Toolkit for consultations with children as part of the 2023 Global Refugee Forum process

The Initiative for Child Rights in the Global Compacts together with OSRSG-VAC with the support of:

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Introduction

1. Making the Global Refugee Compact work for children

From the 13th to 15th December 2023, the second Global Refugee Forum (GRF) will bring together governments, people with lived experience - including children and youth and adults who are working with refugee children - international organisations, civil society, and the private sector to share experiences, identify best practices, and strengthen the international response to refugee situations, delivering on the commitments of the Global Compact on Refugees (GCR).

The GRF is held every 4 years and is organised by UNHCR. The GRF provides an opportunity for participants to assess and demonstrate progress made in fulfilling previously made pledges since the last GRF and make new joint pledges to support refugees. (See Appendix B for information about the GRF in child-friendly language.)

The Initiative for Child Rights in the Global Compacts (The Initiative)'s vision is that children are at the centre of the entire GRF process and the implementation of the GCR. The Initiative is a group of organisations working for and with children, including Save the Children, Terre des Hommes, UNICEF, Plan International, World Vision, International Rescue Committee, the Office of the UN Special Representative on Violence Against Children, UNHCR, and many others. The Initiative is working hard to ensure that children and child rights are a central part of the GRF.

To achieve this, we want to secure child-focused joint pledges from governments and other stakeholders which prioritise the inclusion of children in national and local systems and services with a focus on:

- Child protection;
- Inclusive, quality and protective education and learning;
- Child-sensitive durable solutions (equitable access to key services such as social protection; healthcare, MHPSS); and
- Children's meaningful and inclusive participation.

The Initiative has developed a framework for joint pledging for and with children and we are working with other alliances to coordinate joint pledging.

In addition, the Initiative is encouraging members to collect input from children and caregivers through a series of **in-country, child participatory consultations** designed to provide them with the opportunity to express their views to influence decisions taken at the GRF in matters that concern them.

2. A Global Refugee Forum that prioritises children – what does this look like?

Our aims

Children meaningfully participate in the design, implementation and review of displacement responses that impact them, through sustainable and well-resourced mechanisms for their meaningful participation. More specifically:

- Children's rights are seen holistically and central to the GRF process and given proportionate space and consideration throughout the event and in the discussions.
- Organisers, co-hosts, co-convenors and participants recognise children's inclusive and meaningful participation as a core and essential way of working and a shared human rights obligation.
- Children and young people are empowered and supported to safely and meaningfully participate in the lead up to and during the GRF, their views and recommendations are listened to, valued and there is accountability towards them.
- Mechanisms are put in place to facilitate the participation of children and young people on an ongoing basis.
- There is accountability for the commitments made with and for children.

Our activities

The Initiative is committed to supporting the meaningful participation of children as part of the implementation, follow-up and review of the GCR and in the lead-up and during the GRF to ensure their voices are heard and their perspectives are taken into account. The Initiative together with the Office of the Special Representative on Violence Against Children is:

- Facilitating the meaningful and inclusive participation of children and/or caregivers at national level in a number of countries ahead of the GRF, including through consultations and in the development of child-rights pledge.
- Advocating to Member States for support to and engagement of children at the national level.
- Supporting children to participate both in-person and online during the GRF.
- Supporting the development of child-friendly materials and briefings for children.
- Advising on mechanisms to support meaningful and inclusive child participation in the GRF, including for example safeguarding procedures, briefings and guidance for adults working with children, e.g. moderators/panellists.

3. About this Toolkit

This toolkit provides information to support Initiative members and partners with the facilitation of child and youth participation in consultations leading up to the Global Refugee Forum. It builds and expands on existing resources, including the guidance provided in 2022 to all UN agencies and programmes on consulting with children and preparation and issuance of child friendly materials by OSRSG VAC.[1]

The toolkit includes detailed information to support the planning, implementation and documentation of consultations. The toolkit is intended to be relevant for diverse country contexts, displacement programming situations, ages and sectors, and is therefore not prescriptive. The toolkit can help make informed decisions about how to plan and facilitate a consultation. The information in the subsequent sections is intended to support the inclusive and meaningful participation of children, including managing expectations and providing a safe and enabling environment for their participation.

[1] Guidelines for reporting to children (1) (un.org)
Guidelines for creating child-friendly resources.jpg (un.org)

GRF consultations with children: WHY, WHAT, HOW & WHEN

4. The importance of consulting children (WHY)

Children make up an estimated 43% of the world's displaced population. Children and young people are experts in their own lives. They bring insights and perspectives that are critical to decisions impacting their lives. Their contributions help navigate towards solutions that are meaningful, relevant and responsive to their needs and the protection of their rights. Children are key stakeholders and agents of change for themselves and the wider community. Meaningful participation of children in all their diversity in decisions that affect them is a right set out by the UNCRC and an integral part of the GCR's programme of action (paragraph 75) as well as the recently adopted Secretary General Guidance Note on Child Rights Mainstreaming.

In addition to Article 12 of the United Nations Convention on the Rights of the Child (the right to be heard), involving children and young people in the GRF is an essential prerequisite to ensuring that we attempt to promote realisation of the rights of refugee children and young people across the world to free expression (Article 13), freedom of thought, conscience and religion (Article 14), freedom of association and peaceful assembly (Article 15), privacy (Article 16) and information (Article 17). Furthermore, the Committee on the Rights of the Child General Comment No. 20 (2016) focuses on the implementation of the rights of the child during adolescence. This emphasises the importance of a human rights-based approach that recognizes and respects the dignity and agency of adolescents, including their empowerment, citizenship, and active participation in their own lives. Participation of children and adolescents with disabilities is captured by Article 23 of the UNCRC and reinforced by Article 7 of the Convention on the Rights of Persons with Disabilities (CRPD, 2006).

Children affected by displacement should be engaged in identifying their needs, exploring solutions, and designing, implementing, monitoring, and evaluating programmes and policies that address refugee situations. Or where children are not able to speak on their own behalf, caregivers can serve as a conduit for understanding the multigenerational realities faced by children and their families. Children should have accessible channels to hold duty-bearers to account. The importance of the participation of displacement-affected communities is widely recognised, yet opportunities are chronically limited. This is especially true for children and young people who often lack the necessary support, protection, safe spaces and accountability channels to meaningfully participate.

Displacement responses will be more relevant and effective when guided by the views and experiences of children and young people. **Through their Courage, Adaptability, Resilience, and Empathy, they are a catalyst of creativity able to support the identification of solutions for the protection and fulfilment of the rights of children in refugee situations.** Children and young people represent an important constituent for holding duty bearers accountable to implement pledged solutions.

5. Consultation Focus and Framing (WHAT)

5.1 Consultation Overview

The purpose of this consultation is to provide a platform for refugee and displaced children to share their experiences and opinions to influence decisions taken during the GRF process. The consultation is with children - any person under 18 years old in line with the UNCRC definition of a child.

Whilst many of the children involved in the consultations will not physically be present at the GRF in Geneva, it is important that their key messages influence the proceedings where governments and other stakeholders will share progress, challenges and deliberate on opportunities ahead.

