**Advocacy Academy**

**Masterclass**

**Guidelines on how to provide the Masterclass “Working with migrant and refugee advocates to create effective policies”**

The masterclass is meant for policymakers and representatives of institutions who want to work with refugee-led or migrant-led organisations.

It consists of two parts:

1. One full day (offline)
* *Morning*: Discussing notions of ‘polyvocal policymaking’ – lecture Halleh Ghorashi
* *Afternoon*: Working in groups: Mapping participatory spaces, diving into concrete cases
1. One come-back session (online) after 3 or 4 weeks
* Sharing and reflecting on the basis of a take-home assignment and looking back on key notions

**Organisation and recruitment of participants**

* The ideal number of participants for this masterclass lies between 15 and 20 participants. You can think of different types of participants.
* Participants from government/policy: They are the main target group. The masterclass is interesting for people in all different levels of government, who are involved in policymaking related to refugee/migrant inclusion and participation.
* You can also think of other organisations that are important in the field of refugee inclusion like NGO’s, who might play an important role in making/claiming space for the role of refugee-led organisations.
* Inviting also refugee-advocates to the masterclass can be very valuable and increase the depth of discussions. When the relations between advocates and policymakers are very tense, it is important to assess whether the actual presence of advocates will not prevent policymakers from learning (see: ‘panic zone’ in the theoretical handout). In case advocates are not present it is pivotal to bring in knowledge from their positioning and perspective, through cases and examples that you collect beforehand.
* Venue: If possible find a setting that allows walking outside.

**Materials for the masterclass**

To give this masterclass you need a list of materials. You can find all materials on the website of Refugee Academy [link to the exact page, to be inserted]

