

# Adolescent Kit for Expression and Innovation

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## **A GUIDANCE NOTE FOR ROLL-OUT OF PROGRAM IN NE NIGERIA**

**This guidance note was produced to be used by UNICEF Sector Leads supporting the roll out of the Adolescent Kit program in NE Nigeria and for Program Coordinators responsible for carrying out the roll out in the field.**

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## 1. Overview

The Adolescent Kit for Expression and Innovation is a package of resources to support programs for adolescents (children ages 10-18) during and after emergencies. It is designed for use in child protection, education and/or youth development programs and partnerships. It reflects a cross-sectoral approach, integrating psychosocial, life skills and adolescent participation principles, methods goals and methods.

The Children and AIDS Section of UNICEF Nigeria will utilize this kit as an entry point for empowering adolescents (especially adolescent girls) to build assertiveness and other skills relevant not only for protection against HIV infection and other GBV issues; but also as agents of peace building and actors for development. It shall also be an opportunity for multi-sectoral convergence work with adolescents across all UNICEF sectors.

The goal of the assignment is to strengthen the capacity of major actors with the mandate to provide services for adolescents in Borno state with the knowledge, skills and tools to address the needs of adolescents in emergencies through the roll out the Adolescent Kit.

Objectives of the Adolescent Kit roll out in Nigeria

1. Train 40 Master Trainers some of whom who will conduct step down trainings to community facilitators and serve as program coordinators during roll out.
2. Produce 3-5 resource persons within UNICEF and in Academia to have in-depth knowledge about the purpose and usage of the kit so that they can guide implementation, conduct evaluations and be involved in scale up as needed.
3. Train 60 community facilitators to carry out the program.
4. Carry out the program reaching 75,000 adolescent girls and boys in Child Protection and Education sector platforms in Borno State and Yobe State.

Expected results for adolescents:

1. **Result I (activity/output level):** Adolescents have access to life skills based education for HIV, GBV and conflict prevention.
2. **Result II (outcome level):** Adolescents increase self-esteem and develop skills for positive communication, problem solving, critical thinking and decision-making towards a decrease in incidence of gender based violence, HIV infection and recruitment by insurgent groups.
3. **Result III (impact level):** Adolescents acting of agents of peaceful change have a positive influence on community wellbeing and social cohesion.

## Contents of the Adolescent Kit

The Adolescent Kit includes activities, guides and supplies.

### Activities

**Activity Box:** Print materials that describe specific energizers and activities to be conducted with the Adolescent Kit.

- **Activity Cards:** Step-by-step guides to activities that can be adapted to adolescents' interests, needs and developmental level.
- **Portable Activity Cards:** Same as above in short version.
- **Energizer Cards:** Cards with instructions for short, fun games or restful activities.
- **Inspiration Cards:** Inspiring ideas for quick activities to keep adolescents engaged.

### Guides

**Guidance:** Print materials that give guidance for planning, coordination and implementation of programs using the Adolescent Kit.

- **Quick Guide:** Provides an overview of all of the guidance, activities, tools and supplies in the Adolescent Kit. Use it to get a sense of what the Adolescent Kit has to offer, how it can support your work with adolescent girls and boys, and where you can and the resources you need in the complete package of guidance and materials.

- **Foundational Guidance:** An introduction to the key principles and approaches that underpin the Adolescent Kit. The Foundation Guidance is for everyone who plans to use the Adolescent Kit, and includes an explanation of the competency domains that guide activities, key approaches to working with adolescents and technical guidance.
- **Program Coordinator’s Guide:** Guidance and tools for program coordinators to design and manage interventions for adolescents using the Adolescent Kit.
- **Facilitator’s Guide:** Guidance, tools and activities for facilitators to work directly with adolescents through the Adolescent Circles approach.
- **Facilitator Tools:** Useful tools for planning and facilitating sessions with adolescents. Some tools include diagrams, examples, guides, and other materials to use during activities. Others can be used to plan individual sessions or phases, with information that can help you in the planning process and templates that can help you to structure and write up your plans.
- **Supply Guide:** Guidance for managing, storing and replacing supplies for interventions with the Adolescent Kit. This includes advice on creating and finding your own supplies if you don’t have access to a Supply Kit.

### Supplies

**Supplies:** Physical materials facilitators and adolescents use during their activities (such as paper, pens, marker board, etc.). The adolescent includes packages designed to carry supplies. The Kit includes a Supply Guide.

Supplies from each Adolescent Kit are designed to reach 50 adolescents. Program teams should work out how adolescent groups will be organized in each camp, identify target numbers and distribute supply kits accordingly. 2-3 Community Facilitators should implement programs using one supply kit.

### Key stakeholders

<p><b>UNICEF Sector Leads</b></p>	<p>Sector leads from UNICEF HIV section, Child Protection, Education, Health and any other sector that may be involved in the program in the future will provide the overall management, direction and guidance for program implementation.</p> <p>They will coordinate predominantly with Program Coordinators, but also should maintain relationships with Resource Persons and selected Master Trainers for their ongoing support and involvement in program roll out, and potential scale up.</p> <p>UNICEF Sector Leads should also consider to maintain relationships with Resource Persons and selected Master Trainers for the roll out of further step down trainings to Community Facilitators in new communities, for planning future evaluations and for potential expansion and scale up of the program.</p>
<p><b>Resource Persons</b></p>	<p>Resource persons include UNICEF staff, LGA consultants, University professors and other experienced persons who have detailed knowledge about not only the supplies and materials and how to carry out the program, but also the purpose behind using the Adolescent Kit and key approaches and strategies for integrating the it into various sectors. They can serve as program coordinators, help identify a range of entry points for the Adolescent Kit, work through questions and challenges that may arise during implementation, conduct evaluations and contribute to plans for scale up. They may be available in the future to conduct ToT for Master Trainers as part of a scale up.</p> <p>Resource persons should be familiar with all supplies and materials, but in particular they should have read and have thorough understanding of the Coordinators’ Guide and Foundational Guidance.</p>
<p><b>Master Trainers</b></p>	<p>Master Trainers have completed the ToT for Master Trainers conducted by a resource person or persons. They will conduct step down trainings for</p>

	<p>facilitators and many may be selected to serve as a program coordinator. With continued involvement in the program they may become resource persons.</p> <p>Their main resource is the Program Coordinator’s Guidance book. They should each have one of these and use it.</p>
<b>Program Coordinators</b>	<p>Program Coordinators are LGA consultants, Resource Persons or Master Trainers, who are serving to coordinate the program. They have regular communication UNICEF sector leads, arrange logistics of program implementation in coordination with community leaders/liaison persons and provide ongoing support supervision and guidance to Community Facilitators. Program coordinators are responsible for ongoing monitoring and support, and may be involved in conducting evaluation activities with the support of selected resource persons.</p> <p>Program Coordinator will be critical for program success as they are the intermediaries and are persons whom balance relationships amongst all stakeholders. They will be responsible to pass information from sector leads down to stakeholders on the ground and through ongoing monitoring will document and share information about program implementation to be available for sector leads and other stakeholders supporting the program.</p>
<b>Community Facilitators</b>	<p>Community Facilitators are those living and/or working in IDP camps and communities where the Adolescent Kit will be rolled out. They will have completed a three-day training conducted by Master Trainers prior to roll out. They are expected to have some experience working with adolescents and young people, but should have ongoing support, supervision and guidance from Program Coordinators.</p> <p>Key resources for Community Facilitators are the Facilitator’s Guide and Facilitator’s Tools.</p>
<b>Community Focal Persons</b>	<p>Community leaders or other liaison persons in the community may serve as focal point of communication and logistics in each community. They communicate with Program Coordinators, support on site logistics and serve as advocates for the program in each community. Their level of involvement in the program may vary; however, their contributions and support are critical for program success and sustainability. It is the responsibility of Program Coordinators to build and sustain positive relationships with them.</p>
<b>Adolescent participants</b>	<p>Adolescent participants are the persons for whom the program is designed. They are not only participants, but they contribute to the shape and direction of the program in each community. The program in each community will be formed by the individual adolescents involved in the program and the dynamic created within each adolescent group. Community Facilitators and Program Coordinators should seek actively include the most vulnerable adolescents, adapting the program (time, location, group size, etc.) to reduce barriers to attendance and reach the most vulnerable adolescents. The program is designed that it may be adapted to the needs, priorities and interests of adolescent participants.</p>
<b>Parents</b>	<p>Parents can be invaluable advocates for the program and serve as informal support during implementation. Some activities in the Adolescent Kit may include adolescents reaching out and discussing ideas with their parents, and in some parents can be invited to share their experiences with adolescent groups.</p> <p>Program Coordinators, Community Facilitators and Community Focal Persons may all interact with and build positive relationships with parents.</p>

## 2. Overview of roll out

### *Timeframe of roll out*

One program cycle should last 13 weeks with adolescent groups meeting twice per week. It is recommended to conduct at least 3 program cycles per community, refilling supplies at the end of each cycle. If three cycles are conducted the timeframe of program implementation in each target community will be 39 weeks (approx. 9 months). After each cycle, new adolescent groups may be invited to join the program. Community Facilitators should work with Program Coordinators to select which adolescent groups will be invited to each cycle, considering the intention to reach out to specific vulnerable groups by the end of 3 cycles. The work plan in section 5 provides more details of the timeframe for roll out.

