> Ensure participants have expressed themselves in relation to the day's activities. <input type="checkbox"/> Ensure participants know what is happening that evening, and the starting time for the following day.
 Timing	<b>5.15-5.30</b>
Length	15 minutes
 To report back on this exercise, you will need	<input type="checkbox"/> To record the words and ideas shared in the final go round exercise.
 Resources you will need for this exercise are	No resources needed
 Room set up	<ul style="list-style-type: none"> <li>Circle of chairs for whole group</li> </ul>

**STEPS: Closing and Evaluation**

- 1) Thank the participants for their inputs and energy during the day.
- 2) Refer the group to the consultation road map and briefly outline what was covered today.
- 3) Ask for a volunteer/s to do a quick recap tomorrow morning of what we covered today.
- 4) Explain that we are going to do a quick evaluation exercise now so we can get their feedback on the day:

- Ask the group to share **one word about today** and **one thing that they learnt today** - go round the circle so that everyone speaks.

- 5) Thank the participants for sharing their thoughts, and explain what the evening activities will be and what time the next day's activities will begin.



# DAY 3



## Preparation before the day begins:

- Review the session plans in detail, including the timings. Then allocate a lead facilitator for each exercise and ensure that the four small group facilitators are prepared and understand the exercises and their roles.
- Remember to check that all your resources and equipment are prepared and easily accessible.
- Ensure that you have considered any support needs in the group, including interpretation, restricted mobility and learning difficulties.
- Identify 3 volunteers for the advocacy exercise either before the day begins, or at break, and fully brief them on their roles.



## Timetable:

8.45-9.00	Introduction, recap, energiser
9.00-10.30	Storyboard Solutions
10.30-11.00	<b>BREAK</b>
11.00-11.45	Stakeholder Analysis
11.45-12.45	Advocacy: How to communicate our messages
12.45-1.45	<b>LUNCH</b>
1.45-3.15	Deciding on our core messages and recommendations
3.15-3.40	<b>BREAK</b>
3.40-4.00	Stakeholder Meeting Planning: Part One
4.00-5.30	Stakeholder Meeting Planning: Part Two
5.30-6.30	Rehearsal and peer review
6.30	Closing



## EXERCISE 1: Introduction, recap and energiser/game

Aim	To set the tone and motivate the group for the day ahead, and to recap what happened yesterday.
By the end of the exercise:	<input type="checkbox"/> Participants will have reflected on what topics they covered the day before. <input type="checkbox"/> Participants will have had an opportunity to have fun and get energised. <input type="checkbox"/> Participants will be aware of the timetable for the day.
Timing	<b>8.45-9.00</b>
Length	15 minutes
To report back on this exercise, you will need	No resources needed
Resources you will need for this exercise are	<input type="checkbox"/> An agenda sheet summarising the timings of the day displayed clearly near the main circle of chairs. <input type="checkbox"/> Any equipment required for the energiser.
Room set up	<ul style="list-style-type: none"> <li>• Circle of chairs for whole group</li> <li>• Chairs set up near the consultation road map</li> </ul>

### STEPS: Introduction, recap and energiser/game



**10 minutes:**

- 1) Welcome the group back into the room for day three of the consultation.
- 2) Ask volunteers to quickly recap the main points of what was covered the day before. Set a time limit if needed.
- 3) Point to the road map and today's agenda which should be up on the wall, so the group can see their progress and what topics they will be exploring today.



**5 minutes:**

- 4) Ask a member of the group to lead a quick energiser to get the group motivated for the day ahead. It should be fun and interactive.



## EXERCISE 2: Storyboard Solutions

Aim	<p>To support the process of developing solutions for specific issues identified in the problem tree exercise by addressing the causes, and identifying the impacts of these possible solutions on the lives of refugee youth.</p>
By the end of the exercise:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants will have discussed and identified ways to address the issues that they highlighted in their problem trees.</li> <li><input type="checkbox"/> Participants will have discussed and identified the impacts of their solutions on the lives of refugee youth.</li> <li><input type="checkbox"/> Participants will have discussed the different roles that youth and other stakeholders could take in these possible solutions.</li> </ul>
Timing Length	<p><b>9.00-10.30</b> 90 minutes</p>
To report back on this exercise, you will need	<ul style="list-style-type: none"> <li><input type="checkbox"/> To record key discussion points about addressing the issue and the related impacts from each small group discussion.</li> <li><input type="checkbox"/> To record the key discussion points during group feedback.</li> <li><input type="checkbox"/> To photograph the finished storyboards at the end of the exercise.</li> </ul>
Resources you will need for this exercise are	<ul style="list-style-type: none"> <li><input type="checkbox"/> Flipchart paper pad – 1 per group</li> <li><input type="checkbox"/> Marker pens – for each group</li> <li><input type="checkbox"/> White A4 paper - 4 sheets per group</li> <li><input type="checkbox"/> Coloured felt tip pens</li> <li><input type="checkbox"/> Writing pens</li> <li><input type="checkbox"/> A simple storyboard prepared in advance on flipchart paper</li> </ul>
Room set up	<ul style="list-style-type: none"> <li>• 4 tables with 6/7 chairs each set up for small group work.</li> <li>• Flipchart paper and marker pens, A4 paper, coloured pens and writing pens set up at each table.</li> </ul>

### STEPS: Storyboard Solutions



**5 minutes:**

- 1) Explain that we will now build on your ideas from the problem tree from yesterday, and we are going to think about the solutions to the issues that you want to focus on. But today we are going to use another tool to capture your ideas – a storyboard.
- 2) Ask if anyone knows that a storyboard is? Take a couple of suggestions and then explain that it's a way of using images to tell a story, like a film director preparing for a movie.
- 3) Show a simple example on flipchart paper, so the group is clear what is expected of them.
- 4) Explain that you will stay in the same groups as you were in yesterday and you will begin by discussing these 4 questions in your group (written up on flipchart paper) -
  - What solution(s) would you propose for this issue? (be as specific and detailed as possible)
  - Within our communities, what can we as youth do to put these solutions into practice?
  - In what ways do we need extra support to put these solutions into practice, and from whom?
  - If these solutions were implemented, how would they improve the lives of refugee youth?



continued EXERCISE 2 STEPS: STORYBOARD SOLUTIONS



**40 minutes:**

- 5) Explain to the group that they have 40 minutes to discuss their answers to these questions, and they or the facilitator should note down their ideas on flipchart paper.
- 6) They can either sit near their problem tree or bring it to their table.



**30 minutes:**

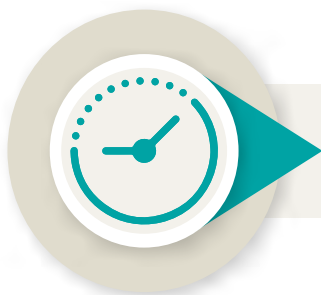
- 7) After they have had 40 minutes to discuss and take notes, hand out A4 paper and coloured pens and explain that they will be drawing their ideas for these 4 questions as the 4 panels for their storyboard. Their panels should include captions or words to help explain the drawing.
- 8) Each answer should be on a different sheet of A4 paper, numbered 1, 2, 3, 4.
- 9) When they have finished, they can stick their sheets onto a piece of flipchart paper like this -

<b>1. Solutions</b>	<b>2. What can we do as youth?</b>
<b>3. What support do we need and from whom?</b>	<b>4. Impacts of these solutions on refugee youth?</b>



**15 minutes:**

- 10) Display the storyboards on the wall.
- 11) Gather everyone together at the display and allocate each group 3 minutes to present back, by reminding the group what their issue is and explaining their 4 panels.
- 12) Allow space for questions/comments.