**Guidelines to provide the masterclass**

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| **Timeline**  | **Topic**  | **Guidelines**  |
| **9:30**  | Doors open |  |
| **Introduction**  |
| **10:00 - 10:20** | 5 min - *Icebreaker exercise*Slide 2 of PPT15 min - *Round of introduction*  | **For the trainer:** After everyone is seated, kick off the start of the masterclass with an Icebreaker question: What is meaningful participation? Participants can share their answers with each other in small groups (3 people)**The setting:** Small circles of 3 people sitting on chairs. If there’s a space, make use of it and ask people to stand up and form groups in the room.  **For the trainer**: - Start a round of a general introduction. Each participant can introduce themselves, their position, organization, and what they expect from the masterclass. Each participant has up to one minute. - Use a flipchart to write all the expectations for the masterclass. Reflect on them during the next step ‘presenting the program’. Are all their expectations/topics going to be touched upon in the program?**The setting:** Participants are seated in a U form. ***Alternative*:** As an alternative, you can also do the ‘informed introduction round’, after screening the lecture (part one). In that case, after the icebreaker, the trainer presents the focus and program of the day, and then starts with screening the lecture. After the lecture, ask participants to introduce themselves by referring to aspects of the lecture that resonate with them or are important in their work.*NB.**If you chose this second option, skip the ‘walking exercise in pairs’, and go straight to the plenary session after the lecture.* |
| **10:20 - 10:30**  | 10 min - *Presenting the program* Slide 3-5 of PPT | **For the trainer**: Present the general idea and goal of the advocacy academy. Give a short introduction on why refugee/migrant-led advocacy is important. You can do this interactively by first asking participants what they answered in the ice-breaker exercise (what is meaningful participation?). Explain the program for the day. Mention any announcements (e.g. lunch/dinner arrangements, etc.)**The setting:** Participants are seated in a U form.  |
| **Part one: theoretical materials**  |
| **10:30 - 11:30**  | 45 min - *Screening lecture “Polyvocal policymaking”* .By Halleh Ghorashi, professor of Sociology, VU Amsterdam[LINK TO THE PAGE ON RA WEBSITE WHERE WE CAN FIND THE LECTURE]PPT slides 6-14 | **For the trainer:** - The trainer should familiarise themselves with the theoretical notions explained in the lecture. See the ***Handout of theoretical elements*** [link to the PAGE ON RA WEBSITE ]- Also, the trainer should watch the lecture ‘Polyvocal policymaking’ beforehand and decide where to pause for interactive moments.-Watch the video interactively, pausing to discuss and explore together how the notions in the lecture translate to the national context. **The setting:** Participants are seated in a U form. |
| **11:30- 11:35** | ***5 minutes coffee break*** |  |
| **11:35- 12:00** | 25 min - *A walking exercise in pairs*PPT slide 15 | **For the trainer:** Ask participants to reflect individually for a couple of minutes and answer the following questions: *What did you hear in the lecture that is relevant for you/your work? Why is it relevant and how do you reflect on it?*And ask participants to walk outside in pairs (or groups of 3) and discuss their answers to these questions with each other.**The setting:** Walking outside  |
| **12:00 - 12:45** | 45 min – *Plenary session.* Discussing the outcomes of the walking exercise and open discussion about the challenges of refugee and migrant advocacy in the national context.Slide 16 on the PPT | **For the trainer:**Listen to the outcomes that participants bring forward and connect them as much as possible with each other and with notions in the lecture. Ask participants to reflect on the specific national context and how challenges of refugee and migrant participation emerge in that context. **NB.** If the trainer and participants are part of the same national context, it might be harder to make this context explicit, since a lot will remain implicit. QUESTION FOR TRAIN THE TRAINER GROUP: Can we list some useful questions to explore the national context with participants? Extra materials: Panic zones, Comfort zones and Stretch zones. **The setting:** Participants are seated in a U form. |
| **12:45- 13:30** | ***Networking Lunch***  |  |
| **Part two: mapping exercise with the canvas**  |
| **13:30- 14:00** | 30 min – *Mapping participatory spaces*. Closed, invited, created and co-created spaces for participation.PPT slide 17 - 18 | **For the trainer:** Go back to the participatory spaces which were already mentioned in the lecture. Explain what we mean with ‘space’ (slide 17) and give a short reminder of the participatory spaces as explained by Halleh in the lecture (slide 18)Then ask participants to separate in groups and fill in the ***Canvas ‘Participatory spaces’*** and answer the questions asked there.The idea is that they make an inventory of different type of spaces they know.**The setting:** Exercise is small groups (groups of 3 to 5 participants)  |
| **14:00- 14:45** | 45 min - *Conditions for co-creation in different spaces*.  | **For the trainer:**Ask participants to come back to the plenary session. Ask them to share some spaces that they listed. Go through different types of spaces, and give every group the chance to share something (it is not necessary to share everything). For relevant/interesting examples, discuss together what are conditions to make this space work (especially for invited space and co-created spaces). Use the notions in the ***Handout of theoretical elements*** to prepare for this discussion and bring them in. **The setting:** Plenary discussion. Participants are seated in a U form. |
| **Part three: case study**  |
| **15:00-16:00**  | 60 min - *Concrete cases of participation of refugee and migrants in policymaking* | **For the trainer:**Ask participants to split in groups again. Make groups of 5 participants. Give participants the ***Assignment to work in groups: Case discussion***. For this part you can use the cases that have been written earlier in other contexts or bring in your own case (written previously together with refugee/migrant advocates).The assignment starts with an individual moment of reading and then with group work. When groups are ready, after 30-35 minutes, go back in the plenary session and discuss results. Write up (e.g. on a flip chart) the main points that the groups bring in, especially the interventions that they propose. Send an overview of this to participants after the meeting. **The setting:** Exercise in small groups (groups of about 5 participants). Ends with a plenary discussion, in U form. |
| **Ending: Closing and follow up**  |
| **16:00- 16:15** | 15 min - *Follow up: take home exercise and come back day* | **For the trainer:**Give participants the ***Assignment for the come-back day*** and explain what they should do (as written in the assignment)**The setting:** Participants are seated in a U form. |
| **16:15- 16:30**  | ***End*** | **For the trainer:**End with a short round of evaluation and ask each participant to share what they are taking with them from the day**The setting:** Participants are seated in a U form.  |