

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



THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION



TOOL 2.7
Visioning Exercise



Sweden
Sverige

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Visioning Exercise

Purpose of the activity:

To explore adolescents' hopes and aspirations for their future and to identify both enabling factors and barriers to reaching these goals.

Age group:

Older adolescents (15-17 y.o.)

Materials:

Flipchart paper, tape, coloured cards or post-it notes, pens and markers.

Facilitation:

This activity requires two facilitators – one facilitator to lead the activity and one co-facilitator to assist and document the discussion.

Time:

125 minutes

Preparation:

Review and contextualise the main themes and guiding questions you will be focusing on. Facilitators don't need to discuss all topics, but rather select the most relevant ones based on adolescents' main needs and priorities.

Steps

Activity	Steps and facilitation guidance	Objective	Materials
Welcome 10 minutes	Start with an introduction activity or ice breaker Registration of participants	To “break the ice” and make participants feel comfortable	Depending on activity
Visioning – introduction 5 minutes	<p>STEP 1: EXPLAIN THE “ASPIRATIONAL THEMES”</p> <p><i>“Let’s do an activity. First let’s arrange you in groups of four to five people. Now, we would like to understand what your main priorities are for your life now and in the future, and to hear your ideas about how your needs and priorities can be met. Think about your health, your happiness, your relationships, the power you have over your own life, opportunities for education or work, your feelings of safety, what you enjoy doing – anything that is important to you.”</i></p> <p>[Have a prepared flipchart with these “aspirational themes” on the wall and run through them as you’re talking.]</p>	This session allows us to start with participants’ own ideas and opinions. It will guide the issues that we ask about later.	Flipchart with the “aspirational themes” written on them
Visioning 30 minutes (including presentation by participants)	<p>STEP 2: ADOLESCENTS IDENTIFY ASPIRATIONS / GOALS</p> <p>[Hand out flipchart]</p> <div data-bbox="371 874 1229 1150" data-label="Image"> <p>The image shows two flipcharts. The first is a plain grey rectangle with the text 'Vision for my life' at the top. A large blue arrow points from this flipchart to a second, more vibrant flipchart. The second flipchart also has 'Vision for my life' at the top and is filled with various colorful icons representing different aspects of life and aspirations, such as a heart, a sun, an airplane, a smartphone, a graduation cap, and a group of diverse people.</p> </div> <p>“Draw how you want your life to look in terms of those things on the flipchart¹ and anything else that is important to you in the future – up to when you’re an adult.</p> <p>[It’s OK if group members have different aspirations / ideas. Put it all on there and we can discuss it later]</p> <p><i>Be creative! Draw things however you like, because you will have the chance to explain them to us.”</i></p> <p>[Adolescents present their visions.]</p> <p>[Adolescents or notetaker record aspirations on one flipchart.]</p>	This session allows us to see what the adolescents’ aspirations and goals are. These will inform our goal and outcomes for the programme.	Blank flipcharts labelled: “Vision for my life in the future” Coloured markers

1. That is, the “aspirational themes”. If adolescents are unable to read or write, the facilitator will need to keep reiterating those ideas.

<p>Visioning 60 minutes</p>	<p>STEP 3: DISCUSS ASPIRATIONS, ENABLERS, BARRIERS AND SOLUTIONS</p> <p><i>“Thank you for sharing your aspirations for the future with us. Now, if we were to ask you what are the top two or three aspects of your vision that you think are most important, what would you say?”</i></p> <p>[Identify and / or rank the top two themes based on how prominent they are in the drawings / discussion with adolescents.]</p> <p>[You don’t need to discuss all themes, but rather focus on the one or two most relevant ones based on adolescents’ main needs and priorities.]</p> <p><i>“Now we would like to talk about some things that we understand are often part of adolescents’ futures in your community. Some of these are [might be] reflected in your drawings – others might not be.</i></p> <p><i>In particular, we’d like to hear your ideas about what needs to happen to help you move towards your aspirations for the future. Who needs to do what in your family and community to help you realise these goals? What resources do your family and your community need to help you realise these goals?</i></p> <p><i>Let’s start with:</i></p> <p>Education and work</p> <p>[Adolescents’ perceptions of the issue and causes]</p> <ul style="list-style-type: none"> • <i>What are the benefits of achieving a high level of education?</i> • <i>What are the main factors that you think could prevent you from achieving a high level of education? Probe for financial barriers. Are they the same for girls and boys?</i> • <i>What about work – do you think it’s important for women to do paid work? Why / why not?</i> • <i>What are the main factors that you think could prevent young women from participating in paid work? Are they the same for young men? Probe for ability to cover start-up costs to engage in paid work (e.g. ability to purchase assets; ability to afford educational costs; and certification in a particular field of work).</i> <p>[Adolescents’ ideas for solutions]</p> <ul style="list-style-type: none"> • <i>Can you think of any examples of adolescents in your community who continued their education to the levels that you want? Please don’t name them – just think of them in your head. How did they manage to continue their education? What did they do? Who supported them and how? Was this different for girls and boys?</i> • <i>If adolescents wanted to continue their education and ultimately to do a job to generate their own income, what needs to happen? Probe for financial barriers. Is this different for girls and boys?</i> <p><i>Think about all the different people and things that influence decisions about adolescents finishing their education.</i></p> <ul style="list-style-type: none"> • <i>Think about what parents and other family members believe. Does this differ for girls and boys? Does this need to change? How?</i> • <i>Think about what the powerful people in your community believe and what rules they support. Does this differ for girls and boys? Does this need to change? How?</i> 	<p>This session allows us to understand what adolescents see as the enablers and barriers to them living the lives they want to live.</p> <p>This will inform the intermediate outcomes and strategies for our programme.</p>	<p>Flipchart with adolescents’ aspirations recorded</p>
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Visioning
60 minutes

- Think about what girls and boys your age believe. Does this need to change? How?
- Think about what other problems and pressures need to be addressed which have an influence on girls and boys finishing their education. What are these problems / pressures (e.g. fees, transport, childcare)? *Probe for financial barriers.*

Now let's talk about **health and wellbeing**.

