

# Programme Coordinator's Guide

# About the Programme Coordinator's Guidance

The Programme Coordinator's Guidance provides guidance and tools for using the resources in the Adolescent Kit for Expression and Innovation (Adolescent Kit) in programmes and interventions in humanitarian situations. It explains how to get started with the Adolescent Kit, and what steps to take to integrate the Adolescent Circles approach into programmes or interventions for adolescent girls and boys.

## Who is the Programme Coordinator's Guidance for?

The Programme Coordinator's Guidance is for anyone designing, setting up or managing a programme using the activities, tools and supplies in the Adolescent Kit. The guidance outlines the basics of using the resources in the kit to make programmes that support adolescents' psychosocial wellbeing, learning and positive engagement stronger and more effective. The guidance includes information on how to identify and reach adolescents (especially those who are hardest to reach), where and when to offer activities, how to set up a team of facilitators, how to manage supplies, and the best ways to involve adolescents and the community at all stages of the process.

## Ten Key Competencies, Ten Key Approaches

The Programme Coordinator's Guidance explains how to plan and oversee interventions so that they address adolescents' development of the Ten Key Competencies outlined in the Foundation Guidance. It includes practical steps for Programme Coordinators to use in carrying out the Ten Key Approaches as they design and oversee programmes, and in supporting facilitators to be effective in their roles.

These goals, approaches and strategies can be integrated into ongoing programmes with adolescents in child protection, education, youth, HIV/AIDS, reproductive health, peacebuilding and other areas – or form the basis for stand alone initiatives with adolescent girls and boys in humanitarian situations.

## How to use the Programme Coordinator's Guidance

The guidance and tools in the Programme Coordinator's Guidance lay the groundwork for successful interventions using the Adolescent Kit. Refer to it alongside the Foundation Guidance and the Facilitator's Guidance to obtain a clear understanding of how to engage with adolescents and to establish initiatives that meet their needs and interests.

## Inside the Programme Coordinator's Guidance

The **Guidance and Tools for Programme Coordinators** outline how to:

- ▶ Investigate adolescents' situations;
- ▶ Integrate the Adolescent Kit into humanitarian programmes to make them more effective for adolescents;
- ▶ Reach out to and engage the most vulnerable girls and boys;
- ▶ Set up safe, welcoming spaces for adolescents;
- ▶ Build a team of facilitators and partners;
- ▶ Connect adolescents to adults, their communities and useful information and support;
- ▶ Manage, store and replace supplies in the Adolescent Kit; and
- ▶ Prepare for interventions with the Adolescent Kit to transition or end.

## Adapt the guidance and tools to your context

It is important to remember that the steps outlined in the Programme Coordinator's Guidance may happen in a different order, or even all at once. The reality is that the situation can change rapidly during times of humanitarian crisis, and interventions for adolescents may need to be constantly adjusted.

**Be flexible!** Adapt the tools activities, and approaches in the Adolescent Kit as you go, but try to make sure that you include all of the necessary steps outlined here to build a successful intervention for adolescent girls and boys.

## Strategies for facilitators: Adolescent Circles, sessions and activity phases

An important part of any programme coordinators' role is to support the facilitators who plan and lead activities working directly with adolescents. Programme Coordinators are encouraged to read the Facilitators' Guidance and the materials in the Activity Box that are part of the Adolescent Kit, and to work with facilitators, adolescents and others in the community to decide which guidance, tools and activities are most helpful and relevant for their programmes.

This Programme Coordinators' Guidance specifically refers to three strategies recommended in the Facilitators' Guidance:

- ▶ Bringing adolescents together in Adolescent Circles – teams or groups in which they get to know each other and work and play together;
- ▶ Planning activity sessions for adolescents that balance structure with space for creativity and expression; and
- ▶ Choosing and planning activities according to four different activity phases – flexible modules that can be adapted to adolescents' circumstances, developmental capacities and interests.

# Decide how to use the Adolescent Kit for Expression and Innovation

**The Adolescent Kit for Expression and Innovation (Adolescent Kit) is a package of guidance, tools and activities that can be used within a range of humanitarian programmes to make them more relevant and effective for adolescents' psychosocial wellbeing, learning and positive engagement with their communities.**

You will need to consider where and how you can use the Adolescent Kit to make a new or ongoing intervention in your programming context stronger and more effective. This means identifying an intervention with objectives that are related to the purpose of the resources in the kit, reflecting on what you want to achieve for adolescent girls and boys, and then selecting and adapting the guidance, tools and activities in the Adolescent Kit that will help you to reach your goals.

## Using the Adolescent Kit

You can use the resources in the Adolescent Kit in different ways. For example, you can introduce the activities and approaches into an ongoing programme to make it more effective for adolescents. Or, you can use the Adolescent Kit as you plan and introduce a new programme, to make sure that you reach, focus on and engage adolescents from the start. It is possible to use all of the tools, guidance and activities in the Adolescent Kit, or to just select particular ones to target specific areas in your programme that need strengthening for adolescent girls and boys.

The resources in the Adolescent Kit can help you to make programmes more effective for adolescents by:

- ▶ Introducing ways of working with adolescents that can help to make positive changes in their life – particularly by introducing activities that help them to develop the Ten Key Competencies, and applying the Ten Key Approaches in all aspects of your programme;
- ▶ Providing strategies that can help you to reach out and engage with adolescents, particularly the most marginalised girls and boys;
- ▶ Introducing a structured approach to working with groups of adolescents that involves bringing them together in Circles, where they can work together, make friends and have fun;
- ▶ Providing challenging, engaging and age-appropriate activities for working with children ages 10-18, including creative activities that focus

The Adolescent Kit is designed to help adolescents to improve their **psychosocial wellbeing, learn new life skills and engage positively with their communities**. This means that the tools, activities and approaches are particularly useful in child protection, education, life skills, youth development and other programmes that are working toward similar goals for children and young people.

on **arts and innovation; and**

- ▶ Opening up space for adolescents to focus on their own priorities and interests through activities and projects that they select, and by involving them in planning and managing all aspects of their work together.

## 1. Decide on an entry point for the Adolescent Kit

As a first step, you will need to decide on an entry point. That means identifying a programme or intervention where you think adolescents could benefit from the activities, tools and approaches in the Adolescent Kit.

Remember - these are just suggestions! You can use the tools, approaches and guidance in the Adolescent Kit to build on (or add in) a focus on adolescents within nearly any humanitarian programme or intervention for children or youth. Do what works best for adolescents in your particular context.

Refer to the **Possible Entry Points for the Adolescent Kit** for more ideas on possible entry point programmes.

## 2. Consider how you can use the Adolescent Kit to support adolescents

Once you have decided on an entry point, you will need to consider how you can use the activities, tools and guidance in the Adolescent Kit to make your programme more effective for adolescents – and what goals you want to set for your work.

The way that you use the Adolescent Kit will depend on adolescents' particular needs and circumstances, as well as the focus of your entry point programme. For example, if you are planning to introduce the Adolescent Kit within a Sports, Recreation and Play programme, you may simply want to diversify your work by adding new activities that focus on innovation and the arts. Or, if

**The following list includes possible programme entry points for the Adolescent Kit:**

Entry Point	The guidance, tools and approaches in the Adolescent Kit can be used within (or to set up):
Education, schools and life skills programmes	<ul style="list-style-type: none"> <li>▶ School classes on literacy, life skills, social studies, guidance counselling or art</li> <li>▶ Extra-curricular activities such as after-school clubs or arts programmes</li> <li>▶ Non-formal education programmes, such as life skills, peer-to-peer, mentoring and tutoring schemes</li> </ul>
Child protection programmes	<ul style="list-style-type: none"> <li>▶ Initiatives that focus on improving children’s psychosocial welfare and resilience, such as Child Friendly Spaces, child participation and child resilience interventions</li> <li>▶ Children’s, adolescent, or youth clubs, organisations or committees</li> <li>▶ Community child protection committees or networks</li> </ul>
Peacebuilding education and advocacy programmes	<ul style="list-style-type: none"> <li>▶ Initiatives that focus on building knowledge, attitudes and skills that can help adolescents to resolve conflict and build peace in their communities</li> <li>▶ Peace or mediation clubs</li> <li>▶ Community development/service projects</li> <li>▶ Interfaith/intergenerational initiatives</li> </ul>
Youth development programmes	<ul style="list-style-type: none"> <li>▶ Peer-to-peer and youth resilience initiatives</li> <li>▶ Youth clubs and centres</li> <li>▶ Community development/service projects</li> <li>▶ Mentoring and tutoring schemes</li> </ul>
Arts, recreation and sports programmes	<ul style="list-style-type: none"> <li>▶ Initiatives that focus on sports, games, physical exercise and recreation</li> <li>▶ Community art, theatre, street drama projects</li> <li>▶ Projects that support children or adolescents to express themselves through art, music, dance, drama</li> </ul>

you integrating the Adolescent Kit within a Child Friendly Space intervention, you could use the Adolescent Circles approach as a way to reach out to and engage older adolescents, and to work with them in a more structured way.

Similarly, you could use the resources in the Adolescent Kit to:

- ▶ Introduce adolescent-led community projects within a youth development or peacebuilding

programme;

- ▶ Set-up extra-curricular activities or clubs for adolescents within an education scheme;
- ▶ Find ways to constructively engage with adolescent mothers within a life skills intervention.

There are **a lot of ways to use the Adolescent Kit!** As you consider goals for your work with the Adolescent Kit, you will need to think about how you can tailor the

activities, tools and guidance to your particular entry point programme, and what you want to achieve for adolescent girls and boys.

Refer to the **Integrating the Adolescent Kit: Practice scenario** tool

Remember that the activities and approaches in the Adolescent Kit support adolescent girls and boys to develop competencies – knowledge, attitudes and skills that can help them to cope with stressful circumstances, build healthy relationships, learn new skills and engage positively with their communities. As you set goals for your work with the Adolescent Kit, think about the particular competencies that adolescents in your programme and community would benefit from. Try to keep your goals simple and practical – and be ready to adapt them in line with adolescents’ changing circumstances.

Refer to the **Competency goals for adolescents** tool

### 3. Bring it all together

Ultimately you will need to develop a project document that clearly sets out the goals and strategy for your intervention with the Adolescent Kit, along with a way to monitor your progress. In some cases, there may already be a project document in place within your entry point programme that you can feed into or adapt. Refer to the **Basic planning questions** tool.

One advantage of integrating the Adolescent Kit into an ongoing programme is that you may be able to introduce the activities, tools and approaches without spending a lot of money or recruiting new staff. For example, you might benefit from safe spaces for adolescents, trained facilitators, a steering committee and community acceptance that your entry point programme might already have. This will make it easier to get started quickly.

The most important thing to remember as you plan your intervention with the Adolescent Kit is to **consult with adolescents** and the community, and to design your approach to fit your particular environment. Be prepared to adapt everything as you go!



## Monitoring your progress

**Once you get started, you will need to monitor the progress of your intervention with the Adolescent Kit both informally and through your organisation’s (or partner organisation’s) formal monitoring and evaluation procedures.**

This involves:

- ▶ Developing simple, user-friendly indicators to measure progress toward your goals
- ▶ Creating simple monitoring tools and collecting consistent information on a regular basis
- ▶ Involving adolescents, facilitators, volunteers, steering committee representatives and other community stakeholders in measuring progress and performance
- ▶ Using the collected data and lessons learned to adapt and improve your intervention

## TOOL: Basic planning questions

Use the questions below as a starting point for planning how you will use the Adolescent Kit. Add any other questions that you think might be useful in your particular context.

### Basic planning questions

- ▶ Where will you use the Adolescent Kit? In which programme? In what locations?
- ▶ Will you work with a partner organisation? If so, which one?
- ▶ What resources do you have available for running your intervention with the Adolescent Kit (funds, space, materials, time etc)? Will you share resources with your entry point programme?
- ▶ How many staff or volunteers in the entry programme/partner organisation will be trained to use the Adolescent Kit? (For example, how many teachers in education programmes or facilitators in child-friendly spaces)?
- ▶ How will you train staff or volunteers to use the Adolescent Kit?
- ▶ How will staff and volunteers use the activities and supplies in the Adolescent Kit? When and how often?
- ▶ Which adolescents in the programme will participate in activities with the Adolescent Kit? (for example girls, boys, different age groups etc.)
- ▶ Will the most vulnerable adolescent girls and boys have an opportunity to participate in activities with the Adolescent Kit? If not, how will you try to reach out and include them?
- ▶ Will adults and community members play a role in planning and conducting activities with the Adolescent Kit? If so, in what ways?
- ▶ Will the entry point programme aim for new goals or outcomes for adolescents (or keep the same ones they already have)? If so, what will the new goals or outcomes be?
- ▶ Which of the competency domains will adolescents focus on through their activities with the Adolescent Kit? What kinds of goals will they work toward within these competency domains (e.g. what knowledge, skills and attitudes will do they work on developing)?
- ▶ How will you monitor and evaluate progress with the Adolescent Kit?

## Tool: Competency goals for adolescents<sup>1</sup>

**The Adolescent Kit supports adolescents in humanitarian situations to develop key competencies, knowledge, skills and attitudes that are essential for their wellbeing and healthy development. These competencies are organised into a framework of ten competency domains, and include the abilities that adolescents need to cope with crisis, build healthy relationships and engage positively with the world around them.**

Once you get started with your intervention, it is important to work with adolescents to identify the competency domains that are the most relevant and important to them. The next step is to develop goals

within these domains – and to select activities in the Adolescent Kit that address them.

See the list below for ideas for the kind of goals that you can set for adolescents within each competency domain. Remember that these are just suggestions! Work with adolescents to come up with competency goals that meet their particular needs and interests.

Competency domain	Goals may include helping adolescents to:
<b>Communication and expression</b>	<ul style="list-style-type: none"><li>▶ Listen to other people's perspectives, concerns and needs</li><li>▶ Accurately express their ideas, perspectives or opinions</li><li>▶ Communicate calmly and effectively in challenging situations</li><li>▶ Understand how verbal and non-verbal communication can contribute to conflict or build peace in the community</li></ul>
<b>Identity and self-esteem</b>	<ul style="list-style-type: none"><li>▶ Understand their personal strengths and weaknesses</li><li>▶ Understand their individual identities in relation to their social, cultural, and historical context – Who am I?</li><li>▶ Understand their group identities and how they feel toward their group (e.g. peer group, ethnic group, age group) – Who are we?</li></ul>
<b>Leadership and influence</b>	<ul style="list-style-type: none"><li>▶ Recognize that they have influence over things that happen in their lives</li><li>▶ Stay with a project until a goal is achieved and overcome setbacks</li><li>▶ Take action to help themselves and others</li><li>▶ Contribute to transforming conflict/problems in family, friends and peer groups</li></ul>
<b>Problem solving and managing conflict</b>	<ul style="list-style-type: none"><li>▶ Understand the issues underlying problems or conflicts</li><li>▶ Explore multiple solutions/options to resolve a conflict or problem</li><li>▶ Persuade others to understand and respect their perspective</li><li>▶ Use negotiation skills during an interpersonal conflict</li></ul>

<sup>1</sup> See the Ten Key Competencies section of the Foundation Guidance for more detailed information on the ten competency domains that the Adolescent Kit addresses.



<b>Coping with stress and managing emotions</b>	<ul style="list-style-type: none"> <li>▶ Recognise and express different emotions safely and constructively</li> <li>▶ Use healthy strategies for reducing stress and managing negative emotions</li> <li>▶ Recognise how emotions and stress affect the behaviours of others</li> <li>▶ Respond constructively to other peoples' emotions and stress</li> </ul>
<b>Cooperation and teamwork</b>	<ul style="list-style-type: none"> <li>▶ Recognize how their skills and others' skills are valuable assets to a team</li> <li>▶ Listen to the ideas and opinions of others and find solutions cooperatively</li> <li>▶ Work in inclusive ways and compromise when working on a group or team task</li> <li>▶ Form healthy, respectful and cooperative relationships with others</li> </ul>
<b>Empathy and respect</b>	<ul style="list-style-type: none"> <li>▶ Listen to and understand the thoughts, feelings and perspectives of others</li> <li>▶ Recognise and respect similarities and differences between themselves and others</li> <li>▶ Build positive relationships with family, friends and peers</li> </ul>
<b>Hope for the future and goal setting</b>	<ul style="list-style-type: none"> <li>▶ Imagine a positive future for themselves, their families and communities (including the possibility of peace)</li> <li>▶ Set goals and develop an action plan for achieving their hopes and vision</li> <li>▶ Take steps and work with others toward achieving their goals</li> </ul>
<b>Critical thinking and decision making</b>	<ul style="list-style-type: none"> <li>▶ Balance the risks and benefits of different courses of action</li> <li>▶ Gather and assess information to make informed choices</li> <li>▶ Support decisions with evidence and strong arguments</li> <li>▶ Recognise common stereotypes (gender, cultural, race)</li> </ul>
<b>Creativity and innovation</b>	<ul style="list-style-type: none"> <li>▶ Experiment with creative and innovative ways to solve problems</li> <li>▶ Brainstorm and generate different ideas, concepts and solutions</li> <li>▶ Take healthy risks, and take advantage of opportunities that arise</li> </ul>

As you consider goals for your work with the Adolescent Kit, remember that the activities and approaches in the Adolescent Kit support adolescent girls and boys to develop competencies – knowledge, attitudes and skills – that can help them to cope with stressful circumstances, build healthy relationships, learn new skills and engage positively with their communities. Consult with parents, community members, programme staff, and especially adolescents to agree on goals for knowledge, attitudes and skills that are most relevant for adolescents in your programming context.

**Note:** The **Setting Group Goals activity** and the **Setting Competency Goals tool** can be used to support a participatory goal-setting process with adolescents who are already participating in activities.

## Sample questions for participatory goal-setting, monitoring and evaluation

Integrate the following questions into your consultations as you plan and set goals for your programme, and into participatory processes for monitoring and assessing programmes' effectiveness and impact on adolescents' development and use of those competencies.

### Sample questions for adolescents

#### Setting goals:

- ▶ What knowledge/attitudes/skills is/are important for adolescents who want to have a positive impact on their community? Their family? Their own future?

#### Monitoring and evaluating progress:

- ▶ What knowledge/skills did you gain during this programme? Did you learn anything new?
- ▶ How has the programme changed your beliefs and attitudes? How has it changed the beliefs and attitudes of other participants? Can you give examples?
- ▶ Has the programme changed your thinking about the conflict/situation? How? Has your thinking about other people (from diverse groups or conflict parties) changed? How?

### Sample questions for facilitators, program coordinators & field staff

#### Setting goals:

- ▶ What knowledge/attitudes/skills is/are important for adolescents who want to have a positive impact on their community? Their family? Their own future?

#### Monitoring and evaluating progress:

- ▶ Has the programme changed the way that adolescents think about the conflict/situation? How? Has their thinking about other people (from diverse groups, conflict parties) changed? How?
- ▶ Have you seen any changes in (the beliefs & attitudes of) the participants as a result of the programme? Can you give examples? What do you think caused these changes? Are changes related to some particular parts of the programme. or to specific methods used?

### Sample questions for parents and community members

#### Setting goals:

- ▶ What knowledge/attitudes/skills is/are important for adolescents who want to have a positive impact on their community? Their family? Their own future?

#### Monitoring and evaluating progress:

- ▶ Has the programme changed the way that your children/participants think about the conflict/situation? How? Has their thinking about other people (from diverse groups, conflict parties) changed? How?
- ▶ Have you seen any changes in (the beliefs & attitudes of) your children/participants as a result of the programme? Can you give examples? What do you think caused these changes? Are changes related to some particular parts of the programme?
- ▶ Do the adolescents discuss their experiences from programme activities with you? What do they find good or bad about the programme? What knowledge and ideas have they shared with you? Do they have new skills?

## Competency outcome mapping worksheet

Use the mapping matrix below to document your discussion points and goals as you consult with parents, community members, programme staff and volunteers, and especially adolescents to set goals for knowledge, attitudes and skills in relation to the competencies that your programme will address.

Competency Domain Name: \_\_\_\_\_

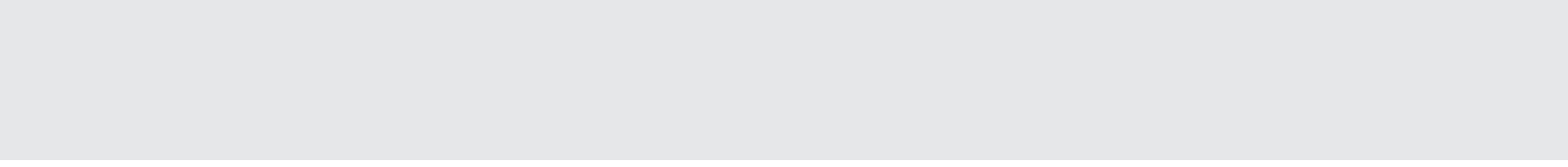
	Personal	Interpersonal	Community
Knowledge			
Attitudes			
Skills			

## Examples of potential goals for competency domains

Use these examples of potential goals for adolescents' development and use of competency domains to support consultations and participatory planning as you collaborate with parents, community members, programme staff and especially adolescents to set goals for the competencies that your programme will address.

Domain	General overview of potential goals
<b>Communication and expression</b>	<ul style="list-style-type: none"> <li>▶ Listening; observing communication styles &amp; patterns</li> <li>▶ Usage of creative, artistic &amp; cultural methods of expression</li> <li>▶ Assertiveness; using speech to calm others or de-escalate conflict</li> <li>▶ Using communication &amp; expression to transform conflict and build peace</li> </ul>
<b>Identity and self-esteem</b>	<ul style="list-style-type: none"> <li>▶ Healthy exploration of self &amp; identity; caring for self &amp; others</li> <li>▶ Understanding self &amp; others; influences to identity</li> <li>▶ Developing self esteem &amp; confidence; anti-bullying</li> <li>▶ Expressing gratitude &amp; appreciation; simplicity</li> </ul>
<b>Leadership and influence</b>	<ul style="list-style-type: none"> <li>▶ Understanding leadership styles</li> <li>▶ Strategies for influencing others in a positive way</li> <li>▶ Trust building; taking initiative</li> <li>▶ Being a positive influence on family, friends &amp; community</li> </ul>
<b>Problem solving and managing conflict</b>	<ul style="list-style-type: none"> <li>▶ Information gathering &amp; conflict analysis</li> <li>▶ Reframing and finding 'win-win' solutions</li> <li>▶ Negotiation &amp; mediation; containing &amp; de-escalating conflict</li> <li>▶ Dialogue facilitation &amp; consensus building</li> </ul>
<b>Coping with Stress &amp; Managing Emotions</b>	<ul style="list-style-type: none"> <li>▶ Understanding emotions of self &amp; others</li> <li>▶ Managing negative emotions in self &amp; others</li> <li>▶ Ability to calm self &amp; others; healing from trauma or distress</li> <li>▶ Forgiveness &amp; reconciliation; repairing damaged relationships</li> </ul>
<b>Cooperation &amp; Teamwork</b>	<ul style="list-style-type: none"> <li>▶ Awareness of marginalised &amp; excluded groups; social responsibility</li> <li>▶ Inclusion of others; cooperative problem solving</li> <li>▶ Community building, community organizing &amp; coalition building</li> <li>▶ Usage of participatory methods &amp; group facilitation</li> </ul>

Domain	General overview of potential goals
<b>Empathy &amp; Respect</b>	<ul style="list-style-type: none"> <li>▶ Mutual understanding; appreciation of ideas, opinions, challenges &amp; struggles of others</li> <li>▶ Recognising &amp; respecting the feelings &amp; needs of others</li> <li>▶ Consoling, counseling &amp; comforting others</li> <li>▶ Giving one's time in service to others; caring for others</li> </ul>
<b>Hope for the Future &amp; Goal Setting</b>	<ul style="list-style-type: none"> <li>▶ Planning, organization &amp; time management</li> <li>▶ Envisioning alternatives; imagining a better future</li> <li>▶ Developing an action plan</li> <li>▶ Setting goals &amp; task achievement</li> </ul>
<b>Critical Thinking &amp; Decision Making</b>	<ul style="list-style-type: none"> <li>▶ Critical analysis of stereotypes, prejudice, discrimination, racism, sexism, ageism &amp; ethnocentrism</li> <li>▶ Awareness of bias; awareness of factors that influence perceptions</li> <li>▶ Doubting, questioning, inquiring, analysing, testing &amp; concluding</li> <li>▶ Analysis of multiple sources of information; making decisions</li> </ul>
<b>Creativity &amp; Innovation</b>	<ul style="list-style-type: none"> <li>▶ Patience &amp; intuition</li> <li>▶ Healthy risk taking, experimenting, taking chances</li> <li>▶ Brainstorming &amp; idea generation</li> <li>▶ Imagining preferred futures</li> </ul>



## Examples for formalizing learning goals

Competency goals can be set individually, by an Adolescent Circle, or by all adolescents participating in a programme. Goals can be formalized, written and documented so that they can be used in the future for monitoring and evaluation purposes. Use the examples below of formally written learning goals as a reference when collaborating with parents, community members, programme staff and volunteers, and adolescents to set and document learning goals for a programme or intervention.