The consultations provide a channel for the voices of children to be heard by decision-makers at the GRF. A report, briefings and a short film will be shared with stakeholders leading up and during the GRF as well as other communications products co-produced with children and young people. There will be important steps and work following the GRF and it is important that children's views and opinions continue to shape decisions and actions by governments and other stakeholders. The consultations build on children's involvement in their communities to address the displaced and refugee situations children face across the globe.

The Initiative encourages you to utilise children's insights as you continue to work with children, young people, governments and other stakeholders in your countries. Some children may wish to only be involved in the consultation leading up to the GRF whilst others may be happy to continue to be involved further. It is important to continue building on local and national processes towards achieving progress so that children are at the centre of the entire GRF process including the implementation of the GCR.

We strongly encourage those organising consultations to ensure the **meaningful participation of children or caregivers** in the consultation including a **collaborative** and, where feasible, **child-/adolescent-led approaches** (for ideas, see Engaged and Heard! Guidelines on Adolescent Participation and Civic Engagement, UNICEF).

5.2 Consultation Objectives

- To include children, who are often hard-to-reach and excluded from participating, in the implementation of the Global Refugee Compact and in the Global Refugee Forum process.
- To gather the views and recommendations of refugee, displaced and host community children on 3 broad areas of focus identified by the Initiative and aligned with the GRF:
  1. Refugee Children's Needs and Priorities
  2. Participation and civic engagement
  3. Input on Pledges

5.3 Consultation Outputs

The information that children and young people share will be documented and analysed, and will be compiled into a report, a children's manifesto, and a video for the GRF. Other communications products may also be produced, including country-specific products to support local advocacy and programming.

5.4 Consultation Discussion Questions

The consultation discussion questions are framed around the 3 focus areas: Refugee Children's Needs and Priorities; Participation and civic engagement; and Input on Pledges.

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Quick tips

- The consultation discussion questions are intended as a guide and can be used by facilitators to prompt discussion but facilitators should allow space for children's conversations and ideas to flow.
- The questions should be explored after introductions and once participants are familiar with the purpose, focus and background information. (NB. A child-friendly explanation of the GCR and GRF is included in Appendix B for use by the facilitator.)
- Facilitators should use tools they are familiar and comfortable with to support the meaningful participation of children in the consultation (see Appendix C for additional tools).
- Children's feedback, reflections, observations and recommendations should be recorded in the information capture form provided in this toolkit. Impactful quotes from children can also be captured. Photos and videos of consultations can accompany submissions if consent is provided. In addition to recording feedback in the form provided, it may be possible to explore more creative forms of expression both in facilitating consultations as well as capturing children's views on focus areas, e.g. through art, poetry or other media that can be shared at the GRF and in published briefs.
- This consultation is focused on quality rather than quantity.

More information is provided in subsequent sections of this toolkit on obtaining consent, safeguarding, planning consultations, setting the scene for safe, meaningful and effective participation, and selection of participants, all of which need to occur before the consultations are facilitated.

Focus Area 1: Refugee children and young people's needs and priorities

Through this theme, participants will be encouraged to **identify the issues they face as refugee and displaced children or young people and how these impact on their daily lives**.

1.1 Discussing needs and priorities

Discussion prompt questions

- **Share:** one example of what makes you happy.
- **Explore:** What are the main issues faced by refugee and displaced children and young people? How do the issues affect their lives? Do you have an example of how others including caregivers, children and young people have helped deal with this issue? Imagine this issue no longer existed, what would it mean for children and young people? / When thinking about your experiences of displacement, what has made you feel safe and protected? /When thinking about your experiences of displacement, what has made you feel unsafe and unprotected from harm and violence?
- **Prioritise:** All of the issues you mentioned are important. Imagine resources are limited including time, people, and money - out of the issues you mentioned, which do you think are the 3 biggest ones that require urgent attention?
    - What is the reason it is a priority for you?
- **Statement:** Imagine you were giving a speech about what you have just discussed, summarise in one statement or sentence refugee children's needs and priorities

1.2 Suggested solutions and recommendations to governments and others

Children will be encouraged to think about possible solutions to the issues they have identified, including what governments and others need to do. We would like to understand the views expressed by individuals in the group as well as what the children might prioritise as a group in terms of needs and recommendations.

Discussion prompt questions

Thinking about the presentation you've just heard about the Global Refugee Forum and issues you have just discussed:

- **Action:** Who supports refugee children in your country/ community? How? What actions have they taken to support refugee children in your community? How have caregivers, children and young people supported each other? / What would you suggest adults do for children to ensure their safety during their journey and arrival?
- **Explore:** In relation to the issues you prioritised - explore actions that will help improve the situation for refugee children in your community. What more should adults, caregivers or governments do to support refugee children with the challenges you are experiencing? What more can children and young people do to support each other?
- **Prioritise:** Identify three actions and who you think is responsible for making them happen.
    - What are your three recommendations to the government to help improve the challenges refugee children face in your community?
- **Statement:** Imagine you were giving a speech about what you have just discussed, summarise in one statement including the solutions and recommendations to government and others to improve the situation refugee and displaced children face.

Focus Area 2: Participation and civic engagement

Children and young people have rights to the freedom of association and peaceful assembly (Article 15). We would like to understand from the children and young people in the consultation how and where they would like to participate through civic engagement in their communities, or other forms of participation which they may have ideas about. This part of the consultation explores **how children view their participation, any barriers to participation, and how they could participate more in their immediate or broader society,** including what governments and others need to do to make that happen.

Discussion prompt questions

Imagine a world where leaders listen to children to understand what they need and to help decide what they should do so that refugee children can have all their rights protected and realised:

- **Share:** positive examples of how refugee children have been able to meaningfully participate in decisions or activities affecting their lives. Who listens to the views of child refugees in your community? How? How does this make you feel?
- **Explore:** the challenges related to children's meaningful and inclusive participation. Is there anything that gets in the way or makes it difficult for refugee and displaced children to participate, share their views, feelings and ideas?
- **Action:** what actions can communities, children, caregivers, and governments take to listen more to child refugees? What actions can communities, children, caregivers, and governments take to value their voices and include them in decision making that affects their lives?
- **Prioritise:** Do you think there is anything that governments need to do or change or put in place to make it possible for refugee children to be involved when things are being planned or decided about refugees? Of all you have discussed so far what three things would you prioritise?
- **Question:** My ONE question for leaders is…..
- **Message**: My ONE message to refugee and displaced people is…
- **Statement:** Imagine you were giving a speech about what you have just discussed, summarise in one statement the main points about child participation including the opportunities, challenges and the actions that others such as the government could take to make sure refugee children are able to participate meaningfully in influencing decisions impacting their lives.

Remember to create space for children and young people to share anything else they wish to before moving to the next part of the consultation. Remember to have breaks and appropriate times and continue to facilitate the consultation in an inclusive and engaging way where all children involved can participate meaningfully.

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Focus Area 3: Children's views on the Initiative's Pledge

The purpose of a joint pledge is to bring together our different strengths, resources, capacities and experience towards a common vision that places children at the heart of refugee and displacement responses. The joint pledge with and for children recognises that children's lives are not siloed into different sectors and considers their needs and rights holistically. It prioritises the inclusion of refugee and displaced children in national and local systems and services to ensure that children are safe and protected, can access education and learning, as well as healthcare or mental health and psychosocial support, and can be integrated and thriving in the communities where they live and meaningfully participate in decisions that affect them. The Initiative is working with stakeholders including governments to develop the joint pledge. It builds upon the voices of children who have been displaced.