[Adolescents' perceptions of the issue and causes]

- If you have questions related to your body, or a problem with your health or the way you feel, where are you able to find help to deal with these issues?
- Do you feel confident to ask advice about your body and sexual and reproductive health from a trusted friend or older adult? (Explain that sexual and reproductive health includes questions, worries and concerns about, for example, puberty / menstruation, pregnancy, relationships and sexual experiences).
- Are there appropriate, quality services, like doctors, counsellors, midwives or community health workers, that you can access? (If necessary, explain that services could include psychosocial support, contraception and family planning, STI and HIV treatment, or any other health issue). *Probe for financial barriers.*
- Is it easy to get contraceptives or condoms if you need them? If it is not easy, why? (e.g. Don't know where to get them; Don't have money to pay for them; Never thought about it; Fear of stigma; It isn't appropriate if you are not married; Don't want my parents to find out; It isn't allowed; Too shy; It isn't acceptable for girls to get condoms; other?)
- If one of your friends were pregnant, would they know where and how they could access health services?

[Adolescents' ideas for solutions]

- For adolescents to have the freedom and ability to find the support and access the services they need, what needs to happen? *Probe for financial barriers.* How does this differ for girls and boys?

Think about all the different people and things that influence adolescents' health and their ability to see doctors or counsellors.

- Think about what parents and other family members believe. Does this differ for girls and boys? Does this need to change? How?
- Think about what the powerful people in your community believe and what rules they support. Does this differ for girls and boys? Does this need to change? How?
- Think about what girls and boys your age believe. Does this need to change? How?
- Think about what other problems and pressures need to be addressed that have an influence on whether adolescents can receive the support they need for their health and wellbeing. What are these problems / pressures (e.g. appropriateness of services, *financial barriers*, lack of opportunity to spend time with peers)?
- Can you think of good examples of when a service or activity has been really helpful for a girl or a boy in your community to manage their health or their wellbeing? Please don't name these – just think of the example in your head. How did the service or activity help them? How did girls or boys manage to access the service or activity – what did they do and who supported them and how?

	<p><i>Finally, let's talk about marriage and having your own family</i></p> <p>[Adolescents' perceptions of the issue and causes]</p> <ul style="list-style-type: none"> • <i>At what age do most girls in your community get married? What about boys?</i> • <i>Do you think girls getting married at a young age, e.g. when they are 17 years or (much) younger, happens a lot in your community? In your experience, what are the most important reasons that lead to girls marrying early?</i> • <i>If girls wanted to have more say in when and whom they marry – and to delay marriage until they are older – what needs to happen? Probe for financial barriers.</i> <p>[Adolescents' ideas for solutions]</p> <p><i>Think about all the different people and things that influence decisions about girls getting married.</i></p> <ul style="list-style-type: none"> • <i>Think about what parents and other family members believe. Does this differ for girls and boys? Does this need to change? How?</i> • <i>Think about what the powerful people in your community believe and what rules they support. Does this differ for girls and boys? Does this need to change? How?</i> • <i>Think about what girls and boys your age believe. Does this need to change? How?</i> • <i>Think about what kind of other problems and pressures need to be addressed, that have an influence on when and to whom girls get married. What are these problems / pressures (e.g. food insecurity, economic pressure)?</i> • <i>Can you think of any examples of girls in your community who delayed marriage? Please don't name them – just think of them in your head. How did they manage to delay getting married? What did they do and who supported them and how?"</i> <p>[Notetaker to record discussion on notepad / computer]</p>		
	<p>STEP 4: DISCUSS ADOLESCENTS' IDEAS FOR MANAGING ENABLERS AND BARRIERS</p> <p><i>"Finally, we'd like your advice about some ways to understand and share ideas with the people you've mentioned who have some influence over your future and aspirations.</i></p> <ul style="list-style-type: none"> • <i>Let's start with you:</i> <ul style="list-style-type: none"> - <i>If we ran activities / programmes, when and where is the best time / place for you to participate?</i> - <i>Are there some girls and / or boys who might have difficulty participating – who and why?</i> • <i>Now what about your parents / caregivers:</i> <ul style="list-style-type: none"> - <i>Who do they listen to when they make decisions?</i> - <i>What would be a good way for us to work together to listen to their ideas and to share our ideas with them? Would this differ for male and female parents / caregivers?</i> • <i>And what about [specify other stakeholder]:</i> <ul style="list-style-type: none"> - <i>What would be a good way for us to work together to listen to their ideas and to share our ideas with them?"</i> <p>[Notetaker to record discussion on notepad / computer]</p>		
<p>Wrap up 5 minutes</p>	<p>Closing activity Thank everyone for their participation and explain the next steps.</p>		

