



# “GLOBAL REFUGEE youth CONSULTATIONS”

Toolkit for Consulting with Youth



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# Toolkit for Holding Consultations with **Refugee Youth**

## 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.

<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, 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.

### Local Consultations

Local consultations ran separately from national consultations. Actors including UNHCR national and field offices and INGOs, NGOs and CBOs provided many more young people with an opportunity to participate in the global process through organising their own, or being a part of a community- or organisation-driven consultation.

## What is this Toolkit for?

This Toolkit was designed to facilitate the local 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 this Toolkit continues 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 Toolkit support young people to better understand and analyse their situations by examining causes and impacts and identifying solutions to the challenges they face.

<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?

## Session Planning

The tools and activities in this toolkit have been drawn from those used in consultations with refugee and host country youth across a number of country locations. Each exercise was designed for and run with groups of 25 youth (20 refugee and 5 national youth). Some of the exercises were run with the whole group, while others were run with smaller groups of 5 – 7 youth, to allow for more inclusive and detailed discussions.

If you are planning a youth consultation, the tools and exercises that you choose will depend on the time and level of facilitation experience that you have available. To help with your planning, we have suggested two variations:

- A selection of activities for a one or two-day consultation, which you might choose to use or adapt.
- A suggested agenda and recommended discussion topics for a shorter, facilitated group discussion lasting for 2-3 hours (i.e. half a day).

When selecting tools/activities, consider whether any changes need to be made to suit your local context, or whether there is extra information that you would like to capture.

## Tips for a successful workshop

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 feedback of the youth participants.

## Information Capture and Reporting

To assist in the capture of the information that comes from your consultation you will find guidance and a number of pre-designed forms in the annexes. They 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
- The Participant Application Form template in Annex 7
- The Participant Evaluation Form template in Annex 8

## Following the Workshop

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.





# SESSION PLANNING SUGGESTION 1



## One Day Consultation

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# PART 1:

## Issues, Impacts and Solutions

For this topic, a number of exercises have been developed, which support a group to progress through the stages of identifying issues, analysing and prioritising them, and formulating solutions. Below are several examples of exercises which have been successfully tried and tested at the National Consultations and which you might consider, using or adapting for your purposes.

Various tools have been used in the National Consultations to help the youth develop solutions, these include Problem Tree & Solution Tree, Storyboards and World Café. You may have other ideas, but regardless of the method you choose, we have found that the most important factor is to keep the process simple and logical, and to support the young people to analyse the issues they face (causes and impacts) and develop solutions.







Dependent on the time available, here are some ideas on how to structure these activities:

- Identifying Needs and Issues + Diamond Ranking + Storyboards or World Café Solutions
- Identifying Needs and Issues + a quick ranking or voting exercise to prioritise issues + Storyboards or World Café Solutions
- A group brainstorm activity to identify key issues + a quick voting or ranking exercise to prioritise issues + World Café Solutions or Storyboards

**Please note:** If time is very short, you might consider using simple brainstorm activities to collect ideas, after which you could group the issues together by theme. Small group discussions, with guidance questions or objectives, are also a good way to add more detail to the ideas generated by a brainstorm.



### EXERCISE: 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.<br><input type="checkbox"/> All participants should have contributed.  |
|  Timing   |  |
| Length   | 50 minutes   |
|  To report back on this exercise, you will need | <input type="checkbox"/> To record any key discussion points around needs and issues.<br><input type="checkbox"/> To photograph the completed needs and issues sheets.<br><input type="checkbox"/> To list the main issues/challenges that are identified.   |
|  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)<br><input type="checkbox"/> Flipchart paper<br><input type="checkbox"/> Marker pens<br><input type="checkbox"/> 2 colours of post it notes per group<br><input type="checkbox"/> Writing pens |
|  Room set up                                    | <ul style="list-style-type: none"> <li>• Flipcharts with silhouettes drawn on put up on the wall at different points around the room (with space between them so the groups can talk without disturbing each other).</li> </ul>  |

continued EXERCISE: IDENTIFYING NEEDS AND ISSUES

## 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 and that this is the starting point for developing solutions.
- 2) Divide the group up into the small groups, 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.
- 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.



30 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.
- 7) For feedback, the groups walk to each flip-chart paper around the room to hear each group speak.
- 8) To keep the group focused, to keep to time, and to provide 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.