### Examples of formally written learning goals by competency domain

#### Participants can...

**Communication & Expression:** ... listen to the ideas and opinions of others without interrupting; assert their ideas and opinions within peer groups as appropriate / ...explain which style of communication they most often use and identify other styles of communication observed in others/ ...express themselves using creative, artistic & cultural activities/ ...communicate calmly and effectively in challenging situations

**Identity & Self Esteem:** ...engage in activities that help them learn about themselves/ ...explain a range of influences to their identity and the identity of others/ ...respectfully engage in activities together and speak out against bullying/ ...express gratitude and appreciation to other peers

**Leadership & Influence:** ...describe multiple styles of leadership & leadership styles of others/ ...influence family, friends & peers in positive & constructive ways/ ...build trust with persons who they don't know or with persons who have been hurt by conflict/ ...take initiative to transform conflict in positive ways (or build peace) in family, friend & peer groups, or within the community

**Problem Solving & Managing Conflict:** ...gather & analyse information from a range of sources/ ...reframe negative views of conflict towards more positive ones; find 'win-win' solutions to conflicts in family, friend & peer groups, or in the community/ ...intervene and de-escalate conflict; negotiate between persons or parties in conflict/ ...facilitate dialogue in groups and build consensus around shared issues

**Coping with Stress & Managing Emotions:** ...identify & describe a range of emotions felt by oneself & others involved in reference to a specific situation or event/ ...explain practical techniques one can employ to deal with negative emotions/ ...exhibit calm behavior in challenging situations; help others to feel calm or heal from traumatic experiences/ ...forgive those who have caused hurt or pain; rebuild damaged relationships for oneself & support others to do the same

**Cooperation & Teamwork:** ...identify persons who feel excluded in groups & describe a diverse array of groups who are marginalized in the community/ ...include others who have been excluded in cooperative activities; solve problems cooperatively/ ...engage in activities that support a feeling of community; organize events & activities in the community; bring diverse persons & groups together/ ... use participatory methods and facilitate cooperative activities in groups

**Empathy & Respect:** ...appreciate the ideas & opinions of others; understand the challenges & struggles of others/ ...recognize & explain the feeling of others and reasons behind certain feelings/ ...console, counsel or comfort others who have experienced hurt or pain/ ...engage in activities that serve the community and care for others

**Hope for the Future & Goal Setting:** ...plan & organize activities; manage time towards the achievement of a goal/ ...describe alternatives to violence & conflict; describe what the future would look like with no conflict or violence/ ...describe the steps needed to achieve a goal

**Critical Thinking & Decision Making:** ...identify stereotypes of family, friends & peers; describe common stereotypes, prejudicial behavior, racism, sexism, etc. seen in the community/ ...describe the influences to one's own opinions and the factors that influence the opinions of others/ ...doubt, question, inquire,



analyze, test & make conclusions when presented with unreliable information/ ...analyze multiple sources of information & make sound decisions

**Creativity & Innovation:** ...see opportunities when they arise & take them/ ...take healthy risks & experiment with alternative approaches to find the best possible solutions to problems/ ...brainstorm with others in groups & generate new ideas/ ...imagine creative alternatives to the present conflict or humanitarian situation.

For evaluation purposes, the phrase 'Participants can... ' may be replaced by 'Can participants...?'. Learning goals can further be transformed into indicators by assigning a number or percentage to statements.

## Setting indicators

Once you have agreed to the overall goals in relation to competencies that your programme or intervention will address, collaborate with parents, community members, programme staff and volunteers, and especially adolescents to set indicators for how you will measure adolescents' development and use of those competencies. Below are examples of indicators for reference in this process, which correspond to the examples of formalized learning goals in the tool above.

### Examples of competency indicators / key questions

**To develop an indicator, state: '(percentage/number) of target participants can...'**

**To develop a key question, state: 'Can target participants...?'**

**Communication & Expression:** ... listen to the ideas and opinions of others without interrupting; assert their ideas and opinions within peer groups as appropriate/ ...explain which style of communication they most often use and identify other styles of communication observed in others/ ...express themselves using creative, artistic & cultural activities/ ...communicate calmly and effectively in challenging situations

**Identity & Self Esteem:** ...engage in activities that help them learn about themselves/ ...explain a range of influences to their identity and the identity of others/ ...respectfully engage in activities together and speak out against bullying/ ...express gratitude and appreciation to other peers

**Leadership & Influence:** ...describe multiple styles of leadership & leadership styles of others/ ...influence family, friends & peers in positive & constructive ways/ ...build trust with persons who they don't know or with persons who have been hurt by conflict/ ...take initiative to transform conflict in positive ways (or build peace) in family, friend & peer groups, or within the community

**Problem Solving & Managing Conflict:** ...gather & analyze information from a range of sources/ ...reframe negative views of conflict toward more positive ones; find 'win-win' solutions to conflicts in family, friend & peer groups, or in the community/ ...intervene and de-escalate conflict; negotiate between persons or parties in conflict/ ...facilitate dialogue in groups and build consensus around shared issues

**Coping with Stress & Managing Emotions:** ...identify & describe a range of emotions felt by oneself & others involved in reference to a specific situation or event/ ...explain practical techniques one can employ to deal with negative emotions/ ...exhibit calm behavior in challenging situations; help others to feel calm or heal from traumatic experiences/ ...forgive those who have caused hurt or pain; rebuild damaged relationships for oneself & support others to do the same

**Cooperation & Teamwork:** ...identify persons who feel excluded in groups & describe a diverse array of groups who are marginalized in the community/ ...include others who have been excluded in cooperative activities; solve problems cooperatively/ ...engage in activities that support a feeling of community; organize events & activities in the community; bring diverse persons & groups together/ ... use participatory methods and facilitate cooperative activities in groups

**Empathy & Respect:** ...appreciate the ideas & opinions of others; understand the challenges & struggles of others/ ...recognize & explain the feeling of others and reasons behind why one may have a certain feeling/ ...console, counsel or comfort others who have experienced hurt or pain/ ...engage in activities that serve the community and care for others

**Hope for the Future & Goal Setting:** ...plan & organize activities; manage time toward the achievement of a goal/ ...describe alternatives to violence & conflict; describe what the future would look like with no conflict or violence/ ...describe the steps needed to achieve a goal

**Critical Thinking & Decision Making:** ...identify stereotypes of family, friends & peers; describe common stereotypes, prejudice behavior, racism, sexism, etc. seen in the community/ ...describe the influences to one's own opinions and the factors that influence the opinions of others/ ...doubt, question, inquire,

analyze, test & make conclusions when presented with unreliable information/ ...analyze multiple sources of information & make sound decisions

**Creativity & Innovation:** ...see opportunities when they arise & take them/ ...take healthy risks & experiment with alternative approaches to find the best possible solutions to problems/ ...brainstorm with others in groups & generate new ideas/ ...imagine creative alternatives to the present conflict or humanitarian situation

\* this handout is associated with Examples for formalizing learning goals.

## Tool: Planning template:

### Using the Adolescent Kit for Expression and Innovation to strengthen programmes for adolescents

Organizations implementing programmes or interventions for adolescents can use this template to develop plans for which resources in the Adolescent Kit they will use, and how, to strengthen outcomes for adolescents. Adapt this template to include steps that are relevant for your planning process or other information that is important for the way you are implementing your programmes. Develop a different planning template if you feel that is appropriate.

**1. Organization name and your name**

**2. Programme through which you plan to use the Adolescent Kit**

**3. How many adolescents would you hope to reach using the Adolescent Kit?  
Which adolescents? (M/F, ages, other characteristics)**

**4. Where does your programme implement activities? (Location/s)**

**5. What are the activities and goals of the programme in which you would use the Adolescent Kit for Expression and Innovation (including guidance, tools and supplies)?**

**Activities:**

**Goals:**

**6. Which guidance materials and tools will you use from the kit?  
How will these complement or be integrated with the other curricula, guides, manuals or other resources you are using within that programme?**

**7. How will you use the guidance materials and activities strengthen your programmes?  
What will change or improve for adolescents?**

**8. What competencies for adolescents will you focus on in your programme?  
Explain your choice.**

**9. Which activity cycles will facilitators use when planning activities for adolescents?  
Explain your choice.**

## 10. Training Plan Outline

- ▶ How many facilitators will you train?
- ▶ Where and when will you conduct trainings?
- ▶ Describe your training approach – e.g. Training of Trainers (ToT), integrated into facilitator training or in-service trainings

## TOOL. Integrating the Adolescent Kit: Practice scenario

Use the sample scenario below to explore how the activities and approaches in the Adolescent Kit could be applied within a programme for children or adolescents in your community.

### Discussion exercise:

#### 1. Study the scenario below:

Keeping Children Happy (KCH) is an international NGO that organises recreation programmes for children in a refugee camp in Kenya.

They have ten Child Centres where around 500 children come regularly. Each centre is managed by two facilitators. Centres are open from 1PM – 5PM (because school hours are from 9AM-12PM).

Children who come to the centres are between the ages of 6 and 15 years old. The majority are boys. When they come to the centres they can play freely in a safe space. Some of the adolescent boys have organized themselves into small groups to play football, and the girls like to play jump rope.

#### 2. Consider: How could KCH use the Adolescent Kit to support adolescents who are already participating in their Child Centre programme?



### 3. Sample answers: Use tools or activities in the Adolescent Kit to...

- ▶ Consult with older children and adolescents about the kind of activities they would like to participate in, or skills and knowledge they would like to gain during their time at the Child Centres
- ▶ Try to find out where older adolescents (15-18 years) and adolescent girls are in the camp, and why they don't come to the Child Centres; then use the guidance in the Adolescent Kit to find ways to reach out to them
- ▶ Organise children and adolescents into groups or circles using the Adolescent Circles approach
- ▶ Introduce more structured sessions for groups of girls and boys at set times during the Child Centres' opening hours (for example, using the session steps outlined in the Facilitators' Guidance)
- ▶ Introduce a mix of activities including games, projects, or arts using the Activity Guides in the Adolescent Kit
- ▶ Consider moving some of the activities physically outside the Child Centres
- ▶ Help adolescents to develop competencies – skills, knowledge and attitudes – that can help them to improve their psychosocial wellbeing, learning and connection with their communities, through their activities together at the Child Centres
- ▶ **Other?**  
Brainstorm other ways that the Adolescent Kit could strengthen work with girls and boys at the Child Centres

## TOOL. Possible entry points for the Adolescent Kit

Use the list below for guidance as you consider an entry point for introducing the Adolescent Kit.

**Remember!** The first step is to find (or set up) a suitable entry point programme. Then consider how you can use the activities, tools and approaches in the Adolescent Kit to make the programme more effective for adolescents.

### Education, school and life skills programmes

You can use the tools and activities in the Adolescent Kit to strengthen both formal and non-formal programmes that focus on improving children's or adolescents' education and learning. For example, you can integrate activities and tools into:

- ▶ School classes on literacy, life skills, social studies, guidance counselling or art;
- ▶ Extra-curricular activities such as after-school clubs or arts programmes;
- ▶ Non-formal education programmes, such as life skills, peer-to-peer, mentoring and tutoring schemes, which may take place outside of the classroom in community centres, NGOs or village councils.

### Child protection programmes

Activities and tools in the Adolescent Kit can be used in child protection programmes, particularly to build on (or establish new) initiatives that focus on improving adolescent girls' and boys' psychosocial wellbeing and resilience. This includes :

- ▶ Child Friendly Spaces<sup>1</sup> ;
- ▶ Child participation and child resilience projects;
- ▶ Children, adolescent, or youth clubs, organisations or committees;
- ▶ Community child protection committees or networks.<sup>2</sup>

### Peacebuilding education and advocacy programmes

The activities and tools in the Adolescent Kit can help adolescents to explore and understand the conflicts that affect them, foster positive connections with adults, contribute to their communities and learn inclusive, respectful ways of working with others. This makes the Adolescent Kit a good fit for peacebuilding education and advocacy programmes that specifically target children and young people. This includes:

- ▶ Initiatives that focus on building knowledge, attitudes and skills that can help adolescents to resolve conflict and build peace in their communities;
- ▶ Peace or mediation clubs;
- ▶ Community development/service projects;
- ▶ Interfaith/intergenerational initiatives.

<sup>1</sup> Child Friendly Spaces are safe spaces where children, usually below the age of 10, can access free and structured play, recreation, leisure and learning activities, and which may provide education and psychosocial support: Minimum Standards for Child Protection in Humanitarian Action.

<sup>2</sup> Child protection committees or networks are groups made up of community members who work to advocate for children's rights, and to protect them from abuse, neglect, exploitation and violence.

## Youth development programmes

The tools and activities in the Adolescent Kit can be integrated into youth development programmes that focus on empowering adolescent girls and boys. For example:

- ▶ Peer-to-peer and youth resilience initiatives;
- ▶ Youth clubs and centres;
- ▶ Community development/service projects;
- ▶ Mentoring and tutoring schemes.

## Sports, arts and recreation initiatives

You can enhance sports, arts and recreation programmes in humanitarian settings by using the resources in the Adolescent Kit to add an additional focus on arts and innovation. For example, you can use the activities and tools in:

- ▶ Initiatives that focus on sports, games, physical exercise and recreation;
- ▶ Community art, theatre, and street drama projects;
- ▶ Projects that support children or adolescents to express themselves through art, music, dance, and drama.

## Children and adolescent clubs, organizations, committees

The approaches and activities in the Adolescent Kit can help adolescents to set up their own clubs or initiatives (or to strengthen their existing ones), by supporting them to work in participatory, inclusive ways, empowering them to express themselves, and helping them to address challenges. These include:

- ▶ Child/adolescent clubs;
- ▶ Child protection/child rights/education/peace committees;
- ▶ Child/adolescent led initiatives that focus on community development, disaster risk reduction and humanitarian response.

## Any programme or initiative that includes children and adolescents

You can use the activities and approaches in the Adolescent Kit to complement or strengthen the focus on adolescents in nearly any programme. Areas of particular concern to adolescent girls and boys may include:

- ▶ Reproductive health
- ▶ HIV/AIDS
- ▶ Gender equality, women's empowerment and gender based violence
- ▶ Mine action
- ▶ Water, sanitation and hygiene (WASH)
- ▶ Nutrition
- ▶ Health
- ▶ Disaster risk reduction
- ▶ Vocational training and economic empowerment

**Note:** The resources in the Adolescent Kit are designed to support adolescents' development of competencies – essential skills they need to engage positively with the world around them and pursue their own priorities. If a goal of your programme is to promote adolescents' knowledge of information related to the topics above, find and integrate educational materials to complement the resources offered in the kit. The Standards, Guidance and Resources section of the Foundation Guidance offers some additional educational resources that may be useful for programmes focused on some of these topics.







# TOOL: Measuring progress toward competency goals <sup>1</sup>

There are a lot of ways to measure adolescents' progress toward competency goals:




- ▶ Observation of adolescents in their circles and within the community;
- ▶ Interviews/focus groups with adolescents, facilitators and community members;
- ▶ Participatory exercises and activities with adolescents; and
- ▶ Written questionnaires or surveys.

Use the sample tool below as a guide to developing your own tools for measuring adolescents' progress toward competency goals.

Sample Tool: Monitoring competency goals					
Competency Goals	Negative change 	No change 	Some change 	Big change 	Notes:
Communication and expression	Listen to other people's perspectives, concerns and needs				
	Express their ideas, perspectives or opinions				
	Communicate calmly and effectively in challenging situations				

<sup>1</sup> This tool is based on content in the Peacebuilding Competency Outcome Framework, UNICEF, 2015, unpublished.

## Sample Tool: Monitoring competency goals

Competency Goals	Negative change	No change	Some change	Big change	Notes:
					

### Adolescents can:

Coping with stress and managing emotions

Recognise and express different emotions safely and constructively

Use healthy strategies for reducing stress and managing negative emotions

Respond constructively to other peoples' emotions and stress

### Adolescents can:

Cooperation and teamwork

Listen to the ideas and opinions of others and find solutions cooperatively

Work in inclusive ways and compromise when working on a group or team task

Form healthy, respectful and cooperative relationships with others

# Investigate adolescents' situations

**An important step in planning your work with the Adolescent Kit for Expression and Innovation (Adolescent Kit) is to identify the adolescents in your programme context, especially those most in need of support, and to understand key issues that affect their lives.**

Adolescents are an extremely diverse group with different needs, interests and challenges. As you get started with using the Adolescent Kit, find out as much as you can about adolescents in your area. Think about which adolescents might benefit from the approaches and activities within the Adolescent Kit, and how you can design your intervention so that it meets their needs. Once your intervention is underway, continue to update information about adolescents' situations regularly and adapt activities to meet changes in their circumstances, needs and interests.

Make sure that you **involve adolescents!** Adolescent girls and boys know more about their situations than anyone else, and may have creative ways of collecting information about their peers.

Refer to the **Collecting information about adolescents** tool for guidance on collecting data and consulting adolescents.

Use the questions below to guide your investigation of adolescents' situations. Add any others that make sense in your particular context.

Refer to the **Questions for investigating adolescents** tool

## 1. Who are the adolescents?

As a first step, try to find out who the adolescents are in your area and where they can be found. This may include adolescents of different ages, ethnicity, clan, language, sexual orientation and religion, and those with disabilities. In particular, try to identify the most vulnerable adolescent girls and boys, who are typically overlooked in programmes and need support the most.<sup>1</sup>



## 2. How many adolescents are there?

Try to obtain the strongest demographic profile possible

<sup>1</sup> This can be difficult – vulnerable adolescents often disappear in humanitarian situations, and you may need to enlist the support of community members and other adolescents to actively seek them out.

## Investigating adolescents

There are a lot of ways to gather information about adolescents in humanitarian situations:

- ▶ Review child protection, education, reproductive health and other programmes that target older children – situation analyses, surveys and humanitarian assessments can also provide useful information about adolescents
- ▶ Collect additional information through focus groups, surveys and rapid assessments
- ▶ Talk to community members – teachers, parents, religious leaders, community workers and others can provide useful information about adolescents' circumstances
- ▶ Consult adolescents!

Look for adolescents in the places where they live, gather, learn, eat, work, pray and play, and ask them about their lives



of adolescents in your community, calculating the overall number of adolescents, as well as the number of adolescent girls and boys from different ethnic, language, religious and other backgrounds. This will help you to set enrolment targets for your intervention with the Adolescent Kit, and to reach those most in need of support.

## 3. What kinds of humanitarian circumstances are adolescents dealing with?

Consider whether adolescents are in the first few weeks of a crisis, undergoing a longer-term humanitarian emergency situation (such as ongoing displacement within a refugee or IDP camp), experiencing a conflict, or living in a fairly permanent and stable development context.

The type of humanitarian context, anticipated duration of adolescents' displacement, and the prospects for recovery can affect how you design and run your



## Ethical considerations for undertaking an assessment of adolescents' situations

The following excerpt from the Child Protection Rapid Assessment Toolkit developed by the Child Protection Working Group of the Global Protection Cluster provides an overview of ethical approaches and key considerations that should be taken when conducting an assessment of children's situations. Programme coordinators using the Adolescent Kit are strongly encouraged to review and follow the guidance provided in that resource for additional considerations and steps to take when assessing adolescents' situations, and to review and uphold the Minimum Standards for Child Protection in Humanitarian Action. (See the Child Protection section of the Resources in the Foundation Guidance.)

### An ethical approach to rapid assessments requires:

- ▶ A commitment to follow-up action, as necessary;
- ▶ Identifying and finding ways to support community-coping mechanisms that do not violate basic rights of or harm children;
- ▶ Considering potential negative effects of the assessment exercise (such as stigmatizing a person or group by attracting unnecessary attention to them or creating fear);
- ▶ Not raising false expectations by being honest with communities about the objectives of the assessment before and during the assessment;
- ▶ An analysed desk review.

**Assessments are interventions in themselves. They can be meaningful and positive experiences or intrusive and disruptive, and can cause additional stress for the population. This is especially the case during the immediate aftermath of an emergency. 'Do no harm' and 'the best interests of the child' should therefore be primary considerations in any assessment.**

**Sensitive information:** It is your responsibility to ensure the confidentiality of the information you have been entrusted with. Confidentially means 'the restrictive management of sensitive information (e.g. names, incidents, locations, details, etc.) that has been collected before, during and after child protection assessments.'

Sensitive information must be protected and shared only with those people (service providers, family, etc.) who need the information for the best interest of the child. Shared information should be stripped of any details of the source, unless required to ensure appropriate action (with written consent from the source). For more on data confidentiality, please see Standard 5 of 'Minimum Standards for Child Protection in Humanitarian Response'

Informed consent is an integral part of any assessment activity that involves direct acquisition of information from people regardless of their age. Informed consent is 'the voluntary agreement of an individual who has the capacity to give consent, and who exercises free power of choice.'

Excerpt from: Global Protection Cluster Child Protection Working Group, Child Protection Rapid

intervention with the Adolescent Kit. It's also important to bear in mind that adolescents' circumstances can change rapidly in humanitarian settings – and that it is likely that you will have to adapt your intervention in response to those changes.

Refer to the **Adapting to the humanitarian context** tool to understand how different humanitarian circumstances may affect activities and approaches with adolescents.

#### 4. What kinds of challenges do adolescents face?

Find out what is happening in adolescent girls' and boys' lives and use this information to design an intervention that helps them to cope with their challenges and build on opportunities in their environments.

Adolescents may face unique challenges in humanitarian situations. These could include disruption to their communities, interruption to their education and separation from their families, exploitative labour, child marriage, violence and abuse, or recruitment into fighting forces. Adolescents may live in overcrowded, unsanitary conditions, and lack basic food, health, security and other services. Adolescents may be bored and idle, lacking opportunities to go to school or support themselves and their families, or they may be overwhelmed and burdened with adult responsibilities such as work, child care and domestic chores that make it difficult for them to participate in programmes intended for them. They may feel frustrated, discouraged, frightened or anxious about the future. Like adolescents everywhere, they may also be concerned about their friendships, families, romantic relationships and futures.

Refer to the **Exploring challenges and opportunities** tool

#### 5. What kind of family situations do adolescents have? What are their roles and responsibilities?

Try to get a sense of adolescents' family situations, and their roles and responsibilities at home. Many adolescents may take on new roles in humanitarian situations, such as heading households, minding siblings, working, and becoming parents themselves. These new roles have implications for the type of activities with the Adolescent Kit that may be relevant to

adolescents' needs and interests, as well as for the time they may have available to participate in interventions.

#### 6. How do adolescents spend their time?

Investigate how adolescent girls and boys spend their days, where they go, and what they do. Adolescents' daily lives may leave them with long periods of the day when they are unoccupied and unsupervised, or their days may be very busy with household tasks or work. Adolescents may be confined to their homes due to



household responsibilities, social norms or disabilities, or they may spend long periods away from their homes earning income (or seeking to do so), often through unsafe and potentially harmful activities.

Understanding how adolescents spend their time can help you to identify windows of opportunity (both time and place) for reaching them through the Adolescent Circles approach.

#### 7. What kind of environments do adolescents live in?

Learn as much as you can about adolescents' cultural, social and physical environments, as these can affect opportunities to play, learn and interact with others through interventions with the Adolescent Kit.

**Cultural environment:** Cultural, social, and religious norms may influence the types of activities that are considered acceptable for adolescents. In many contexts it is considered inappropriate or unsafe for adolescent boys and girls to interact, and/or for adolescent girls to move about or be seen unaccompanied in public. Marginalised adolescents may face discrimination or stigma, limiting their opportunities to participate in activities with other adolescent girls and boys. Religious practice, including daily prayer or annual holidays, can also affect the time adolescents have to participate in activities.