Consultations questions on the Joint Pledge

A. We would like to know what you (child participants) expect to see in a joint pledge in relation to each of the below themes.

In the case of each theme, facilitators/country teams might facilitate four activities, one for each theme, which requires children to identify 5 actions (pledges/promises) by the government which would promote progress in the specific area. Alternatively, facilitators may choose to facilitate one activity only for all themes, as long as 5 actions are recorded which represent children's expectations from government for every theme.

*Examples of activities could include **role play** (let some children dramatize the challenges/problem e.g. violence, exploitation etc, while others are designated the government, and should respond in role play by dramatizing the responsive actions by which the government pledges to resolve the thematic challenges), **peer research,** child- or adolescent-led advocacy or engagement with relevant local or national government and documenting of children's suggestions, etc. Be creative - there is much more that can be done to obtain feedback than pure consultation.*

1. CHILD PROTECTION: We commit to facilitating children's non-discriminatory inclusion in and access to quality national and local child protection systems and services to ensure refugee and displaced children are protected from abuse, neglect, exploitation and violence, including gender-based violence and harmful practices, and are not deprived of their liberty.

Facilitate an activity with children to identify 5 actions they expect from governments to make this happen

2. SOCIAL PROTECTION AND KEY SERVICES: We commit to ensuring children's non-discriminatory inclusion in and access to social protection and other key services, including healthcare and mental health and psycho-social support (MHPSS). This will help refugee and displaced children to integrate and thrive in the communities they live in, strengthen their resilience against shocks, and support their and their family's security and stability, protecting them from poverty and exclusion. This contributes to ensuring sustainable solutions for children.

Facilitate an activity with children to identify 5 actions they expect from governments to make this happen

3. PROTECTIVE AND INCLUSIVE EDUCATION: We commit to refugee and displaced children's non-discriminatory inclusion in and access to quality, protective and inclusive early childhood development and education, primary, secondary and tertiary national education, including strengthening integration in learning systems (in line with the 15by30 goal). We commit to children's access to quality and accredited learning and skills training in a safe and protective environment that promotes inclusion, protection, gender equality, dignity and participation and equips them with the skills to succeed in school, work, and life.

Facilitate an activity with children to identify 5 actions they expect from governments to make this happen

4. EMPOWERMENT AND MEANINGFUL CHILD PARTICIPATION: We commit to creating accessible, inclusive, child-friendly and safe platforms and processes to support children and young people to meaningfully participate in the design, implementation, and review of refugee responses to ensure that children are empowered and participate in decisions that affect them. We also pledge to ensure the meaningful participation of refugee and displaced children and young people in the lead-up to and during the GRF, with clear timeframes and financial commitments and resources.

Facilitate an activity with children to identify 5 actions they expect from governments to make this happen

B. We would like to know – if you were a government representative writing the pledge, what one action would you prioritise for each area?

1. Child Protection: My one priority action -
2. Social Protection and Key Services: My one priority action -
3. Protective and Inclusive Education: My one priority action -
4. Empowerment and meaningful child participation: My one priority action -

C. We would like to know your reflections on the statements about each area – is there anything missing or anything you would not include?

1. Child Protection:
2. Social Protection and Key Services:
3. Protective and Inclusive Education:
4. Empowerment and meaningful child participation:

D. Do you have any other suggestions or advice so that children can be at the centre of the Global Refugee Forum process and the implementation of the Global Compact on Refugees?

6. Guidance to support the consultation planning and implementation (HOW and WHEN)

As mentioned earlier, this consultation is focused on quality not quantity. This toolkit is not prescriptive and seeks to provide you with the information you need to make informed decisions about how you facilitate the consultation including the number of participants, how many focus groups sessions you facilitate and whether you separate groups by gender or age for some or all of the discussions - recognising the pros and cons of diverse approaches.

When planning the consultations:

- Consider when they should take place.
- Consider the benefits and risks for children to participate, and how you can maximise benefits and safeguarding.
- Identify trained and supportive caregivers or adult allies who can facilitate effectively where children are respected, their inputs valued, they are not asked leading questions, their inputs are not manipulated, where open questions are asked to inspire diverse perspectives and contributions, where a child/ children is not judged, discriminated, but where his/ her dignity is respected, where their body language is not superior or dominating rather demonstrates kindness, care and is approachable, respecting diverse cultures, and where they are fully briefed on the purpose of the consultation, its focus, its limits and potential for influence so as to manage expectations realistically yet create an enabling environment for open discussions including on sensitive topics.
- Where feasible, explore ideas and suggestions from the children on how to carry out the consultation with children. Inform them of the purpose of the GRF and the consultation as well as the core questions the consultation seeks to answer. review these with the children and include any other key areas for input they wish to prioritise then explore the 'How' - how can we understand children's views, how can we collect the information we need, how can we minimise or mitigate the risks? how can we best communicate this information to decision makers? use the children's inputs to refine the consultation plans and risk management plan.
- Decide your selection methods and criteria for children and strategize about how you will include groups who may experience barriers to inclusion, such as young children, girls, children with disabilities, working children, indigenous children or children from marginalised ethnic groups.
- Ensure enough time and appropriate resources can be allocated to undertake the consultations with children.
- Ensure you brief translators effectively, if using translators during the consultations, so that children's direct voices & insights are captured and not the translator's interpretation of what they think the child is saying. Ensure they speak in the first person and communicate in the tone and style the child communicates including expressions and emotions. ensure all translators receive safeguarding training, the organisations safeguarding policy and procedures, and code of conduct. ensure they do not share their personal entails with the child/ children and are only engaged in the presence of the lead facilitator.
- The above points in this section are not exhaustive and provide a steer to support your planning.

Save the Children's Mini Guide: Planning Events with Children is not exhaustive however provides a helpful checklist for reference when planning your consultation.

6.1. Child Safeguarding

All organisations facilitating the participation of children in the consultations must adhere to their own child safeguarding policies and procedures. Please consult with your child safeguarding focal for support. It is important to ensure that any staff members and partners involved in the consultations commit to the organisation's child safeguarding policy and complete the organisation's Code of Conduct and safeguarding training before commencing. Ensure all children involved in the consultations understand the organisation's child safeguarding commitment and know how to raise concerns should they wish to do so. Informed consent/ assent must be gained from children and their parents/carers before they can participate in the consultation (Appendix A). Please retain the copy of completed consent for your records (should the Child Rights Initiative need access we will request this case by case) and confirm consent for all children has been obtained in the *Consultation Submission Form* (Section 7).

6.2 Identifying participants for the consultation

Aim to engage children who are already involved in networks, groups or organisations working with refugees to facilitate the process of providing feedback to children after the GRF.

Participants should be children or caregivers:

- Children aged 6 – 17 years
- Caregivers who can represent children ages 0-6
- who are willing to participate (participation is voluntary)
- and who have experience of displacement.

Grouping children by age and gender ensures equal opportunity to participate, maintains topics of conversation to be more or less age appropriate, creates greater likelihood of a sense of safety when discussing sensitive topics, and promotes more meaningful data with which to influence interventions for different genders and age groups.

