**TOOL: Checklist: facilitator self-evaluation**

Facilitators can use the questions below to assess their work with adolescents. Adapt or add questions as appropriate.

| **Question** | **No** | **Somewhat** | **Yes** |
| --- | --- | --- | --- |
| I understand the Ten Key Competencies and Ten Key Approaches, and how to use the activities, tools and supplies in the Adolescent Kit.  |  |  |  |
| I am prepared for sessions and well informed about topics and activities. |  |  |  |
| I arrive on time for my sessions. |  |  |  |
| I keep attendance records. |  |  |  |
| I support adolescents to manage, use and store supplies and materials. |  |  |  |
| I can call participants by name. |  |  |  |
| I don’t favour participants I already know personally over those I don’t. |  |  |  |
| I take time to listen to the adolescents. |  |  |  |
| I support everyone’s experiences and right to their own opinions. |  |  |  |
| I don’t judge the adolescents, even if I don’t share their views.  |  |  |  |
| I am aware that my cultural background shapes my values, beliefs and assumptions, just as participants’ cultural backgrounds shape theirs. |  |  |  |
| I am aware of gender roles and differences. |  |  |  |
| I encourage all participants to share their experiences and to contribute to group learning. |  |  |  |
| I support all adolescents to participate equally in activities and discussions. |  |  |  |
| I provide adolescents with information about other programmes, services and support that they may benefit from or enjoy. |  |  |  |
| I know how to read and interpret adolescents’ responses, verbal and nonverbal. |  |  |  |
| I understand group dynamics and feel comfortable managing conflicts. |  |  |  |
| I know how to stay in charge, without being overly controlling. |  |  |  |
| I act in a professional, calm manner, even when I feel provoked.  |  |  |  |
| I am comfortable adapting sessions to meet participants’ needs. |  |  |  |
| I encourage adolescents to take on responsibilities, even if that means they perform them in a different way than I do. |  |  |  |
| I understand that the topics addressed during sessions may have an emotional impact on adolescents. |  |  |  |
| I am empathetic and understanding about participants’ emotional reactions and know how to handle them. |  |  |  |
| I know my limits as a facilitator and where to refer adolescents with problems I can’t handle on my own. |  |  |  |
| I can recognise warning signs that adolescents may face risks to their health, protection, safety or wellbeing. |  |  |  |
| I know how to follow reporting and referral procedures (including confidentiality guidelines), and how to connect adolescents to appropriate support and services. |  |  |  |
| My body language and facial expressions are respectful and friendly. |  |  |  |
| I present one idea at a time and show relationships between ideas, summarizing when necessary. |  |  |  |
| I frequently use examples, charts, and visual/audio aids to illustrate my points. |  |  |  |
| I use humour and imagination to keep participants interested. |  |  |  |
| I am aware that I do not know all the answers and am open to learning from participants. |  |  |  |
| I encourage sharing of participants’ knowledge and skills and don’tseek to impress learners with my own knowledge. |  |  |  |
| I challenge participants’ thinking in a supportive and affirmative way. |  |  |  |
| I regularly encourage adolescents to review their group performance. |  |  |  |
| I am receptive to feedback, both informally and through formal evaluation. |  |  |  |