**Social environment:** Adolescents' ethnic, religious or clan identity, as well as their family connections, place of origin or association with a political or military group, can shape how they relate to others – particularly in conflict-affected situations.

**Physical environment:** Adolescents who live in remote

areas may not have the time or money to reach programmes that are located in community centres. Hazards such as traffic, road conditions, or the possibility of harassment, sexual assault, or robbery can also inhibit adolescents' movement around their communities (often disproportionately creating barriers for girls and those with disabilities) and their participation in Adolescent Circles.

## 8. What kind of activities are adolescents interested in?



Even in difficult circumstances adolescents may enjoy activities such as playing sports, meeting friends, cooking, or caring for younger siblings. Ask adolescents what they enjoy or would like to try, and use this information to plan and run activities with the Adolescent Kit.

## 9. What knowledge and skills do adolescents want to gain?



A top priority of adolescents in humanitarian circumstances is to gain knowledge and skills that will help them in their adult roles as heads of households, parents, students, earners and citizens. They may be curious about certain issues, or want to know how to manage

their current circumstances and contribute to their communities. Take time to discuss the type of skills and knowledge that adolescents want to gain through an intervention with the Adolescent Kit and select activities that meet their interests and needs.

## 10. What kind of relationships do adolescents have?

Adolescents may experience shifts in their relationships as they grow and develop and their circumstances change. In humanitarian settings, adolescents are



often isolated from their peers, and may experience tension with others in their households or community. Talk to adolescents about their relationships with peers, friends, family members and others. Use this information to plan and run activities with the Adolescent Kit that help them to strengthen positive relationships, and to address challenging ones.<sup>2</sup>

## 11. What are adolescents' hopes and goals?



Feeling hopeful with realistic goals for the future is a key element of psychosocial wellbeing. Talk to adolescents about their hopes and goals for their families and communities, and the changes they would like to see in their lives. As much as possible, plan and run activities that can help adolescents to develop the skills and knowledge they need to achieve their goals and improve their immediate circumstances.

## Bringing it all together

The information that you collect regarding adolescents' circumstances and lives will help you to plan and run your intervention with the Adolescent Kit. The most important thing to remember is to take a flexible approach, and to design your activities and approaches in line with the particular needs of adolescent girls and boys in your community.

## Monitor and adapt

Investigating adolescents' situations is not just a one-time exercise that you do before setting up your intervention with the Adolescent Kit. It is something that you will need to do continuously as you work with adolescent girls and boys. As their situations change – as the humanitarian context evolves, as they grow and develop, and life throws new challenges at them – you will need to keep adapting your approach.

As you move forward, make sure that you continue asking questions, observing adolescents closely and monitoring the overall situation in the community. Run activities that can help you to learn more about their lives and use this information to plan your work together. Refer to the **Activities for learning from and**

<sup>2</sup> Adolescent Circles can also help adolescents to form new relationships by providing opportunities to make friends (or to spend time with friends they don't see very often).

## Tool: Activities for learning from and about adolescents <sup>1</sup>

Use the activity guides below to help adolescent girls and boys to explore their lives and experiences, and to learn more about their circumstances.



### Understanding adolescents

- ▶ **Our days** – Provides information about adolescents' daily activities and responsibilities
- ▶ **Our environment** – Demonstrates what adolescents know about the geography, layout, and services in their communities, and how they view the resources and risks around them
- ▶ **Our challenges, our solutions**— Explores issues that concern adolescents, and their ideas for positive solutions to those issues
- ▶ **Ourselves on the inside and outside** – Demonstrates how adolescents see themselves, and provides insights into their psychosocial wellbeing
- ▶ **I am, I have, I can** – Allows adolescents to explore their strengths through drawing
- ▶ **Relationship map** – Demonstrates some of the relationships in adolescents' lives, both positive and challenging
- ▶ **Community dialogue** – Provides adolescents with opportunities to discuss issues that interest them with adults in the community
- ▶ **Organizing an exhibition** – Showcases adolescents' work and allows adolescents to express their feelings and views about particular issues

<sup>1</sup> See the Facilitator's Guidance for detailed activity guides.



## Tool: Exploring challenges and opportunities

Use this tool to help you to explore some of the challenges and opportunities for adolescents in your community.


Adolescent boys	Adolescent girls
Possible challenges and difficulties	Possible challenges and difficulties
Things going well and opportunities	Things going well and opportunities

**Sample Tool:** UNICEF’s partner organizations implementing life skills and psychosocial support programmes for adolescents affected by the protracted conflict in South Sudan identified the following challenges and opportunities adolescent boys and girls were facing:

Adolescent boys	Adolescent girls
<p><b>Possible challenges and difficulties</b></p> <ul style="list-style-type: none"> <li>▶ Problems with bullying, romantic relationships, parents fighting over money and other issues</li> <li>▶ Lack of education opportunities</li> <li>▶ Recruitment into fighting forces</li> <li>▶ Exploitative child labour</li> <li>▶ Vulnerability to sexually transmitted diseases (including HIV and AIDS)</li> </ul>	<p><b>Possible challenges and difficulties</b></p> <ul style="list-style-type: none"> <li>▶ More likely to get education than girls</li> <li>▶ More opportunities (and confidence) to participate in family or community matters than girls</li> <li>▶ Humanitarian situations may give boys opportunities to take on new roles and to learn new skills – e.g., building shelters, learning new languages</li> </ul>
<p><b>Things going well and opportunities</b></p> <ul style="list-style-type: none"> <li>▶ Problems with bullying, romantic relationships, parents fighting over money and other issues</li> <li>▶ High burden of household chores and responsibilities</li> <li>▶ Duties as wives or mothers that reduce opportunities to participate in programmes</li> <li>▶ Fewer opportunities (than boys) to attend school</li> <li>▶ Child marriage, sexual exploitation, vulnerability to pregnancy, sexually transmitted diseases</li> </ul>	<p><b>Things going well and opportunities</b></p> <ul style="list-style-type: none"> <li>▶ Increasing awareness of the importance of educating the girl-child</li> <li>▶ Increasing numbers of programmes for girls</li> <li>▶ Humanitarian situations may give girls opportunities to take on new roles, such as becoming heads of households or economic providers and to learn new skills such as other languages</li> </ul>

## TOOL: Questions for investigating adolescents

Use the questions below to help you to design and run an intervention that meets adolescents' needs and circumstances.

<p><b>Who are the adolescents?</b></p> <p><b>How many adolescents are there?</b></p> <p><b>Who are the most vulnerable adolescents?</b></p>	<p><b>Collect disaggregated data regarding:</b></p> <ul style="list-style-type: none"><li>▶ Number of adolescents (i.e. young people ages 10-17)</li><li>▶ Number of adolescents each age</li><li>▶ Number of adolescent girls and number of boys</li><li>▶ Number of adolescents with disabilities, including disaggregated data on those with mobility, sensory (sight and hearing), and cognitive disabilities</li><li>▶ Number of adolescents from each ethnicity, religion, language group, clan or other important cultural or social group represented in the community</li><li>▶ Number of adolescents from marginalized groups in the community</li></ul>	
<p><b>What kind of humanitarian situation are adolescents in?</b></p>	<ul style="list-style-type: none"><li>▶ What is the nature of the humanitarian crisis (i.e. natural disaster, conflict)?</li><li>▶ How soon after the crisis is it?</li><li>▶ How long is the crisis likely to last?</li><li>▶ What is the security situation?</li></ul>	
<p><b>What kind of challenges do adolescents face?</b></p>	<ul style="list-style-type: none"><li>▶ Do adolescent girls and boys face protection challenges? (e.g. separation from their caregivers, child marriage, exploitative labour, violence, recruitment into fighting forces and other risks)?</li><li>▶ What kind of challenges do they face in terms of their basic needs, safety, living conditions and wellbeing?</li><li>▶ Has their education been disrupted?</li><li>▶ What kind of challenges do they face in their families, at school (e.g. bullying), at work, with friends, in romantic relationships?</li></ul>	
<p><b>What kind of family situations do adolescents have?</b></p>	<ul style="list-style-type: none"><li>▶ Are they separated from their caregivers?</li><li>▶ Are they heads of household?</li><li>▶ Are they caring for younger children?</li><li>▶ Are they married?</li><li>▶ Are they parents?</li></ul>	



## How do adolescents spend their time?

### What are adolescents' daily activities and responsibilities?

#### When are they:

- ▶ In school or other education programmes?
- ▶ Carrying out household tasks or using facilities (e.g. waiting in line for food or other distributions, fetching water, using toilets/showers, cooking in community kitchens)?
- ▶ Accessing services or participating in programmes (e.g. attending health clinics or participating in child protection, education, youth or livelihood initiatives)?
- ▶ Playing, socializing, resting, or unoccupied?
- ▶ Praying or at religious services?
- ▶ Earning income to support themselves or others?

### If adolescents go outside their homes regularly, where do they go?

- ▶ What places do adolescents visit regularly?
- ▶ Where do they spend their time?
- ▶ What routes and transport do they take?

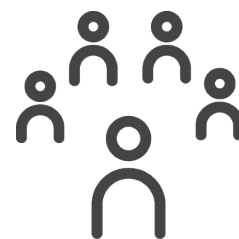
## What kind of environment do adolescents live in?

Examine adolescents' social, cultural and physical environments.

- ▶ What are the cultural or social norms of adolescent boys and girls? For example, is it appropriate for adolescent boys and girls to interact?
- ▶ What is the relationship between different ethnic, religious, linguistic, clan and other groups? Have any groups been economically, socially or politically marginalized - and how has this affected adolescents?
- ▶ Where do adolescents live?
- ▶ Which routes are accessible and safe and which are dangerous?
- ▶ What forms of transportation are available to them?
- ▶ What places pose hazards for adolescents? Where do they feel uncomfortable, unsafe and wish to avoid?

## What kind of activities are adolescents interested in?

- ▶ What activities do adolescents enjoy in their daily lives?
- ▶ What do they enjoy about those activities? What do they find fun?
- ▶ What activities or tasks do they enjoy the least, or find the least helpful or rewarding? Why?
- ▶ What new activities would they like to try?



## What knowledge and skills do adolescents want to gain?

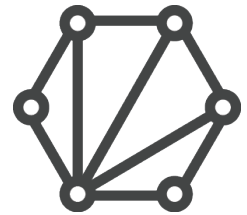
- ▶ What knowledge and skills have adolescents gained through school or other education programmes?
- ▶ What knowledge and skills have adolescents gained through other activities, including chores and responsibilities, sports, arts, recreation, or their own self-guided learning?
- ▶ What new topics interest them?
- ▶ What new skills or knowledge would they like to learn? How do they hope these new skills will benefit them?



## What kind of relationships do adolescents have?

Note that adolescents in humanitarian contexts may be separated from parents and/or heading households).

- ▶ How do adolescents relate to their parents or care providers? How do these relationships support them? What tensions or conflicts do they experience?
- ▶ How do adolescents relate to others in their families or households, including siblings, grandparents, and extended family members?
- ▶ Do adolescents have any trusted friends? When and how do they spend time with them?
- ▶ In what ways do they find their interactions with friends and peers helpful and enjoyable? What challenges do they experience in these relationships?
- ▶ How do adolescents relate to people from different groups or backgrounds - e.g. the opposite gender, those with or without disabilities, other ethnic or religious groups? What positive interactions and connections have they experienced? What conflicts and tensions?



## What are adolescents' hopes and goals?

- ▶ What is going well for adolescents in their current circumstances? What positive changes would adolescents like to make in their daily lives?
- ▶ What changes would adolescents like to see in their communities and surroundings? How would they like to contribute to these changes?
- ▶ What hopes or goals do adolescent have for their futures, including for their families, relationships, communities, societies, economic situations and employment?



## Other questions?

Add any other questions that make sense in your particular context

Make sure that you explore the questions with different groups of adolescents (e.g. boys and girls, different age groups, those with disabilities), as their responses may be very different!



## TOOL: Adapting to the humanitarian context



Use the chart below to understand how different humanitarian circumstances may affect how you plan and run your activities with adolescents.

	New emergencies	Settling down, but not certain	Long term planning
Circumstances	First six weeks of a new onset emergency, or a community facing any kind of significant disruption	Protracted emergency; Refugee or Internally Displaced Persons (ID) camp setting, long-term displacement	Development context
Phase	<ol style="list-style-type: none"> <li>Starting Our Circle</li> <li>Knowing Ourselves</li> </ol>	<ol style="list-style-type: none"> <li>Starting Our Circle</li> <li>Knowing Ourselves</li> <li>Connecting</li> <li>Taking Action</li> </ol>	<ol style="list-style-type: none"> <li>Starting Our Circle</li> <li>Knowing Ourselves</li> <li>Connecting</li> <li>Taking Action</li> </ol>
Adolescent participation	<p>Different adolescents come for activities every day</p> <p>Adolescents who can benefit from activities (particularly the most marginalised) are still being identified with help from the community</p>	<p>Most adolescents participate in activities on a consistent basis (because they are interested and have been actively targeted for involvement)</p> <p>Some adolescents drop out of activities, and new people join; they are absorbed into activities on an ad hoc basis</p>	<p>There are strong Circles of adolescents who have worked together over a period of time</p> <p>When new adolescents want to join, new sessions are scheduled for them</p>
Space	Activities are held in a temporary space, and/or in different places on different days, because a consistently available space hasn't been found yet	<p>A permanent activity space has been identified</p> <p>There is a temporary but stable space (e.g. a child friendly space)</p>	Activities take place in a permanent space or institution, which will continue to be available for the duration of the intervention with the Adolescent Kit

	New emergencies	Settling down, but not certain	Long term planning
Community stability	Activities take place in a new or temporary camp or shelter; adolescents may return home or move to another setting in a few days or weeks	It is not clear how long adolescents may be here, but it could be for a long time	This is a stable or permanent community
Long-term goals	Adolescents haven't had a chance to sit together and discuss long-term goals yet	Adolescents didn't begin activities with long-term goals in mind; however, working together in Adolescent Circles has provided them with space to set goals, and to involve adults in their community	Adolescents have long-term goals for working together in their Circles, which are supported by the community

**Remember!** Circumstances can change quickly in humanitarian situations. New emergencies become protracted emergencies. Protracted emergencies transition into stable situations, or become emergencies again after some stability. Make sure to adapt your intervention with the Adolescent Kit in response to these changing circumstances.

## Tool: Collecting information about adolescents

Consider the following strategies for investigating adolescents' situations as you design or adapt your intervention with the Adolescent Kit.

### 1. Review existing information about adolescents

Review information about adolescents that has already been collected through situation analyses, surveys and assessments. Studies in the programme areas of child protection, education, gender, conflict, HIV/AIDS and reproductive rights may also have useful data about adolescent girls and boys.

### 2. Collect information about adolescents through other sectors

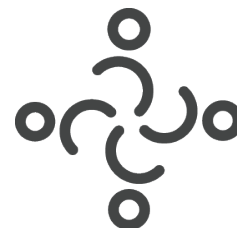
Integrate questions about adolescents into humanitarian studies that are planned or underway, such as multi-sector needs assessments, baseline studies or situation analyses.

### 3. Collect your own information

Collect your own information to fill in any information gaps. Make sure that you:

**Gather disaggregated data** on the number of adolescent girls, boys, different age groups, those with and without disabilities and those from different ethnic groups, religions, language groups, clans, or other groups in the community.

**Vary your information-gathering approaches:** Use a combination of house-to-house surveys, focus groups, key informant interviews and other kinds of consultations. House-to-house surveys are often an effective way to find less visible adolescents, such as children who are married or who have disabilities. Focus groups and other consultative activities are useful for learning about adolescents' daily lives and physical, social and cultural contexts.



Adapt your data collection tools to the context so that they are useful and appropriate. Work with community members and adolescents to ensure that questions are clear, don't cause embarrassment, offense, or put respondents at risk. Define terms such as adolescents carefully especially when seeking to reach and engage those ages 10-17, as communities may consider some young people in this age group as adults.

**Work with adolescents!** Adolescents can:

- ▶ **Find less visible adolescents in their communities:** Adolescents often know more about their peers than adults or other community members do, and may be better able to find other adolescent girls and boys who are less visible.
- ▶ **Suggest different ways to gather information:** Adolescents may have creative ways of finding out about their peers, particularly regarding issues that are unfamiliar to adults.
- ▶ **Help to collect data:** Adolescents can help to collect data about other adolescents through surveys, focus groups and consultations. They can suggest questions to include, interpret responses and provide useful insights into the information collected



## 4. Analyze your data and look for significant patterns

Compare your data on adolescents with data from the rest of the population in the area. Look for any unusual trends, especially for low counts within particular groups of adolescents. Unusual patterns may reflect gaps in your research process, or risks confronting adolescents. For example, if the number of adolescents in a particular group (e.g. those of certain ages, ethnicity or gender), is low compared to the rest of the population, this may indicate that they are disappearing or face specific threats – such as recruitment in armed forces and groups.



## 5. Use the findings to design your intervention with the Adolescent Kit

Use your findings to help you to decide which adolescent girls and boys to target with your intervention, which goals to focus on and how to design your activities and approaches.

## 6. Share findings with other humanitarian actors

Share your findings about adolescents with others involved in their support and care, such as child protection, education, health, HIV/AIDS, nutrition, WASH and other actors (in line with confidentiality guidelines). This is particularly important if you identify significant risks to particular groups of adolescents.

## 7. Do no harm!

Be sure to adhere to all ethical considerations when gathering and sharing information about children and to uphold the Minimum Standards for Child Protection in Humanitarian Action, established by the Global Protection Cluster of the Child Protection Working Group 2012. (See the Child Protection section of the Resources in the Foundation Guidance for those standards and other resources.)

# Reach out and engage adolescents

**A key part of your intervention is deciding which adolescents to include, and then taking steps to reach out to them. This involves organising your intervention in a way that makes them feel comfortable and safe, and reduces barriers to their participation, as well as finding ways to keep adolescent girls and boys involved.**

If you are starting a new programme, taking the steps outlined in this guidance from the beginning can help you to build a programme that effectively reaches the adolescents you aim to support, and keeps them involved. If you are already implementing a programme, consider using this guidance to assess whether you are reaching the adolescents you aim to support, and to introduce new strategies to expand and strengthen participation if you are not reaching your goals in this regard.

## 1. Decide which adolescents to include

As a first step, you need to decide which adolescents you want to include in your intervention with the Adolescent Kit. This decision should be based on your investigation of adolescents' situations in your community, along with an assessment of gaps in programming for adolescent girls and boys, and feedback from community members.

Consider:

- ▶ Which adolescents could be included in your intervention?
- ▶ Which adolescents are already being reached by other programmes?
- ▶ Are there adolescents who aren't being reached and who could benefit from the activities and approaches in the Adolescent Kit?

There are a lot of different options. You might decide to open up your intervention to all adolescents ages 10-17 who are interested in participating. Or, you may decide to target a specific group of adolescents who you have identified as particularly vulnerable or underserved. For example, you may notice that adolescent boys have more opportunities than adolescent girls to participate in activities outside their homes, and decide to focus your intervention specifically on girls.<sup>1</sup> Similarly, if certain groups of adolescents are being pulled into exploitative labour, armed conflict, child marriage or other worrying activities, you may try to target them.

<sup>1</sup> The needs of adolescent girls are often overlooked in humanitarian and development programmes. In particular, adolescent mothers or wives, who are often seen as adults, may miss out on helpful interventions.

## Involve the community

Consult with community members to discuss which adolescents should participate in activities with the Adolescent Kit, and work with those community members to reach out to the most vulnerable adolescent girls and boys.

Consider what other programmes for adolescents exist in your community so that you don't overlap or duplicate activities for a particular group (e.g. younger boys), and try to fill in any gaps in support. Remember that the adolescents that need your help the most are the often ones who are the least visible.

Whatever you choose to do, try to involve the most vulnerable adolescent girls and boys in your community, but be careful not to stigmatise or reinforce divisions between adolescents. Be aware that targeting one specific group with services and resources can cause tensions. Try to avoid this by selecting participants in an open, transparent way that involves the community.



## 2. Set enrolment targets

It's important to set (and track) enrolment targets. That means considering how many adolescents you want to include in your intervention, both overall and from different groups in the community. Think about:

- ▶ Including adolescents from different groups: Ideally, you should aim to include groups of adolescents in the same proportions that they are represented in the community. For example if 15% of adolescents in the area are from a particular ethnicity, you should try to enrol at least 15% of participants with that ethnicity.
- ▶ Prioritizing the most vulnerable adolescents: Set higher enrolment targets for them.
- ▶ Aligning enrolment targets with the resources available: Consider how much space, time and funding is available for activities, and how many facilitators can work with adolescents. (The recommended ratio is one facilitator to



every 25 adolescents.) Be realistic about how many adolescents you can support without compromising the quality or safety of your intervention with the Adolescent Kit.

Refer to Setting enrolment targets for vulnerable adolescents tool.

### 3. Reach out to adolescents

It's not enough to just set enrolment targets for adolescents. You need to actually go out and connect with them and convince them (and their families) to attend activities. You also need to find ways to overcome barriers that stop them from attending. This is particularly the case for the most vulnerable adolescent girls and boys, who may never even hear about your intervention unless you actively seek them out. This means:

- ▶ Looking for adolescents in the places where they live, gather, learn, eat, work, pray and play, and encouraging them to get involved;
- ▶ Raising awareness about your intervention with adolescents' families and communities, and enlisting the support of leaders, teachers, parents, adolescents, and others to bring vulnerable adolescent girls and boys on board ;
- ▶ Reducing barriers to adolescents' attendance – for example, by organizing activities at times and places that they can access easily and safely. Link to the Select a place and time section of the guidance.

Too often humanitarian programmes take an 'If you build it they will come,' approach, which disproportionately reaches adolescents who already have access to programmes and services, and fails to reach those who need support the most. Try to avoid this and take active steps to involve the most marginalized adolescent girls and boys in your intervention!

### 4. Organise Adolescent Circles and activities carefully

Once you get adolescents to turn up to activities, you need to find ways to keep them involved. That means organising your intervention in a way that makes adolescent girls and boys feel comfortable and safe, and doesn't inadvertently create barriers to their

## Reaching out to the most vulnerable

The most vulnerable adolescent girls and boys can be the hardest to reach in humanitarian situations – and are often overlooked.

They may include:

- ▶ Girls, particularly wives and mothers
- ▶ Adolescents with disabilities
- ▶ Adolescents from ethnic and religious minorities
- ▶ Adolescents separated from their families or without appropriate care
- ▶ Adolescents affected by HIV/AIDS
- ▶ Adolescents in exploitative labour
- ▶ Adolescents associated with armed forces or armed groups

participation.<sup>2</sup>

- ▶ Keep your groups between 7-25 adolescents, and make sure that there is at least one facilitator per group (ideally two).
- ▶ Consider creating separate groups for girls and boys (particularly in cultural contexts where they are commonly segregated), where they may feel more comfortable interacting and discussing sensitive issues.
- ▶ Group adolescents by age or developmental level so that it's easier to find activities that interest and challenge them, and for everyone to participate equally.
- ▶ Consider creating separate groups or activity times for girls or boys from specific circumstances, if this reduces social or other barriers to their participation. **However, take care not to reinforce social norms that stigmatize any group by creating segregated circles.**
- ▶ Conversely, consider grouping adolescents from different backgrounds, circumstances and experience together in a circle so that they can build connections and learn from each other.
- ▶ Support adolescents to form group agreements and rules for how they will work together. These can guide adolescents to share feedback and ideas in positive ways, to treat each other with



<sup>2</sup> See the Facilitator's Guidance for more details on how to organise adolescents into groups (or circles) so that they feel safe and supported.

respect and to listen and learn from each other.

## 5. Monitor attendance

It is important to monitor adolescents' attendance at each session. This will tell you who is turning up for activities regularly, and whether you are meeting your enrolment targets for adolescents - both overall and from different groups. Use an enrolment log to work out:

- ▶ Which adolescents are attending activities, and how regularly;
- ▶ Whether there are too many or too few adolescents attending overall;
- ▶ Whether attendance is lower or higher among certain groups of adolescents (For example: girls, boys, adolescents from certain ethnic or religious backgrounds, or those with disabilities); and
- ▶ Whether attendance has increased or dropped off since the intervention began.

Patterns in adolescents' daily or weekly attendance can yield useful information about their lives and interests, and help you to find ways to make your intervention more accessible and engaging. Refer to How to make and use an enrolment log.

### Respond to changes in attendance

You may need to take action if adolescents' attendance is very irregular, or persistently too high or low. Try to find out what may be causing the situation, and consider ways to adapt your intervention in response.