15 minutes:



## EXERCISE: Diamond Ranking – Prioritising Issues

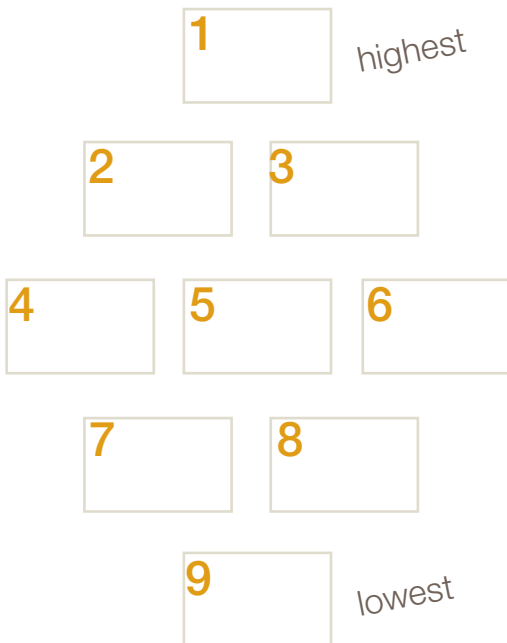
|  |  |
|--|--|
| Aim  | To support analysis and prioritisation of issues to be considered in relation to solutions, and to initiate conversations about the impacts of these issues, as the group considers them in relation to each other.  |
| By the end of the exercise:                    | <input type="checkbox"/> Participants develop or practice critical thinking skills to evaluate and decide which issues to prioritise.<br><input type="checkbox"/> Participants discuss their identified issues and reach a consensus as a group.   |
| Timing   |  |
| Length   | 55 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.<br><input type="checkbox"/> To photograph the completed diamond ranking charts.<br><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"/> Flipchart papers with a diamond ranking chart drawn on (one per small group).<br><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>  |

continued EXERCISE: DIAMOND RANKING – PRIORITISING ISSUES

**STEPS:** Diamond Ranking – Prioritising Issues

 **5 minutes:**

- 1) Gather everyone in the circle and explain that we are going to do an exercise that helps us to decide what the main issues are 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.

 **30 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.

 **15 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 minutes' 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: Storyboards

|  |  |
|--|--|
| Aim  | <p>To support the process of developing solutions for specific issues by considering the cause and impacts of the issues, and then developing solutions by considering what needs to be done, and by whom.</p>   |
| By the end of the exercise:                    | <ul style="list-style-type: none"> <li><input type="checkbox"/> Participants will have discussed the causes and impacts of the issues that they have identified.</li> <li><input type="checkbox"/> Participants will have discussed and identified ways to address the issues that they have identified.</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>2 hours 15 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 during small group work.</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 - 6 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>• Tables set up with enough chairs 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>  |

### STEP A: Storyboards

10 minutes:

- 1) Explain that we want to know more about the issues that they have raised, and we also want to support them to visually communicate these issues by producing storyboards.
- 2) Ask if anyone knows what a storyboard is?
- 3) Take a couple of ideas and then explain that it is a way of using images to tell a story, like a film director preparing for a movie. Show a simple example on flipchart paper.
- 4) Explain that they will stay in the same groups as they were in when they identified and prioritised the issues, and they are going to focus on 3 key questions for the first three panels of the storyboard.
- 5) Allocate a facilitator per group to support, as needed, and to capture the discussion points on paper.

15 minutes:

- 6) Share the 3 questions on flipchart paper and allow 15 minutes for discussion and for them to write down their ideas:
  - Focusing on the top 3 issues in your diamond ranking chart, discuss and decide as a group which one you would like to focus on now as we work towards coming up with recommendations/solutions?
  - Focusing on that one issue, what are some of the main things that cause or influence this issue?
  - What are the impacts/effects of this issue on young refugees?
- 7) Explain that they will be drawing their ideas for these 3 questions as the first 3 panels for their storyboard.

continued EXERCISE: STORYBOARDS

 20 minutes:

- 8) Ask the groups to prepare their 3 panels – each on a separate piece of A4 paper.
- 9) When they have finished, the three new panels can be attached to flipchart paper, to make the first half of the storyboard (make sure they are numbered, 1-3, to match the questions)

|   |   |   |
|---|---|---|
| 1 | 2 | 3 |
|   |   |   |

 15 minutes:

- 10) Get everyone back into the circle and allocate each group a set amount of time to remind the group of their chosen issue, and explain their 3 panels. Allow 3 minutes per group, and space for questions/comments if needed.