### *Size/selection of adolescent groups*

The ideal size of an adolescent group is between 15 to 20 adolescents. In some cases adolescent participation may be as low as 10 adolescents while in others participation may reach as high as 25. For example, a small group of 10 participants may be involved for a program working with a particular vulnerable group who need more one-on-one attention from community facilitators.

It is not recommended to conduct programs for less than ten participants as this is not sufficient for group dynamics needed to conduct the program, and it is not recommended to have more than 25 participants per group as it would be difficult to control the group and participants would not get the attention they need in such a large group.

The Adolescent Kit supplies are designed to reach 50 adolescents, so each program cycle may include approximately 3 adolescent groups. A cycle may include as low as 2 adolescent groups if each group includes 25 adolescents and up to 4 or 5 groups if group sizes are small.

### *Number of facilitators per group*

It is recommended to have at least 2-3 Community Facilitators per group. For small groups, 2 Community facilitators may be sufficient, while for larger groups 3-4 may be necessary. It is recommended to train two female and two male community facilitators from each community during the step-down training, so that gender separated groups will have a sufficient number of community facilitators in their gender group, also then mixed groups may have male and female community facilitators.

## 3. Training community facilitators

To conduct future step down trainings for community facilitators it is recommended that UNICEF staff form a few small groups of selected of Master Trainers (supported by at least one Resource Person/Program Coordinator). Criteria for selection of Master Trainers to continue with the program during roll out includes:

- Those who are observed to be the most motivated and engaged.
- Those who have high quality facilitation skills.
- Those who have the deepest understanding of the Adolescent Kit.
- Those who are skilled at building relationships with training participants.
- Those who have demonstrated their ability to provide critical and insightful feedback to enhance program implementation.

### *Step down training guidance*

Step down trainings were initially conducted in three communities. Training plans were prepared and pilot tested. Feedback from Master Trainers was used to create an adapted training agenda provided for future step down trainings. (see **Annex I**).

In preparation for the training prepare needed handouts, materials, supplies and further documents. Most handouts needed for each day's working sessions should be taken from the Program Coordinators' guide and some from the Facilitator Tools. Consider simplifying some of the handouts printed for the working sessions with facilitators, as handouts/tools from the Coordinators' Guide are designed for Program Coordinators/Master Trainers and may be difficult for some Community Facilitators to understand without direct guidance.

## Step-down refresher training guidance

A one-day refresher training provided in **Annex II** should be conducted with community facilitators when they are in the middle of the Connecting Phase. Timing for this training is also marked on the curriculum framework.

## 4. Using the recommended curriculum outline

**Annex III** provides a recommended curriculum outline for a 13 week roll out of the Adolescent Kit in Nigeria. Adolescent groups should meet twice weekly for 1.5 to 2 hour sessions during the course of 13 weeks for a total of 26 sessions.

Each session should include all steps that community facilitators were trained to include in each session:

1. opening circle
2. review
3. warm-up or energizer
4. explanation and discussion
5. challenge activity (or activities)
6. sharing and take away
7. review

Community facilitators will choose warm-ups, energizers and other components of the session; however, challenge activities of each session have been arranged in the recommended curriculum outline (**Annex III**). Community Facilitators can find challenge activities in the Activity Guide included in each Adolescent Kit. Additionally, some challenge activities used for M&E are provided in **Annex IV**.

The recommended curriculum outline (**Annex III**) was developed that challenge activities would center around the following life skills competency domains: 1) Identity and Self-esteem, 2) Communication and Expression, 3) Problem Solving and Managing Conflict, and 4) Critical Thinking and Decision Making. It provides a structured outline to be used as a guide while at the same time providing options so that Community Facilitators and Program Coordinators may adapt the outline to suit the needs and priorities of each adolescent group as needed.

## 5. Work plan

The work plan for one full year is intended to begin in mid-October 2017, leaving space for reporting on one full year of implementation by the end of 2018. The template provided below is quite general and based upon the recommended 13 week program cycles.

It should be recognized that as an outcome of team meetings with Education sector and Child Protection sector representatives in Maiduguri it was discussed how there are many variables yet to be worked out that influence the roll out work plan for each section. As a result, it isn't feasible to provide a detailed work plan at the time of writing. The following may be used as a general template and adapted within each section as details are worked out.

Month	Program Activities	Training and scale up activities
1		Conduct step-down trainings in selected communities
2	Roll out program cycle 1 starts External baseline	Involve external stakeholders to collect baseline data towards measurement of Result III.
3	Cycle 1 ongoing	
4	Roll out program cycle 1 ends	
5	Replenish supplies Cycle 1 reporting	Conduct additional round of step down training for roll out expansion to new communities (as required)

6	Roll out program cycle 2 starts	
7	Cycle 2 ongoing	
8	Roll out program cycle 2 ends	
9	Replenish supplies Cycle 2 reporting	Conduct additional round of step down training for roll out expansion to new communities (as required)
10	Roll out program cycle 3 starts	
11	Cycle 3 ongoing	
12	Roll out program cycle 3 ends Cycle 3 reporting External end evaluation Yearly reporting	Involve external stakeholders to conduct an external evaluation towards measurement of Result III. Evaluation may involve assessment of all results (I to III).

### Actions needed for roll out

The following actions should be taken prior to roll out:

- Print and prepare monitoring guidance and tools. Print and share challenge activities for monitoring competency learning (**Annex IV**) with community facilitators.
- Simplify handouts for step-down training.
- Organize supplies; make a plan for monitoring supplies and for replenishing supplies.
- Form Master Trainer teams, each with their own kit of supplies.
- Make arrangements for baseline data collection and external evaluation pertaining to result III (possible also include II).
- Sector leads should review Foundational Guidance and Program Coordinator’s Guide. Program Coordinators should review Program Coordinator’s Guidance.
- Print Facilitators Guides and include with each Adolescent Kit to be sent to selected communities. Community Facilitators should be encouraged to review these.

## 6. Adolescent Kit Monitoring and evaluation

### Monitoring roll out

Ongoing monitoring and documentation should be conducted by Program Coordinators during regular site visits. Monitoring should be used practically to make adjustments to improve the program and enhance the ability of program coordinators, community facilitators and other stakeholders to carry out the program effectively.

Program Coordinators should review the challenge activities for measuring competency learning described in **Annex IV**, note the schedule of use of these activities from the curriculum outline in **Annex III** and use monitoring and documentation tools in **Annex VI** to support them. Tools from Annex VI should be used to document data which should be used to inform regular reports.

### Planning an externally conducted baseline and evaluation

External evaluators should be brought in to conduct a baseline and end-line evaluation. It is recommended to invite the University Lecturers who were involved in the Master Trainer ToT to conduct the baseline and end-evaluation.

Ongoing program monitoring covers program results I and II, and if monitoring and documentation have been effective, then regular reports should provide sufficient information for external evaluators to evaluate results I and II. Regular monitoring and documentation; however, does not include collection of data for Result III (impact). External evaluators should be provided with the program results framework (**Annex IX**), program reports (during end-line evaluation), **Annex VII** for review and **Annex VIII** to support them.

## 7. Adapting to changes in the community and context

### *Adapting to changes in the community*

The demographic profile of adolescents in the program 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. Link to the **Reach out and engage participants** section of the Program Coordinator's Guide. Also, if there are significant changes in the participants involved in a program (ie. some adolescents leave and new adolescents arrive) consider encouraging Community Facilitators to return to challenge activities from the Knowing Ourselves phase until the group is comfortable with one another.

### *Adapting to changes in 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 than can mean they lose access to areas where they could once move freely, and as a result become more con ned 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.

### *Adapting the changes in 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.

## 8. Promoting adolescent participation

Understanding theories and approaches to promoting adolescent participation is critical to program success. Program coordinators should review the Reach Out and Engage Adolescents chapter of the Program Coordinators' Guide (p. 48 - 51) and work with community facilitators to find ways to include more vulnerable adolescents. Program Coordinators should further review the section on adolescent participation on page 34 and 35 of the Foundational Guidance book.

## 9. Scaling-up

Sector leads may decide to scale up Adolescent Kit activities in the future. If this is the case they may plan to conduct an additional Master Trainer ToT. Integrating feedback from the initial Master Trainer ToT, a general template for a 5-day master trainer ToT agenda is included in **Annex IV**. Each day includes three sessions of approximately 2 hours each. Day 4 includes a practicum with adolescents.

## Annex I. Step-down Training Agenda and Materials Guide

\* This agenda template should be filled in and may be adapted. May fit better in landscape format.