### If adolescents, or specific groups of adolescents, are not participating in activities (or are not participating regularly or consistently):

- ▶ **Consult adolescents** to find out why they aren't attending activities and get their suggestions for improving the situation.
- ▶ Consider changing the time, location or nature of activities and rearranging the way you group girls and boys in their circles so that they are more accessible or attractive to adolescents.
- ▶ Raise more awareness about your intervention and enlist the support of community members (parents, teachers, leaders) to bring participants on board.



- ▶ Reach out to newly arrived adolescents, or children just entering adolescence who may not be aware about your intervention with the Adolescent Kit.

Refer to **Reducing barriers to participation** tool.

### If more adolescents are participating than originally expected or planned:

- ▶ Congratulate yourself, your colleagues and the participants in creating a programme or intervention that adolescents find interesting and engaging!
- ▶ Assess whether the programme resources are sufficient for adolescents to participate safely in activities that support their development and use of new competencies. Make sure that circles are an appropriate size (7-25 adolescents each), with 1-2 facilitators supporting each circle. Reorganize or create more groups (circles) of adolescents, find bigger activity spaces, and consider introducing morning and afternoon shifts to accommodate extra participants.
- ▶ Consider expanding your intervention by raising more funds, recruiting more facilitators, finding more activity spaces and gathering more supplies and equipment.
- ▶ Consider providing shorter sessions for more participants, rotating adolescents' activities (some work in the activity spaces while others do activities in the community), or recruiting community volunteers to run activities.
- ▶ Consider engaging older adolescents as volunteer facilitators or facilitator assistants if they are ready and interested to do so. (However, make sure that older adolescents also have time for activities that address their own interests and capabilities, and are not only given opportunities to look after younger adolescents and children.)
- ▶ Make sure that you still meet enrolment targets for specific groups of adolescents, and that the most vulnerable adolescent girls and boys aren't overlooked.<sup>3</sup> It can be harder to be inclusive, or to notice when certain groups are not participating, when large numbers of adolescents are involved in activities.



<sup>3</sup> It is often the least marginalized adolescents – those who already have disproportionate access to programmes and services - who are the most likely to turn up to interventions.

- ▶ Try to be flexible, but be prepared to limit attendance in line with your resources (number of facilitators, activity spaces, supplies, time), so that you don't compromise the quality and safety of your intervention.

## Consider safety

Never organize activities for large numbers of adolescents if it puts their safety and wellbeing at risk.



- ▶ Crowded spaces can be stressful, and can contribute to arguments or fighting among participants.
- ▶ Physical and emotional safety can be difficult to protect if there is a low facilitator-to-adolescent ratio.
- ▶ The ability of facilitators to intervene in cases of bullying or exclusion and to support positive group dynamics diminishes as the number of adolescents goes up.

It is important to remember that adolescents' circumstances can fluctuate rapidly in humanitarian situations, and that it is normal for attendance to go up and down over the course of your intervention. Make sure that you continuously monitor attendance so that you can adjust your intervention as needed and support adolescents to participate safely.



link to the **Adapting to changes in adolescents' circumstances** tool

## Monitor and adapt

As you move forward, continue to monitor adolescents' attendance and participation carefully – and be ready to make changes in response. Take time to try and understand why adolescents may be dropping out of activities (or alternatively why there is high demand), and to figure out how you can encourage even the most

marginalized adolescent girls and boys to participate equally and safely in sessions.

Remember to **consult adolescents!** Adolescents can help you to understand why your intervention is not working for particular groups of girls or boys, and how you can reorganise your work to improve the situation. Make sure that you continuously check in with adolescents as you work together, and enlist their support in designing an intervention that meets their changing needs and circumstances.

## Tool: How to make and use an enrolment log

Keep track of adolescents' attendance at sessions by following the steps below:

1. Copy **diagram 1** into the last page of a notebook.
2. List the names of adolescents who have enrolled in activities in the column on the far right.
3. Fill in all of the relevant information about each adolescent in the columns to the left. In the column marked Other information include any notes about the adolescents that might be helpful, such as their ethnic or religious group, disability and language. Use a confidential coding system for sensitive information (e.g. adolescents who are mothers, or children formerly associated with fighting forces).
4. Cut all the other pages of the notebook along the line between the white and grey areas in **diagram 2**. The list of adolescents will now be visible on each page.
5. Write the dates of sessions at the top of each column on the first page and use the cells below to record whether each participant is present or absent.
6. Continue on the following pages for subsequent sessions or weeks.

**Diagram 1**

Start date	Age	M/F	Other information	S/N	Name
				1	Anita
				2	Mohammed
				3	Lee
				4	
				5	
				6	
				7	
				8	
				9	
				10	
				11	
				12	
				13	
				14	
				15	
				16	
				17	
				18	
				19	
				20	
				21	
				22	
				23	
				24	

Diagram 2

01 May	03 May	05 May	08 May	11 May	14 May	S/N	Name
✓	✗	✓	✓	✓	✓	1	Anita
✓	✓	✗	✓	✓	✓	2	Mohammed
✓	✗	✓	✓	✗	✓	3	Lee
						4	
						5	
						6	
						7	
						8	
						9	
						10	
						11	
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## Tool. Reducing barriers to adolescents' attendance



There are a lot of reasons why adolescents may not attend, or may stop attending, sessions with their Adolescent Circle. As a first step, talk to the adolescents to try to understand what may be holding them (or their peers) back, and then adapt your intervention in response.

Use the list below to help you to come up with your own solutions for reducing barriers to adolescents' attendance.



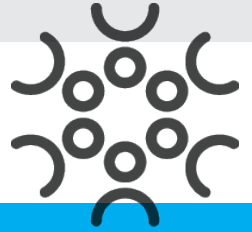
Barrier	Possible response
Adolescents don't have time to attend activities	Find out when adolescents have time available, and consider varying the time and location of some (or all) of activities
Adolescents find the activities too easy, silly or pointless, OR too difficult, serious and challenging	<p>Ask adolescents what activities they would like to participate in, and try to include them in your sessions</p> <p>Adjust the length or complexity of activities</p> <p>Consider reorganising your groups by age or developmental level so that it's easier to find activities that interest them</p>
Adolescents can't come because they have to mind their siblings or children	<p>Consider allowing adolescents to bring their younger siblings/children along to sessions</p> <p>Work with their families to arrange care during session times so that adolescents have a chance to take a break and participate</p>
It's dangerous, expensive or difficult to get to the activity space	<p>Consider moving to a new activity space, or rotating activities among a number of different activity spaces</p> <p>Ask adolescents and the community for support in finding a safe place to run activities</p>
Adolescents think that your intervention is too childish for them	<p>Organise older and younger adolescents in separate groups, and adapt activities to their developmental levels</p> <p>If your activity space is in a Child Friendly Space or a primary school classroom, consider moving to less child-related space</p> <p>Find ways to transform your activity space visually, so that it doesn't look like a place for 'little kids'</p>
Adolescents' caregivers don't want them mixing with the opposite gender	Consider creating separate groups for girls and boys -- Make sure there are female and male facilitators available to run activities with the respective groups



Barrier	Possible response
Adolescents don't know about the intervention	Take steps to raise more awareness about your intervention through community meetings, publicising it in the places where adolescents live, eat, work and have fun, putting up posters and enlisting the support of leaders, parents, teachers and other adolescents
Adolescent girls' husbands don't want them 'playing like children'	Consider setting up a special Circle or group for adolescent mothers or wives, and relabeling it as a 'wives' circle' or a 'young mothers' circle;' include information, activities and skills about parenting (if the adolescents are interested)
Adolescents are worried that they won't be able to participate in all of the activities, or that they will be forced to do things they don't want to do	<p>Reassure adolescents that your work together is voluntary and that no one has to participate in any activity, or to talk about any topic, if they don't want to do so</p> <p>Vary activities so that adolescents with different skills and abilities have opportunities to participate</p> <p>Make sure that activities are accessible and appropriate for adolescent girls, adolescents with disabilities, and other marginalized groups</p>
Adolescent girls and boys with disabilities feel excluded from activities	<p>Provide adolescents with disabilities with assistance to get to your activity space (if they need it)</p> <p>Make sure that the activity spaces, as well as toilets and wash facilities, are accessible to adolescents in wheelchairs or with other disabilities Adapt sessions so that they cater for a range of abilities, and make sure that adolescents with physical, mental, intellectual or sensory impairments all have an opportunity to participate in some of the activities</p> <p>Support facilitators to work with adolescents with disabilities, and to overcome any discriminatory or insensitive attitudes they may have</p> <p>Consider enlisting the support of more facilitators or volunteers (including parents, caretakers, and friends) to support adolescents with disabilities – if they need/want some extra support</p> <p>Integrate adolescents with disabilities in Circles with other adolescents – don't keep them separate from others in a 'special group'</p> <p>Encourage adolescents to set rules for working together that promote respect and tolerance for everyone, and encourage them to be supportive of their peers with disabilities</p>
Other barriers?	Add any other barriers and responses that make sense in your particular context

## Tool: Setting enrolment targets for vulnerable adolescents

Use this tool to set targets for including vulnerable adolescents in your intervention with the Adolescent Kit



### Do no harm!

As stated in the Child Protection Rapid Assessment Toolkit\*, remember that:

- ▶ It is your responsibility to ensure the confidentiality of the information you have been entrusted with.
- ▶ Sensitive information must be protected and shared only with those people (service providers, family, etc.) who need the information for the best interest of the child.
- ▶ Shared information should be stripped of any details of the source, unless required to ensure appropriate action (with written consent from the source).
- ▶ Informed consent is an integral part of any assessment activity that involves direct acquisition of information from people regardless of their age.

\*Child Protection Rapid Assessment Toolkit. Global Protection Cluster, Child Protection Working Group, December 2012.

See Programme Coordinators' Guidance: Investigate adolescents' situation, the Child Protection Rapid Assessment Toolkit, and Minimum Standards for Child Protection in Humanitarian Response for more guidance on protecting and upholding the rights of children while gathering and using information on their situation.

## 1. Identify vulnerable adolescents:

Identify adolescents who are particularly vulnerable, marginalised or discriminated against in your community. Estimate their number and the percentage of the community they represent based on available information.

Refer to **Collecting information about adolescents** tool

Vulnerable adolescents				
Check when identified	Group	Number in community	% of community	Location (s)
<input type="checkbox"/>	Adolescent girls			
<input type="checkbox"/>	Adolescents with disabilities			
<input type="checkbox"/>	Adolescent-headed households			
<input type="checkbox"/>	Adolescents living or working on the streets			
<input type="checkbox"/>	Adolescents from ethnic and religious minorities			
<input type="checkbox"/>	Adolescents affected by HIV/AIDS			
<input type="checkbox"/>	Unaccompanied or separated adolescents			
<input type="checkbox"/>	Adolescents in the worst forms of child labour			
<input type="checkbox"/>	Adolescents without appropriate care			
<input type="checkbox"/>	Adolescents living in residential care or detention			
<input type="checkbox"/>	Adolescents formerly associated with armed forces or armed groups			
<input type="checkbox"/>	Other			

## 2. Set targets

Set enrolment targets for each adolescent group, based on how many of them there are, what percentage of the community they make up and where they are located. For example, if adolescents with disabilities comprise 5% of the community, aim for adolescents with disabilities to make up 5% of your participants.

Vulnerable adolescents				
Check when identified	Group	Number in population	% of population	Enrolment target
<input type="checkbox"/>	Adolescent girls			
<input type="checkbox"/>	Adolescent boys			
<input type="checkbox"/>	Older adolescents (14-18)			
<input type="checkbox"/>	Younger adolescents (10-13)			
<input type="checkbox"/>	Adolescents with disabilities			
<input type="checkbox"/>	Adolescents heading households			
<input type="checkbox"/>	Adolescent girls who are married and/or are mothers			
<input type="checkbox"/>	Adolescents living or working on the streets			
<input type="checkbox"/>	Adolescents from ethnic and religious minorities			
<input type="checkbox"/>	Adolescents affected by HIV/ AIDS			
<input type="checkbox"/>	Unaccompanied or separated adolescents			
<input type="checkbox"/>	Adolescents in the worst forms of child labour			
<input type="checkbox"/>	Adolescents without appropriate care			

## Vulnerable adolescents

Check when identified	Group	Number in population	% of population	Enrolment target
<input type="checkbox"/>	Adolescents living in residential care or detention			
<input type="checkbox"/>	Adolescents formerly associated with armed forces or armed groups			
<input type="checkbox"/>	Other			

### 3. Track your targets:

Monitor adolescents' attendance at sessions and review your enrolment log regularly. If attendance is disproportionately low for any group of adolescents, take steps to identify the reason or cause, and look for new ways to reach out and include them in your activities. Refer to the **How to make and use an enrolment log** tool.



#### Enrolment targets versus attendance

Check when identified	Group	Enrolment target	# at start of intervention	# later in intervention	Notes
<input type="checkbox"/>	Adolescent girls				
<input type="checkbox"/>	Adolescent boys				
<input type="checkbox"/>	Older adolescents (14-18)				
<input type="checkbox"/>	Younger adolescents (10-13)				
<input type="checkbox"/>	Adolescents with disabilities				
<input type="checkbox"/>	Adolescents heading households				
<input type="checkbox"/>	Adolescent girls who are married and/or are mothers				
<input type="checkbox"/>	Adolescents living or working on the streets				
<input type="checkbox"/>	Adolescents from ethnic and religious minorities				
<input type="checkbox"/>	Adolescents affected by HIV/ AIDS				
<input type="checkbox"/>	Unaccompanied or separated adolescents				

## Enrolment targets versus attendance

Check when identified	Group	Enrolment target	# at start of intervention	# later in intervention	Notes
<input type="checkbox"/>	Adolescents in the worst forms of child labour				
<input type="checkbox"/>	Adolescents without appropriate care				
<input type="checkbox"/>	Adolescents living in residential care or detention				
<input type="checkbox"/>	Adolescents associated with armed forces or armed groups				
<input type="checkbox"/>	Other				

## Tool: Setting enrolment targets for vulnerable adolescents

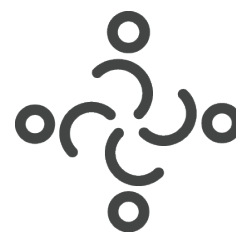
Adolescents' situations can change rapidly in humanitarian settings! Use the tool below for guidance on possible ways to adapt your intervention with the Adolescent Kit in response to changes in circumstances.

### Changes to the community

The demographic profile of adolescents in the programme area is likely to change over time. As new people move to and from the area, the overall population may change, as well as the numbers and percentages of adolescents in different ethnic, language, religious, clan or other groups. Adolescents may leave the area for studies or in search of work, while older adolescent girls and boys transition into adulthood, and younger children enter adolescence.

**Possible action:** Review adolescents' attendance at sessions to ensure that you are still meeting your targets for specific groups of adolescents, and that the most vulnerable adolescent girls and boys aren't overlooked. Consider expanding or reducing your intervention, and share information with newly arrived community members about the opportunities offered for adolescents.

Refer to the **Reach out and engage participants** section for guidance.



### Changes to adolescents' activities and responsibilities

Adolescents' daily and weekly schedules may change as their situations and roles evolve. They may marry and become parents, begin or finish studies, enter the workforce, or leave family homes to head their own households. Other factors, such as the opening or closing of food distribution programmes, water points, community kitchens or markets, may also affect adolescents' schedules, creating more demands on their time, or leaving them with more opportunities to engage in activities with the Adolescent Kit intervention.

**Possible action:** Be flexible. Consider varying the time and location of some (or all) of activities to meet changes in adolescents' schedules and to reduce barriers to their participation.



### Changes to the physical environment and infrastructure

The physical environment and infrastructure of communities in humanitarian contexts are very susceptible to change. Adolescents' ability to move safely around their communities may be improved by the construction of new roads, lighting, or expansion of transportation services. However, there may also be crime, tension, unrest or deterioration of roads that can mean they lose access to areas where they could once move freely, and as a result become more confined to their homes or shelters.

**Possible action:** Consider moving to a new activity space, or rotating activities among a number of different activity spaces to ensure that adolescents can continue to safely access activities with the Adolescent Kit intervention.



## Changes to the humanitarian context

Humanitarian situations are continuously evolving. Crises may become protracted, meaning that adolescents and others have to cope with indefinite displacement and uncertain prospects for the future, or may transition into more stable situations - for example, when homes and communities are rebuilt after a natural disaster, when camps become permanent settlements, or adolescents return to their homes.

**Possible action:** The **Adapting for the humanitarian context** tool outlines different humanitarian circumstances that may affect activities and approaches with adolescents. Use it for guidance on adapting your intervention (enrolment, space, goals) with the Adolescent Kit.

## Changes to conflict and peace dynamics

Conflict and peace dynamics can also change over time. Connections or supportive relationships can emerge between groups as a result of shared experiences or cooperation, or new tensions and negative attitudes may develop.

**Possible action:** In conflict-affected contexts, adolescents can help to restore stability and build peace. If appropriate, work with facilitators to explore issues of peace and conflict with adolescents using relevant activity guides in the Adolescent Kit, such as **Peace and conflict**.

## Select a place and time

It is important to set up welcoming spaces for adolescents to participate in activities with the Adolescent Kit, and to schedule sessions at times that suit adolescent girls and boys. Consult adolescents to find out where and when you can run your intervention so that they can attend without difficulty, and be ready to vary the time and place of activities as you move forward.

### 1. Find and create safe spaces for adolescents

Try to find spaces for activities that adolescent girls and boys can access easily and safely, and set them up in ways that make them comfortable and attractive for adolescents. In some cases you may have a dedicated space established for your programme or intervention, such as a child-friendly space or youth centre. But it may also be possible to 'borrow' space from or share space with other places in your community, such as those recommended below.

Refer to the **Creating a safe space** tool

#### Find and use available spaces

It may be possible to find safe, accessible spaces for introducing the Adolescent Circles approach within your entry-point programme or other institutions. These could be classrooms, playgrounds, youth centres or child-friendly spaces, places of worship, or other community meeting spaces where there is comfortable space available, at least during some hours of the day. (As an added advantage, parents and adults may feel more confident about their children spending time in programmes and institutions that are familiar and trusted.)

#### Follow the adolescents

Find out where your target adolescents live, where they spend time and what they do on a daily basis. Consider holding activities in locations where they already gather or spend long periods of time (e.g. waiting for facilities, food distribution or work), or rotating activities between various locations to serve adolescent girls and boys living in different places.

#### Be creative!

Explore possibilities for moving beyond permanent spaces or borrowing or adapting spaces that may be

### Consult adolescents!

Adolescents can suggest places for conducting activities, support you in setting up activity spaces that are safe and welcoming, and help you to decide when (and when not) to schedule activities.



more accessible to marginalized adolescents. Consider using spaces such as vacant lots, parks, fields or shady spots under trees, or 'borrowing' space from other programmes, local businesses, places of worship or



community halls. Consider organizing activities in private homes as a way to include adolescents who face physical, social or security barriers to moving freely outside their homes.

#### Think about access and safety

Identify spaces that are safe, accessible and convenient, and that don't place adolescents at risk, or cost too much money or time to reach. Consider access and safety for specific groups, such as those with disabilities, girls, or adolescents living in remote conditions, and identify safe routes and transportation options.



#### Examine the spaces

Make sure that the spaces are safe and conducive to the types of activities that adolescent girls and boys find helpful and interesting. Adolescents should be able to participate in activities comfortably, safely, and without too much distraction or interference. Ideally, you should be able to run high-energy activities with adolescents such as running, jumping, and shouting, as well as quiet, low-intensity activities involving concentration and relaxation.

#### Make your spaces welcoming and safe

Where possible, provide support to adolescents to decorate their activity spaces and to make them their

own. This could involve hanging up artwork, photos, or posters listing useful services and programmes for adolescents in the community.

If you are sharing space with another programme or institution, consider establishing “adolescent only” time. This may make adolescents more comfortable if they are meeting in a child-friendly space that is typically associated with younger children, or a place of worship or business usually used by adults. Establishing separate times for adolescent girls and boys to use the space may make programmes more accessible in some contexts.



## 2. Organize activities at times that suit adolescents

You also need to make sure that you work around barriers to adolescents’ attendance by organising your activities at times that suit them, and by providing clear schedules and establishing routines. Consult with adolescents and adults in the community to identify suitable times that don’t conflict with other activities or responsibilities, and be ready to adapt your schedule as you go.

Refer to the **Getting the timing right for adolescents** tool.

### Organise activities when adolescent girls and boys are available.

Organise your sessions at times that don’t conflict with adolescents’ daily activities such as school, household chores, meals, washing, praying, rest, or playing. Instead, target times of the day when adolescent girls and boys may be unoccupied (and possibly bored) or engaging in unhealthy behaviours such as hanging around dangerous areas, drinking alcohol or smoking.

### Develop and share a schedule of activities

Develop a schedule that outlines the time, duration and type of activities to be offered, including times for specific groups of adolescents to participate (e.g. girls-only times). Take into account any traditional, religious or annual holidays that might interfere with your sessions, as well as seasonal activities such as harvesting.

Communicate and disseminate the schedule of activities throughout the community, and make sure

that you remember to also inform the most vulnerable adolescents and their families.

### Be flexible!

If adolescents can’t attend activities, find out why, and consider varying your schedule. For example, you could run sessions in the evenings or on weekends to encourage particular groups of adolescents to attend.



### Create structure and routine

Once you start your sessions, organise them in a way that provides adolescents with structure and routine. This can be comforting for adolescent girls and boys who are coping with difficult experiences and adjusting to a lot of change in their lives.

Schedule activities at consistent, well-announced times and make sure adolescents know when there are changes to the programme, such as a new time or place to meet. Follow a predictable sequence in sessions and activities, so that adolescents feel comfortable participating.



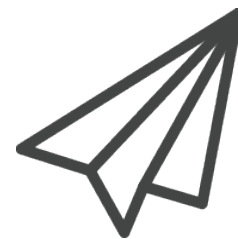
### Monitor and adapt

Things will change as you move ahead with your intervention. The security situation can transform overnight, adolescents’ daily schedules and responsibilities may change, your intervention may expand or reduce in size, and adolescent girls and boys may move into and out of the community. Be ready to vary the time and place of your sessions so that adolescents can continue to attend activities safely and easily, and so that you can accommodate new participants.



## Tool: Creating a safe space

**Spaces should be safe, comfortable and conducive to adolescents' participation in activities. Be creative! As long as basic conditions are in place, it is often possible to make activity spaces safe and welcoming without too much effort.**



Ask the following questions when assessing whether a space is appropriate for introducing the activities, approaches and supplies in the Adolescent Kit.

### Finding a space

- ▶ Are there any safe, adolescent-friendly spaces already available in the entry point programme or within other programmes and institutions in the community? Possibilities may include classrooms, assembly rooms, playgrounds, child-friendly spaces, youth or community centres.
- ▶ Does the community have spaces that could be 'borrowed' by adolescents? For example, places of worship (e.g. churches or mosques), community halls, local businesses, or out door areas in compounds.
- ▶ Are there any vacant or unused spaces? For example, fields, lots or parks.

### Accessibility of the space

- ▶ Is the space located somewhere that adolescent boys and girls can access safely?
- ▶ Is the space near where adolescents live or spend their time?
- ▶ How long will it take for adolescents to travel to the space? Will it cost them any money?
- ▶ What routes will adolescent girls and boys need to take to get to the space? How safe are these travel routes?
- ▶ Are there safe forms of transportation available to the adolescents?

### Location of the space

- ▶ Are adolescents free of distractions from their surroundings?
- ▶ Is the space sheltered from onlookers? (This may be particularly important for girls).
- ▶ Could the adolescents cause disturbance to others nearby with their playing, talking, singing or shouting?
- ▶ Is the space near other programmes and services that adolescents could benefit from, such as schools or health clinics?
- ▶ Is the space removed from places where adolescents feel uncomfortable or unsafe or that they wish to avoid?

