The Adolescent Kit for Expression and Innovation

Webinar: Using the Adolescent Kit for Expression and Innovation

Day 2: Adapting and using the kit in different contexts to start or strengthen a new programme

Wednesday, 24 July 2019
The Adolescent Development and Participation Section
UNICEF-HQ

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Welcome (back)!
...and recap of Adolescent Kit Webinar Part I
Recap of yesterday’s webinar

• Focus was on providing an overview of all resources in the kit. Use the webinar as a guide and orientation resource for yourselves and your partners

• ADAP will also share the 19 June webinar recording and template for UNICEF to order the kit (if ADAP support is requested). See final slide of this presentation for links.

• Country Offices using the kit are encouraged to share experiences and learn from each other’s work. Please share updates, reports, documents and resources with ADAP!
ADAP is launching a new Adolescent Kit website in September, with:

- All guidance and tools in the Adolescent Kit available as downloads
- Examples, resources and documents from Country Offices’ experiences using the kit
- Links to other useful toolkits and resources

Recap of yesterday’s webinar, continued…
Adapting and using the Adolescent Kit in different programme contexts
Adapting and using the Adolescent Kit in different programme contexts

In today’s webinar we will:

1. Outline simple steps that country office teams can take in preparing, adapting and using the kit resources with or without additional technical support.

2. Discuss programme entry points for the Adolescent Kit, and explain where to find resources in the kit to support you in the process

3. Share four examples of how country office teams have successfully used and adapted the kit resources in different contexts and for different programme goals
The Adolescent Kit for Expression and Innovation is a toolkit of guidance materials and supplies to support Country Offices in catalyzing or strengthening new programmes. (It is not a “programme in a box.” Rather, it is a set of tools to help you build or reinforce a programme, based on the needs and opportunities you see for adolescents in your context).
1. Steps to take in choosing, adapting and using guidance, tools and supplies from the Adolescent Kit
1. Reflect on your programme goals for adolescents. What needs and opportunities for adolescent do you aim to address?
2. Download and review the Adolescent Kit guidance materials and tools (electronic files)

Does the Adolescent Kit include the “right tools” for the job you want to accomplish?
3. Choose the kit materials that you will use to catalyze a new programme or strengthen an ongoing programme.

- Review all of the guidance materials using these webinars as your guide. *YOU are the best judge of which resources are most relevant, useful and adaptable for programmes in your context!*

- Consultants and the ADAP team can support you as leaders and decision-makers in designing your programmes (*but you may not need extra help*).

- Decide whether you will order supply kits (from Copenhagen), or procure supplies locally. *Consult ADAP for advice on whether to procure supply kits, and how many you may need.*
4. Adapt the Adolescent Kit materials you will use in your programmes.

Depending on your needs this could include:

• Developing a **guidance note, curriculum or new manual** with the materials that are part of the kit

• Developing **new, content-specific materials** for your context

• Integrating materials you and your partners already have (e.g. curriculum manuals, activities)

• **Translating** some guidance and tools for use by your partners

• **Procuring supplies locally** (and even building your own cases and pods)

Consider whether you will need support from a consultant writer and/or trainer, and translators, and/or designers in this step.
5. Prepare to use the materials

- Orient your partners to new materials
- Gather their input and ideas
- Prepare, with them, to test the materials
- Develop plans with them to decide where, when and how they will use the materials.

Think beyond “Training of Trainers!”
6. Test the materials

- Support your partners with field visits
- Gather lessons from their experience (follow-up workshop?)
7. Improve and finalize materials and scale up!

- Provide ongoing support to partners in using the guidance materials
- Support your partners in managing supplies
- Share feedback, stories, photos and other documentation with ADAP!
2. Identifying programme entry points to use the Adolescent Kit resources
A visual outline that provides an overview of all resources in the kit.

It is available in electronic (PDF) format (as are all other guidance and tools in the kit).

... And is also included in hard copy (small booklet) inside the Supply Kit.

