

The background is a solid blue color with a repeating pattern of small, light blue icons. The icons include a checkmark in a circle, a group of five dots, a circular arrow, a triangle with three dots, a double arrow, and a double upward arrow.

Training Package

The Adolescent Kit for Expression and Innovation (Adolescent Kit) is a package of guidance, tools, activities and supplies to support adolescents ages 10-17 who are affected by conflict, poverty and other humanitarian crises. It provides an innovative approach to working with adolescents in humanitarian situations that can either be integrated into UNICEF and partner country programmes, or introduced as a stand-alone initiative.

The guidance and tools for programme coordinators and facilitators in the Adolescent Kit are intended to be easy to use. All users should be able to find the resources they need with minimal formal orientation or training, and to utilize the resources through programmes and interventions that uphold the best practices for working with and for adolescents. However, in some cases, programme coordinators designing new programmes or seeking to strengthen existing programmes may find it helpful to organize a preparatory workshop to support managers, trainers, facilitators, and other volunteers or staff to use the resources in the Adolescent Kit.

This training package was developed for use in a preparatory and training workshop with the objectives to:

- ▶ Prepare managers and trainers to train facilitators to plan and lead activities with and for adolescents, upholding the principles and standards, and using the best practices and methods, of human rights-based approaches – equity, education, psychosocial support and protection.
- ▶ Support managers and trainers in developing and implementing plans to utilize the resources in the Adolescent Kit, adapting and addressing their plans to the needs and priorities of adolescents with whom they work, and to their programme goals and objectives.

Programme coordinators and/or trainers using this package should use it along with the guidance and tools for programme coordinators and facilitators included in the Adolescent Kit. Programme coordinators and/or trainers are strongly encouraged to familiarize themselves with all of those key components of the Kit, and to ensure that training participants have access to those materials (in print and/or electronic format) during and after the workshop. In many cases, the training materials refer to guidance documents included in the Kit.

Like all materials in the Adolescent Kit, these training resources are intended to be used flexibly, and to be

adapted as appropriate to specific programme goals and contexts and adolescent needs. Programme coordinators and/or trainers should:

- ▶ Choose the programming contexts and operational modalities, and adapt them to best address their needs and goals;
- ▶ Present the resources in whatever sequence they think appropriate, adapt these resources to their programming approaches and goals, and add additional training topics and activities as they see fit; and
- ▶ Integrate training, orientation, or facilitated planning opportunities related to other resources that they are using, such as curricula or guidance materials.

NB: Facilitators planning and leading activities with and for adolescents should understand and uphold minimum standards for adolescents' protection, education and human rights. Include sessions on the standards in trainings for facilitators, and monitor and support facilitators in adhering to these global guidelines in their work with adolescents. See Programme Coordinators Guidance, Tool: Key Standards and Guidelines for a list of key standards and guidelines for working with adolescents in humanitarian contexts.

This training package includes:

Five modules (outlined below): Each module is divided into four or five sessions. For each session, the outline provides an overview of:

- ▶ **Objectives:** What workshop participants will learn or create in each session;
- ▶ **Activities:** The training activities that the workshop participants will carry out, with support from the trainer;
- ▶ **References:** The sections of guidance or tools from the Adolescent Kit for Expression and Innovation that workshop participants will use in each session
 - Trainers should familiarize themselves with those reference documents to prepare for the session.
 - Each workshop participant should have a copy of those documents, in print and/or electronic format, available for reference and use during the session; and
- ▶ **Five powerpoint presentations**, each of which provides the information and guidance for trainers and workshop

participants to carry out the activities in each module – the Notes section of the Powerpoint presentations provide instructions and recommendations for trainers, and list the references that will be used in each step.

Module 1.1: Orientation to the Adolescent Kit for Expression and Innovation

Objectives: Workshop participants will...

- ▶ Understand the overall purpose of the Adolescent Kit for Expression and Innovation and UNICEF's rationale for its development
- ▶ Know what resources the Kit includes, including the technical resources and the supply resources

Training activities:

- ▶ Explanation and overview of key information and resources, presented by trainer
- ▶ Brief plenary group discussions on adolescents in humanitarian contexts

Reference resources: Workshop participants should have the following guidance tools available for reference and use, in print and/or electronic format during this module...

- ▶ Foundation Guidance: Why a kit for Adolescents?
- ▶ Foundation Guidance: Glossary

Module 1.2: Adolescents in humanitarian contexts

Objectives: Workshop participants will...