## Size, safety and comfort of the space

- ▶ Can adolescents move around comfortably and safely in the space?
- ▶ Is the space large enough for the adolescents to run, jump and move freely during high-energy activities?
- ▶ Can adolescents focus, relax and interact during quiet activities in the space?
- ▶ Is the space very hot, very cold, or very wet – in general, or in certain weather or seasons?
- ▶ Is the space free of obstacles or hazards such as broken glass, sharp rocks, mud adolescents could slip on or things they could trip over? Has it been cleared for land mines or unexploded ordinances (UXOs) (if applicable)?
- ▶ Is the space clean and free of conditions that might contribute to illness or disease (e.g. mud, standing water or rubbish)?
- ▶ Is the space clean and dry enough for adolescents to write, draw, and work on art or other projects?
- ▶ Is there enough room to use supplies, materials and equipment to work on projects?
- ▶ Can adolescents store notes or projects in the space?

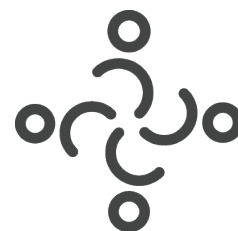


## Hand-washing and toilet facilities

- ▶ Is there somewhere for adolescents to wash their hands with soap and water– either in the space or nearby? Do adolescents (particularly girls) feel safe accessing these hand-washing facilities?
- ▶ Are there clean, safe and private toilets or latrines – either in the space or nearby?
- ▶ Are there separate toilets or latrines for boys and girls? Are they accessible for those with disabilities?
- ▶ Can the toilets/latrines be locked from the inside? Do adolescents (particularly girls) feel safe and comfortable using these toilets or latrines?
- ▶ Is there somewhere to post a sign that encourages adolescents to wash their hands before and after sessions?

Make sure to pay attention to the different needs and situations of adolescent girls, boys, those with disabilities, younger and older age groups, and adolescents from different social, ethnic and religious groups.

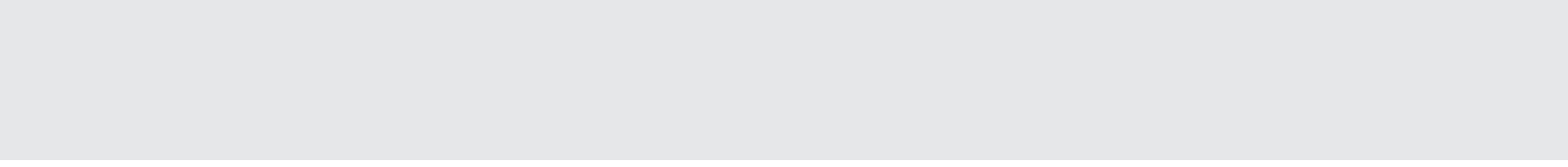
Refer to the Child Protection section of **Resources** for more information and support on developing Child/Adolescent Friendly Spaces.



## Tool: Getting the timing right for adolescents

Use the questions below to guide you with organizing activities at times that suit adolescents and don't present barriers to their involvement in your intervention.

- ▶ How do adolescent girls and boys spend their time?
- ▶ When do adolescent girls and boys go to school, socialise, work, pray, relax, eat meals, do household chores, mind siblings or their own children?
- ▶ Are there days of the week when adolescents have more or less free time? (For example, weekends).
- ▶ When do adolescents have free time when they aren't busy with other activities?
- ▶ Are there times of the day and week when adolescents are unoccupied and bored?
- ▶ Are there particular times when adolescents engage in unhealthy or unsafe behaviours such as playing in the street, swimming in unsafe areas, smoking, drinking alcohol or taking drugs?
- ▶ Are there times of the day when adolescents wait for long periods of time for work, for food or non-food-item distribution, at washrooms or showers, or at community kitchens?
- ▶ If adolescents have limited free time to participate in activities, is it possible to arrange a break for them to participate in Adolescent Kit activities by talking to their parents, family members or others?



## Build your team

**You will need a strong team in place to successfully run your intervention with adolescents. This means preparing your own organisation - or partner organisation - to introduce the approaches in the Adolescent Kit, and selecting and training facilitators to work directly with adolescent girls and boys through the Adolescent Circles approach.**

### 1. Prepare the implementing organisation

You may be working with your own organisation or with a partner organisation (such as a local or international NGO) to introduce the activities and approaches in the Adolescent Kit. Either way, you need to make sure that the organisation is strong enough to effectively use the guidance, tools and supplies in the Adolescent Kit with and for adolescents. A capable organization has both male and female staff with experience working with adolescents who can adapt the tools and activities in the Adolescent Kit to the needs and priorities of adolescents in your programming context.

Refer to the **Checklist for a strong implementing organisation** tool to review the capacity of your organisation/ partner organisation to implement interventions with the Adolescent Kit.

Take time to prepare and train staff in your organisation/partner organisation so that they fully understand the approaches in the Adolescent Kit. This includes everything from understanding and using the Ten Key Competencies and Ten Key Approaches, to planning activity phases and sessions with and for adolescents, to setting up safe spaces and managing supplies. Work closely with facilitators and your entire team as you set up and run your intervention, and be ready to step in if anyone needs help or encounters challenges.

### 2. Identify facilitators

Your facilitators are the key members of your team. They are the volunteers or staff who will work directly with adolescents, and use the guidance, tools and supplies in the Adolescent Kit to plan activity phases and sessions that address adolescents' needs and interests.

**If you are starting a new programme or intervention, you may be training facilitators to**

### What does a facilitator do?

Facilitators are responsible for planning and running structured but flexible sessions with adolescents to support their psychosocial wellbeing, learning, and positive and active engagement with the world around them.

The Foundation Guidance, Facilitators' Guidance and Activity Box are resources that facilitators can use as they support adolescents in forming circles, and plan and carry out positive activities based on adolescents' interests and goals.

Programme Coordinators using the Adolescent Kit can support facilitators in using the guidance, resources and activities offered in the Kit by:

- ▶ Reading and understanding the Foundation Guidance, Facilitators Guidance, and the materials in the Activity Box;
- ▶ Working with facilitators to identify which resources from the Kit they may use, along with any additional materials;
- ▶ Preparing facilitators to use those resources effectively in leading positive activities for adolescents; and
- ▶ Providing ongoing training and support to facilitators.

**use the resources in the Adolescent Kit as they begin. If you are introducing the Adolescent Kit into an ongoing programme, you may be training existing staff or volunteers in your organisation/ partner organisation to use the guidance, tools, activities and/or supplies in the Adolescent Kit. For example, you may be working with teachers who will be using the Adolescent Kit in the classroom, or with child-friendly space staff who want to use the tools and activities to focus more on adolescents in their work.**

In any case, take time to identify people who are interested and available to facilitate activities with adolescents. Try to find trusted, respected people who will be able to interact with your targeted adolescents in a participatory way, and who have the required skills, values and experience to take on the role. Staff or volunteers who are already trained and experienced



with adolescents or younger children may be available and ready to learn and use the new approaches offered in the Adolescent Kit. You may also consider other people in the community with relevant experience who can be prepared as facilitators through a basic training course in which they are also oriented to the approaches supported by the Adolescent Kit. (Adolescents themselves may wish to be involved in selecting suitable facilitators who they feel comfortable with).

As you identify potential facilitators to work with adolescents, consider the following questions:

- ▶ Are there staff or volunteers within the implementing organisation or entry point programme who work with children, adolescents or youth?
- ▶ Are there other adults, youth or adolescents in the community with qualifications, training or experience who could facilitate activities with adolescents? These could include youth volunteers, community mobilizers, teachers, teachers' assistants, coaches, artists, art teachers, musicians or storytellers.
- ▶ What training have they already had? What additional training do they need to work effectively with adolescents?

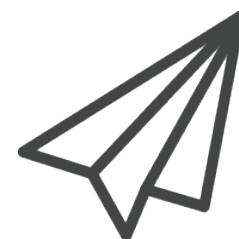
Try to select a team of facilitators that includes a mix of men, women and age groups, who represent the different cultural or ethnic backgrounds of the community – and are as proportionally diverse as your targeted adolescents. In particular, make sure that there are both male and female facilitators available to run separate girls and boys groups (where appropriate).<sup>1</sup>

### 3. Train facilitators

All facilitators, even those with qualifications and experience, should receive training on the specific methods in the Adolescent Kit. Before interventions begin, organize a Training of Trainers (ToT) to introduce the Adolescent Circles approach and to make sure that facilitators understand their roles and responsibilities.

Adapt the training resources in the Adolescent Kit and refer to the **Facilitators' Guidance** to design your ToT training. Make sure that you include guidance on:

- ▶ Setting up and maintaining **safe, welcoming spaces** for adolescents, and creating a positive atmosphere for adolescents to express themselves creatively, have fun, experiment, learn new skills and make friends;
- ▶ Supporting adolescents to develop **competencies** – knowledge, attitudes and skills -- that can help them to cope with stressful circumstances, build healthy relationships, learn new skills and engage positively with their communities;
- ▶ Forming Adolescent Circles and planning and running structured sessions with adolescents using the activities, tools and supplies in the Adolescent Kit;<sup>2</sup>
- ▶ **Organising adolescents in a way that makes them feel comfortable and safe**, for example,



### What is a facilitator's role?

Facilitators plan, lead and support activity sessions with and for adolescents. Facilitators create a structured but flexible environment in which all adolescents actively, voluntarily participate in activities. To be effective in their roles facilitators should:

- ▶ Plan activities that support adolescents in developing and using **competencies** and adapt plans based on adolescents' interests and priorities;
- ▶ Demonstrate good listening skills, empathy and encouragement;
- ▶ Model positive behaviour and serve as role models for adolescents;
- ▶ Respect and include all adolescents, and support them equally;
- ▶ Work with adolescents to have fun, learn and cope with challenges;
- ▶ Connect adolescents to any additional support that they need beyond what is offered in your programme.

<sup>1</sup> In some cultures it may be inappropriate for male facilitators to run activities with adolescent girls (or young female facilitators to do so with boys), and may create a barrier to adolescents' participation.

<sup>2</sup> This is described in detail in the Facilitators' Guidance.

## What is not part of the facilitators' role?

In the Adolescent Kit guidance materials, the term "facilitators" refers to staff or volunteers who plan and lead activity sessions with adolescents.

Facilitators are not counsellors or case workers. Unless they have specific training and any certification required in your programming context, they should not attempt to hold individual or group counselling sessions, or open-ended discussions about sensitive topics. They should not diagnose or draw conclusions about adolescents' conditions or situations or intervene directly in their family or personal lives without support from a trained expert.

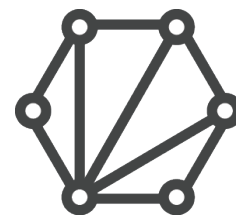
Programme coordinators should support facilitators in recognizing the positive role they can play by planning and leading safe, enjoyable, challenging, adolescent-centred activities. They should also ensure that facilitators can and do recognize when adolescents need additional support, and connect them with the appropriate available resources and services.

grouping them by gender or by age, and making sure there is a ratio of at least one facilitator to 25 adolescents;

- ▶ Working with adolescents in a participatory way that allows them to explore activities and topics that interest them, to **learn through doing** and to take the lead - rather than preaching or lecturing;
- ▶ Finding ways to **allow all adolescents to participate equally in activities**, including the most vulnerable adolescent girls and boys (e.g. those with disabilities or from marginalized ethnic or religious backgrounds) Refer to the **Creating positive and inclusive ways of working** tool.
- ▶ Following reporting and referral procedures when adolescents' health, safety, protection or wellbeing is at risk, and



connecting them to the appropriate support or services.



You should also provide facilitators with guidance in the technical areas that form the foundation for the Adolescent Kit – such as psychosocial support, child protection, life skills and peacebuilding. Most importantly, take time to go through the roles and responsibilities outlined in the Facilitators' Terms of Reference and Code of Conduct, and to discuss practical details around work schedules and salary (if any).

Refer to the **Sample Code of Conduct for facilitators** tool.

Your ToT on the Adolescent Kit does not replace other essential training for facilitators! Make sure that facilitators are trained in other key standards and principles will help them to interact with adolescents in a way that protects the adolescents' rights. Refer to **Key standards and guidelines** tool

## 4. Supervise and support facilitators

Once interventions start, supervise and support facilitators. Make sure that they apply their training, Code of Conduct and the approaches in the Adolescent Kit with adolescents. Meet with them regularly to discuss their work.

Provide facilitators with tools to evaluate their own performance, to identify areas that need strengthening and to ask for any additional support they may need. Encourage them to ask adolescents for feedback, and to work together with adolescent girls and boys to improve interventions with the Adolescent Kit.

Refer to the: **Checklist facilitator self-evaluation** tool, **Running an adolescent feedback session** tool, **Great Facilitator checklist** tool

Encourage regular one-to-one supervisory meetings so that facilitators have a private and confidential space to discuss any challenges or difficult situations they face. Make sure facilitators know when to ask for help, and that they feel comfortable raising urgent concerns – for example, if an adolescent reports abuse or voices suicidal thoughts.

Refer to the: **Responding to child protection concerns** tool and the **Supporting adolescents in distress** tool.

Bear in mind that facilitators themselves may have

been through difficult and challenging circumstances that could impact their wellbeing and their work with adolescents. Pay attention if they demonstrate signs of stress, and help them to find ways to manage their own wellbeing by:

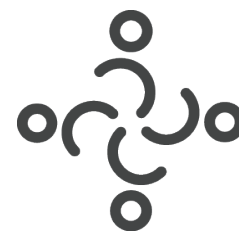
- ▶ Training them to identify signs of their own stress;
- ▶ Providing them with practical strategies for coping with their stress;
- ▶ Fostering a sense of **team** and mutual support by holding regular meetings where facilitators can share information, challenges and concerns;
- ▶ Encouraging facilitators to support each other, either informally or by setting up a peer-support system.

## Monitor and adapt

As you move forward with your intervention, be prepared to adapt your team. For example, you may need to replace, add or remove facilitators or to work with a different partner if your intervention expands or gets smaller, or staff and volunteers leave. You may need to update your training as new issues arise for adolescents, or the humanitarian situation changes. Try to be as responsive as possible to the needs of adolescents and to build a team that is equally flexible.

## Tool: Creating positive and inclusive ways of working

**Every adolescent girl and boy should have the opportunity to participate equally in activities with the Adolescent Kit.**



Encouraging inclusive participation doesn't mean forcing adolescents to participate in activities when they don't want to, or making them contribute to every group discussion. However, it does mean being aware of adolescents' different needs and abilities, and making sure that they can participate if they want to. It also means finding ways to overcome stigma or discrimination toward particular groups, such as girls, adolescents with disabilities, children affected by HIV and AIDS, and others.

Use this tool to create an environment where every adolescent girl and boy feels comfortable, and is able to participate in activities on an equal footing with others in their group.

### Do

- ▶ Call each of the participants by name
- ▶ Group adolescents with different backgrounds, experiences and skills, (including girls and boys with disabilities, and the most vulnerable adolescents) so that they can learn from each other
- ▶ Support adolescents to set rules for working together that give everyone a say in decisions, and that encourage girls and boys to listen to each other
- ▶ Give every participant an equal opportunity to voice their opinion, take on tasks and roles, and to participate in activities
- ▶ Plan a mix of energetic/restful, creative/problem solving and other activities so that everyone gets to do something they enjoy or are good at
- ▶ Vary activities so that adolescents with different skills and abilities have opportunities to participate and no one is forced to sit on the side lines – for example, if you play football (which adolescents with physical disabilities may not be able to participate in equally, or girls in some cultures may not find of interest), make sure that you also organise other, different types of activities that other participants may enjoy
- ▶ Tailor activities to adolescents' age and abilities, and adjust them if they seem bored, frustrated or overwhelmed
- ▶ Consult with adolescents to determine if activities are accessible and enjoyable for everyone involved
- ▶ Do teambuilding activities that encourage adolescents to make joint decisions and work together
- ▶ Focus on activities that allow adolescents to share and celebrate their different backgrounds, abilities and cultures
- ▶ Create a light, positive atmosphere where everyone is valued and all contributions are acceptable (as long as they meet the group rules)
- ▶ Smile, make jokes, be friendly and kind
- ▶ Make adolescents feel valued and respected
- ▶ Encourage adolescents to take turns
- ▶ Encourage all members of the group to feel that everyone's contributions are of interest
- ▶ Observe and interpret adolescents' responses – verbal or non-verbal
- ▶ Invite (but don't force) quieter participants to speak up or participate
- ▶ Let everyone voice their opinion, take on tasks and roles and participate in activities

## Do

- ▶ Find ways to adapt activities for adolescents who may be less literate, have disabilities or are very shy about participating
- ▶ Respect adolescents' religious and ethnic backgrounds and give them space for prayer time if appropriate
- ▶ Make sure that activities are accessible and appropriate for girls, adolescents with disabilities and other marginalized groups
- ▶ Check that the activity space is accessible and safe to adolescents with disabilities (for example, for those with wheelchairs or assistive devices)

## Don't

- ▶ Make assumptions about what different groups of adolescents can and cannot do (e.g. girls or those with disabilities)
- ▶ Discriminate against adolescents based on their gender, religion, background or abilities
- ▶ Form 'disabilities only' groups or circles
- ▶ Favour some adolescents over others
- ▶ Ignore some adolescents' contributions
- ▶ Dominate the conversation
- ▶ Force ideas onto adolescents, preach, lecture or dictate what should be discussed
- ▶ Let anyone monopolise activities or discussions
- ▶ Pass judgement, criticize or make anyone feel ashamed, embarrassed or inferior
- ▶ Allow anyone to be isolated, bullied or ridiculed or prevented from taking part in activities
- ▶ Let adolescents interrupt or talk over each other
- ▶ Pressure anyone to participate in activities or discussions if they seem very shy or resistant to do so

## TOOL: Checklist: facilitator self-evaluation

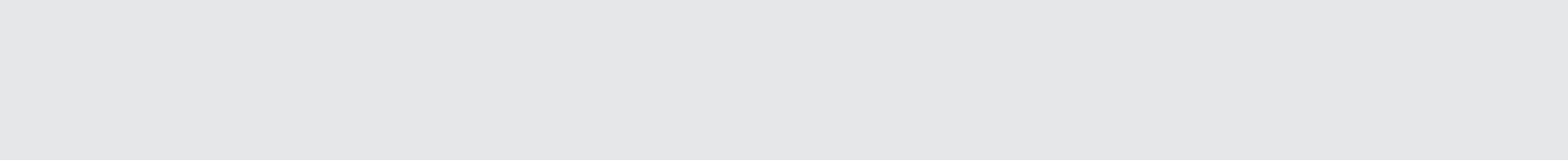
Facilitators can use the questions below to assess their work with adolescents.  
Adapt or add questions as appropriate.

Question	No	Somewhat	Yes
I understand the Ten Key Competencies and Ten Key Approaches, and how to use the activities, tools and supplies in the Adolescent Kit.			
I am prepared for sessions and well informed about topics and activities.			
I arrive on time for my sessions.			
I keep attendance records.			
I support adolescents to manage, use and store supplies and materials.			
I can call participants by name.			
I don't favour participants I already know personally over those I don't.			
I take time to listen to the adolescents.			
I support everyone's experiences and right to their own opinions.			
I don't judge the adolescents, even if I don't share their views.			
I am aware that my cultural background shapes my values, beliefs and assumptions, just as participants' cultural backgrounds shape theirs.			
I am aware of gender roles and differences.			
I encourage all participants to share their experiences and to contribute to group learning.			
I support all adolescents to participate equally in activities and discussions.			

Question	No	Somewhat	Yes
I provide adolescents with information about other programmes, services and support that they may benefit from or enjoy.			
I know how to read and interpret adolescents' responses, verbal and nonverbal.			
I understand group dynamics and feel comfortable managing conflicts.			
I know how to stay in charge, without being overly controlling.			
I act in a professional, calm manner, even when I feel provoked.			
I am comfortable adapting sessions to meet participants' needs.			
I encourage adolescents to take on responsibilities, even if that means they perform them in a different way than I do.			
I understand that the topics addressed during sessions may have an emotional impact on adolescents.			
I am empathetic and understanding about participants' emotional reactions and know how to handle them.			
I know my limits as a facilitator and where to refer adolescents with problems I can't handle on my own.			
I can recognise warning signs that adolescents may face risks to their health, protection, safety or wellbeing.			
I know how to follow reporting and referral procedures (including confidentiality guidelines), and how to connect adolescents to appropriate support and services.			
My body language and facial expressions are respectful and friendly.			
I present one idea at a time and show relationships between ideas, summarizing when necessary.			

Question	No	Somewhat	Yes
I frequently use examples, charts, and visual/audio aids to illustrate my points.			
I use humour and imagination to keep participants interested.			
I am aware that I do not know all the answers and am open to learning from participants.			
I encourage sharing of participants' knowledge and skills and don't seek to impress learners with my own knowledge.			
I challenge participants' thinking in a supportive and affirmative way.			
I regularly encourage adolescents to review their group performance.			
I am receptive to feedback, both informally and through formal evaluation.			





## Tool: Checklist for a strong implementing organisation

Use the questions below to review the capacity of your organisation/partner organisation to implement an intervention with the Adolescent Kit.

- Does your organisation/partner organisation have a suitable programme where an intervention with the Adolescent Kit could be integrated?
- Does your organisation/partner organisation have the capacity to implement the tools and approaches in the Adolescent Kit?
- Is your organisation/partner organisation open to adolescents, parents and other community members participating in planning and management of activities?
- Does your organisation/partner organisation have a mix of staff including men, women and different age groups, who represent the cultural and ethnic backgrounds of the community?
- Do staff members have experience of working with adolescent girls and boys?
- Do staff members have qualifications and training in child/youth-based approaches?
- Are staff members open to using participatory, inclusive approaches for working with adolescents?
- Does your organisation/partner organisation have a child protection policy and child safeguarding procedures?
- Does your organisation/partner organisation have credibility with adolescents, their families and the community?
- Does your organisation/partner organisation have an existing network of contacts and relationships with child or adolescent initiatives, the local community and other humanitarian programmes?
- Does your organisation/partner organisation have a good track record of working on programmes with adolescents?
- Are your partner organisation 's mission, mandate and values consistent with your own?

## Tool: Great facilitator checklist

Use the questions below for guidance when asking adolescents to share feedback about their facilitators. Add or adapt any questions that make sense in your particular context.



Refer to the **Running an adolescent feedback session** tool.

### Ask adolescents:

How well do these statements describe your facilitator?

Does your facilitator always, sometimes, rarely or never do the following?

Can you think of examples of times when your facilitator did or did not do these things?

- ▶ Our facilitator is at our activity space and ready to start when our session begins.
- ▶ Our facilitator has activities planned for us.
- ▶ Our facilitator makes sure that we have the supplies or materials we need for a session.
- ▶ Our facilitator makes us feel welcome and important.
- ▶ Our facilitator talks to us in positive, encouraging and respectful ways.
- ▶ Our facilitator encourages us to participate in activities, but never forces us to.
- ▶ Our facilitator pays attention during sessions, and is available to help us if we have a question or need support.
- ▶ Our facilitator notices if we seem unhappy or have been absent, and tries to help.
- ▶ Our facilitator lets us plan sessions together and includes activities that we think are helpful and interesting.
- ▶ Our facilitator sets a positive example and behaves respectfully during and outside of our sessions.

## Tool: Key standards and guidelines

**Facilitators planning and leading activities with and for adolescents should understand and uphold minimum standards for adolescents' protection, education and human rights. Include sessions on the following standards in trainings for facilitators, and monitor and support facilitators in adhering to these global guidelines in their work with adolescents.**

### Child protection

#### **Minimum Standards for Child Protection in Humanitarian Action**

Child Protection Working Group (CPWG), 2012

Provides minimum standards for child protection work in humanitarian settings [http://www.unicef.org/iran/Minimum\\_standards\\_for\\_child\\_protection\\_in\\_humanitarian\\_action.pdf](http://www.unicef.org/iran/Minimum_standards_for_child_protection_in_humanitarian_action.pdf)

### Education

#### **INEE Minimum Standards for Education: Preparedness, Response, Recovery Handbook**

Inter-Agency Network for Education in Emergencies (INEE), 2010

19 standards to enhance the quality of educational preparedness, response and recovery in humanitarian settings

<http://www.ineesite.org/en/minimum-standards>

### Gender-Based violence

#### **Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action: Reducing risk, promoting resilience and aiding recovery**

Inter-Agency Standing Committee, 2015

Guidelines to assist humanitarian actors in humanitarian emergencies to coordinate, plan, implement, monitor and evaluate essential actions for the prevention and mitigation of gender-based violence (GBV) across sectors

[http://resourcecentre.savethechildren.se/sites/default/files/documents/2015-iasc-gender-based-violence-guidelines\\_lo-res.pdf](http://resourcecentre.savethechildren.se/sites/default/files/documents/2015-iasc-gender-based-violence-guidelines_lo-res.pdf)

### Humanitarian response

#### **The Sphere Handbook: Humanitarian Charter and Minimum Standards in Humanitarian Response**

Sphere Project, 2011

Minimum standards, principles and best practice across humanitarian response sectors

<http://www.sphereproject.org/handbook/>

### Psychosocial support

#### **Inter-Agency Standing Committee Guidelines on Mental Health and Psychosocial Support in Emergency Settings**

Inter-Agency Standing Committee, 2007

Guidelines to enable humanitarian actors to plan, establish and coordinate a set of minimum multi-sectoral responses to protect and improve people's mental health and psychosocial wellbeing in emergencies

[http://www.who.int/mental\\_health/emergencies/guidelines\\_iasc\\_mental\\_health\\_psychosocial\\_june\\_2007.pdf](http://www.who.int/mental_health/emergencies/guidelines_iasc_mental_health_psychosocial_june_2007.pdf)



## Tool: Running an adolescent feedback session

Use the tool below to help you to obtain formal feedback from adolescents regarding their facilitators.



