



Chad



National Refugee Youth Consultation 'Summary Report'

21st – 24th March 2016



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Global Refugee Youth Consultations

Background

The Global Refugee Youth Consultations (GRYC) were launched in July 2015 at the UNHCR-NGO Consultations in Geneva. A joint initiative of UNHCR and the Women's Refugee Commission, supported by the Youth and Adolescents in Emergencies Advocacy Group (YAE)¹, the GRYC are supported by a Coordinator, Project Officer and Advisory Committee (consisting of national and international NGOs, youth representatives and an independent youth expert).

Refugee youth are often left out of activities and programmes organised by the UN, NGOs and other organisations. Youth have skills, capabilities, aspirations and needs that often go unrecognised and are not understood. There is a need to reach out and hear from them about the challenges they face, their visions and what support they need to shape positive futures. The consultations are providing opportunities for refugee youth to discuss issues that affect them with host country youth and representatives from the United Nations, international NGOs, national NGOs and other organizations working with youth in the country. The process aims to place youth at the centre of decision making processes that affect them and to recognize their potential. The target group for this project are 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.

The consultations are taking place between November 2015 and June 2016. They will include national level consultations in Africa, the Americas, Asia-Pacific, the Middle East and North Africa. The 'National Consultations' are led by national NGOs from each country with UNHCR and an international NGO partner. Similar consultations will also be held with refugee youth in North America, Australasia and Europe. Opportunities to participate in smaller consultations and online are also being provided through a designated toolkit and a Facebook platform. The process will culminate in a global consultation in Geneva in June 2016 and participation by young people in the 2016 annual UNHCR-NGO Consultations, the overarching theme of which is Youth.

Objectives and design

Underpinning the design of the national consultations are the four core objectives of the GRYC:

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

¹ 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.

A participatory approach is being used throughout. The session plans were developed by the GRYC Coordinator, in consultation with UNHCR and WRC. They were designed through a collaborative and iterative process, including:

- An extensive review of literature and other materials relating to consultations with youth, displaced populations and participatory research methods, in order to learn from previous experience and to adapt relevant pre-existing models.²
- The active input of a group of young refugees and asylum seekers during a two-day residential workshop in Malta, in October 2015, organised in partnership with UNHCR Malta and a Maltese NGO, Organisation for Friendship and Diversity (OFD). The group consisted of males and females representing the full age range of the global consultations (15-24 year olds), and five countries - Libya, Somalia, Mali, Eritrea and Palestine.
- Input into the development of the session plans and the content of the national consultations was also sought from members of the GRYC Advisory Committee - in person with the Regional Leads representing Africa, Asia Pacific and Latin America during a two-day meeting in Geneva, and by email and skype with the full GRYC Advisory Committee.³
- A full pilot national consultation in Uganda that provided an opportunity to learn from the participants and adapt the approach and session plans accordingly.

Chad National Consultation

National NGO Partner

The Chad Consultation was organised at the national level and run by World Vision Chad and staff from the UNHCR Chad country office. They were supported by the GRYC team, including the GRYC Coordinator, Project Officer, and Geneva representatives from UNHCR and WRC.

A team consisting of staff from World Vision Chad and UNHCR Chad worked together to coordinate the logistics, recruitment of facilitators and interpreters, selection of youth, planning for the stakeholders' meeting, and preparation of materials, as well as engaging in regular Skype meetings with the GRYC team. Multiple staff were committed for the full length of the consultation which helped ensure that all consultation roles were covered and increased staff familiarity with the young people for post-consultation activities.

Facilitators

- The Chad national consultation was led by two facilitators identified by World Vision Chad, including a freelance trainer from Chad and the World Vision Regional Humanitarian and

² Some examples of key resources accessed include: *Youth Consultations for a Post-2015 Framework: A Toolkit*. Youth in Action (2013); *A Kit of Tools for Participatory Research and Evaluation with Children, Young People and Adults*. Save the Children Norway (2008); *Listen and Learn: Participatory Assessment with Children and Adolescents*. UNHCR (2012); *Community Consultations Using Extended Dialogue Methodology*. UNHCR (2010-11); *Post 2015 Youth Engagement Event Planning Kit*. World Vision (2012); *Considering Consulting? A Guide to Meaningful Consultation with Young People from Refugee and Migrant Backgrounds*. The Centre for Multicultural Youth Issues (2007).

³ The Advisory Committee Regional Leads include: World Vision (Africa); Save the Children (MENA); RET (Americas) and APRRN (Asia-Pacific).

Emergency Affairs Director for West Africa who is based in Senegal. Utilising local facilitators is a critical part of the overall GRYC approach, to ensure empathy and connection with the participants, to create meaningful opportunities for youth leadership and to create alliances with national youth focused organisations.

- The lead facilitators were supported by the GRYC Coordinator, the WRC Geneva representative and a team of small group facilitators from UNHCR and two of UNHCR's child protection implementing partners, HIAS (Hebrew Immigrant Aid Society) and ACRA-CCS (Associazione di Cooperazione Rurale in Africa e America Latina).
- 7 small group facilitators were committed to the process during preparation, delivery and debrief, which was very important for continuity and to ensure that they had a good understanding of the whole programme, rather than just their specific exercises.
- The GRYC Coordinator rotated around the four groups during the small group exercises, to support as required. These small groups formed the basis of many of the activities. This format of small group work was maintained consistently to provide the refugee and national youth participants with meaningful opportunities to participate, discuss and share ideas and experiences.

Interpreters

- The primary language of facilitation in Chad was French, and 5 interpreters were provided for the Arabic and Hausa speaking participants.
- An additional French/English interpreter was provided for the GRYC Coordinator, but due to the requirements of the youth, that interpreter was reallocated to supporting the participants. The lead note taker took responsibility for translating the flipcharts.

Venue and Accommodation

The venue for the workshop and the accommodation was on one site, in the Novotel Hotel in N'Djamena, with extra accommodation for facilitators and participants provided in the Ibis Hotel within the same compound. As well as a large conference room, there was also plenty of space to work outdoors.

Evening social activities

Unfortunately, due to the extremely challenging nature of getting young refugees from so many locations in Chad to the consultations the amount of time that was dedicated to planning of evening activities for young people was limited. As such evening activities were planned on the days before, which perhaps was not as organised as would have been preferred. Activities planned during the consultation included providing sports activities in the hotel compound, and a DJ was hired on several evenings to run music and dance gatherings. The latter was a very popular activity with the youth, and provided an opportunity for relaxation, fun and socialising.

Application and Selection Process

Information about the Chad consultation was disseminated by UNHCR through the official refugee networks of each camp. In the urban context there was an information session with a UNHCR youth

committee⁴, who were asked to disseminate the information to their networks. They were supported with transport and communication fees to ensure that they would reach out beyond their immediate network. Youth applied using the GRYC application form, and participants were selected based on a set of criteria determined by the central GRYC team, in consultation with the GRYC Advisory Committee, which included:

- Age (15-24)
- Willingness and ability to participate in an interactive, participatory 4-day consultation
- Proven experience as participants of an existing youth programme (for refugee youth) or national youth organization (for host country youth)
- Openness to engage on refugee issues
- A statement of motivation, which included details about why the applicant was interested in being involved in the consultation, what they could contribute and what they hoped would be the results of the consultation.