**STEP B: Storyboards**

 5 minutes:

- 1) Explain that they will now be discussing three more questions before they continue with their storyboard.
- 2) Share the 3 questions on flipchart paper:
  - Thinking about what you have discussed in the first half of the storyboard, what solutions would you propose for this issue?
  - Within our communities, what can we do as youth to put these solutions into practice, and from whom do we need extra support?
  - If these solutions were implemented, how would they improve the lives of refugee youth?

 30 minutes:

- 1) Explain to the group that they have 30 minutes to discuss their answers to these questions, and they or the facilitator should note down their ideas on flipchart paper.

 25 minutes:

- 2) After they have had 30 minutes to discuss and take notes, hand out more A4 paper and explain that they will be drawing their ideas for these 3 questions as the remaining 3 panels for their storyboard. Their panels should include captions or words to help explain the drawing.
- 3) Each answer should be on a different sheet of A4 paper.
- 4) When they have finished, they can stick their sheets onto their storyboard (make sure they are numbered, 4-6, to match the questions)

|   |   |   |
|---|---|---|
|   |   |   |
| 4 | 5 | 6 |

 15 minutes:

- 1) Bring everyone back into the circle and allocate each group a set amount of time to remind the group of their chosen issue, and explain their final 3 panels. Allow 3 minutes per group, and space for questions/comments if needed.
- 2) Debrief.

**Please note:** The storyboards exercise can be run as one continuous session (with a short break or game in the middle) as outlined above, but one method that has worked well in the National Consultations is to break the exercise in half to allow time for reflection for more creative thinking about solutions with peers.

A possible exercise that can be used in the middle is World Café which supports the group to generate multiple solutions to each of the issues. This helps change the pace of the session and provides an opportunity to mix up the groups so new people can meet and work together.

*If there is limited time available, World Café could be used instead of Storyboards as a means for the group to develop solutions to the issues that they have identified.*



## EXERCISE: World Café – Generating Solutions

|  |   |
|--|---|
| Aim  | To identify innovative ways of solving the identified issues.   |
| By the end of the exercise:                    | <input type="checkbox"/> Participants should have identified multiple solutions to the issues.<br><input type="checkbox"/> All participants will have had the opportunity to contribute.<br><input type="checkbox"/> Participants will have begun to think about and discuss why possible solutions could work.   |
| Timing   |   |
| Length   | 75 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.<br><input type="checkbox"/> To photograph the finished solutions sheets at the end of the exercise.<br><input type="checkbox"/> To collect the sheets at the end of the consultation.  |
| Resources you will need for this exercise are  | <input type="checkbox"/> Question sheets prepared – one for each table. These should relate to the identified issues, and the sheets should state the issue plus the question - 'how would you solve or respond to this issue or challenge?'<br><input type="checkbox"/> Flipchart paper<br><input type="checkbox"/> Marker pens<br><input type="checkbox"/> Drinks and bowls of sweets/snacks<br><input type="checkbox"/> Music/speakers (for quiet background music if wanted)<br><input type="checkbox"/> A dedicated timekeeper |
| Room set up                                    | <ul style="list-style-type: none"> <li>• Tables set up with enough chairs for small group work – spread out as much as possible to avoid distractions.</li> <li>• Add drinks and a bowl of sweets or snacks to each table.</li> </ul>   |

## STEPS: World Café – Generating Solutions



**5 minutes:**

- 1) Explain that as we've identified many key issues now and we want to start thinking about their ideas for solving them. This exercise will be fast paced and will give them a chance to share their views and opinions while the facilitators will be collecting your ideas on paper.
- 2) Explain that one issue has been allocated to each table and written on a piece of paper in the middle of the table. Participants will spend 5-10 mins at each table answering the question 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.
- 5) Participants spend 5-10 minutes at each table answering the question and then move around to the next table. (Decide the time limit for this depending on the energy levels of the group – there is enough time for 10 minutes per table if wanted).
- 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's feedback, participants can briefly comment or ask questions.