### Running a formal feedback session

#### Consider

Adolescents' feedback can help facilitators to improve their skills, and to identify areas where facilitators may need additional support or training.

Be aware of the sensitivities involved!

- ▶ Support an open, constructive dialogue between adolescents and facilitators.
- ▶ Make sure that adolescents and facilitators understand how the feedback will be used to improve their work together.
- ▶ Make sure that facilitators value and respect adolescents' opinions.

#### Plan the basics

**Select a time and place** for a structured feedback discussion with adolescents and facilitators. This can take place during or outside sessions, in an activity space, or in another familiar setting where everyone feels safe.

**Decide on the best way for adolescents to share their feedback**, taking into account their age, maturity and emotional wellbeing. Younger adolescents (ages 10-14), those coping with difficult experiences, and newer participants may be more comfortable with a very short consultation using simple questions. Others may be ready for a longer, more reflective discussion.

#### Before

**Meet with facilitators individually or in a group to:**

- ▶ Discuss what type of feedback from adolescents would be helpful and in which areas;
- ▶ Develop a list of questions to ask adolescents; (Refer to **The Great Facilitator checklist** tool for guidance).
- ▶ Agree on how adolescents' feedback will be used;
- ▶ Clarify the consequences if facilitators receive strong or weak feedback (for example, whether they can expect additional training or support).

#### During

**Clarify the purpose of the feedback discussion.** Make sure adolescents understand how their opinions and feedback will be used.

**Review facilitators' roles** with adolescents. (The Great Facilitator checklist tool can be adapted for this purpose).

**Start with the positive.** Begin discussions by asking adolescents to outline facilitators' strengths, and to describe positive experiences from their sessions. For example, ask adolescents to:

- ▶ Identify facilitators' top three strengths, and provide examples;
- ▶ Complete the following sentences: A time our facilitator did something very helpful for me was... or I like it when my facilitator...

## During

### **Focus on opportunities, not problems.**

For example, ask adolescents to complete the following sentences:

- ▶ Something our facilitator does not know about me (or about our group) that I wish he/she knew is...
- ▶ I would like it if our facilitator would do ... (more often).

**Move on if highly sensitive issues are raised.** If one or more adolescents express a very negative opinion of a facilitator, and/or if they suggest that a facilitator has violated their Code of Conduct, don't continue the discussions with a large group present. Move on to another topic and follow up after the session with the parties concerned. Take appropriate action immediately (and confidentially), if a serious problem is suspected.

**Discuss next steps** for improving work together. For example, complete the following sentences:

Facilitators: In our next sessions I will ...

- ▶ continue to ...
- ▶ do ... more often
- ▶ start (doing) ...

Programme Coordinators: To help facilitators do their best work I will...

- ▶ continue to ...
- ▶ do ... more often
- ▶ start (doing) ...

Adolescents: To help our facilitator support us, I will ...

- ▶ continue to ...
- ▶ Do ... more often
- ▶ start (doing) ...

**Conclude with a clear agreement** about the steps that will be taken to support facilitators in their work with adolescents.

**End on a positive note.** If appropriate (based on what was discussed), take a moment to acknowledge and applaud the facilitator(s) and the adolescents. Use this as an opportunity to celebrate the group's efforts and achievements.

## After

Follow up with facilitators to make sure that they understand adolescents' feedback and to agree on how to move forward. Check in with them regularly to see whether they have implemented any agreed upon changes, and provide support where necessary.

## Tool: Sample Code of Conduct for facilitators

Use the sample Code of Conduct below as guidance for developing your own.

### Facilitators should always:

- ▶ Use the Ten Key Approaches when facilitating sessions with adolescents
- ▶ Arrive at least 15 minutes before their sessions start
- ▶ Contact their supervisor immediately if they are going to be late or absent, and/or make arrangements for another facilitator to substitute
- ▶ Write plans for the sessions they facilitate
- ▶ Come prepared with supplies and materials for each session
- ▶ Welcome and include all adolescents equally
- ▶ Find ways to support all adolescents to participate equally in sessions, including talkative and quiet ones, girls and boys, those with disabilities and those from marginalized backgrounds Insert icon for: Include all adolescents
- ▶ Be fully attentive and engaged throughout their sessions with adolescents
- ▶ Keep attendance records
- ▶ Support adolescents to manage, use and store supplies and materials
- ▶ Provide adolescents with information about other programmes, services and support
- ▶ Follow the agreed upon reporting and referral procedures when adolescents' health, safety or wellbeing is at risk, and connect them to the appropriate support or services
- ▶ Adhere to Child Protection and Child Safeguarding policies and procedures
- ▶ Set a good example for adolescents (during or outside of sessions) through respectful and positive behaviour

### Facilitators should never:

- ▶ Be late or miss a session without contacting their supervisor and attempting to arrange a substitute
- ▶ Arrive for a session unprepared
- ▶ Use supplies or materials for adolescents for other purposes, unless by explicit agreement with the steering committee and adolescents
- ▶ Make any adolescent feel unwelcome or excluded
- ▶ Ask for or accept personal favours in exchange for their work or the materials they supply – for example, sexual contact, labour, goods and/or other services
- ▶ Beat, hit or slap or use any other form of physical punishment inside or outside sessions
- ▶ Insult, use derogatory terms, or make vulgar, discriminating or humiliating jokes or comments about adolescents, other facilitators, volunteers or staff
- ▶ Engage in romantic or sexual relationships with adolescents from their sessions
- ▶ Ignore warning signs that adolescents may face risks to their health, safety or wellbeing and require specialised support and protection
- ▶ Smoke cigarettes, drink alcohol, or use drugs prior to or during sessions





# Involve adolescents and the community

Adolescents and community members should be actively involved in planning, implementing and supporting your intervention with the Adolescent Kit. As you move forward, take steps to ensure adolescents' and community members' ownership of your intervention. Use the processes that involve adults and adolescents in your programme as opportunities for them to build positive connections with each other.

## 1. Let adolescents take the lead

There are a lot of ways that adolescents can contribute to your work. Involve them from the start, by enlisting their support in collecting information about their situations, finding safe activity spaces, deciding on session schedules, and reaching out to vulnerable adolescents.

As you move forward, consult with adolescents regularly to learn more about their interests, concerns and needs, and to identify what they would like to achieve within their Adolescent Circles. Use this information to help adolescents to set goals regarding the **competencies** - knowledge, attitudes and skills - they would like to gain through their work, and to plan activities. Support them to set ground rules for their Circles, and to suggest ways to improve or adapt your intervention as you progress.



Empower adolescents as you work together. Allow adolescent girls and boys to take on different tasks and responsibilities, such as facilitating sessions, running energizers, taking care of activity spaces and managing supplies. Let them tackle more advanced projects and roles as they progress through the different stages (phases) of the Adolescent Circles approach, and encourage them come up with their own ideas for creative and innovative ways to work together. Support adolescents to focus on their own priorities, to decide which activities and projects they want to work on, and which issues they want to take action on! Insert icon for:

Let adolescents take the lead

Refer to the **Adolescent participation checklist** tool.

## 2. Involve the community from the start

From the start, it is also important to involve the community in planning and managing your intervention

## Adults play a vital role in adolescents' lives.

Work to include parents, teachers, religious and community leaders and others in your intervention with the Adolescent Kit, and to bring adolescents and adults together.

with the Adolescent Kit. Without their commitment and input, you risk designing a programme for adolescents that may never get off the ground, or even worse, causes tension and conflict. As a starting point, it is a good idea to sit down with community stakeholders – parents, teachers, religious leaders and others – to explain what you are hoping to do with the Adolescent Kit. Ask for their views on how to best engage adolescents, how to reach the most vulnerable adolescent girls and boys, and ways that they could contribute to an intervention (for example through participation on the steering committee or leading certain activities). Discuss the types of activities they would like to see adolescents involved in, or skills they feel adolescent girls and boys could benefit from.

Community members can also be very helpful in giving you a sense of what is culturally appropriate (and inappropriate) and what activities with adolescents could cause tension. Try to understand adults' views toward adolescents and to take them into account when planning your intervention with the Adolescent Kit. Work to gain their commitment and support, and keep them involved as you move forward in your work with adolescents.



Refer to the **Consulting adults about adolescents** tool.

## 3. Involve community members in running interventions

Community members can play a number of key roles in running interventions with the Adolescent Kit. They can work as volunteers in the activity spaces, help to manage supplies and contribute as 'guest facilitators' to sessions. They can also help to directly manage interventions by working on the programme steering committee, and collaborating with adolescents to make decisions and plans.

Refer to **Supporting adults to work with adolescents** tool.

Encourage adults – parents, teachers, community leaders and anyone else who is interested – to get involved in your intervention. Hold community meetings to raise awareness about your work, invite community members to adolescents’ exhibitions and performances, hold regular meetings with parents and caregivers, and support adolescents to reach out to community members themselves.

#### 4. Involve adults as mentors, teachers and cultural resources

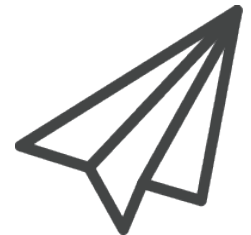
Community members can be great resources for adolescents who want to learn new skills and gain new knowledge. There may be experienced professionals, community workers or business owners who can talk to girls and boys about their work, or others who can teach adolescents skills



in particular areas, such as craftwork, sports or cooking. Adults can also share their knowledge of cultural traditions and historical events, and help adolescents to take pride in their heritage and identity.

Reach out to adults who can share valuable skills and knowledge with adolescents and find ways to involve them in your intervention:

- ▶ Work with adolescents to make a list of community members who work in areas that interest them, or have skills they would like to learn.
- ▶ Invite those adults to participate in sessions with adolescents where they can share some of their knowledge and teach the adolescents skills. This could be anything from storytelling to carpentry sessions, or orientations on particular professions such as hairdressing, health work or accounting.
- ▶ Encourage any adult who is interested to get involved! Nearly everyone has something they are good at or know about that they could share with adolescents– from dancing, cooking, playing traditional sports, parenting and telling stories, to language skills, expertise in professional areas, or knowledge about other countries and cultures.
- ▶ Consider organising a ‘learning workshop’ with adolescents to bring in different adults who can talk about their areas of expertise or teach a particular skill.
- ▶ Support adolescents (with their facilitators), to find and connect with adults and other young people who can support their learning and activities with the Adolescent Kit.



#### Adults as resources

Even during difficult times communities have people with energy and expertise who can support adolescents:

- ▶ Teachers and facilitators
- ▶ Coaches and athletes
- ▶ Artists
- ▶ Storytellers
- ▶ Musicians
- ▶ Elders and religious leaders
- ▶ Historians, scholars, traditional knowledge bearers
- ▶ Craft experts and builders
- ▶ Entrepreneurs and business owners
- ▶ Doctors, nurses, health workers
- ▶ Social workers, community workers
- ▶ People with expertise in tailoring, needlework, carpentry, computers, cooking, hair dressing, woodwork, mechanics and other areas adolescents are interested in
- ▶ Mothers, fathers

Community members can contribute on a one-time basis or more regularly – depending on their availability and the interests of adolescents. Encourage adult community members to interact with adolescent girls and boys in a participatory way (rather than simply lecturing), and to give adolescents a chance to try out and practice the skills they teach.

#### 5. Find ways for adults and adolescents to connect

Adults’ support and involvement can make a huge difference to adolescents. In humanitarian situations

however, adolescents' relationships are often disrupted. In some cases adolescents may be separated from parents or other important adults in their lives. They may lack role models or trusted adults they can go to for guidance, or have troubled relationships with caregivers and other adults.

Supporting adolescents to connect with adults can help to reinforce their sense of themselves as members of their household, community or society. Adults too, can benefit from stronger relationships with young people, and may enjoy the energy and creativity adolescents bring to their time together.



Support adolescents to connect with adults, both within their families and household in and the wider community, by:

- ▶ Supporting them to develop and practice **competencies** – skills, knowledge and attitudes – that can help them to strengthen their relationships with important adults in their lives, such as caregivers and relatives; this could include activities that encourage empathy for others, help adolescents to communicate better or give them strategies for resolving conflicts peacefully;
- ▶ Helping them to identify adults who could serve as their mentors – by spending time with them, listening to their concerns, and encouraging them;
- ▶ Preparing them to collaborate positively with adults – for example, on steering committees, through community dialogues, within humanitarian relief efforts or peacebuilding initiatives; Encouraging them to conduct projects to examine the perspectives and stories of different adults in the community;
- ▶ Providing them with opportunities to connect with the wider community through exhibitions of their work, music, dance or drama performances, sports tournaments and other events – these can help to bring people together to have fun in challenging circumstances, as well as to highlight adolescents' achievements.

## 6. Support adolescents and community

<sup>1</sup> The steering committee is the group of people who are responsible for overseeing and making decisions about your intervention with the Adolescent Kit. The Steering Committee may include representatives from UNICEF, implementing partners, local or national government officials, parents, and adolescents.

### Adolescent representatives

Select adolescent representatives to steering committees through a fair, transparent process that everyone understands. Make sure that the most vulnerable adolescents aren't overlooked, and consider including equal numbers of boys and girls, those with and without disabilities, and adolescents from different age, ethnic, religious, language or clan groups, and geographic areas.

### members to collaborate on decision making

Support adolescents to work with community members to manage interventions with the Adolescent Kit. This may involve collaborating with adults through formal decision-making structures such as steering committees,<sup>1</sup> or through their own adolescent committees. Refer to **Involving adolescents in management and oversight** tool.

Support adolescents to:

- ▶ **Participate in steering committees:** Encourage adolescents to choose representatives who can advocate for them within steering committee meetings and collaborate with adults on management decisions. Help them to understand the steering committee's rules and procedures and to develop positive and respectful working relationships with adults.
- ▶ **Organize their own management committee:** Support adolescents to form their own committee to help plan and oversee interventions. Adolescent committees can take responsibility for specific programme tasks, such as taking care of the activity spaces, maintaining supplies and collaborating with the Steering Committee to plan and manage activities.
- ▶ **Find other ways to participate in decisions:** Adolescents may have their own ideas for how they should be involved in managing interventions with the Adolescent Kit. Support them to come up with creative ways for collaborating with adults and for participating in programme decisions that affect them.

**Don't forget!** You will also need to work with

your steering committee representatives (and other adults involved in your intervention) so that they are prepared to take adolescents' views seriously and to collaborate constructively. Refer to **Supporting adults to work with adolescents** tool.



Work with adolescents to come up with new ways of connecting with their communities, and to adapt the themes of their exhibitions, performances and other public events to issues of interest or relevance to people around them. As you move forward with your intervention, be ready to take advantage of any new opportunities to bring adults and adolescents together, and to strengthen relationships at home and in the community.

## 7. Work to build understanding between adults and adolescents

It is important to remember that there may be tensions between adolescents and adults in humanitarian situations, with distrust on both sides. Adults, particularly older generations, may be concerned about the ways in which adolescent girls and boys are challenging traditional roles, and how the 'normal' way of doing things is under threat. In conflict situations in particular, adolescents may be seen as troublemakers, or a source of problems, while in some cultures there may be limited acceptance of young people's right to express their views or participate in decisions.

In situations where there are divisions between adolescents and adults, try to foster more positive attitudes by providing them with opportunities to connect and collaborate together. Find ways for adults and adolescents to work together on joint cultural events and community development projects, as well as relief efforts, such as camp management committees, early warning systems and reconstruction efforts.

Try to create a sense of unity by providing opportunities for adults and adolescents to work and have fun together – and to feel like they are on the same team.

### Monitor and adapt

Make sure that you keep checking in with adolescents as you work together, and that you adapt your intervention to meet their changing circumstances and interests. Remember that they know better than anyone about their own lives and needs.

People may come and go in humanitarian situations, so it is important to keep reaching out to the community to find ways to involve other adults in your intervention. In particular, engage with new arrivals in the community to identify people with skills or knowledge they can share with adolescents, and who may be interested in helping out with activities or volunteering for different tasks.

# TOOL: Supporting adults to work with adolescents<sup>1</sup>

Use the tool below to support adults on your steering committee to work constructively with adolescents.

Refer to **Involving adolescents in management and oversight** tool.

Supporting adults to work with adolescents	
<b>Remember</b>	<ul style="list-style-type: none"><li>▶ Adolescents' participation in decision-making should be meaningful, and their views should be taken seriously. (Too often adolescent girls and boys are only consulted in a token manner).</li><li>▶ Adults may need to give up some of their power and adapt the way they work in order to collaborate with adolescents. For example, they may need to change the kind of language they use, and the way that they run meetings.</li></ul>
<b>Before meetings</b>	<ul style="list-style-type: none"><li>▶ Invest time in preparing adults to work with adolescents</li><li>▶ Involve adults in deciding the most appropriate way to include adolescents in meetings, decision making and planning. Decide how exactly girls and boys will feed into key decisions.</li><li>▶ Make sure that adults understand what is expected of them, and what adolescents' roles will be.</li><li>▶ Allow adults to voice any concerns, doubts or questions they may have about working with adolescents.</li><li>▶ Emphasize the benefits of involving adolescents in their work and remind them that it is adolescent girls' and boys' right to take part in decision-making about matters that affect them.<sup>2</sup></li><li>▶ Remind adults that adolescent boys and girls can gain valuable skills, experience and confidence from participating in decision-making and governance.</li><li>▶ Manage expectations about what adolescents can and cannot do.</li><li>▶ Encourage adults to provide adolescents with clear information about actions and decisions that need to be taken in advance of meetings.</li></ul>
<b>During meetings</b>	<ul style="list-style-type: none"><li>▶ Encourage adults to:</li><li>▶ Explain clearly to adolescents how and when they should give their views, and how they will be taken into account in the decision-making process</li><li>▶ Listen to adolescents, encourage them to share their views, and answer their questions openly and honestly</li><li>▶ Include adolescents in discussions about issues that are relevant and of interest to them – and that they can contribute to</li><li>▶ Try to make meetings more fun and engaging</li><li>▶ Thank adolescents for sharing their views and explain to them what they can expect in terms of feedback</li><li>▶ Celebrate their achievements (when appropriate)</li></ul>

<sup>1</sup> This tool was adapted from content in Lyford Jones, Hannah, *Putting Children at the Centre: A practical guide to children's participation*, Save the Children UK, London, 2010.

<sup>2</sup> Article 12 of the UN Convention on the Rights of the Child states that it is every child's right to take part in decision-making about matters that affect him or her and to have their views taken into account.

## Supporting adults to work with adolescents

### Don't

- ▶ Don't let adults:
- ▶ Reject the validity of adolescents views, or refuse to take them seriously
- ▶ Fail to give adolescents adequate time and information to prepare for meetings and to consult with their peers on key decisions
- ▶ Fail to give adolescents enough time and space to provide their recommendations and views at meetings
- ▶ Ask adolescents questions on issues that are irrelevant to them or are too difficult for them to respond to
- ▶ Neglect to give adolescents regular feedback and updates about how their views have been taken into account, or to explain which of their recommendations have been acted on and which have not (and why).

## Adolescent Participation Checklist<sup>1</sup>

Use the checklist below to support adolescents' participation in all aspects of your work with the Adolescent Kit, especially as they collaborate with adults in their community.

- ☑ **Is it voluntary?** Real participation is voluntary, not forced.
- ☑ **Is it accessible to all?** Too often only the most confident adolescents are involved. Too often only the adolescent boys get to speak.
- ☑ **Is it respectful?** Real participation takes place in a climate of respect, where no one is laughed at or ignored.
- ☑ **What's the point of it?** Adolescents should understand why they are participating - otherwise they may see participation as confusing or a waste of time.
- ☑ **Who wants it?** Real participation is based around issues that adolescents themselves care about and want to give their attention to.
- ☑ **Does it make a difference?** Adolescents should feel they are contributing and having a real influence on outcomes.
- ☑ **Is the language right?** Real participation requires adolescents to feel competent in the language and vocabulary that is used.
- ☑ **Are participants equally prepared?** Often adults have all the information, and adolescents don't.
- ☑ **Is it genuine?** Real participation allows adolescents to follow through on ideas – the adults don't decide everything in advance.
- ☑ **Is it safe?** Real participation involves making every effort to ensure that adolescents aren't endangered by what they do or say.
- ☑ **What happens afterwards?** Real participation means adolescents are clear about what happens afterwards, and who is responsible for follow-up actions.

<sup>1</sup> This tool is adapted from content in Commonwealth Secretariat, Participation in the Second Decade of Life: What and Why?, Commonwealth Secretariat, London, 2005.



## Tool: Consulting adults about adolescents

Use the questions below to guide discussions with adults about adolescents and to plan and adapt your intervention with the Adolescent Kit.



### Ask adults:

- ▶ What hopes or expectations do you have for adolescent girls and boys in the community?
- ▶ What concerns or fears do you have about adolescent girls and boys?
- ▶ What types of activities, programmes or roles do you want adolescent girls and boys to engage in?
- ▶ What skills do you want adolescent girls and boys to develop?
- ▶ What kinds of contributions do you want adolescent girls and boys to make to the community?
- ▶ What topics should be explored with adolescent girls and boys?
- ▶ What are the best ways to engage with adolescent girls and boys?
- ▶ How can you contribute to an intervention with adolescents – as a role model, volunteer facilitator, member of the steering committee, or in another role?
- ▶ What skills, knowledge or resources can you share with adolescents? (For example, adults could talk to adolescent girls and boys about their profession, teach them a particular skill such as cooking, dancing or craftwork, or donate space or materials for activities).
- ▶ Are you willing to collaborate with adolescent girls and boys, include them in decisions and take their views seriously? For example, as a member of the steering committee?

Add any other questions that make sense in your particular context!

## Tool: Involving adolescents in management and oversight



Use the tool below for guidance with involving adolescents in the management and oversight of your intervention with the Adolescent Kit.

<p><b>Getting started</b></p>	<ul style="list-style-type: none"> <li>▶ If establishing a new, stand-alone intervention with the Adolescent Kit, form a steering committee made up of community leaders, parents, and adolescents</li> <li>▶ If integrating the Adolescent Kit within an existing programme, work with the steering committee already in place</li> </ul>
<p><b>Options for involving adolescents</b></p>	<ul style="list-style-type: none"> <li>▶ Include adolescent representatives as members of the steering committee</li> </ul> <p><b>And/or</b></p> <ul style="list-style-type: none"> <li>▶ Form a separate committee of adolescents who can share responsibility for planning and managing the intervention</li> </ul>
<p><b>Questions to ask:</b></p>	
<p><b>Selecting adolescent representatives</b></p>	<ul style="list-style-type: none"> <li>▶ How will adolescents select their representatives?</li> <li>▶ Will different groups be represented equally? (Gender, age, ethnicity, etc.)</li> </ul>
<p><b>Roles and responsibilities</b></p>	<ul style="list-style-type: none"> <li>▶ What will adolescent representatives do? What will their role be?</li> <li>▶ If there is an adolescent committee, what tasks will it be responsible for? How will it interact and share decision making with the adult steering committee?</li> <li>▶ How can you ensure that adolescent representatives understand their roles, know what is expected of them and are clear about the aims of their work?</li> <li>▶ How can you ensure that adolescent representatives find their roles enjoyable and meaningful?</li> <li>▶ How will adolescents benefit from their involvement?</li> </ul>
<p><b>Working with adults</b></p>	<ul style="list-style-type: none"> <li>▶ What steps can be taken to support a productive relationship between adults and adolescents, so that they can work together to plan and make decisions about the intervention?</li> <li>▶ What preparation and support will adolescents need to communicate and collaborate effectively with adults?</li> <li>▶ What preparation will adults need to respond constructively to adolescents' suggestions and to include adolescents in decision making?</li> </ul> <p>Refer to <b>Supporting adults to work with adolescents</b> tool.</p>





# Connect adolescents with support

An important part of your work with adolescents in humanitarian situations is making sure that they have the support they need to develop safely and in a healthy manner. This means connecting them to services and programmes they can benefit from, providing them with useful information, and taking steps when their health, wellbeing or safety is at risk.