Selection guidelines were provided to the Chad team to ensure that the participants were as representative of their communities as possible, with particular attention paid to ensuring that the chosen applicants were inclusive of persons with disabilities and represented a diverse range of gender, age, nationality, geographic locations in Chad, education and employment background and ability, sexual orientation, marital and parental status, and a range of experiences of youth and community work.

Mixed selection panels were set up with the participation of CNARR (Commission Nationale pour l'Accueil des Réfugiés et des Rapatriés), UNHCR, and various child protection partners. In most camps there was a pre-selection on the basis of the application forms and then interviews were conducted. The selection panels used the list of criteria provided by the GRYC. In N'Djamena, three candidates were pre-selected, out of 12 applicants, by a panel composed of World Vision and a UNHCR Protection Officer, and the final decision made by the UNHCR Associate Child Protection Officer. Chadian youth were reached through World Vision Chad and UNICEF who contacted several local youth associations.

In total, approximately 300 young people applied to participate in the Chad consultation and 26 were selected. There was an average of 15 applications per camp, with 20 camps involved.

Youth Participant Profiles

26 young people aged between 15 and 24 years participated in the Chad consultation. All youth completed a participant application form as part of the application process, from which we obtained their demographic data⁵. This data can be summarised as follows:

- 21 refugee youth/5 national youth
- 14 male/12 female

⁴ This youth committee is based in N'Djamena and composed of refugee youth. It is financed by UNHCR, who also provide capacity building support.

⁵ Due to administrative errors, 3 application forms remain unaccounted for - belonging to 2 national youth and 1 refugee youth.

- 24 aged eighteen and over/2 aged under eighteen
- The refugee youth came from Sudan (13), Central African Republic (7), and Nigeria (1)
- The refugee youth represented 20 camps in Southern and Eastern Chad, and there was one urban refugee based in N'Djamena. All Chadian youth reside in N'Djamena
- 12 of the refugee youth identified as having been away from their home country for more than 10 years, 1 as having been away for 5-10 years, 2 as having been away for 2-5 years, 4 as having been away for 1-2 years, and 1 identified as having been away from their home country for 6 months to one year
- In terms of the highest level of education the refugee youth had completed –
 - 1 identified as having not completed any level of education/no qualifications
 - 2 identified as having completed primary school
 - 14 identified as having completed secondary school
 - 3 identified as having an undergraduate degree
- In terms of current education or employment status of the refugee youth, they identified themselves as follows (multiple choice was possible) –
 - 11 in formal education (e.g. school, university, college)
 - 1 in non-formal education
 - 2 employed full-time
 - 2 looking for a job
 - 4 volunteering (e.g. with an NGO or community group)
 - 1 doing unpaid work (e.g. caregiving role, supporting family business)
- 17 of the refugee youth identified themselves as living with family, 2 identified as living with friends, and 1 as living alone
- 6 of that number identified their father as the head of their household, 7 identified their mother, 1 identified their sibling, 2 identified their spouse, 2 identified themselves, and 2 identified a friend
- 3 of the refugee youth identified themselves as married, and 2 as widowed
- Five of the refugee youth identified themselves as a parent, with 3 of those children aged between 0-2 years, and 2 as aged between 3-4 years. All 5 youth identified themselves as the primary carer for their child
- 4 of the refugee youth identified themselves as caring for a family member on a regular basis, which included younger siblings for 2 of the youth, an older family member for 1 of the youth, and 'mother' for 1 of the youth
- None of the refugee youth identified as having a disability

Participants' motivation for taking part in the national consultation, as outlined in the application forms, included:

- To have the opportunity to share experiences and challenges faced by youth
- To represent other youth from our community/camp
- To be able to work together with other youth to develop solutions
- To meet people from difference places
- To be able to promote peaceful coexistence between refugee and national youth
- To help others

Participants' expectations from participating in the consultation, as specified in the application forms, included:

- Youth to be involved in decision making processes
- Improved relationships between national and refugee youth
- Youth will be encouraged to strive for change in their home communities
- Solutions will be found and change will occur
- More active participation opportunities for women and girls

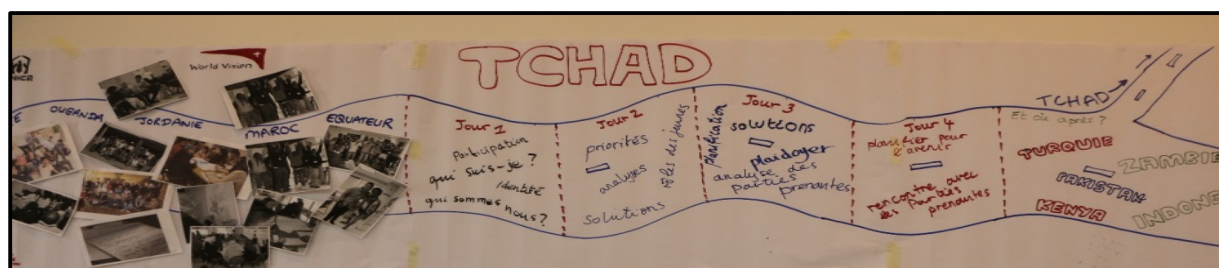
Group dynamics between youth

Bringing together host community and refugee youth

One of the objectives of the national consultations was to provide an opportunity for refugee and host country youth to meet, exchange ideas, build friendships and alliances, and establish connections. It was hoped that as a result of the consultations, refugee and host country youth would gain a better understanding of the issues they face – as youth – and that there would be opportunities for refugee youth to work more closely with national youth organisations.

The Chad group were asked the question on day one, *“Why did we invite refugee and national youth to this consultation?”* and the answers were as follows: for cooperation between youth globally, for better mutual understanding, to work together to solve development issues, and *“because we have similar issues”*. The similarities between many issues faced by refugee and Chadian youth became clear as the consultation progressed, and much common ground was found, for example in the limited involvement of youth in decision making processes, poor quality of education and health services, lack of livelihoods opportunities for youth, and limited recreational space for youth. The recognition of shared issues visibly affected the flow of the discussions, as most facilitators noted that the participants talked more openly with each other in the small groups as the consultation progressed, and were more receptive to work together on solutions. In the final evaluation forms, the majority of youth acknowledged gaining a deeper understanding of each other, including between nationals and refugees and between refugees from different locations. For example, as one refugee participant mentioned in their final evaluation form: *“Chadians and refugees from CAR encounter the same issues as we do”*, meanwhile one national youth reflected: *“I have noticed some issues that all youth face and some that are specific to refugee youths”*.

National Consultation Structure



The National Consultations have two components, with the same structure for all locations. The first component is 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 improving work with young refugees globally. The second component is a half-day ‘stakeholder dialogue’ where

participants share consultation outcomes and recommendations with key local, national and international agencies and organisations and develop next steps for the post-consultation period.

Day One

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

Day Two

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

Day Three

- Addressing the issues and developing solutions
- Advocacy/Communicating our messages and recommendations
- Stakeholder analysis
- Planning for the stakeholders meeting

Day Four

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

Main Themes from Chad Consultation

The following is an overview and analysis of the key themes and issues that emerged during this consultation.