**BREAK | 10.30-11.00**

(If not already done, use the break to identify 3 volunteers for the advocacy exercise and brief them on their roles)



### EXERCISE 3: Stakeholder Analysis

Aim	For participants to identify and understand the key stakeholders that they would like to connect with/partner with/contact, and for participants to understand who will be attending the stakeholders meeting the following day.
By the end of the exercise:	<input type="checkbox"/> Participants will have identified stakeholders that they are already aware of at a local, national and international level. <input type="checkbox"/> Participants will have identified some of the people and organisations that they want or need to be in contact with to bring about the changes that they're recommending. <input type="checkbox"/> Participants will be aware of who is attending the stakeholders meeting the next day and why they have been invited.
Timing	<b>11.00-11.45</b>
Length	45 minutes
To report back on this exercise, you will need	<input type="checkbox"/> To record the key discussion points, specifically in terms of who they identified and why.
Resources you will need for this exercise are	<input type="checkbox"/> Prepared flipchart sheet with three columns – local, national, international (see below) <input type="checkbox"/> List of which individuals or organisations will be represented at the Stakeholders Meeting on day 4 <input type="checkbox"/> Flipchart paper <input type="checkbox"/> Marker pens
Room set up	<ul style="list-style-type: none"> <li>• Large circle of chairs</li> <li>• Access to flipchart board</li> </ul>

### STEPS: Stakeholder Analysis



**30 minutes:**

- 1) Gather the whole group together in the main circle.
- 2) Explain: Earlier, we discussed the role that youth can play in the solutions you have suggested and in the storyboard exercise, you identified some key stakeholders who could support you to achieve your solutions.
- 3) Explain: We are trying to tackle big issues here, so we need to make our voices stronger and louder, and we need to team up with others who support what we're trying to achieve.

Put up the prepared flipchart sheet with the 3 columns, like this:

Local	National	International

continued EXERCISE 3 STEPS: STAKEHOLDER ANALYSIS

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- 4) Ask the group to share some examples of the stakeholders they identified through their storyboard.
- 5) Take a few examples and write them on the flipchart paper in the relevant columns. As someone suggests an example, ask them which column they think it should be in to keep the exercise interactive.
- 6) Question for discussion: Why did you identify these stakeholders in particular to support your solutions?
- 7) Question for discussion: Can you think of any other key stakeholders who are not on the storyboards? Think about the columns without many examples in.
- 8) Take a few examples and add them to the relevant columns of the flipchart paper.

*Note to facilitators: This discussion should help you to gauge the level of understanding in the room around key stakeholders, and to identify gaps in knowledge.*



**20 minutes:**

- 9) Explain to the group how many people are coming to the stakeholders meeting tomorrow and from which organisations.
- 10) Write the organisations up on flipchart paper in advance.
- 11) Explain that they will have about 3 hours with the stakeholders tomorrow to share their ideas and recommendations, and this afternoon they will be planning the meeting and preparing their presentations and key recommendations.
- 12) Take a few comments from the group and be sure to highlight and correct any misunderstandings.
- 13) Use this opportunity to give an overview of the organisations and the wider NGO sector in this country.
- 14) Use this opportunity to be realistic about the meeting tomorrow – emphasise that this is the beginning of a process that will take time and which will require us to work together to see results.



## EXERCISE 4: How to Communicate Our Messages - Advocacy

Aim	<p>To demonstrate what skills are necessary to communicate our messages; define advocacy and discuss concrete example of youth advocacy.</p>
By the end of the exercise:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants will have identified key advocacy skills.</li> <li><input type="checkbox"/> Participants will have a better understanding of what advocacy means.</li> <li><input type="checkbox"/> Participants will have understood that they are all potential/ existing youth advocates.</li> </ul>
Timing	<p><b>11.45-12.45</b></p>
Length	<p>60 minutes</p>
To report back on this exercise, you will need	<ul style="list-style-type: none"> <li><input type="checkbox"/> To record advocacy exercise using photographs and video.</li> <li><input type="checkbox"/> To record responses and key discussion points during large-group discussion on flipchart paper.</li> <li><input type="checkbox"/> To photograph flipcharts at end of session.</li> <li><input type="checkbox"/> To record the final voting result.</li> </ul>
Resources you will need for this exercise are	<ul style="list-style-type: none"> <li><input type="checkbox"/> See the handouts and resources section of these session plans for the definition of advocacy – this will need to be translated if needed, and written up on flipchart paper or made into a handout.</li> <li><input type="checkbox"/> Flip chart paper</li> <li><input type="checkbox"/> Marker pens</li> <li><input type="checkbox"/> Small pieces of paper for voting</li> <li><input type="checkbox"/> Writing pens</li> </ul>
Room set up	<ul style="list-style-type: none"> <li>• Chairs in large circle</li> <li>• Space around the large circle for advocacy exercise (no seats needed for this part to keep energy levels raised)</li> </ul>
To prepare in advance	<p>Before the first session/at break:</p> <ul style="list-style-type: none"> <li>• Identify three volunteers in advance and give them each a different topic/ solution connected to youth for which they will have to advocate the rest of the youth participants.</li> <li>• To make this relevant, you could select from the solutions that were generated during the previous storyboard exercise or during the previous day (e.g. build a new secondary school in a village; provide an ambulance for a refugee settlement; open a youth centre).</li> <li>• Tell the volunteers that we will divide the rest of the participants into three groups for an advocacy exercise before lunch. Each advocate will have 3 minutes to convince each group of the value/ importance/ usefulness of their idea (solution), before having to move on to the next group. At the end of the exercise, the participants will vote for which idea (solution) they think was most effectively advocated (i.e. on the basis of the advocacy, rather than the idea). Brief the volunteers that they should:             <ul style="list-style-type: none"> <li>- Think of convincing arguments of why their idea is best</li> <li>- Think of effective ways in which to deliver their message</li> <li>- Think of ways to keep their audience's attention</li> <li>- Think of ways to get across their message in a short space of time</li> </ul> </li> </ul>

## STEPS: How to Communicate Our Messages - Advocacy



10 minutes:

- 1) Start with a quick energiser to motivate the group for the last session before lunch.



10 minutes:

- 2) In the main circle, explain that now we have discussed **who** we want to communicate with, we now want to think about **how** we communicate our messages.
- 3) Explain to the group that they will now form 3 different communities. A Youth Leader will visit each community and try to convince them of an idea to improve their community. At the end of the exercise they will be asked to vote on who made the stronger argument. We will then discuss why and how they made their decision.
- 4) Write up the three ideas (solutions) on the flip chart and give each idea a number 1 – 3.
- 5) Ask the 3 volunteers to stand up and then go round the circle giving everyone else a number from 1 – 3, and then split the large group into small groups numbered 1, 2 and 3.



15 minutes:

- 6) Once the three groups are formed, the youth leaders move from one group to another giving their pitch. A time-keeper blows a whistle/claps hands at the end of 3 minutes to indicate that they must move to next group.
- 7) At the end of the exercise, ask participants to come back to big circle and hand out small pieces of paper.
- 8) Refer them back to the 3 ideas/solutions on flip-chart numbered 1 – 3 and ask them to vote based on the strength of the arguments and advocacy skills for each idea/solution advocated for by the 3 youth leaders.



15 minutes:

- While one of the facilitators is counting the votes, start the group discussion:
- 9) Ask the following questions and collect a few ideas on flipchart paper:
    - a. Why did you vote for your chosen solution?
    - b. What factors convinced you to make your choice?
  - 10) Explain that what the youth leaders were doing was **advocacy**.
  - 11) Ask the following question and collect a few ideas on flipchart paper:
    - a. What skills/qualities do you think are necessary for good advocacy?
  - 12) If not already suggested, add the following advocacy skills to the list - listening/ talking/ identifying the right people to talk to/ finding out information/ analysing information/ presenting your views clearly/ prioritising/ influencing people/ persistence etc.



10 minutes:

- 13) Put up the flipchart with the definition of advocacy and let the group take a minute to read it and leave space for any comments or questions.
- 14) Ask participants to name other prominent youth advocates they have heard of, to put the skills into context.
- 15) Ask participants to give examples of youth advocacy they have been involved in.
- 16) Finish the session by announcing the final votes and thank the 3 volunteers for their efforts.



LUNCH | 12.45-1.45 (including an energiser before the next session)





## EXERCISE 5: Deciding on our core messages and recommendations

Aim	<p>To enable the group to reflect on their work during the week and to decide on the core messages and recommendations that they want to reach a national or global audience that will improve the lives of refugee youth (or whatever audience is applicable to your consultation).</p>
By the end of the exercise:	<p><input type="checkbox"/> Participants will have been reminded of the main exercises that they have done this week.  <input type="checkbox"/> Participants will have identified some of their most significant recommendations or messages they would share that would improve the lives of refugee youth.</p>
Timing	<p><b>1.45-3.15</b></p>
Length	<p>90 minutes</p>
To report back on this exercise, you will need	<p><input type="checkbox"/> To record the key discussion points in the small groups.  <input type="checkbox"/> To record the key ideas and discussion points in the group feedback section.  <input type="checkbox"/> To record the results of the sticky dots voting and the key messages that are prioritised.</p>
Resources you will need for this exercise are	<p><input type="checkbox"/> Access to the recommendations/ideas wall  <input type="checkbox"/> Flipchart paper  <input type="checkbox"/> Marker pens  <input type="checkbox"/> Sticky dots  <input type="checkbox"/> Notepads  <input type="checkbox"/> Writing pens</p>
Room set up	<ul style="list-style-type: none"> <li>• Access to all the flipcharts on the walls</li> </ul>

### STEPS: Deciding on our core messages and recommendations

#### 10 minutes:

- 1) In the main circle, explain that using the advocacy and communication skills that we have just talked about before lunch, we're now going to come back to the core recommendations that you want to share from this consultation with the national or global audience (or whatever audience is applicable to your consultation) and with the stakeholders we will meet tomorrow.
- 2) Ask the group to follow you around the room as you do a quick recap of the main exercises that we have covered since day one.