<p><b>Trainers:</b> (names)</p> <p><b>Participants:</b> (number and from which camps/communities they come)</p> <p><b>Days:</b></p> <p><b>Time:</b></p> <p>Session 1:</p> <p>Session 2:</p> <p>Session 3:</p> <p><b>Venue:</b></p>	<p><b>Training objectives:</b></p> <ol style="list-style-type: none"> <li>1. Facilitators investigate the situation of adolescents in their communities and make plan to include vulnerable adolescents</li> <li>2. Facilitators discuss ways to involve adolescents and the community in the program</li> <li>3. Facilitators know how to discuss sensitive topics, support adolescents in distress and respond to child protection concerns</li> <li>4. Facilitators know how to use activity cards, energizer cards and inspiration cards</li> <li>5. Facilitators know how to plan a session and manage supplies</li> <li>6. Facilitators identify suitable entry points, times and spaces for program implementation</li> </ol>
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### Day 1: Investigating Adolescents

Session 1	Session 2	Session 3
<p><b>Introduction:</b> Welcome message and introduction to training Training objectives; Agenda review</p> <p><b>Session:</b></p> <ol style="list-style-type: none"> <li>1. Opening</li> <li>2. Remind and refresh</li> <li>3. Warm-up activity</li> <li>4. Explanation and discussion</li> <li>5. <b>Challenge:</b> I am, I have, I can</li> <li>6. <b>Challenge:</b> Setting group goals</li> <li>7. Sharing and Take Away</li> <li>8. Review</li> </ol> <p><b>Closing</b></p>	<p><b>Introduction:</b> Adolescent circles Contents of a session</p> <p><b>Session:</b></p> <ol style="list-style-type: none"> <li>1. Opening</li> <li>2. Remind and refresh</li> <li>3. Warm-up activity</li> <li>4. Explanation and discussion</li> <li>5. <b>Challenge:</b> What we do</li> <li>6. <b>Challenge:</b> Agreeing to group rules</li> <li>7. Sharing and Take Away</li> <li>8. Review</li> </ol> <p><b>Closing</b></p>	<p><b>Introduction:</b> Contents of a session review</p> <p><b>Working Session:</b></p> <ul style="list-style-type: none"> <li>• Questions for investigating adolescents</li> <li>• Exploring challenges and opportunities</li> <li>• Reducing barriers to adolescent attendance</li> <li>• Identify vulnerable adolescents</li> </ul> <p><b>Closing</b></p>

### Day 2: Working with adolescents

Session 1	Session 2	Session 3
<p><b>Introduction:</b> Ten competency domains intro and discussion (group work)</p> <p><b>Session:</b></p> <ol style="list-style-type: none"> <li>1. Opening</li> <li>2. Remind and refresh</li> <li>3. Warm-up activity</li> <li>4. Explanation and discussion</li> <li>5. <b>Challenge:</b> Ourselves on the inside and out</li> <li>6. Sharing and Take Away</li> <li>7. Review</li> </ol> <p><b>Closing</b></p>	<p><b>Introduction:</b> Silent role play on ten competency domains</p> <p><b>Session:</b></p> <ol style="list-style-type: none"> <li>1. Opening</li> <li>2. Remind and refresh</li> <li>3. Warm-up activity</li> <li>4. Explanation and discussion</li> <li>5. <b>Challenge:</b> Recognizing Emotions</li> <li>6. Sharing and Take Away</li> <li>7. Review</li> </ol> <p><b>Closing</b></p>	<p><b>Introduction:</b> Contents of a session review</p> <p><b>Working Session:</b></p> <ul style="list-style-type: none"> <li>• Discussing sensitive topics</li> <li>• Supporting adolescents in distress</li> <li>• Responding to child protection concerns</li> <li>• Connecting adolescents to support</li> <li>• Creating a safe space</li> </ul> <p><b>Closing</b></p>

### Day 3: Implementation planning

Session 1	Session 2	Session 3
<p><b>Introduction:</b> Four Phases intro and discussion (*strong focus on Knowing Ourselves Phase)</p> <p><b>Session:</b></p> <ol style="list-style-type: none"> <li>1. Opening</li> <li>2. Remind and refresh</li> <li>3. Warm-up activity</li> <li>4. Explanation and discussion</li> <li>5. <b>Challenge:</b> Our Days</li> <li>6. Sharing and Take Away</li> <li>7. Review</li> </ol> <p><b>Closing</b></p>	<p><b>Introduction:</b> Ten Key Approaches intro and discussion (group work)</p> <p><b>Session:</b></p> <ol style="list-style-type: none"> <li>1. Opening</li> <li>2. Remind and refresh</li> <li>3. Warm-up activity</li> <li>4. Explanation and discussion</li> <li>5. <b>Challenge:</b> Our Environment</li> <li>6. Sharing and Take Away</li> <li>7. Review</li> </ol> <p><b>Closing</b></p>	<p><b>Introduction:</b> Silent role plays on Ten Key Approaches Facilitator guide intro</p> <p><b>Working Session:</b></p> <ul style="list-style-type: none"> <li>• Planning a session (and a sequence of sessions)</li> <li>• Possible entry points</li> <li>• Getting the timing right for adolescents</li> <li>• Planning how to manage supplies</li> <li>• Involving adolescents in management and oversight</li> <li>• How to make use of an enrollment log</li> </ul> <p><b>Closing:</b> Share and discuss curriculum framework</p>

### Step-down training materials

Handouts used for group work during the training can be found using the following table:

	Handout name	Location found
1	Questions for investigating adolescents	Program Coordinators' Guide page 40-42
2	Exploring challenges and opportunities	Program Coordinators' Guide page 38
3	Reducing barriers to adolescent attendance	Program Coordinators' Guide page 56-57
4	Identify vulnerable adolescents and set targets	Program Coordinators' Guide page 58-63
5	Life skills Competency Framework	Annex I of this report
6	Discussing sensitive topics	Program Coordinators' Guide page 112-113
7	Supporting adolescents in distress	Program Coordinators' Guide page 104-107
8	Responding to child protection concerns	Program Coordinators' Guide page 108-111
9	Connecting adolescents with support	Program Coordinators' Guide page 102-103
10	Creating a safe space	Program Coordinators' Guide page 68-69
11	Session planning template	Facilitator Tools page 34
12	Possible entry points for the Adolescent Kit	Program Coordinators' Guide page 26-28
13	Getting the timing right for adolescents	Program Coordinators' Guide page 70
14	Planning how to manage supplies	Program Coordinators' Guide page 118-119
15	Involving adolescents in management and oversight	Program Coordinators' Guide page 98
16	How to use an enrollment log	Program Coordinators' Guide page 52-54
17	Involving adolescents in managing supplies	Program Coordinators' Guide page 120
18	Ten Key Approaches	Annex II of this report
19	Curriculum Framework	Annex IV of this report

\* Note: it is recommended that some handouts be simplified for the Step-down Training

## Annex II. Refresher Training Agenda and Materials Guide

\* This agenda template should be filled in and may be adapted. May fit better in landscape format.

<p><b>Trainers:</b> (names)</p> <p><b>Participants:</b> (number and from which camps/communities they come)</p> <p><b>Days:</b></p> <p><b>Time:</b></p> <p>Session 1:</p> <p>Session 2:</p> <p>Session 3:</p> <p><b>Venue:</b></p>	<p><b>Training objectives:</b></p> <ol style="list-style-type: none"> <li>1. Facilitators reflect on learning from their own experiences and share ideas to enhance the program.</li> <li>2. Facilitators understand more about the Connecting Phase and the Taking Action Phase.</li> <li>3. Facilitators are ready to transition to the Taking Action Phase.</li> <li>4. Facilitators are ready to prepare their interventions to transition or end.</li> </ol>
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### Day 1

Session 1	Session 2	Session 3
<p><b>Introduction:</b> Four Phases review and discussion (*strong focus Connecting Taking Action) Idea: may present some activities within the Taking Action Phase</p> <p><b>Session:</b></p> <ol style="list-style-type: none"> <li>1. Opening</li> <li>2. Remind and refresh</li> <li>3. Warm-up activity</li> <li>4. Explanation and discussion</li> <li>5. <b>Challenge:</b> Brainstorming solutions, problems and project ideas</li> <li>6. Sharing and Take Away</li> <li>7. Review</li> </ol> <p><b>Closing</b></p>	<p><b>Introduction:</b> Ten Key Approaches review and discussion (group work); Discuss transitioning into the Taking Action Phase (or if groups are not ready, continuing the project in the Connecting Phase)</p> <p><b>Session:</b></p> <ol style="list-style-type: none"> <li>1. Opening</li> <li>2. Remind and refresh</li> <li>3. Warm-up activity</li> <li>4. Explanation and discussion</li> <li>5. <b>Challenge:</b> Create a pitch</li> <li>6. <b>Challenge:</b> Move or stay, circle self assessment</li> <li>7. Sharing and Take Away</li> <li>8. Review</li> </ol> <p><b>Closing</b></p>	<p><b>Introduction:</b> Preparing your intervention to transition or end (final chapter in Program Coordinators' Guide)</p> <p><b>Working Session:</b></p> <ul style="list-style-type: none"> <li>• Moving forward</li> <li>• Deciding next steps</li> </ul> <p><b>Closing</b></p>

### Refresher training materials

	Handout name	Location found
1	Moving forward	Program Coordinators' Guide page 40-42
2	Deciding next steps	Program Coordinators' Guide page 38
3	Ten Key Approaches	Annex II of this report

\*Note: Print and share guidance on 'Prepare for your intervention to transition or end' with Master Trainers to review prior to the training.