General themes included:

- **Isolation and limited communication channels:** Throughout the consultation, the issue was raised of limited access to technology and the resulting isolation that it causes, in terms of communication and learning:
 - Without being able to access the internet or use computers or smartphones, many of the groups were acutely aware that they are unable to connect and interact with the world beyond their geographical location, and in the case of this consultation, with their new friends and contacts. This was a significant contrast to the other consultations, where a consistent and vital next step after the consultation has been to connect the participants, the partners and the GRYC team via social media platforms, to continue the conversations from the consultations, build friendships and partnerships, and of course to encourage and support each other.
 - This was also recognised as having a negative educational impact, as many young people in isolated refugee settings are unable to fulfil their desire of learning more about technology and utilising technology to learn and develop their skills.
 - As well as being able to learn from the wealth of content available on the internet, some participants also identified that internet access would provide them with a crucial platform for awareness raising and advocacy work. Participants in the group focusing on lack of access to quality health services, for example, were very keen to connect with other youth and key stakeholders on social media to talk about these issues, share important information, and campaign for improvements in the health care system.
- **Youth participation:** This was an important topic for both refugee and Chadian youth, and a shared concern was that youth are not being involved in decision making processes that affect

them. This was initially raised on day one during the Youth Participation activities, and half of the group voted to prioritise it on Day 3 when they reviewed everyone's recommendations. Specifically, those youth who voted emphasised their desire to be 'integrated within Public Office'. By this the youth meant that they would like their degrees and school leaving certificates to be recognised so that they can serve in public office in the future. It was not about having their voices heard in the sense of youth participation in the 'here and now' but about their ability to participate in the future with their qualifications, capacities and capabilities recognised.

- **Youth as community representatives:** This consultation served as a reminder of how important it is to create space for youth to gather and for events for youth to take place. They provide the opportunity for a small number of young people to come and be representatives and spokespeople for their peers in their home communities. From the start of the consultation when discussing their motivations and expectations, many participants explained that they were there to represent their peers. In more than one location, members of camp-based 'youth committees' had committed to share their issues on behalf of their peers and bring back the outcomes and learning so everyone would benefit from the experience.

Sector specific themes and priorities included:

- **Education:** Interrupted or delayed education was a critical issue for this group and is causing significant frustration and concern for the future. The participants also identified acute problems with the low quality of education, poor facilities, and lack of opportunities for those youth who do complete their education. Tertiary education was also identified as an area where participants felt more attention needed to be focused and where they lacked opportunities.
- **Low quality and limited access to health care:** This was a concern shared by many participants, due to the serious consequences for youth and their families and communities. As several participants highlighted, without this issue being addressed, being able to engage with education and employment becomes less likely.
- **Resettlement:** This was identified as a priority for a third of the group during the recommendations activity on Day 3. The motivations for resettlement were varied, but included insecurity the desire for better education, and a brighter future.
- **Protection and Security:** During the consultation, the dominant theme in discussions about protection issues was SGBV (Sexual and Gender Based Violence). Of course this is not to say that this is the only protection concern, or form of insecurity, experienced by refugee youth in Chad. However, the proportion of the discussions dedicated to SGBV does demonstrate how significant it is for this group. Either as a result of personal experience, or the experiences of family, friends and other community members. The connection between reduced distributions and instances of SGBV was raised on several occasions during the consultation. It was highlighted that reductions in firewood or dry food distributions due to reduced budgets can result in women and girls having to leave the camps to find resources or jobs, which makes them more vulnerable to sexual violence and harassment.

Summary of Findings

The following section provides a summary of the main points to have arisen in each session during the four-day consultation with refugee youth in Chad. The structure of each exercise is described and followed by the main findings:

Perceptions and facts about refugees and youth

This exercise provided an opportunity for the participants to discuss, in small groups, the facts and perceptions associated with the words 'refugee' and 'youth', with their ideas recorded on flipchart paper and shared with the whole group.

A great deal of discussion was generated during this exercise, and national youth and refugee youth, as well as urban and camp based refugees, had the opportunity to consider each other's perspectives. Discussions about the term 'refugee' helped the groups to identify that there is a lot of negative stereotyping about refugees in Chad. Stereotypes included refugees being trouble makers to be avoided, contagious with diseases, beggars, and a hindrance to society. Also that they are perceived to be favoured by UNHCR (as one youth described: "UNHCR's darlings") and better protected than local communities.

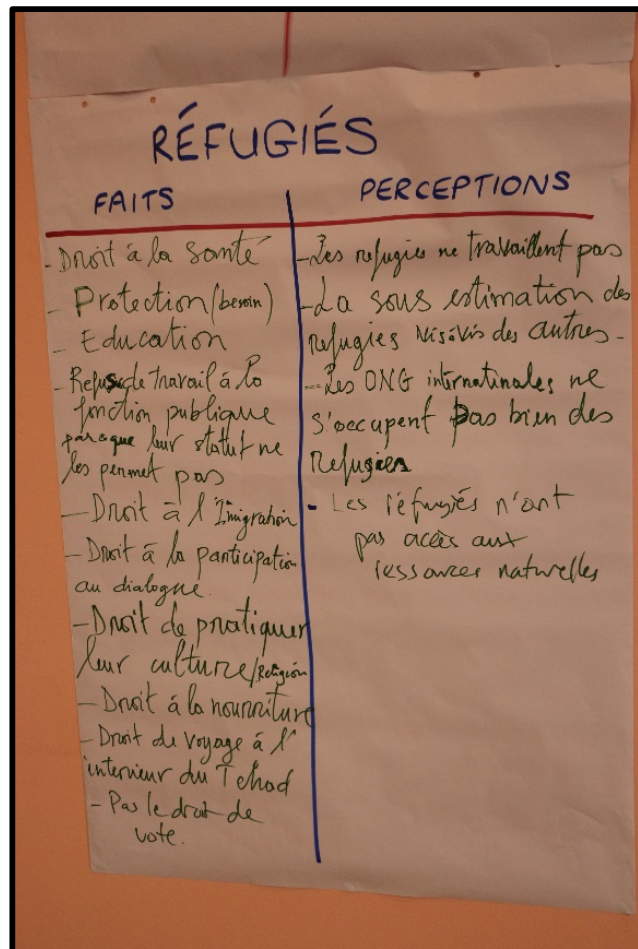
During discussions about the term 'youth' participants highlighted the positive aspects of youth with a focus on their dynamism, entrepreneurial spirit, optimism, strength, energy, and the crucial role that they can play in the future. The youth also highlighted the challenges that they and their peers experience as youth, including obstacles to accessing work, education, leisure space and financial security; and their vulnerability to recruitment (into armed groups), manipulation by politicians, and SGBV. They were also acutely aware of the stereotypes that are connected to their age group, for example that they are delinquents, criminals, and/or substance abusers, and that they are lazy and irresponsible.

Youth Participation

This exercise was structured around a set of three questions which the young people voted on and then discussed.

Question 1: Should NGOs and UNHCR listen to/engage with youth in designing and planning their services and activities for refugee youth?

All participants, except one, considered that it was important for NGOs and UNHCR to listen and engage with youth in designing and planning services and activities for refugee youth. The other one did not disagree, but chose not to answer.



