

**High Stakes
Facilitator's Guide and Assessment Tool**

Question	Facilitator Note/Feedback	Example <i>(can be removed upon completion)</i>
Date(s)		24 July 2020
Country		Central African Republic
Location <i>In which city/town/village was the game played?</i> <i>Please fill out one form per location.</i>		Bangui
Facilitating Organization <i>Which organization facilitated the game session?</i>		War Child UK
Context <i>Was this part of a larger programme, added onto another workshop, or was it a standalone event?</i>		Special session that was part of the new VoiceMore cohort onboarding
Number of participants <i>How many people participated in the game, not including the facilitators?</i>		10
Age range <i>What was the age of the participants?</i>		15-17
Gender <i>How many boys/men, and girls/women participated?</i>		6 girls, 4 boys
Subject <i>What particular topic was explored through the game? Examples:</i>		Risks/vulnerabilities and sources of resilience to armed group recruitment

<i>recruitment, exits from armed conflict, daily stressors.</i>		
Purpose of the game discussion <i>What was the intended purpose of playing the game? Examples: information gathering for programme planning, for research, impact assessment.</i>		Information gathering for a risk assessment
Facilitator(s) <i>How many facilitators supported the activity? Have they worked with the young people before? What role do they play in your organisation? Please don't provide any personal details.</i>		2 VoiceMore graduates who now work as national staff facilitators with War Child UK
Duration <i>How long did it take to play the game from start to end? How long were any breaks?</i>		3 hours (with 20 min break in between)
Background <i>How was the game introduced? Who was there when it was used?</i>		As part of a 3-day workshop to welcome and onboard the new Voice More cohort, a special session to play that game to gather information on the cohort's experiences and exposure was conducted. It was the first real substantive session. Most of the prior two days had been focused on introducing the programme, introducing the cohort, and administrative issues. The session was only attended by the participants and the two facilitators.
Game version		Board game (tube version)

<p><i>Was the board game (box or tube versions) used, or was the game printed on paper locally and used?</i></p>		
<p>Game version functioning <i>For those with the box or tube version – For example, Was the tube version game board easy to lay flat? Did the dry erase markers actually erase? Is the game the right size for this group? Was the game tube easy to transport? Did it keep the game safe and the pieces together?</i></p> <p><i>For those with the printed out version – Was it easy to print out the version and put it together? Was the format large enough?</i></p>		<p>The tube was easy to transport in a carry on and kept all the game pieces together. I game bord rolled out largely flat but we used small weights to keep the corners down.</p>
<p>Directions <i>Were the directions clear to the facilitators and to the participants?</i></p>		<p>The directions were clear to both as there is a local game here that has similar dynamics.</p>
<p>Utility <i>Was the game helpful in facilitating the conversation or activity you hoped to have?</i></p>		<p>Mostly. The game was helpful in prompting a discussion on what vulnerabilities/risks (as well as sources of resilience) to recruitment by armed groups in their communities. The game itself didn't help rank the responses or discuss how they might interact – we needed a separate follow on discussion for that.</p>
<p>Age appropriateness <i>Did you feel the game was effective with the age group you were working with?</i></p>		<p>Yes. They were engaged and attentive for the full session.</p>
<p>Gender-specific response</p>		<p>The girls had been quiet for the first two days of the workshop, but they were more vocal for this session (although not on par with the boys).</p>

<i>Was there a difference in how girls/women and boys/men responded to the game?</i>		
Participant feedback <i>When you asked the participants about the game, what did they say?</i>		The young participants said they found the game to be helpful to say difficult things. They liked the design. They asked for a better eraser and different colour markers.
Facilitator feedback <i>From your facilitator experience, how could the game be made better/more useful?</i>		The game could come with guidance on how to use it for follow on activities such as discussion to dig deeper into issues raised by the game.
Other potential purposes <i>Can you imagine any other uses or purposes for this game?</i>		Advocacy and donor outreach

CHECK LIST:

1. At the end of the session, please set aside 15 minutes to ask the participants for feedback on the game. Please integrated the feedback you receive from participants into your answers in the form. All feedback is welcome.
2. If you can, please attach a photo of the completed game boards from your session.
3. Please attach any photos from your session that your organization would be comfortable sharing (e.g., with individual participants not identifiable). Make sure you have received the consent of young people before doing this and/or include this specific reference to this request in the general consent procedure conducted at the outset of the event where you are using the game.
4. Please send this form and the photos to meac@unu.edu.