## Annex III. Curriculum Framework for Adolescent Kit in Nigeria

### Phase 1: Knowing ourselves

Sess ion	Challenge activity	Circle building activity	Monitoring activity	Documentation notes
1	I am, I have, I can (45 min.)	Extra energizers or inspiration activities for teambuilding		Check & sign inventory log with program coordinator prior to start. Fill attendance form, mark vulnerability targets/details. Fill out group and individual participant data in Progress Tracking tool.
2	Our Days (30 min.)	Agreeing to group rules (15 – 20 min.)		
3	Ourselves on the Inside and Out (30 min.)	Setting group goals (15 – 20 min.)		Fill out additional vulnerability details in enrollment forms, if new details learned.
4	Create an Emotion Story (30 min.)		Brainstormin g personal goals (30 min.)	Collect & keep documents from monitoring activity for future. Fill out personal goals & competency status at program start' on Progress Tracking tool.
5	What we do (30 – 45 min.)			
6	Recognizing emotions (30 – 45 min.)			
7	Silhouettes (30 – 45 min.)			During this time Program Coordinators should conduct an adolescent feedback session using the tool on page 86-87 of the Program Coordinator's Guide.
8	Relationship map (30 min.)	Move or stay? Circle self-assessment (10 min.)		

*\* If adolescents are not ready to move to the next phase then conduct additional activities in the Knowing Ourselves phase and repeat activities until the adolescent group is ready to move on. This may be suitable for younger adolescent groups or groups that have many participants that have suffered traumatic experiences.*

#### Substitute activities in this phase to practice other competencies:

Competency domain	Challenge activity
Cooperation and Teamwork	Cross the river game (30 – 45 min.) Musical band (30 min.)
Coping with Stress and Managing Emotions	Silence and sounds (15 - 20 min.)
Hope for the Future and Goal Setting	<i>* to be addressed more in next phases</i>
Empathy and Respect	Animal, insect, bird stories (30 min.)
Leadership and Influence	<i>* to be addressed more in next phases</i>
Creativity and Innovation	Musical band (30 min.)

## Phase 2: Connecting

Sess ion	Challenge activity	Circle building activity	Monitori ng activity	Documentation notes
9	Our environment (30 min.)	Reviewing group rules (20 min.)		
10	Active listening (45 min.)			
11	Our challenges, our solutions (45 min.)			
12	Communicating without words (20 min.) and Seeing from different perspectives (30 min.)			<b>*** sometime soon after the 12<sup>th</sup> session Community Facilitators should take part in the one day Step-Down Refresher Training outlined in a previous session in this document.</b>
13	Different ways to handle conflict (30 min.), or Decision making (30 min.)		Footsteps (45 min.)	Fill out reflection on progress towards group goals (mid-program) in Progress Tracking tool
14	Personal interest self assessment (30 – 45 min.)		Picture this (45 min.)	Fill out progress towards personal goals (mid-program) on Progress Tracking tool.
15	Gathering stories (45 min.)			
16	Building peaceful communities (45 min.)			
17	Recognizing resources (participants decide time)	Move or stay? Circle self-assessment (10 min.)		

### Substitute activities in this phase to practice other competencies:

Competency domain	Challenge activity
Cooperation and Teamwork	<i>* activities already included above</i>
Coping with Stress and Managing Emotions	<i>* activities already included above</i>
Hope for the Future and Goal Setting	Building peaceful communities (45 min.)
Empathy and Respect	Humans of our community (1 – 2 hours) Practicing interview skills (30 – 45 min.) Using interview skills (participants decide time)
Leadership and Influence	Leadership story telling (30 min.)
Creativity and Innovation	Building peaceful communities (45 min.) Leadership story telling (30 min.)

### Phase 3: Taking Action

*\* only for groups who have decided they are ready to move on to the Taking Action Phase. See Move or stay? Circle self-assessment (10 min.)*

Sess ion	Challenge activity	Circle building activity	Monitoring activity	Documentation notes
18	Brainstorming solutions, possibilities and project ideas (45 min.)	Reviewing group rules (20 min.)		
19	Finding challenges and opportunities (30 min.) or Forming problem and opportunity statements (20 - 30 min.)		Images of the future (45 min.) Or Speech bubbles (45 min.)	Fill out reflections on progress towards group or individual goals (mid-program) in Progress Tracking Tool
20	Choosing a challenge topic (30 – 45 min.) or Collaborative decision making (20 - 30 min.)			Facilitators to fill out & sign inventory log with program coordinator.
21	Plan a project (30 – 45 min.)			
22	My journey map (30 – 40 min.)			
23	Project timeline tree (45 min.)			
24	Road map (30 – 45 min.)		Timeline of the program (45 min.)	Fill out reflection on achievement towards group goals (program end) in Progress Tracking Tool
25	Community dialogue (30 – 45 min.) or Organizing an exhibition (40 min. - 1 hour)		Reflection on my personal goal (45 min.)	Fill out personal goals on Progress Tracking Tool.
26	or Prototyping (30 – 45 min.) or Practice and project time (participants decide time)			

*\* note: if participants request time to work on an ongoing project, facilitators may choose to do the challenge activity “Practice and project time” during any session.*

### **Phase 3: Alternative if not moving on to Taking Action**

**\* For groups who have decided they are not ready to enter the Taking Action Phase**

<b>Session #</b>	<b>Challenge activity</b>	<b>Circle building activity</b>	<b>Monitoring activity</b>	<b>Documentation notes</b>
18	Leadership story telling (30 min.)	Reviewing group rules (20 min.)		
19	Practicing interview skills (30 – 45 min.)		Speech bubbles (45 min.)	Fill out additional reflections on achievement towards personal goals (mid-program) in Progress Tracking Tool
20	Using interview skills (participants decide time)			Facilitators to fill out & sign inventory log with program coordinator.
21	Humans of our community (1 – 2 hours)			
22	Building peaceful communities (45 min.)			
23	Brainstorming solutions, possibilities and project ideas (45 min.)			
24	Finding challenges and opportunities (30 min.) and Forming problem and opportunity statements (20 - 30 min.)		Timeline of the program (45 min.)	Fill out reflection on achievement towards group goals (program end) in Progress Tracking Tool
25	Choosing a challenge topic (30 – 45 min.) or Collaborative decision making (20 - 30 min.)		Reflection on my personal goal (45 min.)	Fill out personal goals on Progress Tracking Tool.
26	Each one reach one (30 – 40 min.)			

Alternative/substitute phase 3 activities:

- Create a pitch (30 – 45 min.)
- Expert interview (30 – 45 min.)
- Insight statements (30 – 45 min.)

## **Annex IV. Challenge Activities for Measuring Competency Learning**

This section provides a list of challenge activities that may be conducted with adolescent groups to collect data to evaluate progress towards competency learning goals (Result II). These should be conducted within a session conducted with adolescent groups, during the timing identified on the curriculum framework. This annex should be printed and provided as a resource for Community Facilitators.

### ***M&E Challenge Activity 1- Brainstorming personal goals***

**Objectives:** To have participants practice identifying personal goals.

**Time:** 30 minutes

**Materials:** sheets of paper, pens, and colored markers/crayons

**Preparation:**

**Process:**

1. Participants think about they want to improve and/or learn during the program. It can be related to any knowledge they want to gain, attitudes they want to develop or new skills they want to learn, and can be related to helping them in their family, friend and/or peer groups, or in coping or engaging with issues in the community.
2. Give each participant a sheet of paper and a pen/crayon. Participants draw themselves having achieved their goal. Participants present their drawing to the whole group.
3. Drawings can be collected by the facilitator and brought back later in the program for participants to evaluate/reflect on progress towards their goal.

*Source: I DEAL monitoring and evaluation toolkit (War Child Holland - 2010).*

### ***M&E Challenge Activity 2- Reflection on My Personal Goal***

*\* follow up to previous activity (Brainstorming personal goals)*

**Objectives:** For participants to reflect on personal (competency) learning goals.

**Time:** 45 minutes

**Materials:** Drawings of the participants from M&E Challenge Activity: Brainstorming Personal Goals, three white pieces of paper, markers

**Preparation:** Pass out the drawings to participants and give them a moment to reflect upon them, possibly to discuss with other participants and discuss informally. Put three sheets of paper on the wall: one represents 'yes, I reached my goal', 'yes, a little or almost' and 'no, I did not reach my goal'.