Resources to help you identify programme entry points, and choose, adapt and use the Adolescent Kit materials.
Introduction to the Adolescent Kit, and “Understanding Adolescents in Humanitarian Situations”

Why a kit for adolescents’ expression and innovation?

The Adolescent Kit for Expression and Innovation [Adolescent Kit] was created in recognition of the particular challenges that adolescents face in humanitarian situations, and the gap in programming to support them. It aims to support adolescent girls and boys in difficult circumstances, and to bring about positive change in their lives.

Gaps in support for adolescents

In humanitarian situations, many adolescents demonstrate significant resilience in human development and growth. However, there are often gaps in support during times of crisis, and the adolescent girls and boys are at risk of being left behind.

Who are adolescents?

The United Nations defines adolescents as human beings in the second decade of life, ages 10-19. In many parts of the world, they play a role in the economy and society, and are important contributors to the future of their communities and countries.

Adolescents are a key age group affected by conflict and other humanitarian situations. Their rights are often violated during times of crisis, and they may face risks to their lives, health, development and well-being. Despite these challenges, many adolescents demonstrate significant resilience in human development and growth.

The Adolescent Kit for Expression and Innovation is designed to support programmes and a group of adolescents aged 10-17 – the subgroup of adolescents that are also children within UNICEF’s mandate. The Kit is designed to support programmes that address the needs of adolescent girls and boys, and to help them to reach out to and include younger children and older adolescents or young adults, adapting the Kit for different audiences.

Understanding adolescents in humanitarian situations

The guidance and approaches in the Adolescent Kit reflect a recognition that while the experiences of adolescents are extremely diverse, during times of crisis, adolescents may share certain challenges and opportunities.

Adolescents are a critical time: Adolescence is a time of physical, cognitive, behavioural and psychosocial change, usually marked by increased independence, autonomy and exploration, as adolescent girls and boys define their identities and learn how to become adults.

Adolescents may disappear or be forgotten. Adolescents may disappear during times of crisis, as a result of trafficking, recruitment into fighting forces, child marriage, or to seek livelihood opportunities elsewhere. Other adolescents may seem to disappear if they are counted as adults in situation analyses, or confined to their homes due to social norms, safety concerns, or social stigma.

Adolescents in humanitarian situations are more likely to experience violence, abuse and neglect and may be at risk of recruitment into fighting forces, exploitative labour and child marriage. They may lose access to education, health and livelihood opportunities and endure separation from their families or caregivers. Adolescents with disabilities are particularly vulnerable to violence, abuse and neglect in humanitarian contexts.

Understanding adolescents in humanitarian context requires understanding the different experiences of adolescent girls and boys, and the different risks and opportunities they face. In all contexts, and especially in developing and fragile countries, girls’ and boys’ developmental pathways begin to diverge as they enter the second decade of life. As adolescent girls and boys begin to take on the responsibilities and identities of adult men and women, gendered roles are consolidated. To a great extent, as most boys enter their teen years, they experience increased freedom and independence, with opportunities to study, play, and interact with their peers outside the home, and away from adult supervision. In contrast, girls in many societies face increased restrictions and prohibitions as they reach adolescence, while simultaneously facing significant risks and responsibilities, such as household chores and caring for younger or older family members.

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Sets of skills and abilities fundamental to adolescents’ social and emotional wellbeing, learning and positive engagement with the world around them.

All resources in the Adolescent Kit are designed for programmes that support adolescents in developing and using these ten competencies.

**Consider:** Should these be the outcome goals of your programme or intervention for adolescents?
**Programme Coordinator’s Guide**

**Programme entry points**

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

You will need to consider where and how you can use the Adolescent Kit to make it more relevant and effective in your programme. Identifying an intervention with objectives that are realistic to the purpose of the resource is crucial, reflecting on what you want to achieve for adolescent girls and boys, and then selecting and adapting the guidance, tools and activities in the Adolescent Kit that will help you to reach your goals.