Aim to have groups of 10 to 15 children, grouped by age and gender, ideally as follows:

- 6-9 years (boys and girls in separate groups if possible)
- 10-14 years (boys and girls in separate groups, if possible)
- 15-1 years (boys and girls in separate groups, if possible)
- Caregivers any age or gender grouped together

In some situations, it may make sense to have all children together whilst sharing the background and introducing the consultation purpose and then split the children into age/gender groups during the discussions per focus area/question before bringing them back together in plenary when sharing highlights. In some cases - and taking into account resources, including time - you may also wish to split children in other groupings such as gender, or areas of specific interest for all or part of the discussions.

Aim for inclusion and diversity - intentionally set out to reach children whose voices may be particularly unheard, invisible in relevant dialogues to date, and often muted so as to adopt an equitable approach to the consultation. Consider the different needs of children so that everyone feels safe, included and enabled to participate meaningfully. For example, what are the specific requirements for girls, boys, children with different disabilities, and children displaced for different reasons such as conflict, or/and violence, or/and climate change.

Please ensure that you include sufficient information in the Consultation Submission document about the profile of the children so that the Initiative can accurately attribute the diverse inputs of children.

6.3 The Nine basic requirements for meaningful and ethical child participation

The nine basic requirements for children's participation have been elaborated by the Committee on the Rights of the Child in the General Comment on the Child's Right to be Heard (CRC/C/GC/12, June 2009). Refer to the following guidance nine basic requirements for meaningful and ethical children's participation to support the implementation of child participation that is:

1. Transparent and informative
2. Voluntary
3. Respectful
4. Relevant
5. Child-friendly
6. Inclusive
7. Supported by training for adults
8. Safe and sensitive to risk
9. Accountable

6.4 Practical steps to organise the consultation

a) Obtain informed consent/assent

In advance of the consultation, discuss the project with potential participants to confirm the child/children who will participate:

1. Introductory discussion with the child and parent/guardian – explain who you are, what the Initiative is and why we want to do this consultation (refer to Appendix B for child friendly information as well as the details earlier):

    - There are millions of children, just like you, who are currently on the move all over the world and they can face similar challenges and experiences.
    - They may have difficulty going to school, finding somewhere to live, finding someone to take care of them, or making friends where they are currently living.
    - The Initiative is a group of organisations from around the world who encourage governments to do more for children on the move to make sure they can enjoy their rights – such as the right to go to school, to feel safe, and to enjoy their childhoods.
    - Governments will meet in December in Switzerland, Geneva to discuss what more they can do to help refugees.

- We want to make sure that they hear and listen to what children think. We can share children's messages to leaders and decision-makers in communities and countries everywhere, encouraging them to do everything they can to make life better for millions of children just like you.

2. Explain how the consultation will be used – to be shared with governments and other organisations involved in the Global Refugee Forum; to be shared with the public on the internet and through social media.
   - Explain that there may be other ways for the child to continue to be involved if they are interested in doing so.

3. Explain what will be consulted on: challenges that refugee children face, what needs to be done by governments and how refugee children can be more involved in discussions and decisions being made by governments.

4. Ask the child and his or her parent or guardian if he/she/they have any questions.

5. Discuss the participation, whether they are interested and if so, agree when and where the consultation would take place.

6. Ensure that children understand that participation is voluntary, costs nothing, and that there will be no remuneration or reward for participating. Ensure that children understand that they are free to leave or stop participating at any time.

If the child is interested and the parent/guardian gives their consent, ensure your organisational consent form is signed by the appropriate person with clear information about the consultation and how the Initiative intends to use the information. See sample in Appendix A. Please ensure that each participant has a consent form on file.

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b) Ensure children are well-informed

- **Provide accessible and age-appropriate information** from the outset about the Global Compact on Refugees and the Global Refugee Forum, including before asking for the child's consent to participate:
  1. *See the Initiative's overview of the GRF in child-friendly language in Appendix B*
  2. *See the Initiative's overview of the GCR in child-friendly language in Appendix B*
  3. *See the Initiative's youth-friendly introduction to the Global Compacts: Explore, Engage, Act!*

Factor in space for children or caregivers to ask any questions before and during and after the consultation.

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c) Designate a person (or persons) to capture the information

- Designate a note-taker whose sole role is to take notes during the session and who will not participate in the session in any way.
- If you are planning on doing a consultation with more than one group, ensure that there is a note-taker for every group
- The notes should be taken during the session and not afterwards.
- The note-taker should be able to observe and listen well and take comprehensive notes of what is being said (without personal interpretation or analysis of it), including direct quotes.

- The note-taker should do a write-up of any activities being done on paper such as flipcharts.
- The note-taker may take photos and videos if relevant and permitted.
- Use the standardized report format in Section 7.

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d) Ensure accountability to the children

- Include space for children to give their feedback on and evaluate the process, using a creative method for children to give this feedback.
- Explain to children from the outset how you will keep them informed after the consultation and when. For example, in 2024 you will provide feedback to them or via the organisations/ networks/ groups supporting them about the various resources they can use, adapt or develop new tools with- to support their continued advocacy and involvement in creating positive change for and with refugee children. Examples include, materials outlining the pledges made by their government (including if their government has not made a pledge), short films capturing the voices of children, highlights of speeches made by children leading up to or during the Global Refugee Forum, examples of how child refugees are creating change in their communities, and briefing papers/ video messages outlining the key highlights from the global refugee forum and next steps.

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e) Ensure the space is safe, comfortable and the consultation is child-friendly

- Conduct a risk assessment in advance - see section 6.5.
- Ensure the adults involved are appropriately trained.
- Set ground rules at the start with the children – letting them take the lead in this to ensure a safe and comfortable space.
- Factor in children getting to know one another.
- Ensure that all children understand:
  - That the purpose of this consultation to understand their perspectives and views on the challenges faced by refugee children and what needs to be done by governments and others.
  - That their real names will not be shared or used in any reports coming from the consultation.
  - They have the right to choose to end the consultation at any time and can choose whether we can use the information they have already provided or whether they would like it destroyed. They can also choose to skip any number of questions if they do not want to answer.
  - That questions and debating is the objective – so they should never feel shy to ask a question or bring up new topics.
- Use suggested tools (or others you are familiar with) in Appendix C to run the consultation in an age-appropriate way.
- Keep it interesting and dynamic, using different facilitation techniques and methods for children to express their input.
- Leave space for some fun by using games and energizers.

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f) Support children to be actors of change and engage in the GRF process

- Enable children to take ownership of the discussions where possible.
- Explain how the consultation will be used, who it will be shared with (at national and international levels), what it will be used for and what difference we hope it will make and explore whether they might like to do any campaigning.
- Consider in advance how children could continue to engage in the GRF process in your context if they are interested in doing so. This might be through ongoing exchanges or national advocacy or contributing to any other consultations happening.

6.5 Developing a Risk Management Plan

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Please follow your organisational guidelines for developing a risk management plan. It is important to note that effective planning alone does not minimise, mitigate, or manage all risks. There are some risks beyond your control or the impact of which cannot be prevented solely by effective planning. Your risk management plan should identify those potential risks (i.e. not a list of all the possible risks that could occur but will no longer occur because you have put in place effective plans and processes - these are no longer risks to the successful participation of children in the consultations).

