

Cash and Voucher Assistance and Child Protection for Adolescents: A Monitoring and Evaluation Toolkit



THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

Field testing version

TOOL 2.4

A Day in a Young Person's Life



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A Day in a Young Person's Life

Purpose:

This activity helps to explore adolescents' daily routines, risks and agency, and how their activities and / or (gender) roles have changed as a result of the emergency or crisis. This activity can be used during needs assessments or as part of monitoring and evaluation.

Age group:

Young (11–14 y.o.) and older (15–17 y.o.) adolescents.

Materials:

Paper, pens, three relevant examples of young adolescents (see below).

Facilitation:

This activity requires three facilitators who each work with a small group of around three to four participants.

Time:

45 minutes

Preparation:

Prepare three relevant examples of young people who each represent a different age, background and situation.

For example:

- 13-year-old girl living with a disability in a refugee camp
- 14-year-old boy living as head of the household
- 10-year-old girl who is a domestic worker in another family's home in a city
- 15-year-old girl who is pregnant and married

Contextualize:

Pick examples of young people's profiles that are most relevant in your context.

Steps



Divide the participants into three small groups and allocate a different example profile to each group.



Ask each group to develop a timeline along a vertical line on flipchart paper, to explore and illustrate a day in the life of the young person that was described to them. Ask the groups to draw or write down the events in a typical day in the life of that young person, from the time they wake up until they go to sleep.



When the timeline is finished, follow up with a discussion in each small group.

- Does the day of this young person look different or similar to that of the participants?
 - a. What is different? What is similar? Why?
 - b. Where do participants go during the day?
 - c. Do they have time for play, school and other things they like?
 - d. Where do they go during the evening / night?
 - e. What has changed since the crisis? (*Specify this as much as possible, e.g. "since you arrived in the camp", "since the storm hit", "since the violence broke out", etc.*)
- In each of these activities, does the young person have a choice about doing these things? (*Discuss this for each of the activities.*)
 - f. Why does the young person have (no) choice?
- What risks do girls and boys face when undertaking these activities?
 - g. What are areas where adolescents feel safe?
 - h. What are areas where adolescents feel unsafe?
 - i. Do you think any group of adolescents feels more unsafe than others? (*Probe for adolescents with disabilities, younger adolescents, ethnic minorities, adolescent girls compared to boys, refugees compared to host community adolescents, etc., as appropriate.*)
 - j. What can adolescents do when they experience something that is unsafe, such as violence or attacks? (*Specify.*)
 - k. Who can support the adolescent? What kind of support can they provide?
- What skills does the young person demonstrate in the activities on the timeline?
 - l. Do girls and boys have the same opportunities to develop these skills? If not, why not?
 - m. Do these rules apply to everyone? If not, why not?
- What are the financial obstacles to meet their basic needs and fulfill their dreams?
 - n. Do girls and boys have the same opportunities to handle money in their households? If not, why not?
 - o. Do girls and boys have the same opportunities to get a good job? If not, why not?
 - p. Who makes decisions on household resources and what items to purchase? Does that impact girls' and boys' differently? (*Probe regarding access to menstrual products, sanitation items, torches, school materials, food items.*)



Add other questions as relevant.

Wrap up the conversation by summarising the main similarities and differences that participants have identified between the young person's timeline and their own lives. Ask participants if they have anything they would like to add.



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