**Using the Adolescent Kit**

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

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

- Introducing ways of working with adolescents that can help to make positive changes in their lives - particularly by introducing activities that help them to develop the Ten Key Competencies, and exploring the Ten Key Approaches in all aspects of your programme.
- Providing strategies that can help you to reach out and engage with adolescents, particularly the most marginalised girls and boys.
- Introducing a structured approach to working with groups of adolescents that involves bringing them together in Circles, where they can work together, make friends and find love.
- Providing challenging, engaging and age-appropriate activities for working with children aged 10-18, including creative activities that focus on arts and leisure.

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

<table>
<thead>
<tr>
<th>Entry Point</th>
<th>The guidance, tools and approaches in the Adolescent Kit can be used within (or to set up):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education, schools and life skills programmes</td>
<td>- School classes on literacy, life skills, social studies, guidance counselling or art - Extra-curricular activities such as after-school clubs or arts programmes - Non-formal education programmes, such as life skills, peer-to-peer, mentoring and tutoring schemes</td>
</tr>
<tr>
<td>Child protection programmes</td>
<td>- Initiatives that focus on improving children's psychosocial welfare and resilience, such as Child Friendly Spaces, child participation and child resilience interventions - Children's, adolescent, or youth clubs, organisations or committees - Community child protection committees or networks</td>
</tr>
<tr>
<td>Peacebuilding education and advocacy programmes</td>
<td>- Initiatives that focus on building knowledge, attitudes and skills that can help adolescents to resolve conflict and build peace in their communities - Peace or mediation clubs - Community development/service projects - Interfaith/intergenerational initiatives</td>
</tr>
<tr>
<td>Youth development programmes</td>
<td>- Peer-to-peer and youth resilience initiatives - Youth clubs and centres - Community development/service projects - Mentoring and tutoring schemes</td>
</tr>
<tr>
<td>Arts, recreation and sports programmes</td>
<td>- Initiatives that focus on sports, games, physical exercise and recreation - Community art, theatre, street drama projects - Projects that support children or adolescents to express themselves through art, music, dance, drama</td>
</tr>
</tbody>
</table>

As a first step, you will need to do the following:

1. Decide on an entry Adolescent Kit.

   - Opening up spaces with other partners and projects that have a mandate or focus on planning work together.
   - Link to the Possible Entry for more ideas on possible entry points.

2. Consider how you can use the Adolescent Kit.

   - Once you have decided on an entry Adolescent Kit, you can use the guidance in the Adolescent Kit to make it more effective for adolescents. You can see how the Adolescent Kit can be adapted to your specific context and needs.

   - You can also use the Adolescent Kit as a way to build on your existing work and to ensure that it is relevant for your specific context and needs.

   - You can also use the Adolescent Kit to support your work with adolescents and to ensure that it is relevant for your specific context and needs.
Watch yesterday’s webinar (again!)
2. Adapting and using the Adolescent Kit in different contexts:

Examples from four UNICEF Country Programmes
Highlighting experiences in:

- South Sudan
- Bhutan
- Tajikistan
- Turkey

Reminder: the ADAP Webinar on July 19th also included examples from Indonesia, Colombia and Nigeria.
South Sudan: Strengthening life skills and psychosocial support programmes for adolescents affected by conflict
Focus on:
Collaborative development phase of the Adolescent Kit, 2013-15

Programme entry points

• Life skills programmes implemented by the education team

• Recreation for psychosocial support programmes and adolescent-friendly spaces in Protection of Civilian camps
Overall concept: Strengthen successful, ongoing psychosocial support programmes by integrating more kinds of activities that are interesting, challenging and engaging for adolescents.
• Education and Child Protection teams reviewed the kit materials with the ADAP consultants, and brainstormed about how it could be useful.

• We held a Planning and Training of Trainers with lead partners from both programmes to identify, adapt and plan to use materials from the kit.

• Partners tested plans and materials.

• Partners integrated their plans into their PCAs.
Some useful lessons, and value added by the Adolescent Kit

The kit guidance supported partners in balancing structure and flexibility (and fun) for adolescents.

Psychosocial support programmes benefitted from more structure.