A risk management plan enables you to look ahead to potential risks and reduce their negative impact. The purpose of the risk management plan is to assist you in identifying, evaluating and planning for possible risks that may occur with the consultation process. The process involves, 1. risk identification, 2. risk assessment (create a chart illustrating the risk, likelihood of occurring, 1= most likely to 5= unlikely/ level of impact - low, medium, high), 3. risk response plan - developing strategic options that can increase positive outcomes and reduce risk - focus on those risks with high-medium impact and likelihood of occurring first and then those with low or medium likelihood but high impact should they occur.

Clearly state the actions required, by whom, and when so that the most positive outcome is achieved. Engage all relevant stakeholders including your safeguarding focal point and children and identify and develop responses that take into account their insights. The risk management plan is an active tool and should be referred to and built upon throughout the consultation process as some risks are no longer risks and new risks emerge. Build in time to reflect and review the risk management plan throughout the process.

7. Consultation Submission Form

The information collected is important and should be recorded consistently from the different consultations so that we can then compare and compile these. Please use this form (downloadable as a single file here) in English and any photographs and video clips of the consultation and send to the Co-Chairs of the Initiative (Daniela.Reale@savethechildren.org and caroline.horne@terredeshommes.org) and the Initiative's Child Participation Technical Lead b.mepani@savethechildren.org.uk **by 20 October 2023**.

Information gathered from the parallel consultations will contribute to the final report which will be prepared by the Initiative. A child-friendly version will also be prepared.

Consultation Submission Form	
Name of Organisation	
Country	
Date and Time	
Name of Note-taker	
Name of Facilitator	
Consultation format	Focus group discussion Other
1. Confirm consent has been obtained for all participants and consent forms are stored and available to your organisation **2. Confirm the inputs of children align to the consent they/ their carers have granted, for example (pseudo names have been used where requested).**	
Number of groups	
Total number of participants	
Demographics of participants	No. boys: No. girls: No. caregivers No. of children prefer not to say: No. boys with disability No. of girls with disability: No. of children with disability prefer not to say:

	No. of children displaced due to Reason for displacement (facilitators please add the number of children affected by each reason of displacement) ● Conflict (armed conflict including both civil conflict and/or international conflict) ____ ● Violence (other situations of violence, e.g. community) ____ ● Poverty ____ ● Climate change ____ ● Natural disaster ____ ● Oppression or persecution for religious or political ideas ____ ● Economical reason – for better opportunity ____ ● No. of children displaced due to a combination of Conflict, Violence and Poverty ____ ● No. of children displayed due to a combination of Conflict, Violence and Climate induced displacement ____ No. children who were/ are unaccompanied Any other vulnerabilities recognized in the participants – please explain
Age range of participants	Youngest participant: _____ Oldest participant: _____
Reflections on the Activity Please capture quotes of what children say, words or stories used by participants whenever possible.	
List any participatory activity used	
For ALL quotes	*Include the quote, first name or pseudonym and/or boy / girl, country, and age for each quote.*
General Highlights *What was the most important thing that happened today for the group?* *If there is anything specific about age, gender, ability or diversity please note this.* *Add inspiring quotes that can be used for publication - ask for permission to use*	
Copy and complete the following section separately for <u>each</u> group who participated, indicating the age range and gender, eg. BOYS (6 to 9 years old)	
GROUP: (Please fill)	**Gender:** **Age:**
Area 1.1: Needs and issues or challenges *Record all the needs and issues identified as well as any which may have been identified by*	

the group as the most important. *List - examples of 'what makes me happy'.* *List 3 key priorities* *Speech highlights* *Add inspiring quotes that can be used for publication - ask for permission to use*	
Area 2.2: Solutions and recommendations *Please record the recommendations that children have provided* *Examples of actions taken* *3 urgent actions include…* *List 3 priority recommendations for government* *Speech highlights* *Add inspiring quotes that can be used for publication - ask for permission to use*	
Area 2: Child participation & Civic Action Positive Examples Challenges	

Actions Priorities My ONE question for leaders (List the children's questions) My ONE Message for displaced and refugee children (List the children's messages) Speech highlights Add inspiring quotes…	
Area 3: Views on 'A pledge for children' *see the template below and include a summary statement here capturing the childrens' insights.* *Add a selection of inspiring quotes that can be used for communications, including speeches, publication - ask for permission to use via the consent forms.* *aim to include a selection per focus area related to the pledge and the questions.* *Include the quote, first name or pseudonym or boy / girl, country, and age for each quote.*	
Insert additional inspiring quotes from the consultation.	

Additional Comments, Lessons Learned or areas for follow-up? *Please highlight any other general observations about the consultation that you think are important and have not been included above.*	

Consultation Submission Form for Focus Area 3

Copy and complete the following section separately for each group who participated, indicating the age range and gender, eg. BOYS (6 to 9 years old)	
GROUP: (Please fill)	**Gender:** **Age:**
1. CHILD PROTECTION: 5 actions children expect from governments to make this happen	
2. SOCIAL PROTECTION & KEY SERVICES 5 actions children expect from governments to make this happen	
3. PROTECTIVE & INCLUSIVE EDUCATION 5 actions children expect from governments to make this happen	

4. EMPOWERMENT & MEANINGFUL CHILD PARTICIPATION 5 actions children expect from governments to make this happen	
We want to know if you were a government representative writing the pledge what one action per area would you prioritise?	Child Protection: My one priority action - Social Protection and Key Services: My one priority action - Protective and Inclusive Education: My one priority action - Empowerment and meaningful child participation: My one priority action -
We would like to know your reflections on the statements per are - prompt questions, anything missing, anything you would not include?	Child Protection: Social Protection and Key Services: Protective and Inclusive Education: Empowerment and meaningful child participation:
Any other suggestions you have so that children are at the centre of the Global Refugee Forum process and the implementation of the Global Compact on Refugees:	

Appendices

Appendix A – Consent form

Please use the below consent form in **addition** to your organisation's consent forms.

CONSENT FORM

Consultation with children and young people to influence the Global Refugee Forum and the implementation of the global compacts.

Led by the Initiative for Child Rights in the Global Compacts

August – October 2023

Background: Making the Global Refugee Compact work for children

In December 2023, the second Global Refugee Forum (GRF) will bring together governments, international organisations, civil society, and the private sector to share experiences, identify best practices, and strengthen the international response to refugee situations, delivering on the commitments of the Global Compact on Refugees (GCR).

The Forum is held every 4 years and is organised by UNHCR. The GRF provides an opportunity for participants to make new joint pledges to support refugees and to demonstrate progress made in fulfilling previously made pledges.

The Initiative for Child Rights in the Global Compacts (The Initiative) vision is that children are at the centre of the entire GRF process and the implementation of the GCR. The Initiative, is a group of organisations working for and with children, including Save the Children, Terre des Hommes, UNICEF, Plan International, World Vision, IRC, the Office of the UN Special Representative on Violence Against Children, UNHCR, and many others. The Initiative is working hard to ensure that children and child rights are a central part of the GRF.