*Note to facilitators: The visual reminders are important as they will have covered a lot by now and they may not remember the details of the earlier exercises.*

- 3) Explain that we are going to divide the group up into 4 small groups (this can be a new or pre-existing group) and allocate a facilitator to each group.

- 4) Divide the group into 4 teams.

#### 45 minutes:

- 1) Explain that each team is now free to walk around and look at what they have done this week, and then find a space in the room or outside with their facilitator to discuss and write down their core recommendations that they think would significantly improve the lives of refugee youth.
- 2) These recommendations should be written on flipchart paper.
- 3) Remind the group that the recommendations need to be brief and clear – no more than 1 or 2 sentences.
- 4) Tell the group that they have 45 minutes to complete this task.

continued EXERCISE 5 STEPS: DECIDING ON OUR CORE MESSAGES AND RECOMMENDATIONS



**20 minutes:**

5) Bring everyone back to the whole group near to the recommendations wall, stick up the flipchart papers and ask for feedback from each group. Allocate 3 minutes per group.



**10 minutes:**

6) Explain that all their ideas will be taken forward from this consultation, but for now we want to

know which recommendations they most want to share with a national or global audience to improve the lives of refugee youth.

7) Explain that to help us select and so that everyone has a say, we will be voting using sticky dots.

8) Each person should be given 5 sticky dots and then ask them to put each of their dot by their top choices for recommendations to be taken forward from this consultation.



**BREAK | 3.15-3.40**



**EXERCISE 6: Stakeholder Meeting Planning – Part One**

Aim	To prepare the group for the stakeholders meeting.
By the end of the exercise:	<input type="checkbox"/> Participants will have discussed and understand the objectives of the stakeholders meeting. <input type="checkbox"/> Participants will have agreed to an agenda for the stakeholders meeting and they will know what they need to prepare.
Timing	<b>3.40-4.00</b>
Length	20 minutes
To report back on this exercise, you will need	<input type="checkbox"/> To record the key discussion points and ideas about the objectives and content of the stakeholders meeting. <input type="checkbox"/> To record who volunteers/is allocated for each task.
Resources you will need for this exercise are	<input type="checkbox"/> Flipchart paper <input type="checkbox"/> Markers <input type="checkbox"/> Key objectives written up on flipchart paper <input type="checkbox"/> Agenda written up on flipchart paper
Information you will need for this exercise is	<input type="checkbox"/> Write up key objectives on flipchart paper. <input type="checkbox"/> Decision made by the team in advance about the agenda format and timings – written up on flipchart paper. <input type="checkbox"/> Decisions made in advance about how to support the group to allocate roles and prepare their inputs.
Room set up	<ul style="list-style-type: none"> <li>• Circle of chairs</li> </ul>

## STEPS: Stakeholder Meeting Planning – Part One



**5 minutes:**

- 1) Explain: We talked this morning about who will be coming to the stakeholders meeting tomorrow. So now we need to start planning and to do that we want to be sure that everyone is clear on the objectives of the meeting.
- 2) Share these objectives and leave space for any questions or comments -
  - To share your experiences, ideas and recommendations
  - To influence others and gain support for our ideas
  - To showcase the importance of involving youth in planning and decision making
  - To build partnerships

Participants to welcome everyone and give an overview of what has been happening on the consultation, why they have come together as refugee and host country youth, and what their goals are for this consultation.

**10.45-11.15:** Participant presentations (x 4)

**11.15-12.15:** Round table discussions –

World Café style discussions, with guiding questions at each table to facilitate discussion (snacks and drinks served at the tables)

**12.15-12.45:** ‘Open mic’ time for stakeholders and youth to speak

**12.45-1.00:** Overview of participants’ main recommendations

**1.00-1.05:** Closing remarks and thank you



**10 minutes:**

- 3) Explain that we need an agenda for the meeting to structure ourselves and to help us to achieve all the outcomes that we want, so here is the suggested structure;

**10.00-10.30:** Coffee and welcome  
(and registration of stakeholders)

**10.30-10.45:** Welcome and overview

- 4) Check everyone is happy with the format and respond to any questions.

*Note to facilitator: During the following exercise, identify suitable participants to lead the welcome and overview, open mic, recommendations and closing sections of the stakeholders’ meeting. They should ideally represent both sexes, different age groups, and both refugee and national youth.*



## EXERCISE 7: Stakeholder Meeting Planning - Part Two

Aim	To provide the group with time to prepare their presentations for the stakeholders meeting.
By the end of the exercise:	<input type="checkbox"/> Participants will have prepared their presentations and discussion points. <input type="checkbox"/> Participants will know who is doing what during the event, and when they fit into the agenda. <input type="checkbox"/> All participants will have contributed.
Timing	<b>4.00-6.15</b>
Length	135 minutes
To report back on this exercise, you will need	<input type="checkbox"/> To record key discussion points during their planning time. <input type="checkbox"/> To photograph the preparations and rehearsals.
Resources you will need for this exercise are	<input type="checkbox"/> Flipchart paper <input type="checkbox"/> Markers <input type="checkbox"/> Any other equipment the group needs for their presentations
Room set up	<ul style="list-style-type: none"> <li>• However they want it!</li> </ul>

**STEPS: Stakeholder Meeting Planning - Part Two**

 **5 minutes:**

- 1) Explain to the 4 groups that they now have 1.5 hours to prepare their 5 minute presentations which they will share at the stakeholders meeting tomorrow.
- 2) Explain that at 5.30pm they will share their presentations with the whole group for a peer review and feedback so that they will feel prepared for the next day.
- 3) They should be creative and memorable and they should focus on the issues and solutions that they have covered in the problem tree and storyboard exercises, including the following points:
  - Issue
  - Cause of the issue
  - Impact of the issue on refugee youth
  - Solutions
  - Role of youth
  - Role of stakeholders




 **85 minutes:**

- 4) With their facilitator for support and timekeeping, the 4 groups should design, prepare and practice their 5 minute presentations.
- 5) The lead facilitators should rotate around the groups to check that they are on track and understand the task.
- 6) During this time, the lead facilitators can meet with and prepare the presenters who will do the welcome and recommendations sections.

 **45 minutes: (5.30pm)**

- 7) Gather the groups together and explain the principles of peer review – we must be constructive and specific in our feedback, and we need to show respect for each other.
- 8) Each group will present their presentations to the group, and participants and facilitators can give feedback.

 **EXERCISE 8: Closing and Evaluation**

 Aim	To close the day
 By the end of the exercise:	<input type="checkbox"/> Ensure participants know what is happening that evening, and the starting time for the following day
 Timing	TBC
Length	5-10 minutes

**STEPS: Closing and Evaluation**

- 1) Thank the participants for their inputs and energy during the day
- 2) Refer the group to the consultation road map and briefly outline what was covered today
- 3) Explain what the evening activities will be and what time the next day's activities will begin.



# DAY 4



## Preparation before the day begins:

- Review the session plans in detail, including the timings.
- Remember to check that all your resources and equipment are prepared and easily accessible.
- Ensure that you have considered any support needs in the group, including interpretation, restricted mobility and learning difficulties.



