



# Adolescent Supplement

## CARING FOR THE CAREGIVER

### Overview Guide

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The training supplement is designed to be used in conjunction with the CFC Training Package. The CFC Training Package and its associated supplements are a UNICEF-copyrighted intervention and can only be used or adapted, in full or in part, with permission and guidance from the developers. For more information, please contact the Early Childhood Development team or the Adolescent Mental Health Hub at UNICEF Headquarters.

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# An overview of the Adolescent Supplement



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## Vision

The aim and focus of the Adolescent Supplement and guidance underpinning it

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## Content

The module content that has been added and how to use it as part of CFC



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## Training

The training, adaptation and supports needed for users of the Adolescent Supplement



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# The vision of the Adolescent Supplement

Adolescents represent the future. As they develop into adults, they will become the leaders of our communities, the workforce that drives our economies and the parents who will raise the next generation of children.

*Safeguarding adolescents strengthens the future of communities.*

## Why is it important to provide care and support to adolescent caregivers?

A significant threat to adolescent development is adolescent childbearing. There are a multitude of risks and adversities that place young women and their partners at risk of early childbearing. Many of these arise from structural vulnerabilities outside the control of the adolescents themselves, and therefore it is important to engage with empathy. Adolescent caregivers are often isolated from services, have little autonomy or self-determination, and can be disempowered or stigmatized in their closest relationships, including in the relationships they have with frontline workers (FLWs).

*This is a missed opportunity because FLWs are well-positioned to provide much-needed care and support.*



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# What is the aim of the Adolescent Supplement?

## What risks do adolescent caregivers face?

There are common challenge areas faced by adolescent caregivers:

**CHALLENGE AREA 1:** Pregnant adolescents and adolescent caregivers may feel disempowered and isolated, and might need reassurance and encouragement to be comfortable in the counseling setting.

**CHALLENGE AREA 2:** Pregnant adolescents and adolescent caregivers may experience difficulties in their closest relationships because of early childbearing, and may experience harsh treatment because of their situation.

**CHALLENGE AREA 3:** Pregnant adolescents and adolescent caregivers often experience disruptions in their educational journey, limiting their opportunities and leading to little hope for the future.

**CHALLENGE AREA 4:** Pregnant adolescents and adolescent caregivers may be stigmatized when trying to access resources. They may feel intimidated by or be prevented from accessing services.

Over the page we outline the additions we have made to the foundation, implementation and resource module to respond to these challenges.

## Is Caring for the Caregiver (CFC) appropriate for adolescent caregivers?

The Caring for the Caregiver (CFC) package trains FLWs to attend to caregivers' emotional and practical support, to encourage both family and community strengthening, and to advocate for early child development and gender transformation. It targets all caregivers, and the content of CFC is largely suitable for the needs of adolescent caregivers.

However, FLWs could benefit from additional training and supplementary materials to improve their skills, confidence and willingness to counsel adolescent caregivers, their partners and families. They would also benefit from specific tools, key messages and resources designed to address adolescent risks.

The supplement should be used alongside CFC to improve the sensitivity and quality of counseling provided to pregnant and caregiving adolescents.

## What is the aim of the CFC Adolescent Supplement?

The supplement aims to train FLWs in an adolescent-sensitive counseling approach and to provide them with adolescent-friendly tools, activities and content that respond to the unique needs of adolescent caregivers and the risks associated with adolescent caregiving.

# Who is the adolescent caregiver?

Globally, an estimated 16 million adolescents give birth every year. Over 90% of these births are in low- and middle-income countries (LMIC) where there are many adversities and few resources to respond.

In this supplement, we target adolescent caregivers aged 15 to 19 years who are pregnant, or already caring for a young child aged 0 to 2 years.

While female adolescent caregivers experience the highest burden of caregiving, the CFC package and this supplement also targets male adolescent caregivers, who are often excluded from care activities or responsibilities and who, if engaged, could potentially play an important role in their children's lives.

## The needs of younger, highly vulnerable adolescents

Given the risks for child marriage, sexual assault and sexual abuse in many settings, we recognise that FLWs may encounter younger adolescents (11-14 years) who are pregnant, or who have given birth to a child at a very young age.