To achieve this, we want to secure child-focused joint pledges from governments and other stakeholders which prioritise the inclusion of children in national and local systems, and services with a focus on:

- Child protection.
- Inclusive, quality and protective education and learning.
- Child-sensitive durable solutions (equitable access to key services such as social protection; healthcare, MHPSS); and
- Children's meaningful and inclusive participation

The Initiative for Child Rights in the Global Compacts, has developed a framework for joint pledging for and with children and we are working with other alliances to further coordinate joint pledging.

In addition, the Initiative is encouraging members to collect input from children and young people through a series of in-country, child participatory consultations designed to provide them with the opportunity to express their views so as to influence decisions taken at the GRF in matters that concern them. The consultations will be held between August to September 2023 and additional specific consent forms for each consultation will be shared with you with further details by the lead agency coordinating the local and national consultations.

The details they provide will include information about the lead agency, lead focal name and contact details, safeguarding focal name and contact, date, venue, time, session programme outline and any further details necessary to ensure the safe and meaningful participation of your child in the consultation.

1. Consent From - Parents/ Carers

I understand my/our child's participation is voluntary.

- I/We, (names of parent(s)/carer(s): _____

Give my/our consent for my/our child/youth, (name of child/youth): _____

To participate in the consultations led by the Initiative for Child rights in the Global Compacts during August-September 2023.

- I/We affirm that I/we have full authority to give the consent provided for in this document.

Please tick as appropriate:

- ☐ I understand my/our child's participation is voluntary.
- ☐ I/we give my/our consent for the Initiative for Child rights in the Global Compacts to use the contributions and quotes shared by my/ our child during the consultation for their purposes to promote and protect child refugee and displaced children's rights. I understand communication products by the Initiative for Child Rights in the Global Compacts will be shared across all its members and publicly available in print, digital and social media.
- ☐ I understand where specific contributions are attributed to my child ……. only their first name, age, country, gender will appear.
- ☐ I prefer a pseudonym to be used instead of my/ our child's first name.
- ☐ I/we DO NOT give my/our consent for my/our child/ to have their name or pseudonym attributed to their inputs.
- ☐ I understand photos will be taken during the consultations and that the lead agency will provide me with a photograph release form for my consent. I am happy for the Global
- ☐ Initiative for Child Rights in the Global Compacts to use the photographs where my child is identifiable if I have given consent in the photograph release form provided by the lead agency.
- ☐ I am happy for the Initiative for Child Rights in the Global Compacts to have the same consent for the use of photographs or limited/ no use of photographs where my child is identifiable as given in the lead agencies consent form related to the consultations for the global refugee forum and the implementation of the global compacts held between August and September 2023.

Parent(s)/Carer(s) Signature(s): _____

Date: _____

(Please also print your full name next to your signature)

Please give your contact details below so that you may be contacted in the event of an emergency. (Include international dialling codes)

Phone Number: _____

Emergency Contact Number and Name: _____

Address of Parent/Carer: _____

2. CONSENT FORM FOR CHILD/YOUTH

I (name) _____ understand and I have been fully briefed by the lead focal (Name) _____ about the consultation/s, my role and the nature of the session/s.

Please TICK the boxes if your answer is YES:

- ☐ I have received information about the consultation led by the Initiative for child rights in the global compacts.
- ☐ I understand that standards to ensure my safe and meaningful participation in the Initiative for Child Rights in the Global Compacts consultation with children will be upheld by the lead agency conducting the consultations and all staff involved in the consultations.

The Lead Agency facilitating the consultation sessions will ensure the *United Nations 9 basic requirements for the meaningful participation of children* are followed:

1. Access to Information- for example, information provided in a time way and a way that makes sense to you (verbally/ written etc), opportunity to ask questions, seek clarity
2. Voluntary – for example, Choice to participate, take time out, choose not to participate any longer
3. Respect - for example, will respect you, listen carefully to you, be kind and approachable, will value your views and your participation.
4. Relevant – for example, Interesting and Familiar to you and the issues/ things you care about/ matter to you.
5. Child Friendly Environment – for example, you will feel safe, you feel comfortable you feel free to contribute)
6. Inclusive- for example, you are not left out, discriminated against, or judged because of differences rather differences are welcomed, valued, respected and recognised as important in the identity of the Global Children's Network.
7. Adults are prepared and skilled to support you for example, listen to you, value your insights and expertise and respect you, your dignity, identity, and rights.
8. Adults will make sure that you are Safe and feel safe and know who to talk to or raise concerns if you feel unsafe at any time.
9. You will get Feedback on how your views have been considered and you will have the opportunity to feedback- share your reflections, insights and views as well as exchange learning points to help strengthen and improve children's participation in similar consultations/ processes.

- I understand the consultations will be held between August- September 2023

- I understand I can change my mind and choose not to participate in the consultations at any point of my choosing.
- I understand how to raise any concerns or questions I may have before, during or following the consultation/s.
- I understand I will receive specific details about the consultation from the lead agency (Name) _____ and have the contact details of the lead focal (Name) _____ should I need to contact them at any point.

Signature of child/youth _____
Name _____
Age _____

3. Lead Focal contact details

_____

_____

(Organization's Name, Lead Focal name, email, and contact number)

Lead agency to keep all the information together in this form and store the completed consent form safely.

Appendix B – Child-Friendly Background Information for facilitator-use

GLOBAL REFUGEE FORUM

CHILD FRIENDLY INFORMATION

WHAT IS THE GLOBAL REFUGEE FORUM?

The Global Refugee Forum is a special meeting that happens every 4 years. The first Forum took place in December 2019. The next one will take place in Geneva, Switzerland, between 12 and 15 December 2023, with some side events taking place on 12 December.

It will be organised and hosted by the United Nations High Commissioner for Refugees (UNHCR) and co-hosted by the government of Switzerland. Other countries are particularly involved in the Forum. These are called co-convenors. For the 2023 forum co-convenor countries are: Colombia, France, Japan, Jordan, Niger, and Uganda.

The 2023 Global Refugee Forum (GRF) is going to be a big meeting which will involve ministers, and heads of organisations, donors and companies, refugees, including children and young people, and civil society groups.

It's a big gathering where leaders, organizations, communities, and refugees themselves share ideas and make plans and promises, that they call '**pledges',** to work better together and put in practice an agreement called the Global Compact for Refugees. They talk about things like providing shelter, protection, education, healthcare, and other important things that refugees need.

WHAT WILL HAPPEN AT THE NEXT GLOBAL REFUGEE FORUM IN DECEMBER 2023?

The objective of the GRF is to talk about the progress that has been made since the first forum in 2019, and to share new ideas and new **'pledges'** (promises) to help refugees. It's a chance for everyone involved to find ways to work together better, share the responsibility of helping refugees and find solutions for their needs.

This forum is focussing on **joint pledges** these are commitments on specific actions that different governments, organisations and groups make together**.** It will also be possible to organise a large number of people, governments and organisations to make very large and big commitments, which are being called **mega-pledges.**

The day before the Forum, the 12th of December, will be a day all dedicated to smaller meetings on specific topics (called side events).

On the days of the forum, participants will be able to choose to attend different meetings. Every day, there will be 2 bigger meetings (called plenaries) where the 'pledges' will be officially announced and many smaller meetings (called side events) where specific topics will be discussed.

Usually, at these big global Forums there are opportunities to organise exhibitions and other side activities. We are waiting for confirmation by the organisers but we want your ideas so we can make suggestions.