Question 2: Have you taken any steps to communicate with NGOs and the UN to talk about the issues you face?

In response to this question, 23 youth voted yes, 3 said no. Two young people briefly explained that they interact with NGOs and the UN through and on behalf of their community projects.

Question 3: Do you feel it is easy to interact with NGOs and UNHCR to talk about what you face?

Responses to this question were separated with respect to interaction with NGOs and interaction with UNHCR. In terms of interacting with NGOs – 9 youth voted that it was easy, and 11 that it was difficult (6 participants chose not to answer). In terms of interacting with UNHCR – 9 youth voted that it was easy, and 14 that it was difficult (3 participants chose not to answer).

For both NGOs and UNHCR, there was a common feeling in the group that access is not the challenge, but rather that they do not feel their opinions are taken into account when they do make contact, and that there are limited responses as a result. As one refugee youth participant highlighted: *“to be in collaboration you need to participate. Our needs are not really taken into account but access is easy.”* This was supported by at least four other young refugees from different locations, for example: *“the access is rather easy, but having our issues taken into account is another story”, “our requests are not implemented”, “they don’t take into account our comments”,* and finally, *“they don’t keep their promises, they treat you like a child”*.

Youth Visions for Participation:

In the next stage of this session, the participants had the opportunity to discuss in small groups their ideas and visions for youth participation and then to present these ideas visually through posters.

In one of the small group discussions, a couple of refugee youth emphasised their ‘relief’ at engaging with this exercise because they saw the significance of discussing how to improve youth



participation and how to ensure that there are positive implications for youth from the consultation. Chadian youth in the same group were keen to highlight that participation is a challenge for national as well as refugee youth. As their group facilitator explained, *‘the young Chadians say they cannot identify with these words because they mention that they are pushed aside from decision making power’,* i.e. in their experience, meaningful ‘youth participation’ has not been possible for them because they have not been included or heard in decision making processes.

During the group discussions, ideas for youth participation included using theatre and art to spread awareness of key issues facing youth, organising youth consultations and meetings in communities, and setting up ‘suggestion boxes’ to get their voices heard by decision makers. The final proposals focused on several key areas. These included, for the first group, formal

partnerships between youth and UNHCR and other agencies to improve outcomes for youth and to remove obstacles to their development and involvement. The second group suggested utilising social media or print journalism to discuss issues and share ideas amongst youth; engaging a comedian to raise issues using humour; and creating a youth centre to organise meetings with/for youth to promote a social network, get their voices heard and offer educational opportunities for youth. The third group did not come up with any concrete suggestions, but they strongly emphasised the importance of youth working together to achieve change and to get more involved. The fourth group focused on the need for youth to lead on sensitisation activities around key issues that they want to address, which included education, the environment, and early marriage.

Identification and prioritization of needs and issues

During the second day of the consultation, the youth participants worked in small groups to identify and discuss challenges and issues of importance to them.

While this exercise focused primarily on the needs and issues faced by refugee youth, national youth participants were encouraged to participate and use this exercise as an opportunity to ask questions and learn more about the challenges facing their refugee peers, and vice versa, which is crucial for developing mutual understanding and empathy. As was the case in previous consultations, this exercise provided an opportunity for refugee and national youth to discuss openly their perceptions of the 'other', which built on the discussions in day one's Facts and Perceptions exercise.

The needs and issues identified by youth in this exercise focused around several broad themes. Themes included: access to, and quality of, education and health care; food security and livelihoods; security; SGBV; infrastructure and shelter; resettlement; protection concerns including child labour; access to leisure activities; and discrimination towards refugees. An issue that was raised by youth participants for the first time, at the Chad national refugee youth consultation, was connectivity challenges resulting from lack of technology, and specifically, lack of internet access and/or access to computers or smartphones.

Most of the discussions in the groups were focused on education and professional training. The specific challenges highlighted related to access and quality of education, and this was a priority topic for refugee and national youth:

- Access to education was restricted due to long distances from camps to school, financial insecurity making the education fees prohibitive, early marriage leading to school drop-out, and difficulties in accessing scholarships for higher education.
- Several participants referred to poor infrastructure in schools, lack of teachers, lack of qualified teachers, and a lack of teachers specialising in subjects such as the sciences that affected the quality of education.
- The other topic discussed in relation to education was the limited availability of 'extra-curricular' training, including technical/vocational training and languages, and also the need for material support to complement technical training, as otherwise the training is redundant if the learning cannot be translated into income generating opportunities.

Many participants highlighted protection as a serious problem, with one group in particular linking SGBV to financial insecurity and the reduced distribution of assistance in camps. For example, the



reduction of firewood and rations can result in refugees having to leave the camps in search of resources or livelihoods, which increases the vulnerability of women and girls to SGBV. Other protection concerns raised through the group discussions included child labour and early/forced marriages amongst girls.

Participants also discussed the need for improved health care, with better infrastructure and increased availability of medication. Additional issues raised were the lack of recreational activities and spaces for youth, for example, for sports and music; inequality with the host population and segregation between refugees and host communities; and the difficulties in securing resettlement opportunities.

Access to information was a significant theme for many participants who highlighted their desire to have access to technology and an internet connection as well as the knowledge of how to utilise technology. As one young refugee highlighted *“I would like to learn about technology but I can’t”*. One group also highlighted that there is a need for libraries in camps.

After identifying the main issues and needs facing refugee youth in Chad, the participants were asked in small groups to prioritize the top nine issues they faced, through an exercise called “Diamond Ranking”. This activity is designed to encourage debate and deeper analysis of the issues and to teach participants about the importance of reaching consensus and compromise. The top issues chosen by the participants were: poor health care infrastructure (this issue was chosen by two groups – both groups focused on lack of medication and one also highlighted the lack of transportation to transfer the sick to appropriate health centres), access to education, and poverty.

Other issues that ranked high, and provoked the most debate included access to livelihoods, early marriage, SGBV (Sexual & Gender Based Violence), ignorance among the authorities regarding youth participation and youth involvement in decision making processes, and limitations for youth in meeting resettlement criteria. There was significant disagreement within the group that selected poverty, and it was noted by the group facilitator that the differences of opinion broadly reflected the geographical locations of the participants. For example, refugee youth in the east strongly prioritised security, as one refugee youth remarked: *“We all need security; wealthy or poor”*, while the refugee youth representing camps in the south insisted upon poverty as the main challenge, for example, one refugee



youth commented: *"If we are poor, we are sick and we cannot go to school."* There was also disagreement in another group based on the differing opinions of male and female members of the group, as the young female refugees were keen to prioritize the sexual abuse of women. After a debate within the group, it was not ranked in the top three priorities, and the facilitator noted that 'the women find this more important than the men'.

Identifying causes and impacts of issues using Problem Trees:

Using the 'problem tree' tool, participants selected an issue from the top three in their diamond ranking charts and considered its causes and impacts. Three of the groups chose to focus on access to quality education, including secondary and tertiary levels, and the fourth group chose to focus on lack of quality health care.