**5 minutes:**

- 4) Divide the group into small groups – these should be different groups from previous exercises so that participants can work with new people.
- 9) Finish by asking if anyone wants to add any messages or recommendations to the ideas wall based on what we have discussed and proposed. Reminder to make sure that the recommendations should be ideas that would have a significant impact on the lives of refugee youth.

*Note to facilitators: Need strict time keeper to keep the tables to time and to prevent boredom! Everyone should go to each table once.*

# PART 2:







## The Role of Youth

There are many exercises or activities that could be run to explore the role of youth in practical action, but here are two examples that you might consider or adapt.

In the context of the National Consultations, we have learnt that it is important to keep this topic energetic and dynamic as it should create excitement for the group and a feeling of momentum to carry forward beyond the consultations.



### EXERCISE: 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 role of other stakeholders).                        |
|  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.<br><input type="checkbox"/> All participants will have contributed.               |
|  Timing   |  |
| 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.<br><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 from the previous exercise(s)<br><input type="checkbox"/> Paper and pens<br><input type="checkbox"/> Chocolate or sweets for the group with the most ideas                                      |
|  Room set up                                    | <ul style="list-style-type: none"> <li>• 4 tables with enough 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 we want to start thinking about the types of roles and actions that young people could take in making the solutions that we have identified a reality.
- 3) Explain that we are going to divide them into small groups and they will each be allocated one of the solution sheets that they created during the World Cafe [or a list of possible solutions, if no World Cafe exercise].
- 4) Explain that they are going to be given 15/20 minutes to consider the practical actions or contributions that they and other youth can do/make to make the solution a reality.

- 5) Explain that there will be a prize for the group that comes up with the most ideas.

*Note to facilitator: This can just be something simple like chocolates. It is just intended to add a bit of competition and fun to the exercise.*



**20 minutes:**

- 6) Allocate one set of the solutions per group. They can write their ideas on post it notes or just on paper. Ask each group to find a space to work, and allocate a facilitator to join them.



**15 minutes:**

- 7) Rapid feedback to whole group of each small group's ideas. Allow 2 minutes for each group.
- 8) Award the prize to the group which generates the most ideas.





## EXERCISE: Youth Action

|  |  |
|--|--|
| 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 role of external stakeholders).   |
| 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.<br><input type="checkbox"/> All participants will have contributed.   |
| Timing   |  |
| 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.<br><input type="checkbox"/> To record the specific ideas that youth generate through the role plays for how they could get involved.<br><input type="checkbox"/> If wanted, to photograph the frozen images as the groups present them. |
| Resources you will need for this exercise are  | <input type="checkbox"/> Flipchart paper and pens<br><input type="checkbox"/> Props if needed  |
| Room set up                                    | <ul style="list-style-type: none"> <li>• 4 tables with enough chairs each set up for small group work.</li> </ul>  |

## STEPS: Youth Action



**5 minutes:**

- 1) Explain that we want the group to think more about the types of roles and actions that they could take in making the solutions that we have identified a reality.
- 2) Explain that we are going to divide them up into small groups.
- 3) Explain that they are going to be given 15/20 minutes to consider the practical actions or contributions that they and other youth can do/make to make the solution a reality – ask the groups to note down their ideas on flipchart paper.
- 4) Explain that they will be coming up with 3 frozen images that capture 3 of their ideas, and that everyone in the group needs to take an active role.
- 5) Check if the group understands what a frozen image is – and demonstrate to be sure that everyone understands

*Note to facilitator: Choose a simple, or amusing, scene to demonstrate frozen images. Be sure that the group understands that a frozen image is like a photo – it captures a moment – so no moving allowed!*



**20 minutes:**

- 6) Ask each group to find a space to discuss their ideas and prepare their frozen images, and allocate a facilitator to join them.



**15 minutes:**

- 7) Gather everyone back into the circle and ask each group to share their 3 frozen images with the whole group, and ask a member of the group or the facilitator to narrate for them to explain what is happening in each image. Allow a maximum of 3 minutes for each group.

*Note to facilitator: To keep energy levels high or to increase the pace, this could be made into a competitive exercise with the winning team being the one with the most creative or innovative ideas.*

# PART 3:

## Working in Partnership with Stakeholders

There are many methods of stakeholder analysis that could be used. In the formal National Consultations, the stakeholder analysis is directly linked to a meeting with stakeholders on the fourth day of the event. If a similar meeting with stakeholders is planned during the consultation, this would be a good opportunity to introduce this topic. The key points to cover in any exercises are as follows:

- Who are the key stakeholders we need to contact/work with to achieve our goals? (at the local, national and international level)
- Why are they relevant?
- Who do we already have contact with, and who do we need to develop links with?
- To turn this analysis into a practical action plan we need to ask: how can we make contact, who will do that, and when?

