**TOOL: Questions for investigating adolescents**

Use the questions below to help you to design and run an intervention that meets adolescents’ needs and circumstances.

| **Who are the adolescents?****How many adolescents are there?** **Who are the most vulnerable adolescents?*****Insert icon for: Reach out to all adolescents***  | **Collect disaggregated data regarding:*** Number of adolescents (i.e. young people ages 10-17)
* Number of adolescents each age
* Number of adolescent girls and number of boys
* Number of adolescents with disabilities, including disaggregated data on those with mobility, sensory (sight and hearing), and cognitive disabilities
* Number of adolescents from each ethnicity, religion, language group, clan or other important cultural or social group represented in the community
* Number of adolescents from marginalized groups in the community
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| **What kind of humanitarian situation are adolescents in?**  | * What is the nature of the humanitarian crisis (i.e. natural disaster, conflict)?
* How soon after the crisis is it?
* How long is the crisis likely to last?
* What is the security situation?
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| **What kind of challenges do adolescents face?** | * Do adolescent girls and boys face protection challenges? (e.g. separation from their caregivers, child marriage, exploitative labour, violence, recruitment into fighting forces and other risks)?
* What kind of challenges do they face in terms of their basic needs, safety, living conditions and wellbeing?
* Has their education been disrupted?
* What kind of challenges do they face in their families, at school (e.g. bullying), at work, with friends, in romantic relationships?
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| **What kind of family situations do adolescents have?**  | * Are they separated from their caregivers?
* Are they heads of household?
* Are they caring for younger children?
* Are they married?
* Are they parents?
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| **How do adolescents spend their time?**  | **What are adolescents’ daily activities and responsibilities? When are they:*** In school or other education programmes?
* Carrying out household tasks or using facilities (e.g. waiting in line for food or other distributions, fetching water, using toilets/showers, cooking in community kitchens)?
* Accessing services or participating in programmes (e.g. attending health clinics or participating in child protection, education, youth or livelihood initiatives)?
* Playing, socializing, resting, or unoccupied?
* Praying or at religious services?
* Earning income to support themselves or others?

**If adolescents go outside their homes regularly, where do they go?** * What places do adolescents visit regularly?
* Where do they spend their time?
* What routes and transport do they take?
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| **What kind of environment do adolescents live in?**Examine adolescents’ social, cultural and physical environments. | * What are the cultural or social norms of adolescent boys and girls? For example, is it appropriate for adolescent boys and girls to interact?
* What is the relationship between different ethnic, religious, linguistic, clan and other groups? Have any groups been economically, socially or politically marginalized - and how has this affected adolescents?
* Where do adolescents live?
* Which routes are accessible and safe and which are dangerous?
* What forms of transportation are available to them?
* What places pose hazards for adolescents? Where do they feel uncomfortable, unsafe and wish to avoid?
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| **What kind of activities are adolescents interested in?** ***Insert icon for: Let adolescents take the lead*** | * What activities do adolescents enjoy in their daily lives?
* What do they enjoy about those activities? What do they find fun?
* What activities or tasks do they enjoy the least, or find the least helpful or rewarding? Why?
* What new activities would they like to try?
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| **What knowledge and skills do adolescents want to gain?*****Insert icon for: Challenge and encourage adolescents***  | * What knowledge and skills have adolescents gained through school or other education programmes?
* What knowledge and skills have adolescents gained through other activities, including chores and responsibilities, sports, arts, recreation, or their own self-guided learning?
* What new topics interest them?
* What new skills or knowledge would they like to learn? How do they hope these new skills will benefit them?
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| **What kind of relationships do adolescents have?**Note that adolescents in humanitarian contexts may be separated from parents and/or heading households).***Insert icon for: Build connections*** | * How do adolescents relate to their parents or care providers? How do these relationships support them? What tensions or conflicts do they experience?
* How do adolescents relate to others in their families or households, including siblings, grandparents, and extended family members?
* Do adolescents have any trusted friends? When and how do they spend time with them?
* In what ways do they find their interactions with friends and peers helpful and enjoyable? What challenges do they experience in these relationships?
* How do adolescents relate to people from different groups or backgrounds - e.g. the opposite gender, those with or without disabilities, other ethnic or religious groups? What positive interactions and connections have they experienced? What conflicts and tensions?
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| **What are adolescents’ hopes and goals?*****Insert icon for: Build on the positive*** | * What is going well for adolescents in their current circumstances? What positive changes would adolescents like to make in their daily lives?
* What changes would adolescents like to see in their communities and surroundings? How would they like to contribute to these changes?
* What hopes or goals do adolescent have for their futures, including for their families, relationships, communities, societies, economic situations and employment?
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| **Other questions?** | Add any other questions that make sense in your particular context |

*Make sure that you explore the questions with different groups of adolescents (e.g. boys and girls, different age groups, those with disabilities), as their responses may be very different!*