Amongst the causes of **lack of access to education** for refugee youth, including secondary and tertiary education, the groups identified: poor infrastructure, including a lack of suitable school buildings and professional training centres. They also highlighted that teachers are poorly paid and often therefore lack motivation; and a lack of qualified professors, teachers and skills trainers, including in specialist subjects such as science. They identified societal issues including early marriage and poverty which can prevent access to education; and broader systemic issues, including corruption within the education system; and practical issues such as the prohibitive distance between some camps and schools/universities, and a lack of available scholarships. The impacts of lack of access to education identified by participants included delinquency and criminal behaviour, substance abuse, unemployment, ignorance, a reduced number of educated and skilled workers, and insecurity as a result of discontent within society. As one male refugee youth from Central African Republic highlighted: *"A young population, poorly educated is like a time bomb."*



The group discussing **lack of quality health services for youth** identified the following causes: an insufficient number of health centres for the population, limitations imposed by UNHCR which mean that NGOs cannot procure medication directly from suppliers⁶, negligence and poor practice among staff in the health sector, and language barriers, which impede vulnerable groups in society from

⁶ The limitations referred to are imposed for quality control reasons. Certain medications and drugs can only be obtained through international orders in order to ensure their quality, provenance and efficacy – these international orders can sometimes take long periods of time to be processed and cleared through customs etc., creating gaps in the supplies of the medications available in the field. It should be noted, however, that these supply chains do not affect the national health system in place in Chad. However, the national health system is understandably limited due to the general socio-economic context of the country. (UNHCR staff member, 2016)

accessing health services. Impacts of poor quality health care include the proliferation of illnesses in camps, increased maternal and infant mortality rates, negative psychological effects on the population, and resorting to buying medication from risky sources or using ineffective, and potentially dangerous, traditional methods to treat illnesses.

Identifying Solutions using Storyboards

The next exercise on day three focused on how to tackle the root causes of these issues, finding solutions, identifying the role of youth and other stakeholders in realising solutions, and identifying the impact of solutions on the lives of refugee youth.

The solutions proposed by the group looking at access to quality health services included the provision of additional and improved medical facilities to meet the population's needs; more equipment and choice of medication in hospitals to respond to a greater number of people and a wider range of health conditions and increasing the number, and improving the training, of health service personnel. The youth identified their role in these solutions as focusing on advocacy and lobbying for the improvement of health centres. They indicated that external actors should provide funding for improved health services, and provide the technology to enable youth to connect with each other through social media to gain a louder voice, and to share information and ideas, on this issue. The impacts of these solutions on the lives of refugee youth identified by the group included youth feeling more willing and able to engage with the health services on offer, and an improvement in the general health of young people.

One of the three groups focusing on education looked at **lack of access to professional training**. They identified several solutions, which included: increasing the capacity of professional training centres to accommodate more youth with dedicated training slots made available for refugees; provision of more training for teachers to ensure high quality training for youth; and provision of additional training resources in the training centres, including IT equipment. The group proposed that youth themselves could conduct advocacy with partners to achieve improved access to centres, they could create a youth association to raise funds and not rely on external funding, and they could research opportunities that are already available for professional training and utilise them to their full extent. The group identified a key role for the Ministry of Land in these solutions, as new locations would need to be allocated for the construction of new professional training centres. They recognized the need to approach funders to enable the procurement of new training materials and equipment, and to hire new teachers and increase teachers' salaries. It was felt that these solutions would have a major impact on the lives of refugee youth and their communities, with some examples of impacts including more confident and motivated youth as a result of engaging in high quality and practical training, more youth in employment, and improved community development as a result of more skilled and knowledgeable young adults available to assist their communities.

The second group looked at **lack of access to quality secondary education**. To respond to this issue, they identified several solutions, including ensuring that secondary school teachers specialize in one subject area to subsequently improve the quality of their teaching, setting a maximum class size to ensure that students can concentrate and interact with their teacher productively, and providing orientation centres to help youth choose their area of secondary level study in relation to how they want to progress in the future. With regards to improvements to infrastructure, they proposed the

construction of more school buildings to better accommodate the number of secondary school age



children and youth and an increase in the quality and quantity of school materials, including the provision of school uniforms and nutritious food in school cafeterias.

The group identified some key roles that youth could play in enhancing the quality of secondary education. Youth could take on a mentoring role and volunteer to work with other youth having difficulties in school, or to support the orientation process of

youth into new study areas. They could campaign for enrolment and/or retention of youth in secondary level education and run sensitization campaigns on respect for cultural diversity to make school environments more inclusive and tolerant, and therefore more conducive to learning. The group felt that there was a role for external actors, including the need for joint efforts between the Government, UN and NGOs in the recruitment and training of new teachers. The participants felt that these solutions would have significant impacts on the lives of refugee youth, and society more broadly. They felt it would enable youth to be more dynamic and motivated as a result of the improved quality of their education, illiteracy would be reduced, teachers would be qualified in specific subjects and therefore teaching would be at a higher standard, and the sensitization work would result in increased harmony and acceptance between students coming from different cultural backgrounds, which would improve the school environment.

The third group tackling the education sector chose to focus on the issue of **access to education at all levels**. Their ideas considered the financial barriers to accessing education. They suggested that registration fees should be reduced or removed altogether and that to address the practical issue of long distances between some camps and schools, constructing schools in the camps would address the issue. The group proposed that youth could run campaigns in their communities around the importance of education for youth, and ensure that they act as role models for other children and youth. They also felt that youth should organize themselves to conduct advocacy activities with administrative authorities and NGOs to leverage support to address the issue of access. They also recommended the involvement of the UN in the provision of transportation to enable youth to access high schools outside of their camps. The impact they envisioned through these solutions for refugee youth, and their communities included increased employment rates for young adults due to obtaining their school qualifications, and improved protection and community development as a result of creating a new generation of educated and more mature young adults.

Finding more solutions to priority issues:

The World Café exercise was used to encourage youth to identify creative solutions to the problems they face. Four issues were selected from the diamond ranking exercise, which although not ranked in the top three, were the focus of much discussion and debate. These included:

1. Lack of inclusion of youth with disabilities
2. Sexual and Gender-Based Violence (SGBV)
3. Early marriage
4. Discrimination towards refugees / lack of equality

After identifying solutions, youth were then asked to consider what role they could take in making these solutions a reality.



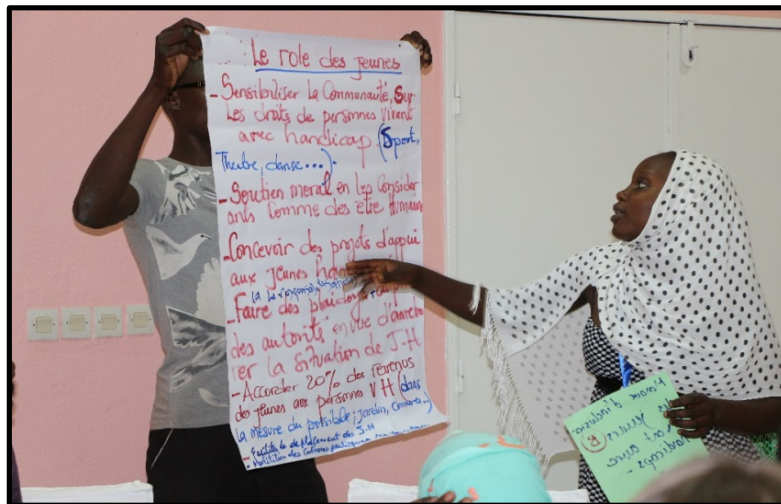
Youth participants identified a range of ways to tackle the **lack of inclusion of youth with disabilities**. These included: creating a committee of youth with and without disabilities to address this issue, and running sensitization campaigns in local communities to increase respect for, understanding and inclusion of, youth with disabilities. They also identified the importance of ensuring that there are income-generating and training opportunities that are inclusive of youth with disabilities.