Childbearing before the age of 15 years confers many health, social and psychological risks and these situations demand a high-level urgent response, including facilitating access to health and child protection services. CFC alone is not an adequate response to these scenarios.

FLWs can use their CFC skills to build rapport, learn the circumstances of the pregnancy, and work collaboratively with these younger caregivers to ensure their safety, but the response should never be limited to only receiving CFC.

The FLW's primary response to these younger, highly vulnerable populations is to ensure their needs are addressed through high-quality referrals. The supplement provides guidance for managing and making referrals.



# Guidance underlying the Adolescent Supplement

The CFC Adolescent Supplement promotes nurturing environments for adolescent caregivers themselves and their children. It aligns with the UNICEF Global Multisectoral Operational Framework for MHPSS by advocating for quality services at home, school and in the community, and by ensuring that adolescents can access relationships that promote inclusion, belonging and agency.

The supplement responds to guidance in the WHO/ UNICEF Helping Adolescents Thrive (HAT) Toolkit, specifically:

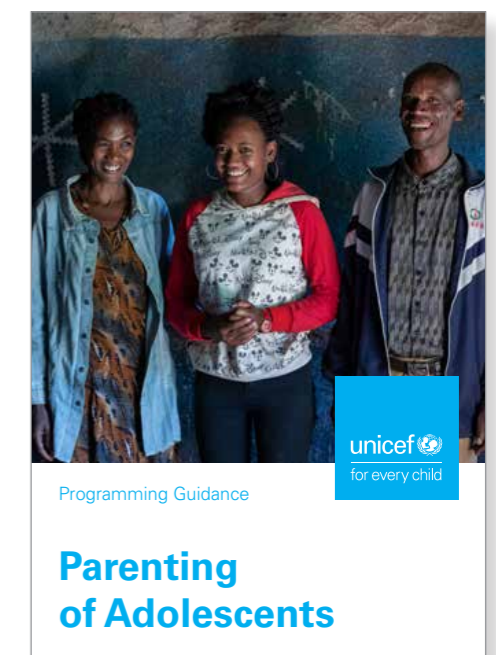
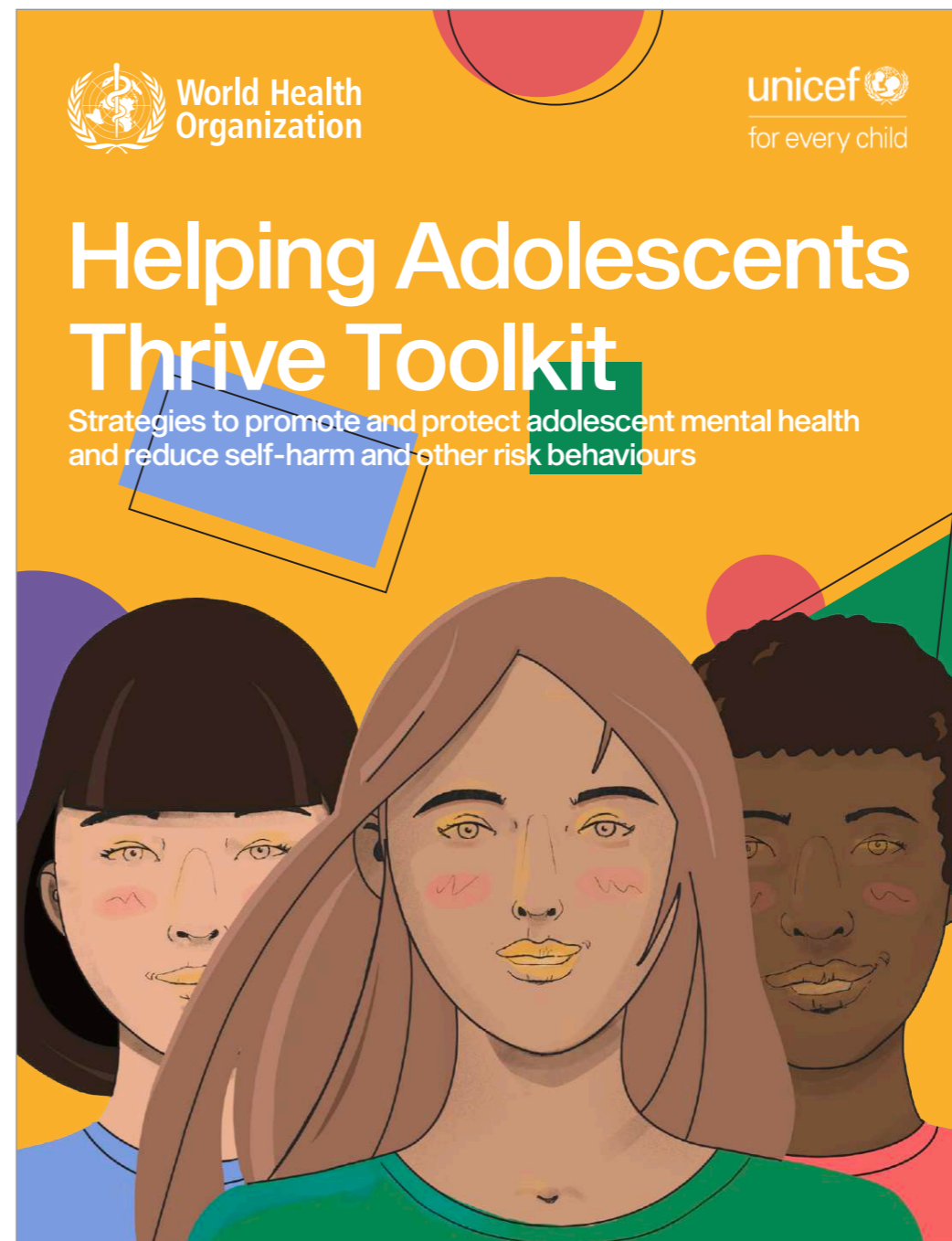
## HAT strategy 3:

It provides universal FLW counseling job aids to promote the engagement of familial co-caregivers to reduce the burden of caregiving on adolescent caregivers.

## HAT Strategy 4:

It provides FLW training in adolescent-sensitive skills that can be used to build trusting relationships and promote the acceptability of psychosocial interventions.

The encouragement of co-caregiving in this supplement is also aligned to the UNICEF Parenting of Adolescents Programming Guidance.



# The content of the Adolescent Supplement

The content of this supplement is designed to be integrated into the existing CFC package, with adjustments made to each of the modules.

1

## FOUNDATION MODULE

### EXPERIENTIAL TRAINING

Participatory training approach to encourage personal reflection and develop an empathetic view of caregivers.

### PRACTICAL TRAINING

Group work using case study methodology encouraging trainees to learn CFC content through practical application.

### PEER SUPERVISION

Peer-led supervisory model mimics case study methodology to maintain fidelity and encourage team work on difficult cases.



Guidance on how to train, learn and supervise FLWs working with adolescent caregivers

2

## INTERVENTION MODULE

### ESSENTIAL SKILLS

#### 1. Build a relationship

A relationship-centered approach to understanding challenges from the caregiver's perspective.

#### 2. Make an assessment

An evaluation approach that collates multiple stressors to identify coping and support strategies.

#### 3. Plan a counseling response

A collaborative approach that follows caregivers lead to ensure commitment to behavior change.

### CFC TOOLKIT

#### Connect cards

Improve understanding of emotional needs and role model self-care and coping behaviors.

#### Support cards

Improve engagement of partners and families to increase support for caregiving.

### KEY MESSAGES

#### Development stage

Build knowledge on common developmental challenges facing caregivers during transitions.

#### Activities

Activities embodying healthy responses to developmental challenges and transitions.



An adolescent-sensitive counseling approach underpinned by the essential skills, with additional tools and key messages

3

## RESOURCE MODULE

### RESOURCES IN HOME

Strengthen capacity for referral, family counseling and education to reduce barriers to caregiving.

### RESOURCES OUTSIDE HOME

Strengthen teamwork and support to create caregiving supports and reduce harmful practices.

### SYSTEM SUPERVISION

Better communication of needs and coordinated efficient responses to common challenges.



A comprehensive set of resources to support adolescent caregiving and to be supported in adolescent work

# Additions to module content

The CFC package has three modules, a foundational module with content for training and supervision, a intervention module with intervention content and a resources module for community mobilization.