Two examples of a stakeholders' analysis exercise that might be adapted are as follows:



### EXERCISE: Circles of Influence

|  |  |
|--|--|
| Aim  | For participants to identify the support networks they already have, and the key stakeholders that they would like to connect with/partner with/contact.   |
| By the end of the exercise:                    | <input type="checkbox"/> Participants will have identified who they already know or have contact with at a local, national and international level.<br><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 are recommending. |
| Timing   |  |
| Length   | 60 minutes   |
| To report back on this exercise, you will need | <input type="checkbox"/> To record key discussion points from the small groups.<br><input type="checkbox"/> To record the key discussion points from the feedback section, specifically in terms of who they identified and why.<br><input type="checkbox"/> To photograph the circles of influences sheets at the end of the exercise.                    |
| Resources you will need for this exercise are  | <input type="checkbox"/> 'Circles of influence' diagrams prepared in advance (1 per small group and 1 for demonstration)<br><input type="checkbox"/> Post it notes<br><input type="checkbox"/> Writing pens<br><input type="checkbox"/> Masking tape   |
| Room set up                                    | <ul style="list-style-type: none"> <li>• Large circle and small tables set up for small groups (plus a facilitator per table).</li> </ul>  |

## continued EXERCISE: CIRCLES OF INFLUENCE

**STEPS: Circles of Influence****5 minutes:**

- 1) Gather the whole group together in the main circle.
- 2) Explain: We are rarely able to achieve change alone, and so to make our voices stronger and louder, we need to team up with others who support what we're trying to achieve. These people are our allies. We're going to start by thinking about the allies we already have. To do this we are going to use a tool called the 'Circle of Influence'.
- 3) Show an example on a flipchart paper, including some personal examples on post it notes.

**20 minutes:**

- 4) Divide the group into 4/5 small groups and base each at a separate table with a facilitator – either the same groups as earlier or a new group.
- 5) Give each group a blank 'circles of influence' diagram on flipchart paper and start adding post it notes from the inner circle outwards, starting from 'you', and then moving out to local community, national level and international level (these should be one colour of post it note).
- 6) At this point, the youth should just focus on who they know or have contact with, e.g. family, teachers, religious leaders, NGO staff, neighbours, members of clubs that they belong to, business people etc.

**20 minutes:**

- 7) After 20 minutes, announce that we are moving on to the next section of the exercise.
- 8) Explain that in their small groups, they are going to develop their 'Circles of Influence' and we now want them to add to it the people and organisations that they want or need to be in contact with to bring about the changes they want to see.
- 9) Explain they should add the suggestions on the post it notes that are a different colour to the ones they have already used.







*Note to facilitators: Remind them to think about connections they might want to make at all the levels – local, national, and international, and as they share their ideas, also discuss as a group WHY they have included who they have.*

**15 minutes:**

- 10) Move the whole group back into the circle and collect feedback from each group – sharing who they identified and why?
- 11) Be strict with the time and allocate 2 minutes per group to feed back their ideas to the whole group.

OR (if there is less time available):

## EXERCISE: Stakeholder Analysis

|  |  |
|--|--|
|  Aim  | For participants to identify and understand the key stakeholders that they would like to connect with/partner with/contact.  |
|  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.<br><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. |
|  Timing   |  |
| Length   | 30 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"/> Flipchart paper<br><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> <li>• A prepared flipchart sheet divided into 3 columns, with titles of 'local', 'national' and 'international'.</li> </ul>  |

## STEPS: Stakeholder Analysis

 30 minutes:

- 12) Gather the whole group together in the main circle.
- 13) Explain that earlier we discussed the role that youth can play in the solutions they have suggested and in the storyboard exercise they identified some key stakeholders who could support them to achieve their solutions.
- 14) Explain we are trying to tackle big issues there, 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.
- 15) Put up the prepared flipchart sheet with the 3 columns, i.e.
 