Finally, they encouraged assessments to improve accessibility to key resources and spaces, for example, health services in refugee camps and the provision of specialist equipment if required. The participants suggested that they could contribute to these solutions by organizing sensitization activities in the community on the rights of persons with disabilities using theatre, dance, and sports, and conducting advocacy work with the authorities to increase the inclusion of young persons with disabilities. They also proposed that they as youth should set an example by actively seeking to engage youth with disabilities in their activities, campaigning against traditional or cultural practices that lead to the exclusion of youth with disabilities, and helping to design support programs for refugee youth with disabilities.

Solutions to **SGBV**⁷ focused on several key areas. The participants identified the need to advocate and this included organising public events to talk openly about SGBV, to work with parents and men specifically to address the root causes and engage in prevention activities, and to create an organisation dedicated to tackling the issue and supporting survivors. Secondly, at a national level, they highlighted the importance of strict laws being upheld to better protect women and children, and the importance of enforcing penalties for those who break the laws as a deterrent. Thirdly, they proposed creating more opportunities for women to study and work and greater involvement of men in sharing household roles, such as childcare, often considered to be exclusively roles for

⁷ "Though under-reported, sexual and gender-based violence (SGBV) is widespread in Chad, including in the refugee and IDP camps in Eastern and Southern Chad. UNHCR is each year improving its ability to collect information on SGBV incidents, resulting in an average 30% increase in the number of incidents reported year after year. Although the annual increase in reported incidents indicates that UNHCR's awareness raising efforts have had a significant impact, under-reporting remains a challenge" - <http://www.unhcr.org/56b1fd9f9.html>

women. To support these solutions, the participants proposed that they could organize conferences, and utilize social networks in camps to highlight the consequences of SGBV and discourage discrimination of survivors of sexual abuse. They also suggested organizing peer sensitization campaigns in schools and creating a theatre group to lead sensitization activities in the wider community. The creation of an association was proposed for young women to organize self-defence classes, and a group where young men and women could receive ‘couples counselling’ to resolve their issues before they escalate.



To address the issue of **child marriage**⁸, the participants suggested a range of solutions at local and national levels. At a local level they recommended organising awareness raising activities about child rights, the consequences of child marriage, and respect for affected children, including film screenings to reach many members of the community. They also felt that specific sensitisation work is

needed with parents and community leaders to promote the importance of encouraging and enabling girls, young women and young mothers to continue their education and consider many different types of employment. They highlighted the need for spaces for youth to gather, feel safe and receive support where young women can be heard and express their opinions. Furthermore, the participants encouraged more gender mixing in community activities, to allow young women to participate in areas typically aimed at boys and young men. At the national level, the participants identified the importance of stronger enforcement of the laws regarding child marriage⁹, including stricter penalties as a deterrent. They also highlighted the need to integrate more women into government positions within the relevant ministries. The group considered several roles for youth in these solutions including organising sensitisation activities in schools, with parents, and in the wider community, for example using drama and discussion groups and engaging young men in campaigning activities to openly discuss the issue and ‘push back’ on ‘traditional’ practices.

On the theme of **discrimination towards refugees and inequality**, the participants highlighted the need for action by the government and action at a community level. They proposed that the government should create a dedicated bureau to tackle this issue given the high number of refugees in Chad, and that they should enforce strict penalties on perpetrators of discriminatory acts against refugees. They also emphasized that the government should lead by example in terms of promoting equality. This should include ensuring equitable access to governmental services and salary equality for refugees, and to increase the number of university places available to refugees. At the

⁸ Chad has the third highest rate of child marriage in the world – 68% of girls are married as children - <http://www.girlsnotbrides.org/child-marriage/chad/>

⁹ In March 2015, the Government of Chad raised the minimum age of marriage from 15 years old to 18 years old and made child marriage a punishable offence. <http://www.girlsnotbrides.org/child-marriage/chad/>

community level, the participants stressed the importance of public sensitization campaigns on refugee issues and rights, and increased opportunities for nationals and refugees to mix and socialize, including through sports and other recreational activities. It was also emphasised that efforts to improve relations between national youth and refugee youth must be mutual, refugees should also respect the culture and traditions of their host country. The youth proposed that they could contribute to these solutions by organising activities with refugee youth and national youth to increase mutual understanding, holding meetings between traditional leaders from refugee and host communities to improve relations, and inter-camp visits accompanied by national youth to foster dialogue.

Recommendations & Solutions

Youth Recommendations

During the consultation, youth were encouraged to consider recommendations that they would make to a global audience that would improve the lives of refugee youth. A 'graffiti' wall was created to record their ideas and a structured activity on the third day helped the group review their work thus far, identify new ideas, and hone the ideas they had already shared. The group shared their ideas and by using sticky dots, voted for their top five choices. This activity resulted in the following recommendations from the Chad youth participants, categorised by global and national focus for ease of reference:

NATIONAL RECOMMENDATIONS

Education

- Encourage young women to stay in school / continue their studies
- Facilitate access of young refugees into university
- Provide more scholarships for youth who have graduated high school to go to university
- Increase teachers' salaries
- Increase the number of schools and classrooms in camps, and the availability of school equipment and free school uniforms
- Ensure access to education for full days, not just half days
- Make the right to education a global priority

Health

- Increase quality and quantity of medications available in medical centres in camps
- Increased number of qualified health personnel in health centres in camps

- Train young refugees in the health sector to increase capacity
- Ensure salary equality between refugees and nationals in the health sector
- Ensure the provision of transportation for refugees to access health centres

Recreational Opportunities

- Develop infrastructure for sports and recreation activities for refugee and national youth, for example, leisure centres, football pitches, stadiums
- Facilitate youth involvement in music and sports
- Create a national studio for artists, for example, incorporating theatre and music
- Create an NGO focused only on youth

Protection

- Ensure protection against early marriage

- Protect refugee women against SGBV
- Enforce strict penalties for perpetrators of violence against young girls and women

Resettlement

- Make it easier for youth with disabilities to be resettled
- Help youth who feel insecure get resettled in another host country

Security

- Improve the security system for goods and people to move around more freely
- Improve security in relation to food distribution, install water points in camps, and increase food rations

Livelihoods

- Increase access for refugee youth to livelihoods and income-generating activities
- Increase the number of professional training centres available for refugee youth
- Facilitate access for refugee youth to local start-ups/entrepreneurial projects

- Increase access to professional training for refugees and young Chadians

Integration

- Encourage and provide opportunities for refugee and national youth to meet and socialize
- Recognise refugee documentation during travel and bank transactions
- Integrate youth into the Government within the relevant ministries
- Facilitate the integration of young refugees into work, training, security, and housing
- Involve youth in peace-building activities

Shelter

- Ensure tailored shelter support provided for young urban refugees, especially UASC who may have difficulty securing shelter on their own

Inclusion

- Include youth with disabilities in decision making processes

The top five recommendations voted on by the youth included the following themes (in order)

1. 'Security', including:
 - a. 'Improve security and food distribution structures'
 - b. 'Increase food rations'
 - c. 'Install water points in camps'
2. Inclusion of youth in decision making processes at local and national levels
 - a. 'The integration of youth in Public Office'¹⁰ -
3. Resettlement
 - a. 'Facilitate the resettlement of refugee youth'
 - b. 'Help youth who feel insecure get resettled in another host country'
4. 'Health including:

¹⁰ To ensure that their voices are heard and have a genuine impact, i.e. be more connected to, and consulted by, relevant Government ministries.