**Process:**

1. In small groups, participants to discuss their personal goal with each other. Ask them to think and talk about the following questions:
  - a. Did you reach your goal: yes, no or almost?
  - b. If you reached your goal (or almost) reflect on: how did the program help you reach your goal? What did you learn, what did you improve?
  - c. If you did not reach your goal, why not? What could you do to reach it? What could others do to help you reach it?
2. After the discussions, ask the participants to walk to the sheet of paper on the wall that represents their achievement the best (ie. sheets of paper noting 'yes, I reached my goal', 'yes, a little or almost' and 'no, I did not reach my goal'). Make clear to the participants that it is not regarded as a 'failure' if they think they did not achieve their goal and choose 'no, I did not achieve my goal'.
3. Participants share briefly why they reached, almost reached or did not reach their goal; also what they learned or how they managed to improve or overcome challenges.

*Source: adapted from I DEAL monitoring and evaluation toolkit (War Child Holland – 2010).*

### ***M&E Challenge Activity 3- Footsteps***

**Objectives:** To identify the key steps taken by participants to achieve set goals.

**Time:** 45 – 60 minutes

**Materials:** flipchart paper, scissors, Post-it notes, pens and paper

**Preparation:** Cut some paper into the shape of footsteps. (Approximately 10–15 footsteps)

**Process:**

1. Participants discuss why they have been participating in the program and what is the main goal of the program in their perspective. In their own words, participants write the goal on a piece of paper and put it on the ground far away from the group.
2. Lay the footsteps on the floor, one at a time, towards the piece of paper describing the goal. Participants discuss what ‘steps’ they have taken as a group to reach that goal. Participants focus on the first step: how they became involved in the program, what did they do first, etc. Then they describe the first step, write it on a piece of paper and place it next to the first footprint.
3. This exercise is repeated until all the key stages of their involvement and action towards reaching the goal have been completed. Steps can include both what they have done and what they will do or need to do to reach the goal.
4. Participants can be encouraged to reflect and to discuss the following:
  - a. Which stages of the activity were hardest or easiest to do? Why?
  - b. Was participation inclusive to boys and girls, young and old adolescents, different ethnic/religious/cultural groups, socio-economic classes, etc.?
  - c. Was decision-making/problem-solving cooperative? Was it inclusive?

Source: adapted from *Tools for monitoring and evaluating children’s participation* (Save the Children – 2014).

### ***M&E Challenge Activity 4- Picture This***

**Objectives:** To gather data about participant learning within selected competency domain(s).

**Time:** 45 minutes

**Materials:** Flip charts. Pens, Camera, Paper

**Preparation:** Choose a competency domain (or multiple domains), preferably domains chosen as a focus of the program. Ask participants to reflect what they have learned related to this/these.

**Process:**

1. Participants individually or in groups draw pictures to show how they are developing in selected domains.
2. Participants present their pictures and describe their development towards the selected domain(s). Facilitate discussion about learning within each domain.
3. Discuss and record reflections shared by participants.

Source: adapted from *Tools for monitoring and evaluating children’s participation* (Save the Children – 2014).

### ***M&E Challenge Activity 5- Images of the Future***

**Objectives:** To visualize the change that adolescents want to see in their communities.

**Time:** 45 minutes

**Materials:** flipchart paper, tape, pens

**Preparation:** none

**Process:**

1. Ask participants to draw three images of the same community:
  - a. The first image depicts a place before the conflict.
  - b. The second image shows any changes to the place because of the conflict.
  - c. The third image imagines how the place might look in the future.
2. After they finish ask them to present their drawings and facilitate discussion, sharing ideas and visions.

Source: adapted from *Engaging Adolescents in Conflict Analysis* (UNICEF – 2012).

### ***M&E Challenge Activity 6- Speech bubbles***

**Objectives:** To develop understanding about attitudes towards sensitive topics.

**Time:** 45 – 60 minutes

**Materials:** Large roll of white paper, markers, tape

**Preparation:** Think of an example of a challenging situation participants/adolescents might face. Try to be as realistic as possible with the examples.

**Process:**

1. Give an example of a challenging situation participants/adolescents might face.
2. In small groups or pairs, participants draw a comic strip of themselves (friends, family and/or peers) in the situation including several pictures with speech bubbles and thought bubbles. They should describe what each character is saying using the speech bubbles and what each character is thinking in the thought bubbles, trying to represent how they and others might really respond to the situation.
3. Optional: repeat the exercise with a different scenario.
4. Facilitate discussion about if/how learning in competencies (and associated knowledge, attitudes and skills) has helped to prepare them to handle these situations.
5. Participants can present/share their speech bubble cartoons and/or put around the room for all participants to see.

Source: adapted from *Tools for monitoring and evaluating children's participation* (Save the Children – 2014).

### ***M&E Challenge Activity 7- Timeline of the Program***

**Objectives:** To use the method of timeline to support participants to reflect on key learning during the course of the program.

**Time:** 45 minutes

**Materials:** Flipchart paper, tape and flipchart pens

**Preparation:** Connect two or three pieces of flipchart paper together. Draw a line across the center from one end to the other and explain that the line is a timeline. Mark on the beginning the point of time that the program began and mark on the end the present day.

**Process:**

1. Participants write words and/or pictures to describe key events related to the start of the program (at the section marking the start of the program).
2. Participants should then continue to write words and draw pictures to describe key events in the timeline of the program. Encourage participants to mark positive events as well as challenges they encountered during the program.
3. Facilitate discussion:
  - a. What have participants learned during the course of the program? What are some expected and unexpected lessons they learned? When did these happen?
  - b. What are the strengths and benefits of their participation in the program?
  - c. What are the weaknesses and challenges the program?
  - d. What are some of their ideas about the future – what ideas do they have for continuing activities in the future or starting up their own activities.

Source: adapted from *A Kit of Tools: For Participatory Research and Evaluation with Children, Young People, and Adults* (Save the Children Norway – 2008).

## V. Adolescent Kit Master Trainer ToT Agenda & Materials Guide

\* this template may be adapted and used for future Master Trainer ToTs conducted as part of scale up operations. The agenda template should be filled in and may be adapted. May fit better in landscape format.

<p><b>Trainers:</b> (names)</p> <p><b>Participants:</b> (number and from which camps/communities they come)</p> <p><b>Days:</b></p> <p><b>Time:</b></p> <p>Session 1:</p> <p>Session 2:</p> <p>Session 3:</p> <p><b>Venue:</b></p>	<p><b>Training objectives:</b></p> <ol style="list-style-type: none"> <li>1. Master trainers will know how to use the Adolescent Kit materials and supplies.</li> <li>2. Master trainers will be ready for step down training and roll out.</li> <li>3. 2-3 UNICEF staff have full, in-depth knowledge of Adolescent Kit and are ready to serve as resource persons.</li> </ol>
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### Day 1: Investigating Adolescents

Session 1	Session 2	Session 3
<p><b>Introduction:</b> Adolescent Kit intro video (if available) Welcome message and introduction to training Training objectives; Agenda review</p> <p><b>Session:</b></p> <ol style="list-style-type: none"> <li>1. Opening</li> <li>2. Remind and refresh</li> <li>3. Warm-up activity</li> <li>4. Explanation and discussion</li> <li>5. <b>Challenge:</b> I am, I have, I can</li> <li>6. <b>Challenge:</b> Setting group goals</li> <li>7. Sharing and Take Away</li> <li>8. Review</li> </ol> <p><b>Closing</b></p>	<p><b>Introduction:</b> Adolescent circles Contents of a session (if available) play video on contents of a session)</p> <p><b>Session:</b></p> <ol style="list-style-type: none"> <li>1. Opening</li> <li>2. Remind and refresh</li> <li>3. Warm-up activity</li> <li>4. Explanation and discussion</li> <li>5. <b>Challenge:</b> Our challenges, our solutions</li> <li>6. <b>Challenge:</b> Agreeing to group rules</li> <li>7. Sharing and Take Away</li> <li>8. Review</li> </ol> <p><b>Closing</b></p>	<p><b>Introduction:</b> Introduction to the Program Coordinators' Guidance</p> <p><b>Working Session:</b></p> <ul style="list-style-type: none"> <li>• Questions for investigating adolescents</li> <li>• Exploring challenges and opportunities</li> <li>• Reducing barriers to adolescent attendance</li> <li>• Identify vulnerable adolescents</li> </ul> <p><b>Closing</b></p>

### Day 2: Working with adolescents

Session 1	Session 2	Session 3
<p><b>Introduction:</b> Ten competency domains intro and discussion (group work)</p> <p><b>Session:</b></p> <ol style="list-style-type: none"> <li>1. Opening</li> <li>2. Remind and refresh</li> <li>3. Warm-up activity</li> <li>4. Explanation and discussion</li> <li>5. <b>Challenge:</b> Ourselves on the inside and out</li> <li>6. Sharing and Take Away</li> <li>7. Review</li> </ol> <p><b>Closing</b></p>	<p><b>Introduction:</b> Silent role play on ten competency domains</p> <p><b>Session:</b></p> <ol style="list-style-type: none"> <li>1. Opening</li> <li>2. Remind and refresh</li> <li>3. Warm-up activity</li> <li>4. Explanation and discussion</li> <li>5. <b>Challenge:</b> Recognizing Emotions</li> <li>6. Sharing and Take Away</li> <li>7. Review</li> </ol> <p><b>Closing</b></p>	<p><b>Introduction:</b> Reaching out to adolescents (Chapter in Program Coordinators' Guide)</p> <p><b>Working Session:</b></p> <ul style="list-style-type: none"> <li>• Discussing sensitive topics</li> <li>• Supporting adolescents in distress</li> <li>• Responding to child protection concerns</li> <li>• Connecting adolescents to support</li> </ul> <p><b>Closing</b></p>