Life skills programmes benefitted from more flexibility and space for adolescents to express themselves, explore and practice new skills.
The Adolescent Kit offered new possibilities to diversify activities and integrate arts-based approaches to:

- Reach more adolescents with different interests and preferences
- Address their development of competencies in different ways.
Bhutan: Psychosocial and peer-to-peer support in formal schools and youth centers
Focus on:
Psychosocial support, youth leadership, civic engagement and youth community volunteerism through programmes in formal schools, youth centers and summer camps
Programme entry points inside schools:

• Guidance programme classes
• Counselling sessions (e.g. individual and group counselling)
• Peer helpers programme (youth build competencies to help other children)
• Support to special needs students (those experiencing abuse, domestic violence and those from dysfunctional families)

Programme entry points in nonformal learning spaces:

• Youth Leadership Training Camp for At-risk and vulnerable children
• Volunteers of the youth centres (youth empowerment initiative)
Overall concept:

- Building and expanding psychosocial support programmes in formal schools
- Build youth leadership, and promote civic engagement and participation of volunteers in the youth centres

Professional guidance counsellors, peer counsellors and youth centers managers used the activity guides to give adolescents new ways to explore and express their feelings and experiences, and to build friendships with their peers.
Steps:

• The UNICEF Bhutan ADAP team reviewed the Adolescent Kit with 110 guidance counsellors and partners working in formal schools and 13 youth centres.

• The team identified entry points for using the kit guidance, tools and supplies.

• The team pilot tested the kit in schools and shared feedback with ADAP-HQ (as the kit was being finalized).

• To support the scale-up of the usage of the kit, the Bhutan team developed a guidance note for use in more schools and youth centres throughout the country.
Steps (continued)

• UNICEF Bhutan oriented school counsellors on the use of Adolescent Kit in 2016.

• They printed 100 copies of guidelines and distributed to school counsellors and youth centre managers

• Supported government to review the progress of use of tool kit during annual school guidance counsellors conference
• The Bhutan team (including UNICEF and partners) were able to adapt and use the Adolescent Kit without support from consultants (and essentially with very minimal support from the ADAP team at HQ)
• Although the Adolescent Kit was initially designed for use in emergency contexts it was adaptable and relevant in formal schools in a non-emergency context.

• The kit can be also used to strengthen networks of volunteers and promote civic engagement and participation, and to build the skills of volunteers to be an agent of change in their communities.
Watch this video on YouTube about the Adolescent Kit in for inspiration, innovative ideas and best practices developed by the UNICEF-Bhutan country team and their partners!
Tajikistan: Developing national frameworks and expanding nonformal learning opportunities for adolescents as innovators and peacebuilders
Focus on: Using the Adolescent Kit to expand nonformal learning opportunities for adolescents

Programme entry points:

• National “peacebuilding competency framework” developed by UNICEF for use with/by the Ministry of Education (developed using the Adolescent Peacebuilding Toolkit, which uses the same framework of Ten Key Competencies that is in the Adolescent Kit)

• UpShift programme for youth innovators

• Government supported Centers for Additional Education
Overall concept: Expand educational opportunities for adolescents:

- Build on the two existing education programmes that implement the peacebuilding competency framework: Peacebuilding curriculum, Upshift Programmes
- Prepare adolescents to apply for and succeed in UpShift
- Reach and include more adolescents with a nonformal education programme addressed to their level of learning and interest
Our steps:

• Develop a curriculum (and manual) for use with adolescents in nonformal educational centers using resources in the Adolescent Kits.

• ToT: Prepare teachers and facilitators to use and test the curriculum with adolescents.

• Distribute supply kits to partners to support them in implementing activities with adolescents beyond the centers and spaces (reaching those hardest to reach).
Some useful lessons (so far…)

• The Tajikistan team developed a national curriculum/competency framework using the framework in the Peacebuilding Competency Toolkit (which corresponds with the “Ten Key Approaches in the Adolescent Kit”).

• The Adolescent Kit competencies and activities complement the UpShift programme, and can be used together with that programme.