Refer to **Connecting adolescents to support** tool.



## 1. Inform adolescents about services and support

As a first step, find out what services and programmes are available for adolescents in your community. Adolescent girls and boys can benefit from essential services in education, health and child protection, and can enjoy programmes in youth clubs, recreation, sports and arts. Encourage facilitators to:

- ▶ Update adolescents about new or existing services and programmes at the beginning of sessions;
- ▶ Post information about services for adolescents in their activity spaces, including schedules, locations, staff contact details and any other useful information;<sup>1</sup>
- ▶ Involve adolescents in raising awareness about available services and programmes by creating posters, putting on drama or music performances, or reaching out directly to other adolescent girls and boys.



## 2. Collaborate with other programmes or services for adolescents

- ▶ As much as possible, try to harmonise your intervention with the Adolescent Kit with other programmes that support adolescents in your community.
- ▶ Encourage facilitators to organise activities in times and locations that encourage, not conflict,

with adolescents' participation in education programmes, attendance at health clinics and use of other services.

- ▶ Stay in regular contact with staff or volunteers of other support initiatives, such as clinics, child protection committees or education schemes
- ▶ Encourage facilitators to consult adolescents (if appropriate) about their experiences using services and programmes and to share helpful information with each other.
- ▶ Support constructive dialogue between adolescents and service providers to discuss how their support can be made more accessible or helpful to adolescent girls and boys.



## 3. Connect adolescents with information

Adolescents have the right to information about matters that concern them. That means that they should be given space to talk openly, ask questions and to access accurate information on issues that may be considered sensitive (or even inappropriate) in some settings. This could include information about sexual and reproductive health (including access to contraception), gender roles, religious, political or social issues.

- ▶ Train facilitators to manage challenging conversations with adolescents and to share accurate information – even on sensitive issues.
- ▶ Establish clear guidelines regarding confidentiality and adolescents' privacy (bearing in mind the need to balance confidentiality against the best interests of the adolescent).
- ▶ Consider consulting with your steering committee to discuss topics that can and cannot be raised with adolescents. This may be particularly important in cultural contexts where discussing sensitive or taboo issues could actually risk causing harm to your participants, or shut down your intervention with the Adolescent Kit.



Make sure that facilitators share information equitably with adolescent girls and boys, and that they don't try to influence adolescents' decisions about accessing

<sup>1</sup> If activities are held in a temporary or borrowed space, store a poster with a list of services for adolescents with your supplies (e.g. in the Supply Kit), and put it up during sessions.

particular services or support based on their own religious or cultural views and affiliations.

Refer to **Discussing sensitive topics** tool.

#### 4. Take action when adolescents need special support

It is very important to train facilitators to identify when adolescents may need special support, and to respond appropriately.

- ▶ Support facilitators to recognise adolescents who may be particularly vulnerable and require support -- for example: Unaccompanied or separated adolescents, adolescents in institutions, adolescents with disabilities or special needs, marginalized adolescents, unregistered adolescents who can't access humanitarian services, adolescent who are pregnant or mothers, and others.
- ▶ Make sure that facilitators are familiar with **referral pathways** - i.e. individuals and organisations that are available to respond when adolescents need special support or services.
- ▶ Establish clear procedures for reporting concerns about adolescents who are at risk of harm, at risk of harming others or at risk of harming themselves. This includes clearly identifying a child protection focal point or case manager to whom facilitators can refer adolescents.
- ▶ Outline and rehearse steps facilitators should take if adolescents show signs (or report), that their health, safety, protection or wellbeing is at risk.
- ▶ Train facilitators to connect adolescents with services and support discretely, to avoid unnecessary upset or embarrassment, and to respect confidentiality.
- ▶ Encourage facilitators to follow up with adolescents who are referred to services, to ensure that they feel happy with the support provided, that their needs are addressed, and to see if they require referral to any further support.

Ensure that reporting and referral procedures reflect minimum standards for children in humanitarian response interventions, including child protection, HIV/AIDS, sexual and reproductive health, mental health and psychosocial support, and gender-based violence.

### Referrals

Adolescents who may need referrals for special services and support include girls and boys who:

- ▶ Show signs of, or report, violence, abuse, exploitation or neglect
- ▶ Need medical treatment for physical ailments or illnesses
- ▶ Require individual psychosocial support, counselling or mental health services
- ▶ Demonstrate learning difficulties and might benefit from educational support
- ▶ Are missing out on basic services such as food distributions, health care or education.

Refer to **Supporting adolescents in distress** tool and **Responding to child protection concerns** tool.

Refer to the **Psychosocial and child protection sections of Resources in the Foundation Guidance** for more information and support in this area.

### Monitor and adapt

The programmes, services and support available for adolescents are likely to change over time. Work with facilitators and adolescents to keep track of programmes that open and close, to link with new support staff or volunteers (e.g. in health clinics or on child protection committees), and to update your referral information regularly. Take adolescents' feedback into account regarding their experience with particular programmes (and staff), and be ready to adapt the timing or location of activities to avoid conflicts with services that adolescent girls and boys find particularly helpful or enjoyable.

## TOOL: Connecting adolescents to support

Use the steps below to help you to collect and share information about services that adolescents might enjoy or benefit from.

- 1. Identify** where services or programmes are located and take note of the type of support provided, opening hours, contact information and fees.
- 2. Share** this information with facilitators and adolescents in a user-friendly format. See the sample template below:

<b>Name of service or programme</b>	<b>Location:</b>
<b>Type of service provided (e.g. health, education, child protection):</b>	<b>Hours of service:</b>
<b>Description of service provided:</b>	<b>Contact person name and phone number:</b>
<b>Beneficiaries (available to):</b>	<b>Fees (if any):</b>
<b>Other comments:</b>	

**3. Assess** whether services or programmes are adolescent-friendly and uphold minimum standards for children in humanitarian crises.

- ▶ Can adolescent girls and boys, including those with and without disabilities, safely and comfortably access services?
- ▶ Does the programme or service provide information in an adolescent-friendly way?
- ▶ Are staff or volunteers trained to work with adolescents and to uphold all relevant standards (such as protection and confidentiality)?

**4. Ensure** that scheduled activities with the Adolescent Kit don't conflict with essential programmes and services for adolescents.

**5. Encourage** adolescents to assess services or programmes and to provide feedback about their accessibility, safety or quality.



## Possible services, programmes and support for adolescents

<b>Food, water and essential supplies</b>	<ul style="list-style-type: none"> <li>Food distribution centres and markets</li> <li>Supplemental feeding programmes</li> <li>Micronutrient distribution</li> <li>Water distribution (e.g. trucked water), water pumps or boreholes</li> <li>Non-food item (NFI) distribution: Tents, tarpaulins, cooking utensils, bedding, fuel or firewood, soap, menstrual hygiene supplies</li> </ul>
<b>Health care services</b>	<ul style="list-style-type: none"> <li>Clinics and primary health care services</li> <li>Emergency health care</li> <li>Mental health and counselling</li> <li>Reproductive health care services</li> <li>Condom and other contraception distribution</li> <li>HIV/AIDS testing and counselling</li> </ul>
<b>Education, learning and information services</b>	<ul style="list-style-type: none"> <li>Formal schools</li> <li>Non-formal education programmes: vocational, literacy, financial skills, computers, health and hygiene, life skills, arts and others</li> <li>Mentoring and tutoring programmes</li> <li>Libraries or study spaces</li> <li>Computer/internet access</li> </ul>
<b>Protection and legal support</b>	<ul style="list-style-type: none"> <li>Support for separated and unaccompanied children</li> <li>Protection services for children affected by abuse, neglect, exploitation and violence.</li> <li>Gender-based violence services</li> <li>Legal counselling/representation for children in contact with the law</li> <li>Child protection committees or networks</li> <li>Child Friendly Spaces</li> </ul>
<b>Arts, recreation and sports</b>	<ul style="list-style-type: none"> <li>Arts programmes</li> <li>Sports and recreation programmes or facilities</li> <li>Informal arts activities (e.g. drumming circles)</li> <li>Informal sports activities (e.g. evening football, pick-up basketball)</li> </ul>
<b>Clubs and organizations</b>	<ul style="list-style-type: none"> <li>Youth clubs and centres</li> <li>Children's clubs (e.g. Child-to-Child Clubs, peace committees, etc.)</li> <li>Drama, dance and music groups</li> </ul>

# TOOL: Supporting adolescents in distress<sup>1</sup>

In the Adolescent Kit, distress refers to grief, pain, depression, fear, anxiety, worry or guilt that adolescents may feel in humanitarian situations.

Use the tool below for guidance in supporting facilitators to recognize and respond to signs of distress in adolescents.<sup>2</sup>

## Adolescents' distress in humanitarian situations

- ▶ The disruption, loss and violence associated with humanitarian crises can affect adolescents in different ways.
- ▶ Nearly all adolescent girls and boys are likely to demonstrate some initial changes in their behaviour, emotions, thoughts and social relations. **This is normal.** It is important to remember that most adolescents will get better and will learn how to cope.
- ▶ Adolescents react to challenging circumstances in different ways. Some may have more **resilience** and 'bounce back' quickly, while some may have more difficulty functioning and require specialized support.
- ▶ The presence of supportive, **caring adults or peers** can make a significant difference to adolescents in distress.

## Common signs of distress in adolescents

Distress can be expressed in many ways, and may vary across cultures. Common signs of distress are often divided into two types:

- ▶ **Passive:** Adolescents become less active and interested in things, and don't interact much with others
- ▶ **Aggressive:** Adolescents become more active, seem to have too much energy and become aggressive, disruptive or rebellious.

Some common signs of distress in adolescents include:

### Physical:

- ▶ Fatigue / exhaustion and disturbed sleep
- ▶ Excessive alertness, on look-out for danger, easily startled
- ▶ Constant aches and pains including stomach aches, headaches or dizziness

### Emotional (feelings)

- ▶ Fear, numbness, detachment, depression, sadness
- ▶ Intense grief (understands the consequences of loss more than a younger child)
- ▶ Guilt or regret, overwhelmed, hopeless
- ▶ Anger and irritability, anxiety and panic
- ▶ Erratic mood changes

<sup>1</sup> Sources: Actions for the Rights of Children, ARC Resource Pack, Critical Issue Module 7: Psychosocial Support, The International Rescue Committee, Save the Children, Terre des Hommes, The Office of the United Nations High Commissioner for Human Rights, United Nations High Commissioner for Refugees, UNICEF, New York, 2009; UNICEF, The Psychosocial Care and Protection of Children in Emergencies: Teacher training manual, UNICEF, New York, 2009; UNICEF, Inter-Agency Guide to the Evaluation of Psychosocial Programming in Humanitarian Crises, UNICEF, New York, 2011; Global Protection Cluster, Child Protection Working Group, Toward Effective Child Friendly Space Programmes in Emergencies: Participant Handbook, Global Protection Cluster Child Protection Working Group, Child Protection Working Group, 2014.

<sup>2</sup> See Adolescents and psychosocial support section in the Core Guidance for more information.



## Common signs of distress in adolescents

### Behavioural:

- ▶ Acting withdrawn, numb, not reacting to games or fun activities
- ▶ Social isolation, loss of interest in normal activities
- ▶ Always looking sad, never smiling, crying a lot, overly clingy or independent
- ▶ Change in appetite or eating habits
- ▶ Persistent aggressive behaviour with peers or facilitators, either physically or verbally
- ▶ Rejection of rules or disruptive behaviour such as non-stop questions or arguments
- ▶ Defiance of parents/facilitators/authority figures
- ▶ Risk-taking behaviours such as alcohol or substance abuse (linked to self-destructive feelings or feeling invincible)

### Cognitive (thoughts)

- ▶ Intrusive thoughts or memories of distressing events, nightmares
- ▶ Difficulty in concentrating, easily confused or disoriented, poor memory
- ▶ Shift in view of world, philosophy, religious beliefs, loss of faith
- ▶ Preoccupation with violence, death and killing (including suicide)

## Responding to common signs of distress with the Adolescent Kit

Encourage facilitators to:

- ▶ Create an environment where adolescents feel free to talk about their ideas, hopes and worries, without fear of being judged.
- ▶ Listen supportively to adolescents and reassure them that their reactions to their circumstances are normal. It is okay to feel afraid, confused, angry or guilty.
- ▶ Allow adolescents to discuss their circumstances (if they want to) and help them to find positive ways to cope with challenges in their lives.
- ▶ Provide opportunities for adolescents to express themselves but don't pressure them to relive their experiences or to talk about (or draw pictures of) negative events in their lives if they don't want to.
- ▶ Include time for expressive art, drawing, singing, dancing, writing, story telling and drama to help adolescents to explore their feelings and to gain insight into their needs, concerns, ideas and opinions.



## Responding to common signs of distress with the Adolescent Kit

Encourage facilitators to:

- ▶ Include a mix of energetic activities and quiet, restful activities.
- ▶ Provide opportunities for adolescents to positively influence what happens to them, for example by including them in efforts to rebuild and rehabilitate their homes and communities (if appropriate).
- ▶ Encourage adolescents to support each other through team-building and group activities.
- ▶ Observe adolescents carefully and notice persistent signs of distress or worrying behaviour that may require specialized support.



## Signs of severe distress in adolescents

- ▶ Some adolescents may struggle to cope with their distress, and experience great difficulty in their day-to-day lives. These could include adolescent girls and boys who:
- ▶ Experience a prolonged, severe emotional reaction to crisis, which gets worse over time and interferes with normal activities such as going to school or working;
- ▶ Show signs of distress that last much longer than in other adolescents who have experienced similar events or experiences;
- ▶ Become addicted to drugs or alcohol;
- ▶ Become excessively aggressive, to the point where they are dangerous to themselves and others;
- ▶ Become severely depressed – for example, they may feel sad all the time, cry a lot, stop eating and get increasingly thin, have trouble sleeping and constantly feel tired, and lose interest in most of the things they used to take pleasure in;
- ▶ Become suicidal and start talking about not wanting to live -- This is a real risk for adolescents;
- ▶ Experience psychosis – In rare cases, adolescents may lose touch with reality and be unable to distinguish what is real and unreal.

## Responding to severe signs of distress

Remember! **Facilitators are not counsellors**. Counselling should only be carried out by trained and experienced staff who can ensure adolescents receive appropriate support and follow-up, and who work within agreed standards.

- ▶ Establish and train facilitators on confidential reporting and referral procedures for responding to concerns about adolescents.
- ▶ Outline and rehearse steps facilitators should take if adolescents persistently show severe signs of distress. This includes making sure they know who to report their concerns to - for example, their programme coordinator or a case manager.
- ▶ Make sure that facilitators are aware of the type of services and support available for adolescents. These could include:
- ▶ Activities to help adolescents deal with particularly distressing events (e.g. support groups for survivors of sexual violence);
- ▶ Specialized mental health care in hospitals or health clinics;
- ▶ Support or counselling from social workers, psychotherapists, counsellors, traditional healers and religious leaders.

See the **Connecting adolescents to support** tool.

Refer to the **Psychosocial section of Resources in the Core Guidance** for more information and support in this area.

# TOOL: Responding to child protection concerns<sup>1</sup>

**Child protection is the prevention of and response to abuse, neglect, exploitation and violence against children.<sup>2</sup>**

Use this tool to support facilitators to take appropriate actions to prevent and respond to harm to adolescents.

## Child protection in humanitarian situations

Adolescents are particularly vulnerable in humanitarian situations, when the people and services that normally protect them in their families, schools and communities may be absent. In times of crisis, adolescent girls and boys may also face increased risks of child protection issues, such as:

- ▶ **Dangers and injuries** including road traffic accidents, drowning, fire-related burns, injury, disability, injury caused by explosive remnants of war or landmines, and injury from gunfire;
- ▶ **Physical violence and other harmful practices** including domestic violence, physical abuse, corporal punishment, early marriage, female genital mutilation, killing, maiming, torture and abduction;
- ▶ **Sexual violence**, including rape by known family or community members, rape by strangers, rape during armed conflict, demanding sex in return for favours, sexual abuse of children with disabilities, exploitation of children in prostitution, and trafficking for the purpose of sexual exploitation;
- ▶ **Psychosocial distress** and mental disorders;
- ▶ **Association with armed forces or groups**, including boys and girls used as combatants, in support roles as spies, porters or informants, or for sexual purposes;
- ▶ **Child labour**, including hazardous work and worst forms of child labour such as commercial sexual exploitation of children, work underground, work with dangerous machinery, equipment and tools, and slavery;
- ▶ **Separation from their families** or caregivers.

**Abuse** is a deliberate act of ill treatment that can harm or is likely to cause harm to an adolescent's safety, wellbeing, dignity and development. It is often divided into physical, sexual and psychological and emotional abuse.

**Neglect** is when parents or caregivers can't or won't provide for an adolescent's physical, emotional, education, safety or other needs

**Exploitation** refers to the use of adolescents for someone else's advantage, gratification or profit, often resulting in unjust, cruel and harmful treatment of the adolescent. This covers manipulation, misuse, abuse, victimization, oppression or ill treatment.

**Violence** is "the intentional use of physical force or power, threatened or actual, against a child, by an individual or group, that either results in or has a high likelihood of resulting in actual or potential harm to the child's health, survival, development or dignity." (World Health Organisation, 2002.)

## 1. Train facilitators to recognize signs of abuse, violence and neglect.

Facilitators can play an important role in protecting adolescents from harm by learning to identify and respond to signs of abuse, violence and neglect.

Facilitators should investigate the possibility of abuse, violence and neglect if an adolescent shows a number of the behaviours or signs listed below. However, it is **very important not to jump to conclusions too quickly**, and to work with facilitators to sensitively look for other evidence of abuse

<sup>1</sup> Sources: Global Protection Cluster, Child Protection Working Group, Minimum Standards for Child Protection in Humanitarian Action, Global Protection Cluster, Child Protection Working Group 2012; Global Protection Cluster Child Protection Working Group (CPWG), A Matter of Life and Death: Child protection programming's essential role in ensuring child wellbeing and survival during and after emergencies, The Global Protection Cluster, Child Protection, 2015; National Society for the Prevention of Cruelty to Children website, [www.nspcc.org.uk](http://www.nspcc.org.uk); Save the Children UK, Child Protection Training Manual: Facilitator's Guide for teacher training, Save the Children UK, Juba, 2008.

<sup>2</sup> Minimum Standards for Child Protection in Humanitarian Action, Child Protection Working Group (CPWG), 2012

## Physical abuse or violence

Physical abuse is the most visible form of abuse. It is sometimes revealed when the explanation of an adolescent's injury does not match what is observed.

**Behaviour that may constitute physical abuse:** Hitting, shaking, kicking, pushing, pinching, pulling hair, burning, forcing adolescents to stay in uncomfortable or undignified positions

**Signs that an adolescent may be experiencing physical abuse:**

- ▶ Unexplained injuries or burns, bruises, especially to the face, dislocations, bites consistent with teeth marks, cigarette burns and broken bones (including old, but untreated broken bones)
- ▶ Unlikely excuses for injuries
- ▶ Chronic running away
- ▶ Self-destructive tendencies
- ▶ Aggression towards others
- ▶ Distrust of adults
- ▶ Fear of physical contact - shrinking back if touched
- ▶ Sudden changes in behaviour, such as becoming introverted or extroverted
- ▶ Nightmares

## Emotional abuse or violence

Emotional abuse is extremely difficult to detect. In some cases adolescents may not show any obvious signs of abuse; however, there may be clues in their behaviour or emotional state.

**Behaviour that may constitute emotional abuse:** Public ridicule, sarcasm, threats, name-calling, yelling, and commanding, or other humiliating actions such as denying an adolescent clothing or food, or forcing them to stay in undignified positions for everyone to see and comment on

**Signs that an adolescent may be experiencing emotional abuse:**

- ▶ Physical, mental and/or emotional development is slower than their peers
- ▶ Sudden speech disorders or learning problems
- ▶ Difficulties in forming relationships
- ▶ Insecurity, poor self-esteem, lack of self-worth
- ▶ Overreaction to mistakes
- ▶ Extreme fear of any new situation
- ▶ Chronic running away
- ▶ Attention-seeking behaviour
- ▶ Inappropriate response to pain
- ▶ Extremes of passivity or aggression, including withdrawal and disruptive behaviour

## Sexual abuse or violence

Sexual abuse is also difficult to detect. Young children have been known to endure sexual abuse for many years without realising that what they experience is abnormal. They may only realise the inappropriateness and significance of what has been happening to them during early adolescence when they learn about sexual behaviour.

**Behaviour that may constitute sexual abuse:** Rape, indecent touching or exposure, using sexually explicit language toward an adolescent and showing adolescents pornographic material

**Signs that an adolescent may be experiencing sexual abuse:**

- ▶ Being overly affectionate or knowledgeable in a sexual way inappropriate to the adolescent's age
- ▶ Medical problems such as chronic itching, pain in the genitals, venereal diseases
- ▶ Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away
- ▶ Regressing to younger behaviour patterns such as thumb sucking
- ▶ Sudden loss of appetite or compulsive eating
- ▶ Being isolated or withdrawn
- ▶ Inability to concentrate
- ▶ Lack of trust or fear of someone they know well

## Neglect

Neglect happens when parents or caregivers fail to meet adolescents' basic needs, either intentionally, because they don't have the skills or support needed, or due to problems such as poverty, mental health issues or drug and alcohol abuse. Often there is no single sign of neglect, so it is important to look for patterns of neglect.

**Behaviour that may constitute physical neglect:** Not meeting an adolescent's need for cleanliness, clothing, emotional support, love and affection, education, nutritious food, adequate shelter or safety; abandonment, leaving an adolescent in an unsafe place or causing an adolescent to be in a dangerous situation or place; not seeking necessary medical or dental attention for an adolescent when it is urgently needed

**Signs that an adolescent may be experiencing neglect:**

- ▶ Poor appearance and hygiene - for example, being constantly dirty or having inadequate clothing
- ▶ Poor health, including untreated injuries, medical and dental issues, recurring illnesses or infections, skin conditions, tiredness, faltering weight, failure to thrive and grow in line with available nutrition, or with siblings
- ▶ Repeated accidental injuries due to lack of supervision, missing medical appointments or vaccinations
- ▶ Poor language, social or communication skills
- ▶ Being isolated, withdrawn, not talkative

All forms of **abuse, neglect, exploitation and violence** can cause harm to adolescents. They can negatively affect physical, cognitive, emotional, and social development, cause problems that last long into adulthood and even threaten adolescents' survival.

## 2. Train facilitators to respond appropriately to child protection concerns

If there are serious child protection concerns and the safety of the adolescents is at risk, train facilitators to act immediately:

- ▶ Establish clear guidelines so that facilitators know who to report child protection concerns to – this could be the programme coordinator, a child protection focal point or case manager;
- ▶ Outline and rehearse steps facilitators should take if adolescents show signs of, or report, abuse, neglect, exploitation or violence;
- ▶ Train facilitators to respond in a calm, caring and supportive manner if adolescents report abuse, neglect, exploitation or violence – the adolescent is never to blame in these situations and should be reassured that they have done nothing wrong;
- ▶ Support facilitators to take positive steps to ensure the protection of the adolescent concerned – this may involve connecting them with appropriate services and support - for example, medical, counselling or security services, child protection agencies or child protection committees;
- ▶ Ensure that facilitators respect confidentiality and treat protection concerns with sensitivity;
- ▶ Ensure that all actions taken are consistent with the principle of the child's best interest.

**Note! Whatever actions are taken, it is critical to remember that an insensitive or inappropriate intervention can further harm an adolescent. Make sure that facilitators know who to turn to if they suspect abuse, neglect, exploitation or violence, and support them in responding sensitively and appropriately.**

Refer to the **Child Protection section of Resources in the Core Guidance** for more information and support in this area.