WHY IS IT IMPORTANT FOR CHILD RIGHTS TO BE AT THE HEART OF THE GRF?

Children represent almost half of the world refugees. Having to leave their homes, travel to find protection, sometimes through dangerous journeys, and adapt to a new place, country, language, people and situation is very difficult. The way they experience all this is very different from adults.

The GRF, to be successful, needs to consider the needs of children and listen to their experiences, ideas and solutions.

A number of organisations working for and with children, including Save the Children, Terre des Hommes, UNICEF, Plan International, World Vision, International Rescue Committee, the Office of the UN Special Representative on Violence Against Children, UNHCR, and many others, have created a coalition called the Initiative for Child Rights in the Global Compacts.

This coalition is working hard to ensure that children and child rights are a central part of the GRF.

HOW CAN CHILDREN'S VOICES BE HEARD AND HOW CAN THEY MEANINGFULLY PARTICIPATE BEFORE AND DURING THE GRF?

The organisations part of the Initiative for Child Rights in the Global Compacts are working with children and children's groups to ensure their voices are heard.

This means taking action now, well before the GRF! This is the most important time, when governments and others start preparing and making decisions on what they want to commit to, and the money they are prepared to give to make them happen.

Ways in which you can get involved are:

1. **Take part in the children's consultations** that are being organised in various countries and
2. **Tell us about what you need, your ideas and the solutions** you would like to see in place.
3. **Tell us what should be included in a joint commitment (joint-pledge)** for and with children. The Initiative has worked on a document and we would like to hear your thoughts about what you would like governments to do; what you would like other organisations to do; what you think children could do.
4. **Tell us about how you want your voices to be heard** and what would help you and other children to take action locally, nationally, and in big international meetings.

The organisers of the GRF are still planning the event and we are still waiting for details and information about when and how children can participate in person. We know that some children will be able to attend but we don't know how many.

However, the organisations of the Initiative are already thinking about ways in which children's voices can be brought to the GRF both through the participation of some children in person and through more creative ways, such as videos, exhibitions, remote participation.

WHAT IS THE GLOBAL COMPACT FOR REFUGEES?

The Global Compact for Refugees is a special agreement between countries which was adopted in 2018. It's a set of promises and plans that countries made to work together and create a stronger, more unified response to:

- Large movements of refugees
- Situations, where refugees are effectively stranded for long periods of time because they can't return to their country of origin.

Its main aims are:

1. To make it easier for host countries to accept refugees by reducing the pressure they are under
2. To support refugees to be more independent and rely less on the help of others
3. To make it possible for refugees to be hosted by other countries (the Compact calls them 'third countries') when both host countries and countries of origin are under pressure.
4. To make it easier for refugees to return to their country of origin in a safe and dignified way.

WHAT DOES THE GLOBAL COMPACT SAY ABOUT CHILDREN?

The Global Compact for Refugees asks governments and other actors to make plans and programmes that consider the special needs and safety of children, especially when they are alone or separated from their families or are at risk or been through very difficult experiences like violence or abuse, sexual and gender-based violence, exploitation, and harmful practices. It calls on governments and other actors to put in place enough money, knowledge, and expert staff to protect children from harm and support them to develop and thrive.

The Global Compact for Refugees says that countries and other important group should do these things for children:

1. Help children who are alone or separated from their families, and those who have been through difficult experiences like violence or abuse.
2. Make sure decisions about children consider what is best for them.
3. Make sure people who work with children know how to help and understand their needs.
4. Give children the right care and protection they need.
5. Create safe places for children to stay that take into account their age, gender, and any special needs they may have.
6. Make sure children have access to important things like healthcare, education, good food, and official documents.
7. Stop putting children in detention just because they are refugees.
8. Stop all forms of violence, exploitation, and harmful practices against children.
9. Help children and families find safe ways to cross borders and get international protection and stay together.
10. Help children find their families and make sure there are clear ways for them to get the help they need.
11. Promote fairness between genders and treat everyone equally without discrimination.
12. Make sure that everyone involved, including children and young people, can have a say in decisions that affect them.

Do you want to know even more? Read the **child friendly version of the Global Compact!**

Appendix C – Example child participation tools for the consultation

Exercise	Relevant for	Suggested facilitation tool	Support materials
1	**Consultation Focus Area 1 – needs and challenges**	"Journey – A Board game" See pages 87 – 90 of Save the Children's Boxes of Wonder, Creation of the Program with children on the move: "Boxes of Wonder" and potential lines of program creation 87 7 **"A Journey"- Board Game** *The focus:* fostering humour as a coping mechanism for challenging and difficult experiences, joint play, fun, becoming aware of own strengths, building strategies to recognise and face potential risks on the move ***Proposed activity framework*** "A Journey" is a board game inspired by experiences of children on the move. Ideas for the game emerged in situations when the children, in order to make fun and laugh, compared certain elements of board games to real life situations during their journey. While doing that, they often reflected upon their experiences with great sense of humour. Inspired by these experiences, facilitators and children came to the idea to create a new board game. Facilitators may introduce the game to the new children by emphasizing that it can be adjusted to their own experiences - for example, their home country can be chosen as the start position; they can make game players that will represent themselves on the road, they can add cards with situation that they faced. The game takes its players to the "journey" through different countries, situations and places that are familiar to children on the move, such as borders, camp, day centre, informal meeting place, etc. By throwing dice and drawing cards with certain tasks written on them, players move through the board. The objective of the game is to come to the point that is representing the destination country. Very often during the game, children spontaneously initiated conversations about whether they experienced situations described in the game cards, on the what they did then, on the events and actions that ensued, on whether they would do something differently, etc. 88 Creation of the Program with Children on the Move ***Activity elements*** **Interactive board for the game** The board for this game contains outlines of the countries on children's route, with a represented landscape, place names and different locations marked in each of these countries. The locations could include camps and different places that children themselves suggest (park, police station, and similar). **Personalized elements used to play this game** To play this game, children can use ordinary game players from other board games. Our experiences have showed that children like to play with figures that are personalized and represent themselves on the journey. Such figures can be easily made from cardboard, corks, etc. **Cards with migration situations** A set of cards is a particularly important element of this game. The cards offer tasks and situations that are quite usual for children on the move with the potential to initiate conversation between children and facilitators. For example, the cards may bear the following inscriptions: "You met a man who offered you organized transportation to cross the border. If you wish to consider his offer, you should wait one round." Or "Doctor says that you are sick and shouldn't continue your journey until you recover. If you decide to listen to the doctor's advice, wait one round and throw the dice three time in the second round." With the support from their peers and facilitators, those cards can encourage children to consider these situations from different perspectives, to gather relevant information, ask questions, re-think their experiences and attitudes.	See Appendix B for child-friendly explanations of the GCR and GRF

