**TOOL: Questions for investigating adolescents**

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

| **Who are the adolescents?**  **How many adolescents are there?**  **Who are the most vulnerable adolescents?**  ***Insert icon for: Reach out to all adolescents*** | **Collect disaggregated data regarding:**   * Number of adolescents (i.e. young people ages 10-17) * Number of adolescents each age * Number of adolescent girls and number of boys * Number of adolescents with disabilities, including disaggregated data on those with mobility, sensory (sight and hearing), and cognitive disabilities * Number of adolescents from each ethnicity, religion, language group, clan or other important cultural or social group represented in the community * Number of adolescents from marginalized groups in the community |
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| **What kind of humanitarian situation are adolescents in?** | * What is the nature of the humanitarian crisis (i.e. natural disaster, conflict)? * How soon after the crisis is it? * How long is the crisis likely to last? * What is the security situation? |
| **What kind of challenges do adolescents face?** | * 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)? * What kind of challenges do they face in terms of their basic needs, safety, living conditions and wellbeing? * Has their education been disrupted? * What kind of challenges do they face in their families, at school (e.g. bullying), at work, with friends, in romantic relationships? |
| **What kind of family situations do adolescents have?** | * Are they separated from their caregivers? * Are they heads of household? * Are they caring for younger children? * Are they married? * Are they parents? |
| **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?**  ***Insert icon for: Let adolescents take the lead*** | * 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?**  ***Insert icon for: Challenge and encourage adolescents*** | * 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).  ***Insert icon for: Build connections*** | * 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?**  ***Insert icon for: Build on the positive*** | * 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!*