- a. 'Improve the quality of health services'
 - b. 'Train young refugees in the health sector'
 - c. 'Place competent doctors in health centres'
 - d. 'Salary equality between refugees and nationals in the health sector'
5. Access to quality education
- a. 'Multiplication of schools in camps, school material and making school uniforms cost-free'

Stakeholders' Dialogue

The Stakeholders' Dialogue took place on the morning of the fourth day. The meeting was attended by 60 stakeholders from nearly 40 organisations and government agencies, including

- Ministry of Youth and Sports
- Ministry of Education
- Ministry for Women and Social Action (MFASSN)
- MSF Netherlands
- UNICEF
- UNHCR
- Catholic Relief Services (CRS)
- COOPI
- DDC (Département du Développement et de la Coopération, Swiss Government)
- African Union
- UNFPA
- Islamic Relief Worldwide
- Refugee Education Trust (RET)
- IRC
- South African Embassy
- Centre de Support de Santé Internationale (CSSI)
- Foreign and Commonwealth Office, UK
- ECHO
- World Vision Chad
- Commission Nationale pour l'Accueil des Réfugiés et des Rapatriés, Chadian Government (CNARR)
- Association pour le développement Economique et Social (ADES)
- Canadian Consulate
- HIAS (Hebrew Immigrant Aid Society)
- CARE
- Médecins du Monde
- Moroccan Embassy
- French Embassy
- German Embassy
- Faculty of Law / N'Djamena University

Stakeholder dialogue structure

The dialogue ran from 10am – 1pm. Four youth participants opened the meeting with a welcome speech outlining the purpose of the consultation and provided an explanation of the previous three days, using the flipcharts and images that had been produced to explain the activities.

Group presentations

On day three of the consultation, the youth created group presentations to showcase the issues they had been focusing on and explained both the actions they could take to bring solutions to their communities, and the recommendations they have for stakeholders to support and supplement these actions. They rehearsed their presentations during the previous evening and on the morning of the meeting, before presenting to the stakeholders. With the participation of all team members, each presentation lasted for about 5 minutes and included role plays, music, and spoken word. The topics selected for presentation included access to quality education and access to quality health care.

Round table discussions

After the presentations, the participants had the opportunity to engage in more focused conversations during small round table discussions which involved participants rotating from one table to another (World Café style). The purpose was to create a space that was more conducive to discussions and building relationships and reduced the feeling of ‘them’ and ‘us’.



Discussion suggestions were placed on each table and groups were divided to ensure that there was a roughly equal number of youth and stakeholders at each table, along with a facilitator to support the discussion if required and interpreters to translate for the Arabic and Hausa speakers.

Recommendations and Open Discussion

Two youth participants from Sudan and CAR presented the group’s key recommendations to the stakeholders with the support of an interpreter. Space was then provided for an ‘open mic’ session, allowing anyone in the room to speak in response to what they had heard or discussed during the morning. Stakeholders and youth were free to speak.

Key Discussion Points and Outcomes

World Cafe Small Group Discussions

Multiple topics were discussed and many of the youth took the opportunity to express themselves and ask direct questions to the stakeholders. The groups were only rotated once due to the exceptionally high number of stakeholders, which meant there were some space limitations. There was widespread praise from several stakeholders for what the youth had achieved: *“The main issues affecting youth were raised”*, *“I liked your presentations very much and the issue of substance abuse as a consequence was very striking to me”*, *“Congratulations on your presentations”*. There was also acknowledgement from one stakeholder of the importance of bringing together national and refugee youth and of youth participation more broadly: *“As youth you are encouraged to continue this work”*. The main topics discussed included education at all levels, livelihoods opportunities for refugees, integration and peace-building, health, SGBV, insecurity, and resettlement. The participants demonstrated their willingness to debate the issues of importance to them, including with high level representatives.

Open Discussion ('Open Mic')

- During this section of the meeting, representatives from Government agencies, donors, the UN, and the youth took the opportunity to speak, and the discussion points highlighted some differences of opinion. On access to education some participants were quick to emphasise that while there have been efforts to address shortfalls in the education system, this is still a major issue within many refugee camps, which is a cause of significant frustration. The potential negative consequences of that frustration, and the consequences of the lack of livelihoods options for those youth who are able to access education, was further emphasised by another stakeholder.
- The importance of youth participation was acknowledged by representatives from the Government and the UN, and stakeholders were keen to highlight pre-existing platforms for youth, such as the Youth Parliament. Questions were also asked about how youth might better be engaged with and involved in decision making processes.
- Another topic raised, albeit with limited time to discuss it in depth, was how to address the legal challenges faced by refugees. For example, one stakeholder emphasised that if refugee youth struggle to use their documentation to access basic services, the consequences of their frustration can be very serious, including for example the potential of youth being recruited into armed groups due to a lack of alternatives.

Next Steps/Future Action

Action points and next steps were discussed with the partners in the final debrief meeting on the last day, and include some of the following points:

The in-country partners – World Vision Chad and UNHCR Chad - have committed to sustain the momentum created by the consultation, and to follow up directly with the stakeholders. Examples of ideas for actions discussed since the consultation include setting up and managing a social media platform to connect those participants who can access the internet, supporting all youth to share the outcomes of this consultation with others in their camps and communities, following up on the recommendations within one month to measure progress and provide support to achieve them, and providing more capacity building opportunities for refugee youth.

During the final debrief meeting with the participants on day four and in their final written evaluation forms, many of the participants expressed an interest in future engagement, including: reporting back to their peers in their communities regarding the content and outcomes of the consultation; engaging in advocacy activities at community level, for example, concerning youth with disabilities, early marriage, education and health; creating a youth group to work on problems faced by refugee and national youth together.

Evaluations

Daily Youth Evaluation

A different evaluation tool was used at the end of each day to capture ideas, learning and recommendations from the participants. Aside from collecting feedback, we also wanted to be sure that the youth were recognised as active participants in the consultation process, with the power to directly influence it. Targeted questions and interactive exercises facilitated the collection of feedback on what they liked, didn't like, what they had learned and new skills they had acquired, and what they would recommend to the facilitators for the next day or for future consultations. Some examples of participant feedback mechanisms used include:

At the end of day one, participants were asked to express what they enjoyed, what they did not enjoy, and what they would recommend for the next day by sharing comments anonymously on a prepared flipchart sheet. The results showed that the majority of participants had enjoyed the day, in terms of - the opportunities to participate and debate issues, the clear structure and interesting exercises, the 'great atmosphere', and the chance to learn more about refugees and their needs. The one negative comment focused on poor timekeeping, while the constructive comments focused on improving listening skills within the group, finding ways to stick to the agenda and the break and prayer times, and finally, there was a request for a technology component to the consultation to build the participants' capacity in using social media.

