

# About the Facilitator's Guidance



The Facilitators Guidance provides guidance and tools for facilitators using the resources in the Adolescent Kit for Expression and Innovation (Adolescent Kit) in programmes and interventions in humanitarian situations. It explains how facilitators can use and adapt the resources in the Adolescent Kit to lead activities for adolescents that support their psychosocial wellbeing, learning and positive engagement with the world around them.

# About the Facilitator's Guidance

## Who is the Facilitator's Guidance for?

The Facilitator's Guidance is for anyone who works directly with adolescents, organizing and leading activities for them in safe spaces, schools, clubs, recreation programmes, or any other programme or intervention. Facilitators may have other titles, such as teachers, animators, or simply 'volunteers' (See: Glossary.) Facilitators should always be trained for their role, but the extent of their training may vary considerably from one context to the next. They may be professionals with advanced degrees in education or child protection, or volunteers who have participated in short training programmes as part of their preparation to work with adolescents through a programme or intervention.

Facilitators should always work with and be supported by programme coordinators who oversee and support the programmes or interventions. The Programme Coordinator's Guidance for the Adolescent Kit offers guidance and tools for programme coordinators to support facilitators.

**An important note:** The guidance and tools in the Facilitators' Guidance are intended for facilitators who are leading activities for adolescents to support their emotional and social wellbeing, learning and positive and positive engagement. This guidance is not designed for programme staff or volunteers who work in other types of roles, especially those requiring specific training, such as social workers, case workers or counsellors. The **Facilitators Guidance** is intended for facilitators working in a non-clinical capacity as they plan and lead activities with and for adolescents, especially by putting the **Ten Key Approaches** into action. The Ten Key Approaches reflect the standards and best practise for psychosocial support, education, and child participation among other areas. Facilitators should also have information and training to recognize when adolescents need specialized support and be prepared to connect them with available services. **Connecting Adolescents with Support** provides guidance and tools that programme coordinators can use to support facilitators in this key aspect of their roles.

## How to use the Facilitator's Guidance

The guidance and tools in the **Facilitator's Guidance** provide facilitators with resources to plan and lead relevant, appropriate, engaging activities for the adolescents with whom they work, using effective, human rights-based facilitation methods. The guidance outlines basic steps that facilitators can take to plan and lead activities that support positive outcomes for the adolescents. It includes guidance on how to support adolescents in forming supportive 'circles' with their peers, how to plan sessions and activity phases for adolescents, and how to choose and adapt activities from the Activity Box.

Facilitators using this guidance should first review the Foundation Guidance, especially the Ten Key Competencies and Ten Key Approaches. In some cases, facilitators may also benefit from reviewing guidance and using tools included in the Programme Coordinators Guidance.

## Inside the Facilitator's Guidance

The Facilitator's Guidance is made up of guidance and tools that outline how to:

- ▶ Bring adolescents together in Adolescent Circles – teams or groups in which they get to know each other and work and play together;
- ▶ Plan activity sessions for adolescents that balance structure with space for creativity and expression;
- ▶ Choose and use activity guides and other resources from the **Activity Box**;
- ▶ Plan sequences for adolescents according four different activity phases – flexible modules that can be adapted to adolescents' circumstances, developmental capacities and interests; and
- ▶ Use facilitation methods that keep adolescents safe, active, learning and engaged, and give them opportunities to take the lead.

## About the Facilitator's Guidance

### Adapt the guidance & tools to your context

The purpose of the Facilitator's Guidance, (as well as the Activity Box), is to give facilitators different strategies they can use to make activities for adolescents more engaging, age appropriate, and relevant to adolescents' interests and priorities, especially so that they contribute to positive outcomes for the adolescents who participate. It is not necessary to use all of the resources offered in the Facilitators' Guidance. Facilitators should work with programme coordinators and adolescents to choose the strategies and ideas from this guidance that are most useful in their own specific contexts, and select those that will help make programmes or interventions stronger and more effective for the adolescents who participate.

**Be flexible!** Adapt the tools and activities in the Adolescent Kit as you go, but review and consider all of the approaches and steps recommended throughout the kit here to build a successful intervention for adolescent girls and boys.

## Ten Key Competencies, Ten Key Approaches

The Facilitator's Guidance outlines how to plan and lead activities that address adolescents' development of the Ten Key Competencies and includes practical ways for facilitators to put in place the Ten Key Approaches as they plan activities and sessions and work with adolescents.

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