### Day 3: Implementation planning (facilitator level)

Session 1	Session 2	Session 3
<p><b>Introduction:</b> Four Phases intro and discussion (*strong focus on Knowing Ourselves Phase)</p> <p><b>Session:</b></p> <ol style="list-style-type: none"> <li>1. Opening</li> <li>2. Remind and refresh</li> <li>3. Warm-up activity</li> <li>4. Explanation and discussion</li> <li>5. <b>Challenge:</b> Our Days</li> <li>6. Sharing and Take Away</li> <li>7. Review</li> </ol> <p><b>Closing</b></p>	<p><b>Introduction:</b> Ten Key Approaches intro and discussion (group work)</p> <p><b>Session:</b></p> <ol style="list-style-type: none"> <li>1. Opening</li> <li>2. Remind and refresh</li> <li>3. Warm-up activity</li> <li>4. Explanation and discussion</li> <li>5. <b>Challenge:</b> Our Environment</li> <li>6. Sharing and Take Away</li> <li>7. Review</li> </ol> <p><b>Closing</b></p>	<p><b>Introduction:</b> Silent role plays on Ten Key Approaches Facilitator guide intro</p> <p><b>Working Session:</b></p> <ul style="list-style-type: none"> <li>• Planning a session (and a sequence of sessions)</li> <li>• Possible entry points</li> <li>• Getting the timing right for adolescents</li> <li>• Creating a safe space</li> </ul> <p><b>Closing</b></p>

### Day 4: Practice day; facilitating a session with adolescents

Session 1	Session 2	Session 3
<p>* practice session with adolescents in field locations</p>	<p>* practice session with adolescents in field locations (continued)</p>	<p><b>Introduction:</b> Presentations by participants: on key learning from practice sessions Optional: Videos from Adolescent Kit website on kit supplies</p> <p><b>Working Session:</b></p> <ul style="list-style-type: none"> <li>• Planning to manage supplies</li> <li>• Involving adolescents in management and oversight</li> <li>• How to make use of an enrollment log</li> <li>• Preventing problems with supplies</li> </ul> <p><b>Closing</b></p>

### Day 5: Program planning

Session 1	Session 2	Session 3
<p><b>Introduction:</b> Monitoring competency learning; tools for measuring competency learning</p> <p><b>Session:</b></p> <ol style="list-style-type: none"> <li>1. Opening</li> <li>2. Remind and refresh</li> <li>3. Warm-up activity</li> <li>4. Explanation and discussion</li> <li>5. <b>Challenge:</b> Plan a project</li> <li>6. Sharing and Take Away</li> <li>7. Review</li> </ol> <p><b>Closing</b></p>	<p><b>Introduction:</b> Review step-down training agenda Review curriculum framework</p> <p><b>Working Session:</b> Planning and logistics; getting ready for step-down training</p> <p><b>Closing</b></p>	

**Video links:** Adolescent Kit intro video: <http://adolescentkit.org/voices-from-the-field/>  
 Adolescent Kit in Bhutan: <https://www.youtube.com/watch?v=-FTpmtMu4ms>  
 Perceptions on adolescents: <https://www.youtube.com/watch?v=VO7R4t3DC-o&feature=youtu.be>  
 Adolescent Kit Session overview: video is on flash drive that comes with the Adolescent Kit  
 Adolescent Kit supplies: videos on website and on flash drive that comes with the Adolescent Kit

## Master trainer ToT training materials

	<b>Handout name</b>	<b>Location found</b>
1	Questions for investigating adolescents	Program Coordinators' Guide page 40-42
2	Exploring challenges and opportunities	Program Coordinators' Guide page 38
3	Reducing barriers to adolescent attendance	Program Coordinators' Guide page 56-57
4	Identify vulnerable adolescents and set targets	Program Coordinators' Guide page 58-63
5	Life skills Competency Framework	Annex V of this report
6	Discussing sensitive topics	Program Coordinators' Guide page 112-113
7	Supporting adolescents in distress	Program Coordinators' Guide page 104-107
8	Responding to child protection concerns	Program Coordinators' Guide page 108-111
9	Connecting adolescents with support	Program Coordinators' Guide page 102-103
10	Creating a safe space	Program Coordinators' Guide page 68-69
11	Session planning template	Facilitator Tools page 34
12	Possible entry points for the Adolescent Kit	Program Coordinators' Guide page 26-28
13	Getting the timing right for adolescents	Program Coordinators' Guide page 70
14	Planning how to manage supplies	Program Coordinators' Guide page 118-119
15	Involving adolescents in management and oversight	Program Coordinators' Guide page 98
16	How to use an enrollment log	Program Coordinators' Guide page 52-54
17	Involving adolescents in managing supplies	Program Coordinators' Guide page 120
18	Ten Key Approaches	Annex VI of this report
19	Adolescent Kit Monitoring and Documentation Tools	Annex VII
20	Adolescent Kit Nigeria Curriculum Framework	Annex IV of this Guidance note.

### Life Skills Competency Framework

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**Communication and expression:** Learning new ways of communicating and expressing themselves can help adolescents to engage positively with others, build relationships and gain self-awareness and confidence.



**Identity and self-esteem:** Adolescents can gain a stronger sense of identity and self-esteem by learning more about themselves, recognising their strengths and abilities, and understanding how they fit into groups and society.



**Leadership and influence:** Empowering adolescents to understand that they can influence things that happen in their lives can motivate them to work for positive change with their families, friends and communities.



**Problem solving and managing conflict:** The ability to resolve conflicts and problems in a nonviolent way can help adolescents to maintain positive relationships with others and to manage disruptions within their families, friends and communities.



**Coping with stress and managing emotions:** Learning ways to manage their emotions and cope with stress can help adolescents to improve their wellbeing and to deal with difficult circumstances.



**Cooperation and teamwork:** Practicing cooperation and teamwork can help adolescents to form healthy and respectful relationships with others and prepare them for active participation in their community.



**Empathy and respect:** Supporting adolescents to develop empathy and respect can help them to build relationships with different types of people, to respond positively to others and to promote peace.



**Hope for the future and goal setting:** Feeling hope for the future can help to decrease adolescents' stress, increase their resilience and empower them to set goals and make positive changes in their lives.



**Critical thinking and decision making:** Learning how to think critically can help adolescents to break down harmful stereotypes, understand the consequences of their actions, and to make decisions that contribute to peace.



**Creativity and innovation:** Encouraging adolescents to think creatively and to find innovative solutions to problems can help them to work with others toward shared goals and to find ways to cope with difficulties.

## Annex VII. Ten Key Approaches for Working with Adolescents

### Adolescent Kit- Ten Key Approaches

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**Reach out to all adolescents:** Outlines how to identify the adolescent girls and boys who are most in need of support and how to work actively to include them;



**Provide structure and support:** Describes how to create a welcoming space for adolescents with clear routines and structured activities, and to provide them with ongoing support;



**Listen to adolescents:** Emphasizes the importance of taking time to learn about adolescents' lives, explore their ideas for working together, and give them space to express themselves;



**Let adolescents take the lead:** Explains how to let adolescents take the lead in your work together, and how to encourage them to try new roles and take on new responsibilities;



**Include all adolescents:** Provides guidance on including adolescents from all types of backgrounds within interventions, and on adapting your activities so that everyone has a chance to participate equally;



**Make space for expression and creativity:** Highlights the need to allow adolescents to express themselves, explore their creativity and let their imaginations run free;



**Challenge and encourage adolescents:** Outlines ways to challenge and encourage adolescents during your work together, while also providing them with support;



**Improvise and adapt:** Underlines the importance of continuously improvising and adapting your work in response to adolescents' needs, interests and circumstances;



**Build connections:** Explains how to support adolescents to connect with their families, communities and each other, and to help them access information and services; and



**Build on the positive:** Suggests how to help adolescents recognize their strengths and create a fun and positive atmosphere for working together.

## Annex VII. Monitoring and Documentation Tools

Monitoring and documentation tools provided in this annex are to be used during regular site monitoring by Program Coordinators. Monitoring should be used practically to make adjustments to improve the program and enhance the ability of program coordinators, facilitators and other stakeholders to carry out the program effectively. Corresponding documentation tools are designed to collect data to inform regular reporting.

### Monitoring Tool 1: Walking tour

Walking tours are conducted as interviews or small group discussions while walking around the community or in specific locations where meaningful events occurred. Program coordinators can use what they learn about the conflict, context or local history to setup a walking tour and ask specific questions to generate learning.