## Timetable:

8.30-10.00	Preparation and Rehearsals
10.00-1.00	Stakeholders' Meeting
1.00-2.00	LUNCH
2.00-TBC	Debrief and Next Steps Closing, Certificates, Evaluation



## Stakeholders Meeting Agenda

Agenda (to be written up on flipchart paper):

**10.00-10.30:** Coffee and welcome  
(and registration of stakeholders)

**10.30-10.45:** Youth-led introduction:

- Participants to welcome everyone and give an overview of what has been happening during the consultation – this can include a walk around of all the flipcharts
- Explain why they have come together as refugee and host country youth

- Explain what the goals are for this consultation

**10.45-11.15:** Participant presentations (x 4)

**11.15-12.15:** World Café style round table discussions (snacks and drinks served at the tables if possible)

**12.15-12.45:** 'Open mic' time for stakeholders and youth to speak

If possible, record concrete commitments from the stakeholders

**12.45-1.00:** Overview of the group's main recommendations

**1.00-1.05:** Closing remarks and thank you



## EXERCISE 1: Debrief and Next Steps

Aim	For participants and national partner organisations to discuss what will happen next after this consultation, how they can be involved and to make commitments to taking action.
By the end of the exercise:	<input type="checkbox"/> Participants will have shared their feedback on the stakeholders meeting. <input type="checkbox"/> Participants and partners will have discussed and decided what actions they want to take, who needs to be involved and when will they happen.
Timing	2.00 - TBC
Length	
To report back on this exercise, you will need	<input type="checkbox"/> To record the key discussion points about next steps.
Resources you will need for this exercise are	<input type="checkbox"/> Flipchart board <input type="checkbox"/> Flipchart paper & marker pens
Room set up	<ul style="list-style-type: none"> <li>• Circle of chairs set up for all participants and facilitators</li> </ul>

### STEPS: Debrief and Next Steps

**\*\* This length of this session depends on the amount of time available post-stakeholders meeting before the youth depart. Core content includes:**

- 1) An energiser to motivate the group after lunch.
- 2) A short debrief discussion on the stakeholders meeting – how are they feeling now?
- 3) Emphasise that this consultation is part of a process – not the end.
- 4) Summary of next steps for organisation/s leading the consultation:
  - a. Summary report from the consultation.
  - b. Explain any other steps you intend to take in using the information collected to addressing the challenges faced by refugee youth and other forcibly displaced youth.
  - c. Share information on how youth can stay involved and engaged with this process.

#### 5) Next steps for this group?

- a. Ask the group what ideas they have and what support they might need – record discussion and decisions reached.
- b. Partners (i.e. national NGO, INGO, UNHCR) to share next steps and action points - record discussion and decisions reached.

*Notes to facilitators: Examples for youth action might include - maintaining connections within the group, taking actions in their communities, writing blogs, doing advocacy, utilising social media, starting or joining a group or club, writing project proposals, contacting stakeholders*



## EXERCISE 2: Closing and Evaluation

Aim	To acknowledge the participants for their contributions, to provide an opportunity for goodbyes, and to collect final feedback.
By the end of the exercise:	<input type="checkbox"/> Participants will have had an opportunity to share their final thoughts and reflections on the consultation. <input type="checkbox"/> Participants will have received their certificates and a group photo. <input type="checkbox"/> Participants will have completed and handed in their final, written evaluation forms.
Timing	
Length	30 minutes
To report back on this exercise, you will need	<input type="checkbox"/> Completed evaluation forms from all participants. <input type="checkbox"/> A group photo.
Resources you will need for this exercise are	<input type="checkbox"/> Certificates <input type="checkbox"/> Evaluation forms
Room set up	<ul style="list-style-type: none"> <li>• Circle of chairs set up for all participants and facilitators</li> </ul>

### STEPS: Closing and Evaluation

- 1) Lead a closing activity that enables everyone to speak and to be acknowledged/appreciated for their contributions during the consultation.
- 2) Formal presentation of certificates and group photos.
- 3) Participants to complete written evaluation forms.
  - *Facilitators should be available to support anyone who needs help to complete these forms. – from a literacy or language perspective.*

# ANNEXES

## Templates and Guidance

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# ANNEXES:

## Templates and Guidance

### ANNEX 1: Reporting Structure

#### Reporting Form

##### 1. Consultation Overview:

a) Consultation location (please specify town/city and country):

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b) Consultation format: (please tick one box)

- Half day consultation
- One-day consultation
- Discussion group
- Other (please explain):

---

c) Name of lead organization:

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d) Contact person at lead organization:

Name: \_\_\_\_\_

Job title: \_\_\_\_\_

Email address: \_\_\_\_\_



## 2. Demographics of Participating Youth:

A breakdown of young people consulted with must be provided, and will include the following information:

YOUTH PARTICIPANTS – DEMOGRAPHICS	
Total number of participating youth	
Number of participants over 18 years	
Number of participants under 18 years	
Gender – number of males	
Gender – number of females	
Gender – number identifying as ‘other’	
Countries of origin of participants (list)	
Length of time in host country (weeks/months/years)	
Disability – number identifying as ‘disabled’	
Number who have completed primary education	
Number of participants who have completed secondary education	
Number of participants who have completed undergraduate degree	
Number of participants who have completed post-graduate degree	
Number of participants who have completed other kind of formal training	
Number of participants who are employed	
Number of participants who are married	
Number of participants who have children	

**3. Consultation findings:**

Please share your consultation notes in the following format, and feel free to expand the boxes in the table to any size you need.

<p><b>TOPIC/SECTION</b></p>	<p>Write notes here, which may include summaries of key discussion points and conclusions reached, and direct quotes.</p> <p>When possible, please also attach photos of flipcharts and/or photos of the participants engaging in the activities.</p>
<p><b>1. Issues</b></p>	
<p>Please include <b>ALL issues</b> facing refugee youth identified by youth participants (including summaries of discussions and conclusions reached and direct quotes)</p>	
<p><b>Impacts:</b> Please include <b>ALL impacts</b> on refugee youth identified by the youth participants - highlighting which issues they connect to (including summaries of discussion and conclusions reached and direct quotes)</p>	
<p><b>Solutions:</b> Please include <b>ALL solutions</b> identified by the youth participants – highlighting which issues they connect to (including summaries of discussions and conclusions reached and direct quotes)</p>	
<p><b>2. The role of youth</b></p>	
<p>Please include <b>ALL ideas</b> of youth participants about what roles young people should take in the process of bringing about positive change for refugee youth (including summaries of discussions and conclusions reached and direct quotes)</p>	
<p><b>Challenges to youth participation:</b> Please include any ideas on the challenges that refugee youth experience in taking an active role to improve their situation, for example, with NGOs and the UN (including summaries of discussions and conclusions reached and direct quotes).</p>	

**continued:** The role of youth

<p><b>Future action:</b> Please include any specific ideas of actions that individuals or the group as a whole want to take forward after the consultation (including summaries of discussions and conclusions reached and direct quotes)</p>	
<b>3. Working in partnership with stakeholders</b>	
<p>Please include <b>ALL ideas</b> that the participants have about the best ways that refugee youth can engage and work with stakeholders to bring about positive changes for refugee youth (including summaries of discussions and conclusions reached and direct quotes).</p>	
<p>Please include any ideas on the challenges that refugee youth experience in relation to engaging and working with stakeholders (including summaries of discussions and conclusions reached and direct quotes).</p>	
<b>4. Recommendations</b>	
<p>Please include <b>ALL ideas</b> that the participants have in response to the following four questions (including summaries of discussions and conclusions reached and direct quotes):</p> <p>a) What are your recommendations to governments, UN organisations, INGOs, NGOs and CBOs on how the lives of young refugees can be improved?</p>	
<p>b) What are your recommendations for other young refugees on how to improve their situation?</p>	
<p>c) What could you do differently to improve your situation?</p>	
<p>d) If you are in a resettlement country or on the move what are your specific recommendations to youth in countries of first asylum?</p>	

## ANNEX 2: Overview of Consultation Report Format

Please include the following information in the Overview Report:

1. A brief overview of the consultation including the following information:

- Dates and Location.
- Details about National Partners/Facilitators.
- Overview of Youth participants – profiles/demographics/selection process.
- Content of consultation.

2. Key Findings:

- Provide a summary of the five to ten main themes that emerged from the consultation/facilitated discussion with youth participants, including a brief description of the discussions on each of these themes.
- Describe any unusual/unexpected themes that emerged during the discussions.
- Give an overview of five to ten main solutions discussed by youth during the consultation and a brief description of the discussions around each of these solutions.
- Discuss the roles that youth felt they could play in realizing these solutions, and the roles they identified for stakeholders in seeking solutions.

3. Key Recommendations:

- Provide a summary of the top five to ten recommendations to come out of the consultation/facilitated discussion with a brief description of the discussion around each of these recommendations.
- Describe any core messages to have emerged from the consultation.