## TOOL. Discussing sensitive topics

It is important to allow adolescents to openly explore topics that interest and concern them – while at the same time protecting them from risk. However, facilitators may sometimes feel uncomfortable with the issues that adolescents raise within their groups, or consider them inappropriate.

Follow the steps below to prepare facilitators to manage challenging discussions with adolescents, and to provide adolescent girls and boys with accurate information about topics that matter to them.



### 1. Highlight adolescents' right to information

Adolescents have the right to freedom of expression and information about issues that concern them<sup>1</sup>. Highlight this during your training for facilitators, in sessions with adolescents and meetings of your steering committee, and with community members.

### 2. Train facilitators to discuss sensitive issues

Prepare facilitators to support constructive, open discussions when adolescents raise sensitive topics. Train them to:

- ▶ Recognize and manage their discomfort;
- ▶ Share accurate information;
- ▶ Connect adolescent girls and boys to useful information;
- ▶ Ask for support if they need help responding to particular issues (Bear in mind that facilitators themselves may have been affected by issues that adolescents raise, such as sexual violence, and may find them difficult to discuss); and
- ▶ Take steps if adolescents disclose that they have been affected by violence, exploitation or abuse. Refer to **Connecting adolescents to support** tool and **Responding to child protection concerns** tool.

### 3. Support facilitators to respond to adolescents without judgment

Make sure that facilitators are able to respond in an

### Potentially sensitive topics

- ▶ Romantic relationships, dating and marriage
- ▶ Gender roles, relations or identities
- ▶ Sexuality, homosexuality, bisexuality and other sexual identities
- ▶ Sexual and reproductive health, pregnancy, safe sexual activity, contraception, HIV/AIDS, and other sexually transmitted diseases
- ▶ Masturbation and pornography
- ▶ Personal experiences of violence, rape, sexual violence and violence associated with armed conflict
- ▶ Political and social issues, including conflict dynamics and peacebuilding

open-minded way to issues that adolescents raise, and that they don't judge the adolescents based on their own religious, cultural or political beliefs. This will allow adolescents to be open and honest about their experiences.

- ▶ Identify subjects that some (or all) facilitators may feel are taboo or difficult to discuss, and agree on an appropriate way to respond if adolescents raise those issues.
- ▶ Use role play to help facilitators practise conducting discussions on uncomfortable issues with adolescents.
- ▶ Train facilitators to avoid lecturing, preaching, withholding information or expressing discriminatory views during discussions with adolescents.

### 4. Protect adolescents

It is important to provide adolescents with opportunities to express themselves, but facilitators also need to be aware of potential risks to adolescents in doing so. For example, it may not be safe for adolescent girls and boys to raise certain topics in their Circles (for example, around sensitive conflict issues). Revealing personal or painful experiences could leave the adolescents feeling upset or distressed.

<sup>1</sup> Article 13 of the Convention on the Rights of the Child, 1989, states that: The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.



Refer to **Do No Harm** section of the Ten Key Approaches in the Core Guidance

Work with facilitators to:

- ▶ Guide discussions and activities in a structured way rather than just asking open-ended questions such as 'What do you feel worried about?', which can be harder to manage;
- ▶ Recognise when adolescents may be raising topics in their group in a way that could put them at risk, and be ready to intervene gently – in some cases it may be a good idea to continue the conversation with the adolescent in private;
- ▶ Respond appropriately if adolescents raise topics that could cause distress to others in their group, for example around a traumatic event that others may have also experienced – it may be best to confirm with the group that they are comfortable continuing the discussion, or to follow up in private with the adolescent at another time; and
- ▶ Allow adolescents to express themselves, but avoid pressuring them to re-live their distressing experiences or to talk about (or draw pictures) of negative life events.



## 5. Consider confidentiality and privacy

Encourage facilitators to discuss with adolescents whether the topics they talk about during their sessions will remain private. Some adolescents may feel more comfortable raising issues or exploring sensitive topics if they know it will 'stay in the Circle,' while others may not be concerned about sharing their discussions with others

In practice, it may be difficult, and not always appropriate, to keep sessions with adolescents absolutely private and confidential. It may be too challenging for adolescents (and facilitators) to keep their discussions 'a secret,' and in some cultures privacy may not be viewed as particularly important.

In any event, it is important that facilitators:

- ▶ Discuss with adolescents if and how issues they discuss during sessions are shared with others;
- ▶ Be up front with adolescents about their obligation to report certain information – for

example, if girls or boys disclose that they are (or are at risk of) being harmed, harming themselves or harming others; Refer to **Responding to child protection concerns** tool and

- ▶ Encourage adolescents to be respectful and sensitive to everyone's contributions to the discussions.

## 6. Agree on topics to discuss with adolescents

Consider meeting with adolescents, facilitators, steering committee representatives and other community members to agree on the topics that will be explored during sessions, and how they will be addressed. This kind of transparency can help to prevent any community suspicion or misunderstanding about your intervention. It may be particularly important in certain cultural contexts.

- ▶ Organize a constructive conversation between adolescents and adults if they have different views about topics that should be discussed (and how they should be addressed). The **Community dialogue** activity guide in the Facilitator's Guidance can help to guide discussions.
- ▶ Consider establishing a written agreement with the steering committee that outlines the session topics and how they will be explored with adolescents.
- ▶ Maintain open communication with community stakeholders about topics discussed during sessions once they are underway, in line with privacy agreements and with adolescents' permission.

# Manage supplies

You can use different supplies and materials to support your work with adolescents. Supplies can help to make the activities and approaches in the Adolescent Kit more engaging for adolescent girls and boys, and encourage them to have fun, express themselves and connect with others through drawing, writing, and group projects.

In some cases you may have access to the Adolescent Kit **Supply Kit**.<sup>1</sup> This is a package of materials, equipment and supplies that is especially designed to meet the needs of 50 adolescents and four facilitators. But don't worry if you don't have one! Most of the activities in the Adolescent Kit don't require any supplies, and there are a lot of ways to find or make your own materials locally.

Take some time to work with facilitators and partners to identify what supplies you have available for supporting your activities with the Adolescent Kit, and to plan how they will be managed, stored and eventually replaced. This can help to avoid potential problems and conflicts, and ensure that adolescents get the most out of their supplies. Refer to **Planning how to manage supplies** tool.

## 1. Examine your supplies

Work with partners and facilitators to examine your supplies before introducing them to activities with adolescents.

If you have a Supply Kit:

- ▶ Review the **Supply Guidance**. This outlines all of the items in the Supply Kit, and explains how to take care of them and replace them.
- ▶ Examine the contents of the Supply Kit and check that all of the items are present. Some of these may be new to you (and to facilitators and partners), so make sure you take the necessary time to familiarize yourselves with each of the items, and to understand how they can be used to support activities with adolescents.
- ▶ Remove any items that may be inappropriate within your religious and cultural context, or that could be too easily damaged within your particular physical environment.
- ▶ Consider whether any additional supplies might be necessary or helpful for activities with

Consult the Supply Guidance for more detailed information on how to organise, maintain and manage supplies for activities with the Adolescent Kit.

adolescents, and how and where you might procure them.

If you don't have a Supply Kit:

- ▶ Consult the Supply Guidance for advice on creating your own set of supplies and materials for activities with the Adolescent Kit. This includes creative suggestions for:
  - ▶ Procuring supplies locally;
  - ▶ Borrowing supplies from other programmes, initiatives or kits;
  - ▶ Creating supplies from discarded materials or items found naturally in the environment;
  - ▶ Replicating the main components of the Supply Kit by downloading their templates and printing them on locally available materials.

## 2. Make plans for storing, managing and replacing supplies

Take some time to discuss the best way to manage and take care of your supplies, so that they last as long as possible. Consult the **Supply Guidance** for detailed advice on how to:

- ▶ Store supplies so that they remain safe from theft or damage;
- ▶ Keep supplies clean and in good repair;
- ▶ Create a supplies inventory that can keep track of items that go missing, run out or become damaged;
- ▶ Replace supplies locally, through external sources or by coming up with creative alternatives.

## 3. Involve adolescents

Facilitators can introduce the supplies to sessions with the Adolescent Kit and discuss with adolescent girls and boys how they can be involved in taking care of the materials and equipment.

Adolescents can and should be involved in all aspects

<sup>1</sup> The Adolescent Kit for Expression and Innovation kit, including supplies, can be procured through UNICEF's Supply Catalogue.

of managing supplies for the Adolescent Kit - from creating new supplies, and keeping inventory, to transporting and storing equipment and replacing items. Refer to **Involving adolescents in managing supplies**



It may be useful to agree on **ground rules** for managing the supplies and to select volunteers for specific tasks such as keeping inventory, collecting materials at the end of each session, or locking up the Supply Kit. Post the ground rules somewhere visible during sessions, and rotate responsibilities for managing supplies

may put adolescents at risk of harm, including theft and pressure from others who have influence over them.

- ▶ Some adults may feel that their need for supplies or materials from the Supply Kit should take precedence over their use by adolescents, resulting in tension and conflict.
- ▶ If items are lost and damaged while they are in an adolescent's care, they may feel ashamed or disappointed, or face anger or blame from their peers. These experiences can be difficult for adolescents in challenging circumstances.

#### 4. Try to prevent problems

Be aware that bringing valuable supplies into a humanitarian situation can sometimes cause problems, and discuss ways to avoid causing tension among adolescents and within the wider community. Be aware that certain items may be inappropriate (or unfamiliar) in some settings, and lead to misunderstanding. An atmosphere of mistrust can also develop if items break, go missing or get stolen.

Work with facilitators, partners and adolescents to discuss ways to avoid causing problems with the supplies. This could include:

- ▶ Removing items that are inappropriate within the religious or cultural context;
- ▶ Removing items that may be too easily damaged or broken;
- ▶ Finding a safe place to store and lock-up supplies;
- ▶ Creating a 'buddy system' for transporting supplies so that adolescents are not left alone and vulnerable to theft;
- ▶ Entrusting more valuable items to facilitators rather than adolescents;
- ▶ Organising an Adolescent Toolkit launch with members of the community (steering committee members, government officials, local leaders, parents) to communicate that the supplies are

Adolescents can play a lead role in taking care of supplies for the Adolescent Kit. This is a great opportunity for them to:

- ▶ Practice life skills such as planning, teamwork and problem solving
- ▶ Learn practical skills such as inventory management and record keeping
- ▶ Use their creativity and imagination
- ▶ Take responsibility for important tasks

among adolescents.

**Go slow:** Make sure that facilitators never force adolescents to take on tasks that they are uncomfortable with, or don't feel ready for. Bear in mind that:

- ▶ Some adolescents may not yet have the basic skills to take on specific responsibilities, such as managing an inventory.
- ▶ Younger adolescents who don't have a well-developed sense of judgment may lose items easily.
- ▶ Adolescents who have recently experienced upsetting events may have trouble with their short-term memory, and find it difficult to keep track of supplies.

**Be aware of risks to adolescents:** Facilitators should also be aware that while adolescents can benefit from taking an active role in managing supplies, they can also face problems. For example:

- ▶ Carrying or having access to valuable supplies

It is likely that some supplies may get lost, damaged or even stolen while in adolescents' care. Make sure that facilitators don't deal with these situations too harshly or put unrealistic expectations on adolescent girls and boys to pay for the damage or loss.

there to serve adolescents' needs and no one else's;

- ▶ Setting ground rules with adolescents around handling supplies responsibly, and returning them at the end of sessions;
- ▶ Encouraging facilitators to speak up if they have any concerns about how supplies are being used (by adolescents or others);
- ▶ Agreeing on a reasonable way to respond if items are damaged or lost while in an adolescent's care.

Refer to the **Preventing problems with supplies: discussion scenarios** tool to brainstorm strategies with facilitators and adolescents for preventing problems with supplies.

## 5. Involve adults from the community

Try to involve community members in managing supplies as much as possible. Adults can support adolescents to manage their responsibilities with the supplies and help to protect them from any risks associated with their access to valued resources. Community members themselves can also take on useful tasks, such as keeping inventory, repairing damaged items or sharing responsibility for the safe storage and transport of supplies.

Involving adults from the community can also go a long way toward avoiding potential problems with supplies. For example, if you have a Supply Kit, it can be a good idea to involve local government officials or members of the programme steering committee in examining the contents to make sure that none of the items are culturally inappropriate or likely to cause controversy. Similarly, obtaining buy-in for the Supply Kit (and the Adolescent Kit generally) from the local community may reduce the likelihood of adults co-opting supplies for their own purposes.

Adults to involve could include:

- ▶ Members of the programme steering committee;
- ▶ Staff or volunteers who support activities with adolescents such as Child Friendly Space facilitators and teachers.;
- ▶ Government officials, community leaders, elders, and/or representatives from local community boards;
- ▶ Parents, older siblings, and other family members or care providers.

## Monitor and adapt

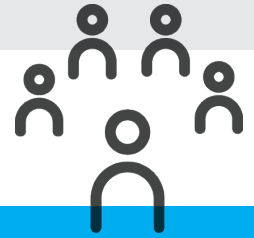
Be ready to repair, replace and find new supplies as your intervention continues, and to get creative about different ways to use them with adolescents. Check in with adolescent girls and boys to determine if they experience any challenges with managing supplies and take action in response. Bear in mind that you may need to change the way you use and store supplies as seasons shift (and the weather gets hotter, colder or wetter), the humanitarian situation changes (gets more/less secure or more/fewer adolescents take part in activities) and your intervention evolves (you focus on some types of activities more than others, you change activity spaces, you partner with different organisations, you gain/lose funding).





## TOOL: Planning to manage supplies

Facilitators and partners can use the questions below to guide discussions with adolescents about how to manage supplies for the Adolescent Kit.



### How should the supplies for the Adolescent Kit be used and stored?

- ▶ How should the supplies for the Adolescent Kit be used and stored?
- ▶ How should the supplies for the Adolescent Kit be used?
- ▶ Will the adolescents be the only people allowed to use the supplies or can others use them too?
- ▶ Will the supplies be available outside of activity sessions?
- ▶ Where will the supplies be stored?
- ▶ Is the storage location accessible to the activity space(s)?
- ▶ If the supplies are locked up, who will mind the key?

### Who will be responsible for minding the supplies?

- ▶ How will adolescents keep the supplies in usable condition for as long as possible?
- ▶ How will adolescents use the supplies as sustainably as possible? (For example, reusing scraps of paper for games and activities).
- ▶ Will the adolescents keep an inventory log? Will one person be inventory keeper, or will this responsibility be rotated among adolescents?
- ▶ How often will adolescents review the Supply Kit and inventory log to check on the condition of the supplies?
- ▶ Will someone be responsible for collecting supplies at the end of each session?
- ▶ How often will supplies be cleaned and who will do this?
- ▶ How will supplies be replaced when they run out or are lost?

### Are there any items in the Supply Kit that others in the community might want?

- ▶ What can the adolescents do to ensure that the Supply Kit items are available for their use, and to avoid any conflicts with others?
- ▶ Who might want these items, and for what purpose? How can adolescents work with those individuals to avoid any conflicts?

## Are the supplies appropriate for the community and environment?

- ▶ Are any of the items inappropriate within the religious or cultural context? Could they cause confusion and misunderstanding?
- ▶ Could any of the items be easily damaged within the particular physical environment?
- ▶ How can these problems be avoided? (In some cases, it may be a good idea to remove items from the Supply Kit in advance, and/or redistribute them for other purposes).

## What will the adolescents do if supplies are damaged, lost or stolen?

- ▶ Do the adolescents have plans in place for avoiding damage and theft?
- ▶ What will happen if items are broken or damaged? Will they be repaired or replaced?
- ▶ What responsibility does each adolescent have if an item is damaged or lost while it is in their care?
- ▶ What responsibility do the rest of the adolescents have for damaged or lost items?

## Tool: Involving adolescents in managing supplies

Use this tool to help you to explore ways of working with adolescents to manage supplies for the Adolescent Kit.



### How can adolescents help with supplies?

Adolescents can:

- ▶ Suggest creative and practical ideas for how the supplies can be used in different ways during their sessions
- ▶ Brainstorm ways to avoid causing conflict around the supplies and to protect themselves from any risks or harm associated with managing valuable resources
- ▶ Help to set ground rules for taking care of supplies
- ▶ Decide how and where supplies can be stored, and if they are locked up, take responsibility for minding the key
- ▶ Take charge of keeping an inventory log of supplies
- ▶ Take responsibility for cleaning and returning items to the Supply Kit at the end of sessions
- ▶ Help to review the condition of supplies and identify if any need to be repaired or discarded
- ▶ Find or make new supplies – for example, from materials found naturally in the environment such as stones, sticks or shells, or discarded items like plastic bottles, rubber bands and cardboard
- ▶ Suggest creative alternatives for supplies if the Supply Kit is unavailable
- ▶ Transport supplies to sessions with adolescents in different locations (The Supply Kit is designed to be lightweight and portable).



## TOOL: Preventing problems with supplies

Use this tool to help adolescents to discuss ways to prevent and solve problems related to supplies, including misuse, damage and theft.

Copy the matrix below onto a large piece of paper, and ask adolescents to discuss the scenarios outlined. Encourage the adolescents to replace or add scenarios that are more relevant to their community, and to agree on strategies for preventing or solving these problems.

Scenario	How can this problem be prevented?	How can this problem be solved?
While visiting the local market, you see a vendor selling boxes of markers from the Supply Kit.		
A 12 year old girl is playing near her home with a jump rope from your set of supplies.		
On yesterday's inventory list, the inventory keeper (a parent from the community) noted that all five packages of pencils were in the Supply Kit. But today there are only three packages of pencils left.		
Four weeks after the Supply Kit arrives, the rulers are completely broken and unusable.		
A local government official who oversees education and youth programmes wants to take the facilitators' tablets from the Supply Kit to use for storing files in his office.		

# Prepare for your intervention to transition or end

**It is important to have plans in place for ending or handing over your intervention with the Adolescent Kit. As you come to the end of your activities, take time to prepare adolescents and the community for the next steps, and to celebrate your achievements together.**

## 1. Plan your exit strategy from the start

Make sure that you include the expected duration and timeframe of your intervention with the Adolescent Kit within your initial plans (i.e. in your project document). The expected duration should take into account the humanitarian situation, programme context, and funds available for activities. As part of your planning, you should also develop a clear exit strategy that outlines options for continuing, transitioning or ending your activities with adolescents once your expected time is up.

### Set expectations

Make sure that there is clear and open communication from the start so that all stakeholders – adolescents, facilitators, steering committee members, parents and others -- are clear about the planned duration of your intervention with the Adolescent Kit.

## 2. Decide the best way to move forward

Before your intervention with the Adolescent Kit is scheduled to close, try to involve all of your stakeholders – adolescents, facilitators, steering committee member and others – in decisions about what to do as you come to the end of your activities. The best way forward will depend on many different factors, including the resources available, interest of adolescents and the community, success of your work to date and the humanitarian context.

Possible options include:

- ▶ Another programme, institution or partner organisation takes over (and funds) the intervention so that adolescents can continue their work together.
- ▶ Some or all of the adolescent groups (or circles)

continue to work independently on their activities and projects.<sup>1</sup>

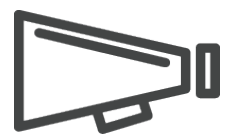
- ▶ A group of caregivers, steering committee members, adolescents or other community members assumes responsibility for continuing some or all aspects of the intervention.
- ▶ The intervention closes. For example, humanitarian conditions (increased security, further displacement of communities, or the end of a conflict) may mean that adolescents in your community may be moving on elsewhere or returning to their homes. Alternatively, there may not be community support or interest in continuing your intervention with the Adolescent Kit.

Refer to **Deciding next steps** tool.

## 3. Prepare adolescents and other stakeholders for the next steps

However you decide to move forward, it is important to give adolescents and other stakeholders (particularly facilitators) as much advance warning as possible - and to prepare them for the next phase.

If the intervention will continue as part of a different entry programme or with a new partner organisation, explain to adolescents and facilitators exactly when, where and how the transition will take place – and reassure them that their needs will continue to be supported. Give them plenty of time to prepare, voice their concerns and to understand how the transition will affect them, so that there aren't any big surprises when the intervention changes hands.



If your intervention is due to close:

- ▶ Explain why, and reassure adolescents that it doesn't reflect any failure on their part – or a lack of concern for them from facilitators, volunteers or others.
- ▶ Discuss adolescents' hopes and concerns, and support them to use their skills and resources to manage the transition, and to find alternatives for continuing to work and have fun together.
- ▶ Support adolescents, facilitators and/or interested community members to take over the intervention (if they want to), and spend time preparing them

<sup>1</sup> This may work best in situations where adolescents have had time to form strong, well-organised groups.

## When interventions are due to close...

Encourage adolescents! Emphasize that their energy, motivation and commitment are the only real requirements for continuing their work together.

to run activities, manage supplies and coordinate sessions.

### 4. Reflect on your progress

Reaching the end of your intervention with the Adolescent Kit provides you with an opportunity to reflect on your progress and to identify what has and hasn't worked. This means going back to the goals that you set for your intervention, and checking to see whether you have fulfilled them or not. It also means working with adolescents to assess whether they have reached the goals they have set for themselves regarding the competencies – knowledge, attitudes and skills – that they hoped to gain through your work together. Refer to **Measuring progress toward competency goals** tool.

Work with adolescents, stakeholders and others to carry out a final evaluation of your work together. Use their feedback to try to determine whether your intervention with the Adolescent Kit has resulted in any positive changes to participants' lives, and to shape other programmes and interventions for adolescents in the future.



### 5. Mark the occasion

Whether your intervention with the Adolescent Kit is closing, changing hands or evolving within a new form, make sure that you take time to celebrate adolescents' achievements and to mark the end of your work together. This can help to end things on a high note, and provide a sense of closure to everyone involved.



- ▶ Hold a ceremony or celebration for adolescents, facilitators and community stakeholders.

- ▶ Encourage adolescents to present their work through a final art exhibition, music performance or sports event and invite the community to participate.
- ▶ Ask adolescents how they would like to mark the occasion! They may have creative ideas for commemorating their time together.

## Monitor and adapt

Ending interventions and programmes is all part of the process. Remember that things change fast in humanitarian situations, and that you may end up closing your intervention down early, extending it for much longer than you expected or handing it over to other programmes or partner organisations to continue in a different way. The important thing is that you plan your exit strategy carefully, and involve adolescents and community stakeholders at each step along the way.

## Tool: Moving forward

See the list below for some ideas for transitioning your intervention with the Adolescent Kit.

In some cases, local institutions, NGOs, government, members of the community and adolescents themselves may be open to assuming responsibility for continuing work with the Adolescent Kit.

### The activities, tools and supplies in the Adolescent Kit can continue to support adolescents by:

- ▶ Integrating activities, tools and materials into teachers' lesson plans so that the Adolescent Circles approach becomes part of the **school curriculum** – with support from the local education department
- ▶ Transitioning the intervention into an **after-school club** or becoming an **extracurricular activity** facilitated by adolescents or volunteer teachers/community members
- ▶ Transitioning the intervention into an **adolescent/youth club** or **peer-to peer** initiative outside of school, (facilitated by adolescents or volunteer community members), for example within a youth or community centre
- ▶ Becoming part of a **community-based committee** that works on community development projects or relief efforts
- ▶ Integrating the Adolescent Circles within **arts, recreation, sports** or other adolescent/youth focused programmes, with support from other NGOs or development partners
- ▶ Becoming part of **informal education, child protection, peacebuilding or youth development initiatives** with support from other NGOs or development partners
- ▶ **Becoming a** new adolescent and/or community-led initiative that is supported by local caregivers, leaders and other community members so that adolescents can continue their work together (for example, funds could cover costs of trained facilitators)

## TOOL: Deciding next steps

As your intervention draws to a close, use the questions below to guide decisions about next steps.

- ▶ Should the intervention be continued? Has it been successful? Do adolescents and community stakeholders want it to continue?
- ▶ Do you have the resources, motivation and time to extend the intervention for additional months or years?
- ▶ Is there a suitable programme, institution or partner organization that could take over the intervention?
- ▶ Are there any community members or adolescents who would like to keep some (or all) aspects of the intervention running? What kind of support or preparation do they need?
- ▶ Should the intervention continue in the same way? For example, with the same goals, adolescents, locations, etc?
- ▶ Are there ways to improve the intervention moving forward?
- ▶ If the intervention closes, how can you prepare adolescents and the community? How will you celebrate adolescents' achievements and mark the occasion?
- ▶ How can you document and share lessons learned from your intervention?