		"Boxes of Wonder" and potential lines of program creation 89 *Children travelling alone playing "Tour de Serbia" game inspired by refugees' journey through Serbia in the Youth Corner in Refugee Aid Miksaliste. Players try to travel around the board to exit Serbia by "crossing" the border, moving through forests, mountains, refugee centres, police stations...* 90 Creation of the Program with Children on the Move ***Practical guidelines and potential further development*** - This game is an opportunity for children to share their migration experiences in a different context and to re-consider them in a positive, supporting and often joyful atmosphere. - As this game is about migrations, children very quickly feel invited and competent to modify the game according to their own insights and knowledge about real situations and they often propose changes and ways to upgrade the game. Facilitators should support them in doing that. - Game cards should preferably be translated into languages spoken by the children. - It is important to listen to children and to open a space for them to lead the process of creation of atmosphere of fun and enjoyment. Facilitators should keep in mind that this is a game and be careful not to spoil the playful element by attempting to discuss with children individual situations in which they may find themselves and/or by educating them on how they should behave and/or act during the game. - At the same time, the game and situations described in the game cards can support the facilitators in opening a dialogue with children on issues of importance for their protection and wellbeing. They should use this opportunity and support children in listening to each other and in sharing their experiences, considering different perspectives, their strengths and also potential risks and strategies for addressing these risks. This dialogue can be initiated during the game and continued afterwards, when possible.	
2	**Consultation Focus Area 2 – solutions and recommendations**	"How How How" See page 14 of Terre des Hommes Germany's Child Participation Manual Practical Toolkit:	

		terre des hommes Help for Children in Need Tool 4.2.2 How, how, how? The „How, how, how?" tool can be used with and by children and young people to support concrete action planning on any issue affecting them. 30 – 45 minutes Flipchart paper Pens Tape 1. Explain to children that the how, how, how? Tool can be useful when they are trying to address a concern affecting them or planning action of any kind 2. Write the 'how' question based on an issue that children want to address on a wide long piece of paper. e.g. how can we stop bullying in school? 3. Draw 4 or 5 arrows coming from the how? Encourage girls and boys to give different suggestions as to how ? they can address the issue (e.g. how can they stop bullying in school?) – record the different reasons by the different arrows. (e.g. by raising awareness with children about the harm caused by bullying, by getting teachers to take bullying more seriously etc) 4. By each of the suggestions given draw some more arrows and explore how? they will go about planning this (e.g. how will they raise awareness with children about the harm caused by bullying?). Encourage all the girls and boys to give different suggestions as to how they will develop their action ideas. Record the main ideas by the different arrows. 5. Keep repeating this process to identify the methods for addressing each stage of the action plan until very concrete plans have emerged. 6. Enable a discussion on the emerging action plan and delegate on roles and responsibilities to deliver the action plan. 14	
3	**Consultation Focus Area 2 - Children's meaningful and inclusive participation**	"Vision mapping" See pages 34-36 of Destination Unknown and IICRD's guide Working in partnership with children and young people on the move: Strategies and Tools for Meaningful Participation:	

		Tool 6: Vision Mapping **Purpose:** To explore children on the move's visions for meaningful child participation, including child-adult partnerships. To provide recommendations for programming for adults and children on the move to work together to strengthen meaningful partnership. **Materials required:** Thick paper, glue, scissors, collage materials: e.g. magazines, newspapers, coloured paper, small leaves, flowers or other natural materials, markers (enough for each child). **COVID-19 safety materials:** Personal protective gear, including masks, hand sanitizer/ hand washing stations, as per local recommendations. **Gender:** All genders can participate; where there are gender specific issues to explore gender-based risks, or it is socially required, consider inviting young people to break into gender groups. **Disability:** All children and young people can participate. You can modify types of questions for diverse forms of learning and ways that ideas can be expressed (e.g. drawing, verbally, through music, sign language, etc.). **Time:** 1.5 hours **Steps (In person respecting physical distancing)** **Part A: Exploring 'what is meaningful participation?'** 1. Invite participants to stand together in a circle, respecting physical distance. 2. Invite children to reflect on a time when they felt they had a safe space to share their ideas, were listened to, and worked in partnership with other children and/or adults to make their ideas a reality. 3. Next, ask children to form pairs. Invite them to share an example of a time when they felt listened to and that their ideas mattered and a time when they felt ignored or disregarded by adults. What occurred that made them feel listened to? Not listened to? 4. Invite pairs to come back to the circle and share back some of the experiences and key ideas emerging. 5. We want to work with adults to help them to support children and youth better to have meaningful participation and to be able to work in partnership to strengthen wellbeing and rights for children on the move. **Part B: Our vision for meaningful participation** • Say to the children, "Now that we have explored what meaningful participation is, let's explore your vision - what you hope to see, the 'ideal'. Let's think about our 'vision' for children on the move's meaningful participation in programmes, policies, and decisions about their lives." • What would people (children, peers, family, community, government, society) say or do? • Who would be there? • What would children's role be to contribute to this vision?" 1. Invite participants to close their eyes (if they feel comfortable doing so) and invite them to imagine five years from now. When you arrive at this new ideal world, you are so excited by all you see and hear about. You take time to wander through the community. 2. What do you see? What do you hear? What are children saying and doing? What are adults saying and doing? What does it feel like? Invite participants to open their eyes. 3. Ask them to sit down, with appropriate physical distance, in groups of 2-4 and talk about what they see as the most important parts of the world they saw in their visions. 4. Invite small groups to find a quiet place to sit and hand out materials: magazines, coloured markers, paper, scissors, glue, and other natural materials. 5. Explain that they will have twenty minutes to create a map of their imaginary world where children on the move have the opportunity to meaningfully participate. They can make a collage, draw, or paint their ideas. 6. Children can add text around their images to explain what is going on if they wish. 7. Write and draw symbols of the following on a flipchart page and post and/or ask the questions out loud to support inclusion: a. What does your world look like? How does it feel to be there? b. What are children and young people doing? c. What are adults doing? How do they support children? Is this different for different genders, ages, abilities, and diversity? d. What type of resources are there for children on the move? e. Where do children on the move have opportunities to take leadership (child level, peers, family, community, government, services)? 8. Invite groups to put their maps on the ground in a circle. Invite groups to walk around at a safe distance and see their peers' collages. 9. After a few minutes, invite each group to explain their vision map in one minute. 10. Bring the group back together to a large group. Ask children to talk about recommendations they have to make parts of their vision a reality. What roles can children and youth take? Adults? How? Prepare a flipchart (as below) and record their ideas.	
4	**Consultation Focus Area 3 – Initiative pledge**	"Focus Group" Materials needed: Questionnaire, flip chart paper, pens, ranking cards	

Appendix D – Further child participation resources

Working in Partnership with Children and Young People on the Move: Strategies & Tools for Meaningful Participation, Destination Unknown and IICRD

A Safer World For Children with SDGs, Office of the Special Representative of the Secretary General on Violence Against Children

How the climate crisis affects violence against children, Office of the Special Representative of the Secretary General on Violence Against Children

Mini Guide: Moderating events with children, Save the Children

Mini Guide: Planning events with children, Save the Children

The 9 Basic Requirements for Meaningful and Ethical Children's Participation, Save the Children

10 Steps for reporting and engaging with children, Office of the Special Representative of the Secretary General on Violence Against Children

Boxes of Wonder, Creation of the Program with children on the move, Save the Children

Child Participation Manual, Terre des Hommes

Child Participation Manual Practical Toolkit, Terre des Hommes

What We Know about Ethical Research Involving Children in Humanitarian Settings, UNICEF

Engaged and Heard! Guidelines on Adolescent Participation and Civic Engagement, UNICEF

We are here: A child participation toolbox, Eurochild