- ▶ Know the different definitions used by UN agencies, including UNICEF, of age groups to describe children, adolescents, youth and young people, and understand how they overlap
- ▶ Identify key opportunities and challenges facing adolescents in their programming contexts, including those adolescents that are and are not being reached through programmes and interventions
- ▶ Describe similarities and differences in and between the situation and experiences of adolescents in their programming context and global patterns of issues affecting adolescents in humanitarian contexts
- ▶ Recognize gaps in their knowledge about the situation of adolescents, as a preparatory step to later develop

and use strategies to gather more information about adolescents and use that information strengthen programmes and interventions

Training activities:

- ▶ Explanation and overview of key information and resources presented by trainer
- ▶ Small group discussions and presentations on challenges and opportunities facing adolescents in their programming context
- ▶ Brief plenary discussions

References:

- ▶ Foundation Guidance: Understanding adolescents in humanitarian contexts
- ▶ Foundation Guidance: Why a kit for adolescents' expression and innovation?
- ▶ Programme Coordinators Guidance: Investigate Adolescents' Situation; Tool: Exploring challenges and opportunities for adolescents
- ▶ Programme Coordinators' Guidance: Investigate Adolescent Situation section

Module 1.3: Ten Key Competencies Objectives:

Participants will...

- ▶ Know and understand what the Ten Key Competency domains are, and be able to provide explanations and examples of knowledge, attitudes and skills within each
- ▶ Analyze and assess the extent to which adolescent boys and girls within their programme context are developing and using each of the ten competencies
- ▶ Outline possibilities for how adolescents' development and use of competencies can contribute to their wellbeing and empower them make positive changes in their lives and communities
- ▶ Identify competency outcomes for adolescents that should be addressed in their programme goals

Training activities:

- ▶ Small group work: Exploring and understanding knowledge, attitudes and skills within each competency domain
- ▶ Plenary group work: Identifying competency outcomes for adolescents that should be prioritized through the programme

References: Foundation Guidance: The Ten Key Competencies

1.4: Ten Key Approaches for working with and for adolescents

Objectives: Workshop participants will...

- ▶ Know and understand the concepts intended by each of the Ten Key Approaches
- ▶ Understand that the Ten Key Approaches consolidate essential principles, best practices, methods and standards for all of UNICEF's work, including human-rights based approaches to programming
- ▶ Be able to describe concrete actions that facilitators can take to put each approach into practice

Training activities:

- ▶ Explanation and overview of key information presented by trainer
- ▶ Small group discussions and presentations on actions that facilitators and programme coordinators can take to put the Ten Key Approaches into action
- ▶ Plenary review discussions

References:

- ▶ Foundation Guidance: The Ten Key Approaches

Module 2.1: Understanding adolescents' situation

Objectives: Participants will...

- ▶ Identify adolescents who should be reached through their programmes and interventions, focusing on those who are hardest to reach (because they are most 'invisible,' and/or face barriers to participating in programmes)

Training activities:

- ▶ Plenary or small group discussions
- ▶ Small group activity: Reviewing knowledge of programme context and adolescents' situation
- ▶ Small group activity: Identify knowledge gaps in relation to the situation of adolescents in the programming context
- ▶ Plenary group activity: Reviewing and preparing to utilize child protection standards and confidentiality procedures

Reference resources:

- ▶ Programme Coordinators Guidance, Tools: Investigate Adolescents' Situation, Tool: Exploring challenges and opportunities for adolescents, Collecting information about adolescents, Activities for learning from and about adolescents
- ▶ Activity Box: Our days; Our environment; Our challenges, our solutions; Ourselves on the inside and outside; I am, I have, I can; Relationship map; Community dialogue; Organizing an exhibition

Module 2.2 Reaching adolescents

Objectives: Participants will...

- ▶ Formulate and develop plans for strategies they can and will use to reach those adolescents
- ▶ Set targets for the participation of those groups of adolescents, to support them in monitoring their participation and refining their strategies as necessary to better reach and include those adolescents

Training activities:

- ▶ Plenary or small-group discussions
- ▶ Action planning: Formulating and planning strategies to fill knowledge gaps about adolescents' situation
- ▶ Action planning: Reviewing standards and recommendations, and developing specific plans to uphold child protection protocols, including confidentiality, in gathering and using sensitive information about adolescents

Reference resources: Workshop participants should have the following guidance tools available for reference in print and/or electronic format during this module:

- ▶ Programme Coordinators Guidance: Tools: Collecting information about adolescents, and Activities for learning from and about adolescents, with the Activity Guides listed in that resource
- ▶ Programme Coordinators Guidance, Investigate Adolescents' Situation

Module 2.3 Setting targets and monitoring for inclusion

Objectives: Participants will...