4. Next steps/Future Action:

- Describe the next steps/future actions for after the consultation/facilitated discussion.
- Explain the future actions planned for youth and future actions for stakeholders (including government/UN/NGOs).

5. Please highlight any other general observations about the consultation that you think are important and have not been included above.

## ANNEX 3: Preparatory Tasks

This task list is a condensed version of the tasks involved in the set-up of the National Consultations to support you to prepare for your consultation.

### Personnel

- Recruitment of facilitators
- Determine interpretation needs and recruit interpreters if required
- Allocate staff to key support roles, e.g.
  - Logistics
  - Administration
  - Note taking
  - Photography and videography
  - Social media
  - Coordinating evening activities (if consultation is residential)

### Content preparation

- Arrange meeting(s) of facilitation team to review, adapt and prepare session plans and activities
  - Adaptations should take into account, for example - time, language, experience, and any specific needs in the group

### Logistics & Administration

- Identify and confirm venue
- Identify and confirm accommodation, if required
- Arrange transportation to and from venue
- Check catering requirements (e.g. allergies and food intolerances)
- Check health conditions
- Check re disability and specific access requirements for transportation, venue and accommodation
- Establish medical plan for the consultations

- Prepare stationery and equipment
- Prepare certificates
- Prepare evaluation forms

### Dissemination and Application Processes

- Determine dissemination strategy and agree timeline
- Disseminate application forms to youth/partner organisations
- Identify selection panel
- Review applications, select, and notify youth

### Protection

- Determine any protection actions required, e.g. identifying chaperones for under 18s or considering allocation of rooms if the consultation is residential
- Ensure that consultation team members sign your organisational child safeguarding policy
- Identify specific protection concerns within the group
- Distribute consent and media release forms to parents of participants under 18 and participation agreements and media release forms to youth over 18
  - Include a briefing session on this with parents/youth if required, to ensure informed consent

### Next steps

- Prepare plan of action for engaging youth after the consultation
- Prepare final report



## ANNEX 4: Facilitator and Interpreter Selection Guidelines

### Recruiting Facilitators

#### Minimum Requirements:

- 1 facilitator with experience facilitating workshops and trainings for youth, provided by the Lead National NGO
- 1 external experienced youth facilitator (aged 18-30) - ideally from a national youth organisation
- One male and one female facilitator<sup>3</sup>

#### Experience:

- Facilitators should have experience of youth and/or community work
- Facilitators should have experience of working directly with vulnerable youth
- Ideally, facilitators should have prior experience of working with refugees, or at least a knowledge of and interest in refugee situations
- Facilitators should have experience of co-facilitation, as they will be working with each other and the GRYC Coordinator to facilitate the Consultation
- Where possible, facilitators should have a good working knowledge of English

#### Things to consider when selecting your facilitation team:

- In your context, does the facilitation team need to represent both nationals and refugees?
  - Would having just one or the other create an unhealthy power imbalance in the room, or make the participants uncomfortable?

- Do the facilitators have experience of cross-cultural facilitation?
- Do the facilitators have the necessary skills and experience to handle challenging behaviour and situations? For example, this might include:
  - Disagreements in the group
  - Sensitive topics being discussed and heightened emotions
  - Limited literacy levels
  - Working with interpreters
- Do the facilitators have the knowledge and skills to provide initial support for any child or young person who becomes distressed
- Are the facilitators comfortable with discussions relating to sensitive issues, for example, discrimination, racism, gender based violence, etc.
- Do the facilitators understand and are they comfortable with the methods, approach and purpose of the Consultation?
- Do the facilitators have knowledge of and are they comfortable with the participatory methodologies that will be used during the Consultation;
- Do the facilitators have good knowledge and experience of basic principles of child protection? (for working with under 18s)

<sup>3</sup> "The diversity of the consultations will be strengthened if facilitators delivering the sessions have diverse backgrounds as well. Ensure that at least one of your facilitators is a young person, and ensure that you have a good gender balance" – Youth in Action: *Youth Consultations for a Post-2015 Framework: A Toolkit*. pg. 11.

## Selecting Interpreters<sup>4</sup>

### Things to consider when selecting your interpreters:

Recruiting a professional interpreter(s) is the preferred option for these Consultations, but we recognise that it is not always possible and it may be necessary to use a member of your organisation as an interpreter. In this case, an appropriate person would be someone who:

- Has experience working as an interpreter
- Is fluent in the language they are interpreting (to and from)
- Understands cultural, regional and dialectic differences
- Has/is able to gain the confidence of the participants in the training
- Is comfortable with discussions relating to sensitive issues, for example, discrimination, racism, gender based violence, etc.
- Is comfortable working with a cross-cultural group
- Is aware of sensitivities related to working with different sexes in the room
- Is prepared to do preparatory work with the facilitators prior to the Consultation (2-3 hour meeting a day before the Consultation to review principles, objectives, and content) and to attend a briefing and debriefing session before and after each day's work
- Is not also a participant in the consultation; interpreting should be their sole role

### Key questions to consider when selecting your interpreters:

- Are there enough interpreters available for the size of the group, the number of languages, and the needs of the facilitation team?
- Does the interpreter(s) have prior experience of working with refugees, or at least a knowledge and interest in their situation?
- Does the interpreter(s) have experience of working with youth?
- If there is more than one interpreter, have you ensured that both sexes have been represented?
- If there is just one interpreter for an individual or small group, have you checked with the participant(s) whether they would be more comfortable with a male or female facilitator?
- Does the interpreter understand and are they comfortable with the methods, approach and purpose of the Consultation?
- Does the interpreter(s) understand the basic principles of child protection? (for working with under 18s)

<sup>4</sup> Adapted from *Working with Interpreters: The Most Important Part of the Team*: Assoc. Prof. Eileen Pittaway, Centre for Refugee Research, University of New South Wales, Australia

## ANNEX 5: Role of the Note Taker<sup>5</sup>

**Why does this role matter?** A good set of notes will reflect value for the thoughts and opinions that the young people share during the consultation. The notes will eventually inform the drafting of each national summary report, as well as the final GRYC report.

**This is a full time role during a workshop:** Designated note taker should have note-taking as their primary function during the consultation. The notes must be made as the activities are happening, and not afterwards.

**NB:** At the end of the consultation, all consultation information captured during the sessions should be submitted, in ENGLISH, to the GRYC Project Officer: [lohman.leila@gmail.com](mailto:lohman.leila@gmail.com)

### Key skills

#### Effective Note Takers:

- Have good active listening skills
- Have good observation skills
- Have good writing skills
- Are able to take comprehensive notes

#### What qualities do note takers need to possess to record the consultations effectively?

- Act as an observer, not as a participant
- Can remain impartial (i.e., do not give her/his opinions about topics, because this can influence what people say)
- Be detailed when taking notes (i.e., use the same terminology as in the Session Plans and written down during exercises)

### Material needed for note taking

- Hard copy of the Session Plans
- Pen/pencil (for writing)
- Coloured pens (for highlighting)
- Paper
- 1 Audio recorder (provided by GRYC team)
- 1 Photo camera (provided by GRYC team)
- 1 video camera (provided by GRYC team)

### Guidelines

Four core areas of information capture and translation to keep in mind for the consultation

1. Effectively and efficiently capturing the ongoing content and outcomes of the whole group discussions (as specified in the session plans)
2. Capturing the key discussion points and outcomes from the small group work (as specified in the session plans)
3. Ensuring that all the flipcharts and materials that the youth produce are translated and typed up in English
4. Photographs and video clips (according to media strategy)

#### Capturing the nuance of the interactions (during discussion/group exercises/feedback)

- Capturing the insights and ideas of the young people includes recording not only what is said, but how it is said.
- Reflect where a debate has taken place, where “heated” conversations or disagreements took place, and generally add the emotional context in which a discussion took place.
- Part of the value of getting young people together for events like this comes in the non-verbal information. Note takers should be aware of, and record, passionate comments, body

<sup>5</sup> Adapted from two sources: *Designing and Conducting Focus Group Interviews*. Krueger, R.A. University of Minnesota. 2002. & *Understanding Focus Groups: Facilitation and Note Taking: Technical Assistance Brief*. New York City Prevention Resource Centre – The Children’s Aid Society.

language, or other non-verbal activity such as nodding heads, eye contact between specific participants, physical excitement, and even tears that can indicate an important level of agreement, support, or interest.