| Local | National | International |
|-------|----------|---------------|
|       |          |               |
- 16) Ask the group to share some examples of the stakeholders they identified through their storyboard.
- 17) Take a few examples and write them on the flipchart in the relevant columns. As someone suggests an example, ask them which column they think it should be in to keep the exercise interactive.
- 18) Question: Why did you identify these stakeholders in particular to support your solutions?
- 19) Question: Can you think of any other key stakeholders who aren't on the storyboards? Think about the columns without many examples in.
- 20) 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.*

## PART 4: Recommendations

This section should focus on young people's recommendations in response to the following four questions:

- What are your recommendations to governments, UN organisations, INGOs, NGOs and CBOs on how the lives of young refugees can be improved?
- What are your recommendations for other young refugees on how to improve their situation?
- What could you do differently 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?








### Activity Ideas:

- To facilitate and support your group to develop recommendations, there are many types of exercises that you could run depending on the time you have available. For example, you might choose to use discussion groups to identify recommendations and then to produce artwork, drama pieces or short video clips to communicate them.

- For your consultation, you might consider asking the questions in advance so that participants can come to the event with ideas, or they could interview their peers beforehand to collect more opinions.
- You might consider other creative methods, such as a 'Recommendations Wall' made up of multiple flipchart sheets, which is used throughout the consultation as a graffiti-style space where participants can record their ideas whenever they like. This space allows for anonymity, which can encourage quieter or shy members of the group to participate, as well as enabling ideas to be captured outside of formal exercises.
- As an example, the following exercise is run on the third day of the National Consultations and is designed to provide an opportunity for reflection and consolidation of ideas. Through testing, the small group approach proved to be critical to facilitating in depth discussions and for quieter voices to be heard.



### EXERCISE: Developing Recommendations

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

continued EXERCISE: DEVELOPING RECOMMENDATIONS

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## STEPS: Developing Recommendations



10 minutes:

- 1) In the main circle, explain that we are going to think about the core recommendations from this consultation that you want to share with the global audience, key stakeholders and with other young people who could learn from your experiences.
- 2) Ask the group to follow you around the room as you do a quick recap of the main exercises that have been covered.
- 3) Explain that we are going to divide the group up into small groups and allocate a facilitator to each group.
- 4) Divide the group into small groups.



45 minutes:

- 1) Explain that each team is now free to walk around and look at what they have done during the consultation, 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.



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 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 asked to put each of their dots by their top choices for recommendations to be taken forward from this consultation.

# SESSION PLANNING SUGGESTION 2



## Participatory Facilitated Group Discussion

Format and Questions ..... 22

# Participatory Facilitated Group Discussion<sup>3</sup>

## FORMAT AND QUESTIONS



If time is limited, and a one-day consultation workshop is not possible, another alternative is to run a facilitated group discussion with a group of refugee youth for a period of 2-3 hours.

Suggested agenda:

| Duration   | Section   | Topic to be addressed   | Format                    |
|--|---|---|---------------------------|
| 15 minutes   | Opening and Introduction                          | <ul style="list-style-type: none"> <li>Welcome and introduce everyone in the room – facilitators and youth</li> <li>Overview of the purpose of this group discussion, how the information will be used and who it will be shared with</li> <li>Explain what a consultation is - highlighting that there are no right or wrong answers during the discussions, that their thoughts are their own and no one can take them away from them or question them, and that each contribution is valuable</li> <li>Share the agenda for the session</li> </ul> | Whole group               |
| 10 minutes   | Icebreaker game                                   | <ul style="list-style-type: none"> <li>Getting to know each other and creating a positive atmosphere in the room</li> </ul>   | Whole group – interactive |
| 60 - 90 minutes (with a break if longer than 60 minutes) | Group discussions                                 | <ul style="list-style-type: none"> <li>Challenges and issues faced by refugee youth, and the impacts they have</li> <li>Solutions and recommendations</li> <li>Role of youth</li> <li>Role of stakeholders</li> </ul>   | Small group discussions   |
| 10 minutes   | Break and/or Energiser game                       | <ul style="list-style-type: none"> <li>Time for relaxation and fun</li> </ul>   | Whole group – interactive |
| 20-30 minutes (depending on the number of small groups)  | Feedback of key discussion points from each group | <ul style="list-style-type: none"> <li>Consolidation of ideas, and opportunity for additional ideas to be added</li> <li>Summary of the discussion outcomes and how they will be used.</li> </ul>   | Whole group               |
| 15 minutes   | Closing and next steps                            | <ul style="list-style-type: none"> <li>Wrap up and thanks</li> <li>Details on how youth can stay involved after the consultation.</li> <li>Any questions/comments?</li> <li>Closing</li> </ul>  | Whole group               |