- ▶ Identify adolescents who should be reached through their programmes and interventions, focusing on those who are hardest to reach (because they are most 'invisible,' and/or face barriers to participating in programmes)

Training activities:

- ▶ Small group activity: Identifying least-reached groups of adolescents
- ▶ Small group activity: Setting targets for numbers and percentages of adolescents in least-reached groups who should be included in programmes
- ▶ Small group activity: Developing strategies for reaching adolescents if enrolment targets are not reached

Reference resources: Workshop participants should have the following guidance tools available for reference in print and/or

electronic format during this module:

- ▶ Programme Coordinators' Guidance, Reach out and engage adolescents
- ▶ Programme Coordinators' Guidance, Reach out and engage adolescents, Tool: Setting enrolment targets for vulnerable adolescents
- ▶ Programme Coordinators Guidance, Reach out and engage adolescents, Tool: Adapting to changes in adolescents' circumstances
- ▶ Programme Coordinators Guidance, Reach out and engage adolescents, Tool: Reducing barriers to adolescents' attendance

Module 3.1: Forming strong, inclusive Adolescent Circles

Objectives: Participants will...

- ▶ Understand the concept of bringing adolescents together in 'circles' as a way to form a group or team in which they can participate in activities equally, supportively and inclusively
- ▶ Adapt the Adolescent Circle approach to their programming context (including by agreeing to whether to use the term 'circle' or another term they find more appropriate in their programming context)

Training activities:

- ▶ Explanation and overview of key concepts and resources by trainer
- ▶ Plenary or small-group discussions
- ▶ Action planning: Formulating and agreeing to specific plans for the size and composition of Adolescent Circles in their programmes in line with the number of adolescent participants they plan to reach, and the number of facilitators supporting the programmes
- ▶ Action planning: Formulating and agreeing to specific plans; Upholding child protection protocols, including confidentiality, in gathering and using sensitive information about adolescents

References:

- ▶ Facilitators' Guidance: Adolescent Circles

Modules 3.2 Agreeing to group rules

Objectives: Participants will...

- ▶ Understand and be able to use an activity for Adolescent Circles to agree to group rules for working together positively and productively

Training activities:

- ▶ Plenary or small-group discussions

- ▶ Experiential learning: Participation in the activity "Agreeing to group rules" in preparation for facilitating that activity with their Adolescent Circles
- ▶ Action planning: Upholding child protection protocols, including confidentiality, in gathering and using sensitive information about adolescents

Reference resources:

- ▶ Activity Guide: Agreeing to group rules
- ▶ Activity Guide: Reviewing group rules
- ▶ Facilitators' Guide: Tool: Keeping circles safe and strong

Modules 3.3 Session Steps

Objectives: Participants will...

- ▶ Know the names and understand the purpose of the eight 'steps' that are recommended for each activity session for adolescents
- ▶ Be able to plan sessions for adolescents that include each of the recommended steps

Training activities:

- ▶ Explanation and overview of key concepts and resources by trainer
- ▶ Plenary or small-group discussions

Reference resources: Workshop participants should have the following guidance tools available for reference in print and/or electronic format during this module:

- ▶ Facilitators' Guidance: Planning Sessions
- ▶ Facilitators' Guidance: Planning Sessions, Tool: Session Step Planning

Modules 3.4 Connect adolescents with support

Objectives: Participants will...

- ▶ Identify key services, support and organizations that adolescents need or could benefit from, with respect to

their nutrition, health, protection, education and other areas of their needs and rights

- ▶ Identify services, support and organizations available to adolescents in their programming contexts to address those needs and rights
- ▶ Develop draft plans to fill gaps in information with respect to those services, supports and organizations, and to share that information with adolescents

Training activities:

- ▶ Group work: Brainstorming and reviewing adolescents' needs and the services, support and organizations available to them
- ▶ Action planning: Preparing to fill gaps in information, and to share information about the services, support and organizations available to adolescents

Reference resources:

- ▶ Programme Coordinators' Guidance, Connect adolescents to support, Tool: Connect adolescents to support

4.1 Planning sessions: Using the Activity Box, and creating new activities

Objectives: Participants will...

- ▶ Understand how to read and understand the information presented on each Activity, and use the information provided to select and adapt activities that are appropriate for their Adolescent Circles
- ▶ Understand how to use the inspiration cards to create activities that can be included in sessions for adolescents

Training activities:

- ▶ Explanation and overview of key concepts and resources, presented by trainer

References:

- ▶ Activity Box (all resources)
- ▶ Activity Box: Activity Guide key to information and icons (special focus on this tool)
- ▶ Activity Box: Activity planning template tool (special focus on this tool)

4.2 What are the Four Phases?

Objectives: Participants will...