### **Quotes (by participants, facilitators and Stakeholders)**

- Listen for the well-spoken statements that illustrate an important view. Try to record sentences or phrases that are especially enlightening or eloquently express a point of view.
- Use the first name or initials of the speaker before or after the quotation if it helps to keep track (remembering to protect confidentiality when writing reports).
- It can be difficult to capture the entire quote, and if so, aim to get as much as you can, recording especially the key phrases. Use three full stops (...) to indicate missing words.

### **Other sources of information to take note of / be aware of**

- Apart from taking note of what is being said and how it is being said, note takers must also pay attention to the following:
  - o Name badges (make sure to know everyone's names to support the notes)
  - o Table numbers (to help organize note taking during group exercises)
  - o Brief synopsis of ice breakers and energizers
  - o Daily recap (focus on opinions and points of interest)
  - o What is being written on the flipcharts and on post it notes
  - o Small group facilitators' notes
  - o Evaluation data (focus on opinions and points of interest)
- Discuss in advance where and when to use the audio recorder.
- Make sure to work closely with designated photographer/videographer to make sure all written and visual information is being captured. When necessary direct the photographer/videographer to capture specific pictures (of people, activities, and/or flipcharts).

### **Share your ideas for follow up questions with the facilitation team**

- The note taker should make note of follow-up questions that didn't get asked, but would help clarify an important thought. Share your ideas for follow up questions with the facilitation team who can ask any additional questions that would make a vague point clearer.
- Make a note of inconsistent, vague, or cryptic comments, and check with the facilitation team as soon as you can, e.g. at break or lunchtime. They may decide to probe further as a result.
- You will have the opportunity to share your impressions and ideas when you attend the debrief session (approx. 45-60 minutes) together with the facilitation team at the end of every day, to capture learning points, and to identify any changes that might need to be made to the next day's agenda.

### **Personal interpretation**

- As much as possible, the notes should not include personal interpretation – but you may want to note themes, hunches, interpretations, and ideas in a different colour – to discuss further with the facilitation team at the earliest possible convenience.
- The notes must reflect the exact same terminology as found in the Session Plans and shared in writing by participants during the exercises.

### **Note taking with an interpreter**

It is crucial to be proactive, i.e.:

- Remember to always ask probing questions to anyone interpreting or translating to work towards validation.
- Always trust your instincts and analytical skills, and if something doesn't seem to make sense (e.g. you know more was said than seems to have been translated; something translated seems to contradict something previously said, etc.), probe and/or mark in your own notes that you don't fully agree that the translation is valid and think about why that might be.

### Key points and themes for each exercise/activity

- Key points and themes typically become apparent as a question is discussed or as an activity progresses. Sometimes they'll be said by one person, and often they will be echoed by others as the discussion progresses.

### Specific information to be captured during the national consultation (as specified in the sessions plans)

#### DAY 1

##### Exercise 1: Introductions and Ice Breaker

- Some photos of the ice breaker, if appropriate.
- Brief synopsis of icebreaker exercise

##### Exercise 2: Objectives, Overview and Expectations

- Record any questions raised during the introduction to the GRYC.
- Photograph the finished expectations sheet at the end of the exercise.

##### Exercise 3: Informed consent and Ground Rules/ Group Contract

- Record any key discussion points around informed consent and to capture any disagreements or refusals to give consent.
- Photograph the finished Ground Rules/Group Contract sheet at the end of the exercise.

##### Exercise 4: Who am I?

- Record any key comments or points of interest during feedback
- Photograph the finished sheets at the end of the exercise
- Collect the 'Who am I?' sheets at the end of the consultation.

##### Exercise 5: Who are we? Facts and Opinions/ Perceptions

- Record any key discussion points from the small groups and the whole group feedback
- Photograph the finished sheets at the end of the exercise

##### Exercise 6: Youth Participation

- Record the voting scores for the Part Two questions.
- Record the answers and key discussion points in Part Two.
- Record key discussion points in Part Three – small group discussions and whole group feedback and discussion.
- Photograph the final mural for Part Three at the end of the exercise.

##### Exercise 7: Closing and Evaluation

- Record any feedback shared verbally from discussions or 'go round' exercises
- Photograph the completed evaluation tool.

#### DAY 2

##### Exercise 1: Introduction, recap and energiser

- During recap of the day before (day 1) - focus on opinions or comments, rather than simply listing what happened
- Brief synopsis of energizer

##### Exercise 2: Identifying Needs and Issues

- Record any key discussion points around needs and issues
- Photograph the completed needs and issues sheets
- List the main issues/challenges that are identified



### **Exercise 3: Diamond Ranking**

#### **– Prioritising Issues**

- Record any key discussion points around prioritising the main issues, especially the process of selection, which points cause disagreements, and where there was consensus
- Photograph the completed diamond ranking charts
- List the order of the 9 main issues/challenges that are selected

### **Exercise 4: Problem Tree - Part One**

- Record the five issues selected – one per group
- Record key discussion points about causes and impacts of identified issues from each small group discussion
- Photograph the finished problem trees at the end of the exercise

### **Exercise 5: Problem Tree Part Two**

- Record key discussion points about causes and impacts of identified issues from the final presentations to the whole group.
- Video the presentations if possible.

### **Exercise 6: World Café – Generating Solutions**

- Record any key discussion points around the solutions that are proposed
- Photograph the finished solutions sheets at the end of the exercise
- Collect the sheets at the end of the consultation.

### **Exercise 7: What's your role?**

- Record key discussion points about the role that youth can take in the identified solutions
- Record the specific ideas that youth generate for how they could get involved

### **Exercise 8: Closing and Evaluation**

- Record any feedback shared verbally from discussions or 'go round' exercises
- Photograph the completed evaluation tool.

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## **DAY 3**

### **Exercise 1: Introduction, recap and energiser/game**

- During recap of the day before (day 2) - focus on opinions or comments, rather than simply listing what happened
- Brief synopsis of energizer

### **Exercise 2: Solution Tree**

- Record key discussion points about addressing causes and the related impacts from each small group discussion
- Record the key discussion points during group feedback
- Photograph the finished solution trees at the end of the exercise

### **Exercise 3: Circles of Influence**

- Record key discussion points from the small groups
- Record the key discussion points from the feedback section, specifically in terms of who they identified and why.
- Photograph the 5 circles of influences sheets at the end of the exercise.

### **Exercise 4: How to Communicate Our Messages – Advocacy**

- Record advocacy exercise using photographs and video
- Record responses and key discussion points during large-group discussion on flipchart paper
- Photograph flipcharts at end of session
- Record the final voting result

### **Exercise 5: Deciding on our core messages and recommendations**

- Record the key discussion points in the small groups
- Record the key ideas and discussion points in the group feedback section
- Record the results of the sticky dots voting and the key messages that are prioritised

### **Exercise 6: Stakeholder Meeting Planning**

#### **– Part One**

- Record the key discussion points and ideas about the objectives and content of the stakeholders meeting
- Record the agenda structure, and the reasons for the decisions
- Record who volunteers/is allocated for each task

### **Exercise 7: Stakeholder Meeting Planning**

#### **– Part Two**

- Record key discussion points during their planning time
- Photograph the preparations and rehearsals

---

## **DAY 4**

### **Morning:**

#### **Stakeholders Dialogue/Meeting (3 hours)**

- Ensure a registration sheet is prepared and filled in by all attendees, with name, email address, organization and signature. Plus any other information required by the team.
- Capture key discussions points from the large and small group presentations and discussions, which may include - quotes, agreements or disagreements, commitments made, key questions, conclusions reached, etc.
- Photograph as many parts of the meeting as possible (keeping in mind anyone who might not have signed a media release form)
- Video and audio record key parts of the meeting – e.g. presentations and speeches

### **Afternoon:**

#### **Exercise 1: Group Action Planning**

- Record the key discussion points about next steps
- Photograph all the flipchart sheets produced at the end of the exercise

#### **Exercise 2: Closing and Evaluation**

- Completed evaluation forms from all participants
- A group photo

## ANNEX 6: Sample Participant Application Form

### What is a consultation?

- A workshop/meeting/gathering set up to bring people together to talk about their needs, views and opinions on particular issues
- An opportunity for people to influence decision making that affects them, and to be heard at a local, national and international level

### What is this consultation about?

This consultation was designed to give young refugees a voice through dialogue with each other, other youth and concerned stakeholders nationally and internationally on issues that affect them.