• Many adolescents in Tajikistan, especially those from vulnerable backgrounds, would be more ready for UpShift with some preparation, and opportunity to practice skills related to creativity and teamwork.

• The Adolescent Kit curriculum will reach more adolescents and provide them with longer-term interventions (while the UpShift programme will provide an exciting opportunity for deep learning among those who participate!)
Turkey: Building social cohesion and strengthening adolescent engagement for host and refugee communities
Focus on: Using the Adolescent Kit in centers and safe spaces, with and for youth from Turkey and Syria

Programme entry points:

• NGO-led community centers to support Syrian refugee families
• Government-led youth centers meant for all adolescents and youth (including refugees and those from the host community)
• Girls’ Women’s and Youth Safe Spaces (NGO- and government-led)
Overall concept: Identify strategies that can be supported by the Adolescent Kit to support partners in:

• Expanding relevant, meaningful activities for adolescents in all programmes (for learning and psychosocial wellbeing)

• Expanding opportunities for adolescent participation – their leadership and involvement in these programmes

• Building “social cohesion” between Syrian refugees and young people from the Turkish host community cross-cutting objective – respect and connections – as a cross-cutting objective of all UNICEF programmes.
Steps:

a. The UNICEF team brainstormed and developed the concept of “adolescent committees” using resources from the kit.

b. The team consulted and collaborated with adolescents, including Child Advisory Boards and adolescent participants in programmes for input and guidance.

c. Drafted a manual for use by partners to implement the adolescent committee and related strategies, using resources from the kit.

d. Held a workshop for partners to review the manual and plan how they would test and use it.

e. Partners tested and adapted the strategies offered in the manual (UNICEF visited, observed and gathered lessons learned).

f. We held a second workshop for partners to share experiences, and finalized the manual integrating their lessons and suggestions.
Some useful lessons

• Using the adolescent kit as a resource was an opportunity to think across several programmes and find ways to strengthen them.

• It offered opportunities to strengthen the collaboration and connection between different partners (including government and NGO).

• Developing a specific manual for partners using the Adolescent Kit worked well, and giving inputs built partners’ ownership of the programme.

• Partner organizations and adolescents have GREAT ideas and expertise to bring to adapting the kit resources and their usage.
Q&A?
Participants’ questions

We added the following slides after the webinars on 23 and 24 June to incorporate a few questions that participants raised during the presentations (via the chat feature), and to provide answers to those questions.
Question:

Gender Equity in the Adolescent Kit

Does the Adolescent Kit promote and support gender equity?

Does the kit include guidance on gender equitable practices in programmes for adolescents?
Yes! The technical note “Adolescents and Gender Equity” explain how the Adolescent Kit guidance reflects principles of gender equity, and can be used in a programme that upholds and promotes principles of gender equity. Specific suggestions for how to ensure gender equity are included throughout all guidance and tools in the kit.
Question:
Disability and Inclusion in the Adolescent Kit

Does the Adolescent Kit promote and support inclusion of adolescents with and without disabilities?

Does the kit include guidance inclusive practices in programmes for adolescents?
Disability and Inclusion in the Adolescent Kit

Yes! The technical note “Adolescents and Disability” explains how the Adolescent Kit guidance reflects principles of inclusion, and can be used in a programme that upholds and promotes reaching and engaging adolescents with and without disabilities inclusively and equitably.

Specific suggestions for how to ensure gender equity are included throughout all guidance and tools in the kit.
Question:

Monitoring and Evaluation tools in the Adolescent Kit

Are there M&E resources for use with the kit?
Yes. The first two sections of the Programme Coordinators’ Guide include guidance and tools for use in setting programme goals that address adolescents’ development and use of the ten key competencies, and measuring their progress toward those goals. Throughout the Programme Coordinators’ you will find other tools for monitoring programme activities and implementation.
The Facilitator’s Guide section on “Choosing an Activity Phase for your Adolescent Circle, and the Activity Setting group goals in the Activity Box, also offer guidance for participatory processes that facilitators can use with adolescents to set their own wellbeing, learning and action goals, and to collaborate in assessing their own progress toward those goals.
Answer: M&E resources in the Adolescent Kit (cont’d)

Another useful resource for M&E tools is the *Adolescents as Peacebuilders Toolkit*, which was developed in complement with the Adolescent Kit.