- ▶ Understand that 'activity phases' are flexible modules that should be adapted based on adolescents needs, interests and priorities.
- ▶ Know what the four 'activity phases' are, and understand which phases are most appropriate for adolescents in different circumstances, and with different capacities, needs, interests and priorities

Training activities:

- ▶ Explanation and overview of key concepts and resources, presented by trainer
- ▶ Brief plenary discussion

Reference resources: Workshop participants should have the following guidance tools available for reference in print and/or electronic format during this module:

- ▶ Facilitators Guide: Choosing and planning activity phases

4.3 Choosing an activity phase for an Adolescent Circle

Objectives: Participants will...

- ▶ Be able to identify the activity phase that is most appropriate for the Adolescent Circle(s) with which they work, using the Circle assessment tool
- ▶ Understand and be able to use other guidance and processes that are also recommended for identifying the activity phase that is most appropriate for the Adolescent Circles with whom they work, including consulting adolescents, and using their own existing knowledge of adolescents' interests, capacities and priorities

Training activities:

- ▶ Explanation and overview of key concepts and resources, presented by trainer
- ▶ Experiential learning: Workshop participants will assess their own 'circle strength,' using the Circle Assessment Tool, in preparation to use that assessment process with the adolescents with whom they work

Reference resources: Workshop participants should have the following guidance tools available for reference in print and/or electronic format during this module...

- ▶ Activity Box, Facilitator Tools, Circle Assessment Tool
- ▶ Activity Box, Move or Stay Activity

4.4 Planning an activity phase

Objectives: Participants will...

- ▶ Be prepared to support facilitators in planning activity phases for the adolescents with whom they work, using the Phase planning tool and the resources in the Activity Box

- ▶ Understand and know how to use the guidance and tools for setting goals and reviewing progress against goals with adolescents
- ▶ Practice preparing draft activity phase plans, for use with their other implementation and roll-out plans to use the Adolescent Kit for Expression and Innovation

Training activities:

- ▶ Explanation and overview of key concepts and resources, presented by trainer
- ▶ Action planning: Workshop participants draft activity phase plans for adolescents participating in their programmes

Reference resources: Workshop participants should have the following guidance tools available for reference in print and/or electronic format during this module:

- ▶ Facilitators' Guidance: Choose and plan an activity phase
- ▶ Activity Box, Facilitator Tools, Phase planning tool

5.1 Using the Adolescent Kit for Expression and Innovation to strengthen your programme

Objectives: Participants will...

- ▶ Understand different ways that the resources in the Adolescent Kit can be used to strengthen programmes' impact for adolescents
- ▶ Apply their understanding to a hypothetical scenario

Training activities:

- ▶ Small group or plenary group work: Reviewing a hypothetical scenario and developing strategies

References: Programme Coordinators' Guidance, Decide how to use the Kit, Tool: Integrating the Adolescent Kit: Practice Scenario

5.2 Focusing on competencies

Objectives: Participants will...

- ▶ Identify competency domains for adolescents that will be the focus of their programmes

Training activities:

- ▶ Small group or plenary group work: Identifying competency domains that address key challenges or opportunities for adolescents

Reference resources:

- ▶ Foundation guidance: Ten Key Competencies 'Programme Coordinators' Guide, Decide how to use the Adolescent Kit, Tools: Competency monitoring and evaluation
- ▶ Activity Guide: Setting group goals
- ▶ Facilitator tools: Mapping competency goals

5.3 Developing implementation and roll-out plans

Objectives: Participants will...

- ▶ Draft implementation and/or roll-out plans to use the Adolescent Kit in their programmes

Training activities:

- ▶ Small group or plenary group work: Developing draft implementation and/or roll-out plans to use the Adolescent Kit through programmes

Reference resources:

- ▶ Planning template (presented on slides, to be adapted by trainer)

5.4 Procuring and preparing to use supplies

Objectives: Participants will...

- ▶ Know what is in the Supply Kit, and understand how to assemble it
- ▶ Develop plans to procure additional supplies locally
- ▶ Develop plans maintain the supplies

Training activities:

- ▶ Small group work

Reference resources: Workshop participants should have the following guidance tools available for reference in print and/or electronic format during this module:

- ▶ Supply Guide
- ▶ Video demonstrations at www.adolescentkit.org

5.5 Workshop evaluation

Objectives: Participants will...

- ▶ Share feedback about the workshop

Training activities:

- ▶ Individual participants write responses to evaluation

questions

Reference resources:

- ▶ Evaluation template (presented on slides, to be adapted by trainer)