#### Process

1. Coordinators meet individually with one specific stakeholder or stakeholder group (ie. facilitators, adolescent participants, community member(s) involved in the program, etc.)
2. Coordinators ask selected stakeholder(s) to take them for a walk around the project site, community, or relevant location to share information about a specific event or activity that happened in the location.
3. Coordinators should ask questions about what happened in the location, what significant moments occurred there and what meaning these have for facilitators, parents, adolescents/participants, community members or the community in general.
4. If there are any stories or case studies that are particularly relevant to show positive outcomes for adolescents, families or communities the program coordinator should conduct any further investigation or interviews and document these on this page.

### Monitoring Tool 2: Most significant change

**About:** The Most Significant Change process uses storytelling to evaluate key moments of change resulting from program activities. This method is both useful for demonstrating outcomes/impact and for engaging participation of staff, participants and other stakeholders while focusing collective energy towards positive outcomes of the program. This tool should be used to help facilitators focus on and find ways to strengthen the positive aspects of the program. Stories can be collected from adolescents, parents/families, facilitators, community members or other stakeholders.

**How to:** Program coordinators ask questions to adolescents, participants and other stakeholders to collect stories of significant change. Sometimes they may use creative methods (ie. drawing pictures of significant change, photography, drama, poetry or other artistic methods). Stories can be discussed in adolescent groups and in some cases significant change examples can be shared more widely (ie. adolescents create a book, magazine, gallery exhibition, radio broadcast, a social media platform, etc.). Stories should be documented on the back side of this form.

When collecting stories of change, program coordinators should consider 1) expected program results (below), 2) competency learning goals of specific programs and 3) goals of the adolescents themselves (created in each group from the challenge activity ‘Setting group goals.’ Expected results/changes from the program proposal include:

**Result II (Outcomes):** Adolescents show significant change in self-esteem, communication, problem solving, critical thinking and decision-making \*Assess at any time.

Look for stories that show how adolescent participants make significant change in:

- behaviors/habits that promote their physical health and psycho-social wellbeing.
- their ability to listen effectively, to be assertive when appropriate, and discuss a range of feeling and emotions.
- their ability to respond to challenges/solve problems peacefully, without violence or aggression.
- their ability to make good decisions that would decrease risk that they be affected by gender based violence, HIV infection or recruitment by armed groups.

**Result III (Impact):** Adolescents contribute to a significant change in community wellbeing and social cohesion. \*Assess in Taking Action phase.

Look for stories that show:

- adolescent groups conducting drama, art, music, storytelling, sport, culture and/or other activities in the community.
- adolescents’ perceptions on how they make positive change in community wellbeing and social cohesion.
- parents’ perceptions on how adolescents have contributed to community wellbeing and social cohesion.
- community members/leaders’ perceptions on how adolescents have contributed to community wellbeing and social cohesion.

### Monitoring tool 3: Sample questions for informal interviews & group discussions

This page provides sample questions that program coordinators can use to monitor inputs, outputs and learning outcomes. These need not be used in a formal capacity; however, in regular monitoring visits program coordinators will have communication with adolescent participants and community facilitators, are expected to have some interaction throughout the program with parents, community members and other stakeholders. In these interactions program coordinators may use some of these questions to guide informal discussions about the program to gain information about program operation (inputs/outputs) and how adolescents are developing in their competency learning.

#### Sample questions general (for any stakeholder)

What are some of the most important issues that your community faces? What problems are caused by conflict? How do they affect adolescents/families? How do adolescents handle them?  
 How did parents/families/the community react to the program? What do they say about it?  
 Does this program address issues that are relevant to adolescents/families/the community? How?  
 Has there been any influence on you personally as a result of the program? Have interactions between family/community members changed? How is this related to the program?  
 What types of knowledge/attitudes/skills are important for adolescents who want to have a positive impact on their community? Their family? Their own future?

### Questions for adolescent participants

Questions on inputs/outputs (result I)	Questions to assess competency learning (II)
<p>What parts of this program do you like best/least? Why?</p> <p>What are the most/least useful things you have learned in this program? Why? What things have you learned in this program that help you, your family, your community?</p> <p>Do you believe that what you learned in this program will useful to you and other participants in your present or future lives? How?</p> <p>What kind of workshops or activities did the facilitator conduct during the program? Were there some activities that you really liked or found interesting?</p>	<p>What knowledge/skills did you gain during this program? Did you learn any new ideas?</p> <p>How has the course changed your beliefs and attitudes? How has it changed the beliefs and attitudes of other participants? Can you give examples?</p> <p>Has the program changed your thinking about the conflict/situation your? How? Has your thinking about other people (from diverse groups; conflict parties) changed? How?</p>

### Questions for facilitators, parents and other stakeholders in the community

Questions on inputs/outputs (result I)	Questions to assess competency learning (II)
<p>What parts of this program do you think are the most/least effective/useful? Why?</p> <p>How does what the participants learn in the program help them in their lives? How does it help their families? Their communities? Their future?</p> <p><b>To facilitators only:</b> Was the training you received useful? Is the support/materials you receive from your organization sufficient? How could these be improved?</p> <p><b>To facilitators only:</b> What are your observations on how the program is being implemented? Have there been any challenges to implementation?</p>	<p>Has the program changed how adolescents/participants/your children/etc. think about the conflict/situation? Has their thinking about people from diverse groups/conflict parties changed? How?</p> <p>Have you seen any changes in (the beliefs/attitudes of) the participants/your children/etc. that you see are as a result of the program? Can you give examples? What do you think caused these changes? Are changes related to some particular parts of the program?</p> <p>Do the participants/your children/etc. discuss their experiences from program with you? What do they find good or bad about it? What knowledge/ideas have they shared? Do they have new skills?</p>

**Documentation Tool 1:  
Walking Tour**

DATE:	
NAME OF PERSON COLLECTING DATA:	
SITE LOCATION:	

<b>Specific location(s) of walking tour:</b>	
<b>Stakeholder(s) on walking tour:</b>	
<b>Event/activity that happened in this location:</b>	
<b>What happened and why it is significant:</b>	
<b>What meaning does this have for adolescents? Parents? Community members? The community in general? Others?</b>	
<b>Stories or case studies that show positive outcomes for adolescents, families, communities or other (attach additional paper as needed):</b>	

**Documentation Tool 2:  
Significant Change**

DATE:	
NAME OF PERSON COLLECTING DATA:	
SITE LOCATION:	

**What is the significant change:**

**What changes are demonstrated? 1) shared program results, 2) section specific results , and/or 3) unique goals the adolescent groups or individual adolescents themselves.**

**Identify which result(s)/goal(s):**

**Story narrative (attach additional paper as needed):**

*\* may be used as human interest story*

**Are there any photos, drawings, poems, or other items from this story that can be used to show this change? Where are they and how can they be shown?**

### Documentation Tool 3: Progress Tracking

\* This document to be filled out by Program Coordinators in collaboration with Community Facilitators. One per each adolescent group. Data filled in piece by piece as the program progresses

#### GROUP DATA

<b>Program Coordinator name:</b>	
<b>Facilitator names:</b>	
<b>Location of program (camp, community name, etc.):</b>	
<b>Space(s) used for program implementation:</b>	
<b>Start and end date of program:</b>	
<b>Unique characteristics of target community, challenges, etc.:</b>	
<b>Type of adolescent group:</b> <i>* (ie. older/younger adolescents, boys/girls, vulnerability target group, etc.)</i>	
<b>Group goals:</b>	

By the end of the program, this group has progressed to the Taking Action Phase.	<input type="checkbox"/> Yes <input type="checkbox"/> No
--	--

Reflections on progress towards group goals	
<b>Mid-program:</b>	<b>Program end:</b>

\* Use additional page(s) as necessary



### **Documentation Tool 4: General site visit data collection**

\* This basic document may be used to collect data to inform regular reporting on inputs, outputs and competency learning outcomes.

#### **Data collected on inputs and outputs (result I)**

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#### **Data collected on progress towards competency learning goals (result II)**

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#### **Additional reflections**

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## Annex VIII. Sample open-ended evaluation questions

Sample open-ended questions in the annex may be used to guide key informant interviews (KIIs), focus group discussions (FGDs), surveys or other tools to collect data from parents, community members/leaders, community facilitators and other stakeholders to measure both result II and III. KIIs, FGDs and other methods used should include only relevant questions selected from those provided below (not try to include all questions).

### Sample questions general

What are some of the most important issues that your community faces? What problems are caused by conflict? How do they affect adolescents/families? How do adolescents handle them?

What are some of the most important values, customs and norms in this community? How do they help the community? How do they harm it (as relevant)?

How did parents/families/the community react to the program? What do they say about it?

Does this program address issues that are relevant to adolescents/families/the community? How?

### Sample questions to assess outcomes

General questions for any interviewee or focus group:

- How does the community solve problems? Resolve conflict? Has it changed?
- What mechanisms exist for resolving conflict/solving problems? Have any new methods for solving conflict developed?
- Do adolescent participants or alumni belong to any groups/organizations that promote peace or resolution of conflict? Have they started any?