At the end of day two, participants were asked to briefly sum up their experience of the day. Everyone in the group answered the questions in turn around the circle. Examples of responses include: Good day; I benefited a lot from the activities, especially the theatre play; Very happy because we are respecting our programme; I liked the social activities; Good activities; I was really intrigued by 'Problem Tree'; All went well; Finding a consensus was challenging; I like the respect for each other's opinions and time.

Final Participant Evaluation

At the end of day four, participants had the opportunity to share their opinions of the consultation, what they had learned and their suggestions and recommendations for future consultations through a written evaluation form. This was an important tool for participants to provide anonymous, individual feedback at the end of the consultation.

Facilitators were available to discretely support participants with limited literacy skills. Forms were completed in either French, Arabic or Hausa to ensure that youth felt as comfortable and confident to express themselves as possible. The forms were translated after the event.

The written evaluation forms also provide targeted feedback on how well the participants felt they had contributed to the core GRYC objectives and outcomes. Participants were given the intended GRYC outcomes and asked to comment accordingly: completely agree, mostly agree, partially agree, do not agree. They were also given space to comment on each outcome. The results from the 26 completed forms were as follows:

Outcome 1: Through my participation in this consultation, I had the opportunity to identify and discuss issues that are important to me and my community, and to develop and suggest solutions.

- Completely agree - 19 participants
- Mostly agree - 7 participants

"The consultation allowed me to raise my voice with stakeholders, government and to share my issues with other youths"

"There were many problems shared and solutions as well; I contributed on this and I also heard from others on this"

"I was able to identify real problems that we face and most importantly find ways to resolve these issues"

Outcome 2: Through my participation in this consultation, I have developed and improved my leadership and advocacy skills

- Completely agree - 20 participants
- Mostly agree – 6 participants

"I did not come with having good advocacy skills but I really gained advocacy skills via my participation at the consultation"

"For sure, I was able to work on my leadership and I feel I could manage an association to serve my community and solve their problems."

"I can defend the vulnerable under any circumstances and can create a professional training centre etc. and encourage youths to exchange"

"I learned how to speak with ease in front of NGOs and authorities to solve our issues"

Outcome 3: Through my participation in this consultation, I am more aware of organisations that I can engage with at a local and national level

- Completely agree – 18 participants
- Mostly agree – 8 participants

"Before we did not have the opportunity to know NGOs but most of all I did not know we can collaborate with them"

"I now am aware of organisations I need to conduct advocacy with in order to push for youth development"

"I am aware of Government agencies and organisations I can engage with to push for socio-economic change"

"Yes I have thorough knowledge and if I am called upon I will engage actively"

Outcome 4: Through my participation in this consultation, I have more opportunities to develop relationships with youth groups and organisations locally, nationally and globally.

- Completely agree – 21 participants
- Mostly agree – 4 participants

- Partially agree - 1 participants

“There were many organisations and Chadian and refugee youths and we shared our problems and ideas for solutions; we were able to build relationships with them.

“I exchanged a lot with others youths and from hereon it will be much easier to interact with other youths”

“I have more chances to engage with youth and organisations locally, nationally and internationally”

Outcome 5: Through my participation in this consultation, I understand more about the experiences of other refugee youth and national youth.

- Completely agree - 20 participants
- Mostly agree – 4 participants
- Partially agree – 1 participant
- Do not agree – 1 participant

“I learned a lot from other youth and their issues; I realised we have similar issues as youths from various countries”

“Yes I found this really useful because the refugees and nationals gave great ideas and we could all share”

“Instead of experiences, I only heard about people's issues” “I was able to meet many youths and mostly refugee youth and it turns out we have the same issues: education and health”

“We were able to mix between refugees and Chadians, [and] between cultures and exchange ideas around youth development”

The other questions in the written evaluation concentrated on a more in depth review of the consultation process and outcomes for youth, and requested recommendations for future consultations and ideas for individual or group action after the event. Some of the comments from participants are captured below:

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

“We used techniques that allowed us to pose questions and give answers; I am satisfied and feel that I have been listened to”

“I was listened to but I did not get back concrete answers during the sessions”

“Yes I really feel like I was listened to and that the public listened to me; Participants were also coming up to me to ask advice on advocacy”

“I was listened to but only partially because the Representative from the Ministry of Education only mentioned university is open to people without any follow up”

What specific ideas do you have for action based on your involvement in this consultation?

“We will soon create our youth group; I am an ACRA auxiliary and I work with youth there. We will work finding solutions”

"I simply need to build and share project proposals"

"I will do a recap with my family and also with friends and at school. I will speak to others to others to inform them of their rights as refugees"

"I will give a debrief to the youths in the camps and at big events"

What suggestions do you have for future National Consultations?

"Have poetry writing activities, diversify activities, go out in the evenings"

"Extend the consultation to 9-10 days with more leisure/ reinforce the programme with more activities /more creative activities"

"I suggest you carry on the same way and why not organise more?"

"Include youth that participated in other consultations; Organise consultations in another region, district; inform other youth that don't have access"

Did this consultation meet your expectations? Please explain your answer:

"Yes this consultation met my expectations thanks to the exchanges and wonderful mixing"

"We hope the consultation will meet our expectations sooner or later"

"Yes and no; yes because we came up with solutions and no because some of our needs were not taken into account"

"Yes I see the beginning of a solution to my problem as a young refugee"

"Yes, because before we did not know that refugees are important; here we have discussed about refugee emancipation"

What learning are you taking away from this consultation?

"We learned about expectations, facts and perceptions of refugees; and how to help them integrate in the host country; and develop our leadership skills"

"I learned a lot during this consultation. Better advocacy skills, mixing among youth, and a much better idea about how to conduct sensitizations and elaborate a project"

"I learned how to collect and stabilize my ideas. I learned how to deal with new people. I learned to find: problem, effect, solution and how to present this"

"We learned about refugee youth problems and Chadian youths' problems and about finding solutions. It was a very good consultation"

Conclusion

The Chad consultation provided a rare opportunity to bring together a group of committed and passionate youth from many locations in Chad, including some very isolated refugee camps, to represent themselves and their peer groups. The feeling of responsibility, expressed by so many

participants, to share the learning and outcomes from the consultation with their peers was an excellent example of the ripple effect that these consultations can have, and also the strong leadership capabilities of the participating youth. The stakeholders' meeting demonstrated a strong interest in the issues faced by refugee youth in Chad, and enabled the youth to return to their communities motivated by the experience of being heard and valued. Many of the youth participants expressed their concern at the close of the consultation as to what will happen next and how important it is for them to see that change is possible as a result of such gatherings, and therefore it is crucial that all youth and stakeholders work together to maintain the momentum generated at this consultation.