<sup>3</sup> Format adapted from the Open Ended Consultations with Youth: An Open Source Manual. UN Major Group for Children and Youth World Humanitarian Summit Working Group. [http://issuu.com/unmgcy/docs/guide\\_for\\_un\\_mgcy\\_whs\\_working\\_group](http://issuu.com/unmgcy/docs/guide_for_un_mgcy_whs_working_group)



Suggested format for group discussions:

- Divide the participants into smaller groups of 5-7, and make sure that each group has a facilitator, time keeper and a note taker.
- The facilitator sets up the questions and makes sure that everyone in the group gets a chance to speak. It is also the facilitator's task to ensure that the discussion stays focused on the topic, without steering the discussion to specific answers.
- The note taker is taking notes and will report back after the discussion.
- The time keeper helps the facilitator to watch the time for the group discussion, so that each question is addressed and adequately discussed.

Inform the participants how much time they have to discuss the following 4 questions:

- What are the main challenges that young refugees face here, and how do these challenges impact on the lives of refugee youth/what are the negative impacts?
- What solutions or recommendations would you propose to respond to these challenges, what would their impact be on the community/young people?

- What is the role that refugee youth should/ can take in the process of finding solutions and bringing about change? What can you practically do in your community/country?
- In what ways do you think that youth could get more involved/engaged with stakeholders such as governments, UN organisations, NGOs and CBOs to help improve the lives of young refugees? Do you have examples of this working well? What support is needed to ensure the meaningful involvement or participation of young people in these organisations?



# 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):

---

b) Consultation format: (please tick one box)

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

---

c) Name of lead organization:

---

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.

| TOPIC/SECTION  | Write notes here, which may include summaries of key discussion points and conclusions reached, and direct quotes.<br><br>When possible, please also attach photos of flipcharts and/or photos of the participants engaging in the activities. |
|--|--|
| <b>1. Issues</b>   |  |
| Please include <b>ALL issues</b> facing refugee youth identified by youth participants (including summaries of discussions and conclusions reached and direct quotes)  |  |
| <b>Impacts:</b><br>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)   |  |
| <b>Solutions:</b><br>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)   |  |
| <b>2. The role of youth</b>  |  |
| 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)  |  |
| <b>Challenges to youth participation:</b><br>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). |  |

continued: The role of youth

|  |  |
|--|--|
| <p><b>Future action:</b><br/>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>  |  |
| <p><b>3. Working in partnership with stakeholders</b></p>  |  |
| <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>  |  |
| <p><b>4. Recommendations</b></p>   |  |
| <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: Facilitation and Interpretation

These guidelines are a condensed version of the guidelines used during the National Consultations.

### Selecting and managing facilitators:

- Facilitators should have experience of participatory facilitation methodologies
- 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

### Facilitator Tips<sup>4</sup>

- Think about some of the barriers to gathering everyone's voices (one person dominating the conversation, people too nervous to speak up, language barriers, etc.). What can you do to ensure that everyone has the chance to offer an opinion?
- Think about how you will keep young people engaged when they are in the consultation, such as different ways of moving around the space, ice-breakers, warm-ups, or energisers that can keep engagement levels high. If something is not working, change it!
- Have you explained concepts using language that is easily understandable (avoiding jargon and acronyms, for example)?
- Think about how you will give participants a chance to take the lead during the consultation. Could they facilitate some of the group discussions or take the lead in summarising the group discussions?

- Make sure that it is possible for everyone to participate, not just those with the loudest voices - think about ways in which you can check that everyone has understood the information (for example by asking participants to recap the main points at the end of each activity or session) and ways in which you can ensure that everyone has a chance to speak (for example by making sure it is not always the same participants presenting, with a gender balance from those who are speaking).
- Ensure that there are multiple forms available for participants to contribute e.g. mixture of oral presentation, drawings, mind maps etc. This is due to the fact that many participants may have excellent ideas to contribute but may not be comfortable expressing these verbally.