For adolescent participants:

- What pressures/challenges do you face as a result of the conflict? How do you handle them?
- Has the program changed your behaviour? The behaviour of other participants? Of others in the community? Can you give examples?

For staff, parents and other stakeholders:

- What pressures/challenges do adolescents/your children/your family face as a result of the conflict? How do adolescents/your family/etc. handle them?
- Has the program changed the behavior of participants/your children/etc.? Of others? Can you give examples?
- Has there been any influence on you personally as a result of the program? Have interactions between family/community members changed? How is this related to the program?

### Sample questions to assess impact

What has changed in the community during the past year? 3 years? Since the program began? What are the main issues that the community faces now? How have the issues changed?

In what way is the community different as a result of the program?

What are the most frequent types of violence in your community (or society)? Have they changed over the past year? During the last few years?

Are there some things that people do in your community that are harmful for the health or wellbeing of adolescents? What are they? How often do they occur? Why do they happen?

## Annex IX. Results Framework Recommendation Brief

### To measure competency learning with the Adolescent Kit

#### Introduction

In line with UNICEF's Corporate Core Commitment (CCC) in Humanitarian Action, the Adolescent Kit will be used to support three areas of response:

- The **Children and AIDS** response aims to ensure that "Vulnerability to HIV infection in conflict affected states is not increased and HIV related care needs arising from the humanitarian crisis in Borno are met."
- The **Child Protection in Emergency (CPIE)** response that aims to ensure that "Girls and boys rights to protection from violence, abuse and exploitation are sustained and promoted."
- The **Education in Emergency (EiE)** response aims to ensure that "Girls and boys access safe and secure education and critical information for their own well-being."

Adolescents and young people are at increased risks of all categories of violence during humanitarian situations. Adolescent girls are vulnerable to sexual violence and transactional sex, while boys are at risk of recruitment armed groups. Limited economic opportunities and weakened social safety nets also push boys and girls into hazardous and exploitative forms of labour; and into negative ways of coping such as use of drugs. Life skills based HIV education is thus an important component of the emergency response. UNICEF intends to promote life skills education for adolescents in target communities via implementation of the Adolescent Kit for Expression and Innovation.

#### Usage of the Adolescent Kit

The Adolescent Kit for Expression and Innovation (Adolescent Kit) is a UNICEF initiative to reach adolescents during and after crises through programmes and interventions that support their wellbeing, development and positive engagement in recovery and peacebuilding efforts that reflect their own interests and priorities. The entire kit is designed as a set of resources to strengthen country level programmes' reach and effective support for children in the second decade of life, especially by promoting positive outcomes for their psychosocial wellbeing, learning of relevant life skills, and positive engagement with their communities.

It supports activities and approaches that can be used through programmes such as child-friendly spaces, schools and non-formal learning programmes, youth centers, children's clubs and voluntary associations. Specifically, activities and approaches offered in the kit support adolescents' development and use of competencies within ten "Competency Domains" can be applied to contribute to positive outcomes for adolescents including preventing the spread of HIV infection.

#### Section Results

**HIV Section overall result:** By 2017, MTCT is eliminated; HIV transmission is reduced among especially vulnerable women, children and adolescents; and women, children and adolescents living with HIV receive treatment, care and support.

**Adolescent HIV result:** By 2017 partners in Nigeria have increased commitment and strengthened systems for scaled-up delivery of HIV combination prevention, treatment and care services for adolescents.

**Child Protection Section overall result:** By 2017, a child protection system that respond to and protects children from violence, abuse, and exploitation is operational and harmonized across all states.

**Child Protection relevant output:** output 36 – The capacity of key institutions and civil society is strengthened to monitor and report violence against children, especially in humanitarian contexts and implement gender and age appropriate prevention and response measures in at least three states.

**Education Section overall result:** By 2017, Nigeria's formal and non-formal education system produce- Improved equitable access, learning outcomes and completion of quality education.

**Education relevant output:** output 56 – Increased equitable access to early learning and basic education in development and humanitarian situations.

## Recommended results for integration of the Adolescent Kit

For integration of the Adolescent Kit into existing programs, three results are presented in this document along with numerous indicators that can be used to measure competency learning relevant to the overall results of UNICEF's emergency response. Results, indicators and other data presented here may be used at the discretion of program staff within each section involved in programming with the Adolescent Kit. This document provides options for the program staff to choose from and adapt to the needs of the program.

**Recommended specific project objective to add:** To support adolescents to develop life skills competencies that will contribute to more positive life outcomes, including the reduction in the spread of HIV infection amongst adolescents and young people.

\* **Note:** the Child Protection section and Education Section may adapt this project objective specifying specific outcomes that they expect these life skills competencies will contribute towards.

### Recommended results

**Recommended Result I.** Adolescents have access to life skills based education for HIV, GBV and conflict prevention.

- Child friendly spaces, educational spaces and other entry points are used to offer life skills based education.
- Adolescents in target areas participate in life skills education programs.
- Vulnerable adolescents are involved in life skills education programs.

Possible Indicators (activity/output level)	Means of verification
#/% of child friendly spaces operating in emergency areas providing life skills-based education through implementation of the Adolescent Kit.	Documentation from program coordinators.
#/% of education settings operating in emergency areas providing life skills-based education through implementation of the Adolescent Kit.	Documentation from program coordinators.
#/% of adolescents in target communities reached through implementation of the Adolescent Kit	Documentation from program coordinators.
#/% of adolescents reached in host communities who fall within specific vulnerability groups.	Documentation from program coordinators.

*\* (ie. Adolescent-headed households, adolescents affected by HIV/AIDS, unaccompanied or separated adolescents, adolescents in the worst forms of child labour, adolescents formerly associated with armed groups, adolescent girls affected by conflict related sexual violence, etc.)*

**Recommended Result II.** Adolescents increase self-esteem and develop skills for positive communication, problem solving, critical thinking and decision-making towards a decrease in incidence of gender based violence, HIV infection and recruitment by insurgent groups.

- Adolescent kit activities that promote competency development are implemented with adolescents in selected communities.
- Adolescents develop healthy habits and care for their own health and wellbeing.
- Adolescents develop positive and effective communication skills.
- Adolescents develop their ability to respond positively to challenges and are able to solve problems without violence or aggression.
- Adolescents make decisions that would decrease their risk that they may be affected by gender based violence, HIV infection or recruitment into armed groups.

Possible Indicators (outcome level)	Means of verification
#/% of programs using the Adolescent Kit implement activities effectively, using participatory and artistic methods intended for implementation.	Ongoing monitoring of step down facilitators.
#/% of adolescent participants adopt healthy habits and demonstrate positive change in behaviors that promote their physical health and psycho-social wellbeing.	<b>Monitoring:</b> Observation, walking tour, most significant change, regular reporting <b>Evaluation:</b> KIIs /FGDs with adolescents, participatory evaluation activities
#/% of adolescent participants demonstrate positive change in their ability to listen effectively, to be assertive when appropriate, and to discuss a range of feeling and emotions.	<b>Monitoring:</b> Observation, walking tour, most significant change, regular reporting <b>Evaluation:</b> KIIs/FGDs with adolescents, participatory evaluation activities
#/% of adolescent participants demonstrate positive change in their ability to respond to challenges/solve problems peacefully, without violence or aggression.	<b>Monitoring:</b> Observation, walking tour, most significant change, regular reporting <b>Evaluation:</b> KIIs/FGDs with adolescents, participatory evaluation activities
#/% of adolescent participants demonstrate positive change in their ability to make good decisions that would decrease risk that they be affected by gender based violence, HIV infection or recruitment by armed groups.	<b>Monitoring:</b> Observation, walking tour, most significant change, regular reporting <b>Evaluation:</b> KIIs /FGDs with adolescents, participatory evaluation activities

**Recommended Result III.** Adolescents acting of agents of peaceful change have a positive influence on community wellbeing and social cohesion.

- Adolescent programs implement activities from the “Taking Action” phase with adolescent groups.
- Adolescents plan and implement drama, art, music, storytelling, sport, culture and/or other activities in communities that contribute to the wellbeing of the community.
- Parents and community members perceive adolescents as having a positive influence on the community.

Possible Indicators (impact level)	Means of verification
#/% of adolescent groups involved in the program have progressed to the “Taking Action” phase of the Adolescent Kit activities.	Documentation from program coordinators
#/% of adolescent groups are conducting drama, art, music, storytelling, sport, culture and/or other activities in their communities.	Documentation from program coordinators KIIs /FGDs with all stakeholders Walking tour and most significant change
#/% of adolescents involved in the program feel that they can have a positive influence on their community and can share concrete examples of change.	KIIs /FGDs with adolescents Walking tour and most significant change with adolescents Participatory evaluation activities
#/% of parents feel that their adolescent children have a more positive and constructive influence on family members, friends, peers and the community as a result of the program, and can share concrete examples of change.	KIIs /FGDs with parents Walking tour and most significant change with parents
#/% of community members/leaders feel adolescents are having a positive influence on the community as a result of the program, and can share concrete examples of change.	KIIs /FGDs with community leaders/members Walking tour and most significant change with community leaders/members