The *Adolescents as Peacebuilders Toolkit* uses the same framework of ten key competencies for adolescents, which are competencies adolescents need to cope with the effects of conflict, transform conflict in their own lives, and contribute to peace in their communities in ways that reflects their hopes and priorities.

The toolkit includes guides and tools for setting programme goals focused on those competencies, and measuring adolescents’ progress in developing and using the competencies. Like the Adolescent Kit, this toolkit emphasizes participatory processes for collaborating with adolescents in setting and measuring progress toward goals.

**Upcoming:** The Adolescent Kit website will include resources developed by Country Programmes using the Adolescent Kit, including M&E frameworks and tools. Please share examples from your experiences with the ADAP team to promote cross-country learning!
The Adolescent Kit also includes a Resources guide, listing guides and tools developed by UNICEF, other UN agencies and NGOs in relation to interventions and programming for children, adolescents and youth, especially those in humanitarian situations.

That list includes references for M&E toolkits for programmes and interventions that involve or address child participation and psychosocial support, as well as a guidebook for general programme evaluation.

Soon to be added to that resource list is the guidebook *Emerging Practices in Design, Monitoring, and Evaluation for Education for Peacebuilding Programming*, developed by Search for Common Ground in partnership with UNICEF.

Please share recommendations for M&E guides and tools, and any other useful programme resources with the ADAP team so we can add them to the Resources list on the forthcoming website! We welcome resources developed by your teams, and references to any other guides or tools you have found useful.
Does the Adolescent Kit include suggestions for how to sustain and institutionalize programmes and practices for adolescents that were initiated using its guidance, tools and supplies?
Sustaining and institutionalizing practices and programmes

Yes! The final section of the Programme Coordinators’ Guide includes suggestions for how to plan programmes for sustainability, especially by preparing for programmes to transition into new phases, or end, when the time is right.

Country Offices using the kit have designed and implemented successful practices for institutionalizing competency goals for adolescents into national curricula, and sustaining activities for adolescents in formal and nonformal education programmes.

Watch for the new Adolescent Kit website, and review the webinar from June 19th to learn more from UNICEF Country Offices around the world!
Links to resources

Adolescent Kit: Guidance and tools

All of the guidance and tools in the Adolescent Kit are available as downloads.

UNICEF staff can access English language versions of all resources at this Sharepoint link.

Arabic language versions of all resources are available at this Sharepoint link.

If you are interested in accessing the Adolescent Kit resources and do not have access to SharePoint (non-UNICEF staff), contact the ADAP team by e-mail (contact info on the last slide of this presentation). Another useful resource is the MENA Youth Hub, which also houses the Arabic version, found here.

Webinars

UNICEF-ADAP has conducted three webinars to support colleagues and partners in exploring and using the Adolescent Kit resources:

**Using the Adolescent Kit for Expression and Innovation**
Part 1: Orientation to the Kit, 23 July 2013. Recording of the webinar | presentation

Part 2: Adapting and using the kit in different contexts, 24 July 2019. Recording of the webinar | presentation

Country Office Examples and best practices in using the Adolescent Kit for Expression and Innovation, 19 June 2019. Recording of the webinar | presentation

Videos

Several videos are available to support UNICEF and partners in learning about the kit, and in using its components the Adolescent Kit:

“Voices from the field,” a short video about the Adolescent Kit

“The Adolescent Kit in Bhutan.”

How to plan sessions for adolescents, an approach outlined in the Facilitator Guide.

Instructions to assemble components of the supply kit:

How to put together the facilitator tablet

How to put together the little carrier.

How to put together the big carrier.

How to put together the emotion cube.

Related Toolkits

The Adolescents as Peacebuilders Toolkit uses the same framework of ten key competencies for adolescents, and offers tools for planning, monitoring and evaluating programmes.
Thank you!

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