### Selecting Interpreters<sup>5</sup>

Key questions to consider when recruiting/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 have prior experience of working with refugees, or at least a knowledge and interest in their situation?
- Does the interpreter 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?

<sup>4</sup> Adapted from *Open Ended Consultations with Youth: An Open Source Manual*. UN Major Group for Children and Youth World Humanitarian Summit Working Group. [http://issuu.com/unmgcy/docs/guide\\_for\\_un\\_mgcy\\_whs\\_working\\_group](http://issuu.com/unmgcy/docs/guide_for_un_mgcy_whs_working_group)

<sup>5</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>6</sup>

These guidelines are a condensed version of the guidelines used during the National Consultations.

**Why does the note-taking role matter?** A good set of notes will give value to the thoughts and opinions that the young people share during the consultation.

**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.

### Key Skills of a note taker

- Good active listening skills
- Good observation skills
- Good writing skills
- Able to take comprehensive notes

### Key qualities of a note taker

- Act as an observer, not as a participant
- Remain impartial (i.e., do not give her/his opinions about topics, because this can influence what people say)
- Be detailed when taking notes and avoid personal interpretation

### Materials Needed During Note Taking

- Hard copy of the agenda, session plans and reporting forms
- Notepad
- Pen/pencil
- 1 camera

### During the Consultation

There are 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
2. Capturing the key discussion points and outcomes from the small group work
3. Ensuring that all the flipcharts and materials that the youth produce are collected and typed up in English
4. Photographs (and video clips, if possible)

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<sup>6</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.

## ANNEX 6: Selection of Youth Participants

These guidelines are a condensed version of the guidelines used during the National Consultations.

### Objectives

- To bring together a diverse mix of participants representing a broad cross section of youth
- To include youth who are often excluded from consultation processes
- To ensure that participants are familiar, or at least comfortable, with participatory workshops, and are willing to fully engage in open discussion, debate and group work activities

### Minimum criteria for youth and target numbers

Participating youth must be:

- Aged 15-24
- A refugee
- Willing and able to participate in the full consultation or discussion group

### Diversity - what to consider when recruiting for the Consultation<sup>7</sup>

- Do participants represent the full age range of 15-24?
- Is there approximately a 50/50 balance between male and female?
- Is their representation from different religious groups?
- Have you included young people with disabilities? (e.g. blind or partially sighted, deaf, limited mobility or in a wheelchair, young people with learning disabilities, etc.)
- Have you included young people with different education levels?
- Have you included young people who are often excluded due to a lack of mobility (e.g. head of household, caregiver, responsibility for household chores etc.)?
- Have you included young people from different geographical areas?
- Have you included young people of different nationalities?
- Are young people of different economic status represented? (i.e., are people living in the poorer areas of the community being given an opportunity to participate?)
- What is the ethnic mix among the refugee and host communities? Is this well represented in these consultations?
- Have you included LGBTI youth? (lesbian, gay, bisexual, transgender, intersex)

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<sup>7</sup> Adapted from - *Youth Consultations for a Post-2015 Framework: A Toolkit*. Youth in Action. Pg. 13

## ANNEX 7: Sample Participant Application Form

This is an abbreviated version of the application form used for the National Consultations.

### SUPPORTING NGO

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

### PERSONAL DETAILS

1. Full name \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. Your phone number \_\_\_\_\_  
 \_\_\_\_\_

3. Email address \_\_\_\_\_  
 \_\_\_\_\_

4. Other social media contacts  
 (i.e. WhatsApp; FaceBook)  
 \_\_\_\_\_  
 \_\_\_\_\_

5. Age \_\_\_\_\_

6. Gender

- Male
- Female
- Other

7. Are you a refugee?

- Yes
- No
- Other (please specify):  
 \_\_\_\_\_  
 \_\_\_\_\_

8. What is your country of origin?  
 \_\_\_\_\_  
 \_\_\_\_\_

9. How long have you been living in this country?  
 \_\_\_\_\_  
 \_\_\_\_\_

10. 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):  
 \_\_\_\_\_  
 \_\_\_\_\_

**11. 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)
- 
- 

**12. Are you....?** (please select one answer)

- Single
- Married
- Divorced
- Widowed

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

- Yes
- No

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

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

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

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

- Yes
- No

**17. 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?

## ANNEX 8: Sample 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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Thank you for completing this evaluation form!

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

“

“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