These consultations will provide an opportunity for young refugees to be heard, to listen and discuss, build new connections, and make recommendations on how they can be more involved in solving the challenges that they and their communities face.

### How will this consultation be organised?

It will take place over three and half days and will have two parts:

1. A three-day consultation with 20 refugee youth and 5 national youth working together to develop an understanding of individual youth and community assets, and the challenges that youth face, and work towards identifying solutions to those challenges.
2. A half day meeting with representatives from key organisations in their location enabling the group to share and discuss findings and recommendations, and discuss how these can be acted upon.

This consultation will require active participation in group discussions and activities with other young people and the facilitation team. The consultation

will be led by a team of 3 facilitators. There will also be note-takers present to record the thoughts and ideas of the participants.

### How will the information that is collected be used?

The information collected will be used for the purposes below:

- Contributing to a report on the consultation, including the recommendations of the participants
- The development of guidelines and policy recommendations for organisations that work with youth
- Advocacy on the issues that are important to young refugees
- Immediate action by youth participants and other stakeholders where appropriate and agreed upon

### What is the selection criteria for youth participants?

**Age:** Participants will be between 15-24 years of age.

**Commitment:** Participants must demonstrate commitment to taking part in group activities, discussing issues and sharing ideas openly, and listening to other young people respectfully as they express their thoughts.

**Experience:** Participants should have previous experience of participating in group activities and workshops, and/or a willingness to get involved.

**Parental/guardian consent:** If selected, any participants under the age of 18 must have informed consent from their parent or recognised guardian.

**Selection Process:**

- If the applicant meets the criteria listed above, selection for participation will be based on the applicant’s experience and motivation.
- The organisers will work to ensure a balance in terms of age, gender and diversity, including geographical location and life experience. We are committed to ensuring equal access for all applicable young people.
- The participants will be selected by a panel of representatives from <INSERT NAME OF ORGANISATION/S>

## Logistics and selection information

**Selection:** Once the applications have been reviewed, staff from <INSERT NAME OF ORGANISATION/S> will be in touch to confirm if you have been selected to participate in the workshop. You will hear by <INSERT DATE>.

**Travel, accommodation and food:** Will be provided by the organisers for all selected youth participants. All participants will be supported in arranging their travel by staff from <INSERT NAME OF ORGANISATION/S>. Participants are expected to arrive on <INSERT DATE AND TIME> and to depart on <INSERT DATE AND TIME>

## Supporting NGO

### Name and Contact Information \_\_\_\_\_

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### Personal details

**1. Full name**

\_\_\_\_\_  
\_\_\_\_\_

**2. Your phone number**

\_\_\_\_\_

**3. Contact details of parent/guardian or someone we should contact in case of an emergency**

Name: \_\_\_\_\_

Relationship to you: \_\_\_\_\_

Phone number: \_\_\_\_\_

**4. Age** \_\_\_\_\_

**5. Gender**

- Male  
 Female  
 Other

**6. Are you a national of this country?**

- Yes  
 No

*If yes, please go to question 11.*

*If no, please go to question 7.*

**7. Are you a refugee?**

- Yes  
 No  
 Other (please specify):

\_\_\_\_\_  
\_\_\_\_\_

**8. What is your country of birth?**

\_\_\_\_\_

**9. How long have you been outside of your home country?**

\_\_\_\_\_

**10. How long have you been living in this country?**

\_\_\_\_\_

**11. Is where you live usually described as...?**

(please select one answer)

- A large town or city (i.e. an urban area)  
 A village or a very remote area (i.e. a rural area)  
 A camp  
 An informal settlement  
 Other (please specify):

\_\_\_\_\_

\_\_\_\_\_

**12. What is your current education/employment status?** (please select all that apply)

- I'm in formal education (e.g. school, university, college)  
 I'm in nonformal education (e.g. vocational or skills training)  
 I'm employed full time  
 I'm employed part time  
 I'm self-employed  
 I'm looking for a job  
 I'm volunteering (e.g. with an NGO or community group)  
 I'm doing unpaid work (e.g. caregiving role, supporting family business)  
 Other (please specify):

\_\_\_\_\_

\_\_\_\_\_



**13. What level of education have you completed?**

(please select one answer)

- Not completed any education (no qualifications)
- Primary school
- Secondary school
- Undergraduate degree
- Postgraduate degree
- Other formal training/qualifications (please specify)

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**14. Who do you live with?**

(please select all that apply):

- Family
- Friends
- Alone
- Other (please specify)

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**15. Who would you identify as the head of your household?**

(please select one answer)

- Father
- Mother
- Sibling
- Husband/Wife
- Yourself
- Friend
- Other (please specify)

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**16. Are you....?**

(please select one answer)

- Single
- Married
- Divorced
- Widowed

**17. Do you have children of your own?**

- Yes
- No

*If yes, please go to question 18.*

*If no, please go to question 20.*

**18. If yes, how many?** \_\_\_\_\_

**19. Who takes care of your children?**

- Yourself
- Your parent(s)
- Your grandparent(s)
- Other (please specify):

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**20. Do you take care of anyone else in your family on a regular basis?**

- Yes
- No

**21. If yes, please specify who:**

(please select all that apply):

- Younger sibling(s)
- Older family member(s)
- Disabled or sick family member(s)
- Other (please specify)

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**22. What is your first language? (mother tongue)**

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**23. Do you speak any of these languages very well or fluently? (please select all that apply):**

- Arabic
- French
- English
- Spanish
- Other (please specify)

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**24. Do you consider yourself to have a disability?**

- Yes
- No

**25. Do you have a lot of difficulty, or cannot do at all, any of the following activities?**

(please select all that apply):

- Seeing, even if wearing glasses?
- Hearing, even if using a hearing aid?
- Walking or climbing steps?
- Remembering or concentrating?
- Caring for yourself, such as washing all over or dressing?
- Using your usual language, communicating, understanding or being understood?

**26. Do you need any support or equipment to be able to participate in the workshop?**

- Yes
- No

**27. If yes, please specify:**

\_\_\_\_\_

**28. Do you have any serious or chronic medical conditions?**

- Yes
- No

**29. If yes, please specify:**

\_\_\_\_\_

\_\_\_\_\_

**30. Do you have any allergies or intolerances to any food or drink?**

- Yes
- No

**31. If yes, please specify:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Finally! After this Consultation, we would like to keep you up to date with the consultations in other countries, so if you want to know what is happening in other countries and talk to other youth, please fill in the section below.**

**What types of social media you like to use?**

(please select all that apply below and add your contact details)

- Facebook

\_\_\_\_\_

- WhatsApp

\_\_\_\_\_

- Twitter

\_\_\_\_\_

- Instagram

\_\_\_\_\_

- Viber

\_\_\_\_\_

- Skype

\_\_\_\_\_

- Other (please specify):

\_\_\_\_\_

In the next two sections, we would like to know more about your experience and motivation to participate in this National Consultation.

Please answer the questions with as much detail as you can:

### Experience

Have you ever participated in activities organised by a community organisation, youth group or NGO?

- Yes
- No

If yes, which organisation?

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Where was it based?

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What kind of activities did you do?

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### Motivation

Why are you interested to be involved in these consultations?

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What do you think you can contribute to these consultations?

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What do you hope to be the results of your participation in these consultations?

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### Participation agreement

Please tick all that apply to you:

- I have read and understand the information provided on this form
- If selected, I am available for all the dates of this workshop
- If selected, I commit to participate fully in the workshop and to contribute my ideas and suggestions as much as possible
- I understand that my participation in this consultation is voluntary (i.e. it is my choice to take part or not to take part)

Name:

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Signature:

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Date:

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## ANNEX 7: Sample Parent/Guardian Consent Form

(To be completed by parents or guardians  
of participants who are under 18 years old)

### What is a consultation?

- A workshop/meeting/gathering set up to bring people together to talk about their needs, views and opinions on particular issues
- An opportunity for people to influence decision making that affects them, and to be heard at a local, national and international level

### What is this consultation about?

This consultation was designed to give young refugees a voice through dialogue with each other, other youth and concerned stakeholders nationally and internationally on issues that affect them.

These consultations will provide an opportunity for young refugees to be heard, to listen and discuss, build new connections, and make recommendations on how they can be more involved in solving the challenges that they and their communities face.

### How will this consultation be organised?

It will take place over three and half days and will have two parts:

1. A three-day consultation with 20 refugee youth and 5 national youth working together to develop an understanding of individual youth and community assets, and the challenges that youth face, and work towards identifying solutions to those challenges.
2. A half day meeting with representatives from key organisations in their location enabling the group to share and discuss findings and recommendations, and discuss how these can be acted upon.

This consultation will require active participation in group discussions and activities with other young people and the facilitation team. The consultation will be led by a team of 3 facilitators. There will also be note-takers present to record the thoughts and ideas of the participants.

### How will the information that is collected be used?

The information collected will be used for the purposes below:

- Contributing to a report on all the consultations, including the recommendations of the participants
- The development of guidelines and policy recommendations for organisations that work with youth
- Advocacy on the issues that are important to young refugees
- Immediate action by youth participants and other stakeholders where appropriate and agreed upon



## What is the selection criteria for youth participants?

**Age:** Participants will be between 15-24 years of age.

**Commitment:** Participants must demonstrate commitment to taking part in group activities, discussing issues and sharing ideas openly, and listening to other young people respectfully as they express their thoughts.

**Experience:** Participants should have previous experience of participating in group activities and workshops, and/or a willingness to get involved.

**Parental/guardian consent:** If selected, any participants under the age of 18 must have informed consent from their parent or recognised guardian.

### Selection Process:

- If the applicant meets the criteria listed above, selection for participation will be based on the applicant's experience and motivation.
- The organisers will work to ensure a balance in terms of age, gender and diversity, including geographical location and life experience. We are committed to ensuring equal access for all applicable young people.
- The participants will be selected by a panel of representatives from <INSERT NAME OF ORGANISATION/S>

## Logistics and selection information

**Selection:** Once the applications have been reviewed, staff from <INSERT NAME OF ORGANISATION/S> will be in touch to confirm if you have been selected to participate in the workshop. You will hear by <INSERT DATE>.

**Travel, accommodation and food:** Will be provided by the organisers for all selected youth participants. All participants will be supported in arranging their travel by staff from <INSERT NAME OF ORGANISATION/S>. Participants are expected to arrive on <INSERT DATE AND TIME> and to depart on <INSERT DATE AND TIME>

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I have read and understood the objectives and structure of the Consultation, as explained above:

- Yes  
 No

I consent to my child's participation in the consultation between the dates of <INSERT DATE> and <INSERT DATE>:

- Yes  
 No

I know that participation is voluntary and I can withdraw my consent to my child's participation at any time:

- Yes  
 No

In case of an emergency, I consent to my child being taken to a medical facility for treatment, and being given medication considered appropriate by the staff at the facility:

- Yes  
 No

Name of participant:

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For parent/guardian ONLY -  
Relationship to participant:

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Signature:

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Date: \_\_\_\_\_

## Who to contact

If you have any questions, you can ask them now or later. If you wish to ask questions later, you may contact - <INSERT NAME AND CONTACT DETAILS OF LEAD ORGANISATION/S>

## Parent/Guardian Media Release Form

(To be completed by parents or guardians  
of participants who are under 18 years old)

### **Original Materials, Quotations, Audio Recordings, Photographs, Video:**

I hereby give permission to the Women's Refugee Commission, Inc. (WRC) and the United Nations High Commissioner for Refugees (UNHCR) to use, and share with partner organisations involved in these Consultations, photographs, videos and audio recordings that include my child, as well as any drawings, writing, quotations and other materials that my child produces during these Consultations. These may be used, for example, in the final report for these Consultations, at UNHCR and WRC events, on the Internet<sup>6</sup>, on their websites and social media networks such as Facebook, and in other ways they consider to be appropriate, on the condition that my child's name will not be used or attributed to any of the above.

I understand that some young people may have camera phones and may use images beyond the control of the organisers.

I understand that if I have any additional questions I can contact <INSERT NAME AND CONTACT DETAILS OF ORGANISATION REPRESENTATIVE>.

I understand that my child's participation is voluntary and that I am/they are free to change their mind at any time.

Name of participant: \_\_\_\_\_

Relationship to participant: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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<sup>6</sup> **Note for the Organisers:** For those who are not familiar with the Internet, please explain by saying that it can be accessed by anyone, anywhere (i.e., anyone can see this content).

## ANNEX 8: Sample Participant Media Release Form

### Original Materials, Quotations, Audio Recordings, Photographs, Video:

I hereby give permission to <INSERT NAME OF ORGANISATION/S> to use, and share photographs, videos and audio recordings that include me, as well as any drawings, writing, quotations and other materials that I produce during these Consultations. These may be used, for example, in the final report for these Consultations, at events, on the Internet<sup>7</sup>, on websites and social media networks, such as Facebook, and in other ways they consider to be appropriate, on the condition that my name will not be used or attributed to any of the above.

I understand that some young people may have camera phones and may use images beyond the control of the organisers.

I understand that if I have any additional questions I can contact <INSERT NAME AND CONTACT DETAILS OF ORGANISATION/S REPRESENTATIVE>.

I understand that my participation is voluntary and that I am free to change my mind at any time.

Name of participant: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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<sup>7</sup> **Note for the Organisers:** For those who are not familiar with the Internet, please explain by saying that it can be accessed by anyone, anywhere (i.e., anyone can see this content).

## ANNEX 9: Participant Evaluation Form

1. What did you enjoy most about this youth consultation?

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2. What did you enjoy least about this youth consultation?

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3. Did you learn anything new during this youth consultation? Please explain.

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4. Do you feel that you have been listened to at this consultation? Please explain your answer:

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5. Will you take any action in your local community that you would not have done before this consultation?  
If so, what?

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6. Will you talk to decision makers about some of the issues coming from this youth consultation?  
If so, who?

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7. Any other comments?

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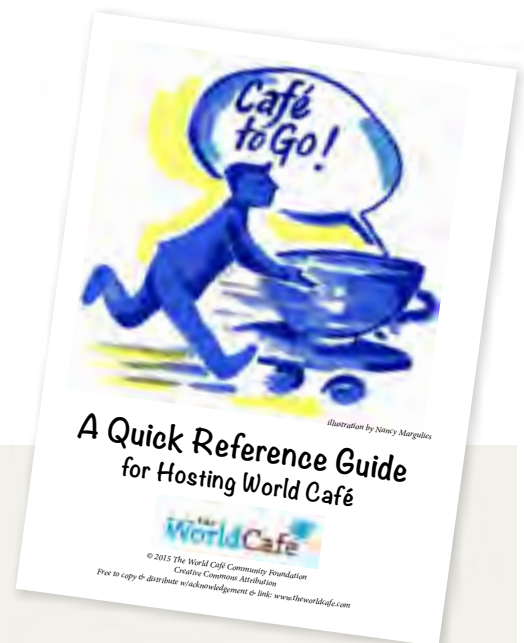
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# RESOURCES

## Day Two - Exercise 4 and 5: The Problem Tree

Source: The Multi-Stakeholder Partnership (MSP) Guide. Tool 14: Problem Tree. Wageningen University and Research (2016) Available at: [http://www.mspguide.org/sites/default/files/tool/14msp\\_tools\\_problem\\_tree\\_14.pdf](http://www.mspguide.org/sites/default/files/tool/14msp_tools_problem_tree_14.pdf)



## Day Two - Exercise 6: World Cafe Methodology

Source: A Quick Reference Guide for Hosting World Café. The World Café Foundation (2015). Available at: <http://www.theworldcafe.com/wp-content/uploads/2015/07/Cafe-To-Go-Revised.pdf>

## Day Three - Exercise 4: Advocacy

Source: An Advocacy Toolkit. Plan International (2014), pgs. 12-13.  
<https://plan-international.org/advocacy-toolkit>



# What did participants in the Global Refugee Youth Consultations have to say?

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“If every one of us youth takes actions with *our own hands*, then all the society will change”

“How can we *work* with youth if we do not see them?  
How can we *plan* for youth if we do not know their needs?  
How much should we *invest*, if we're not sure how many they are?  
How can we *host* youth in our countries without providing specific humanitarian assistance focused on youth?  
How can we *write effective public policy* for youth without consulting with the youth it is intended to benefit?  
How can we work and *progress* together if we are invisible?”

“After participating in consultation, I've *got the skills* for mobilizing people in my refugee settlement to participate in our next project of resolving the conicts in our community.”

“I am now *the voice of the voiceless*. I will be advocating for those who can't...”

”









WOMEN'S  
REFUGEE  
COMMISSION



UNHCR  
The UN Refugee Agency



GRYC