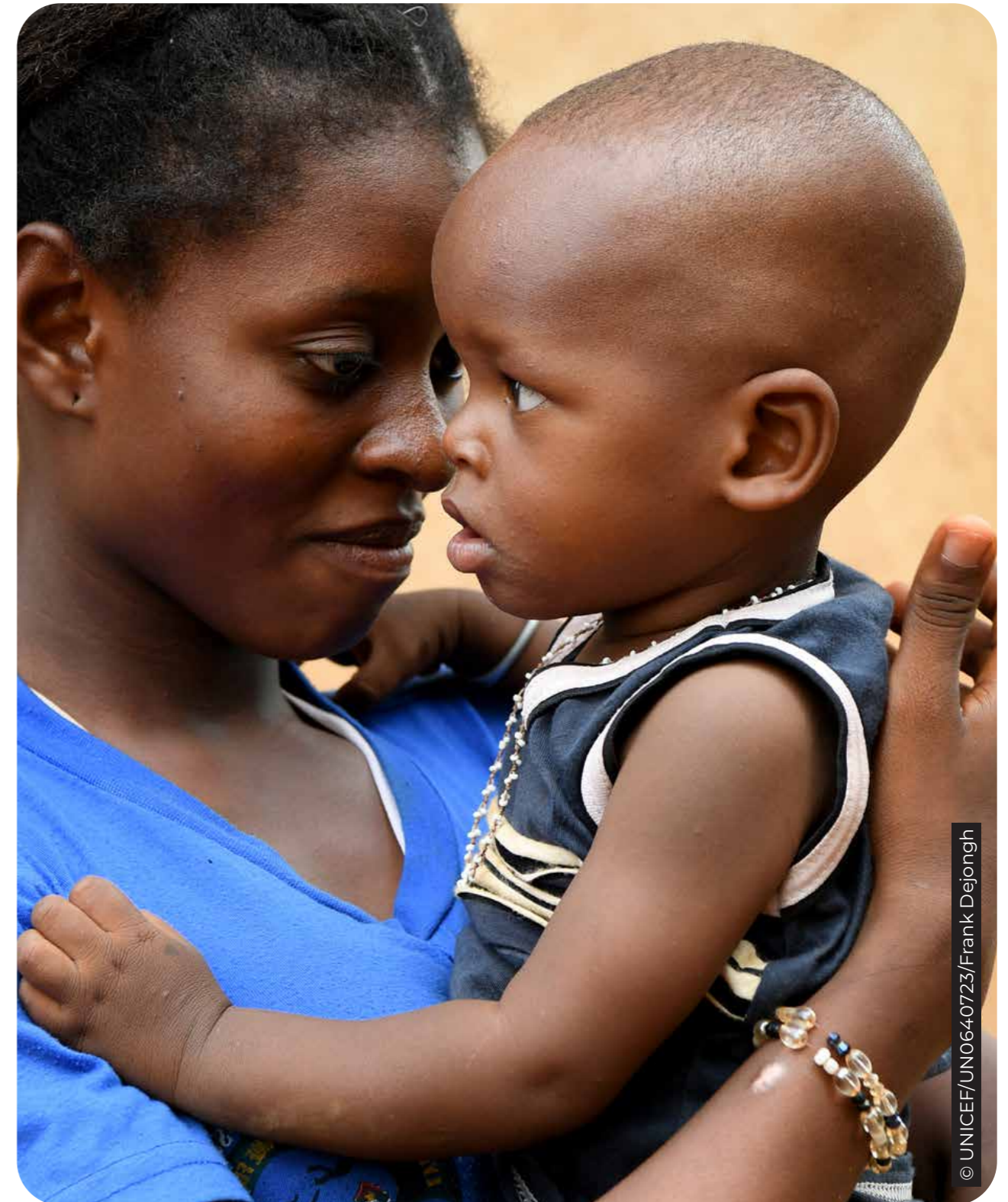
## 1. Foundational module

**Experiential training:** The Adolescent Supplement uses the same training and practical learning approach as the CFC main package. In the training approach section of this overview we provide guidance on how the CFC and adolescent training can be intergrated.

**Adolescent Supplement Training Manual:** This manual provides all the key information needed to understand and train the Adolescent Supplement. It should be used in conjunction with the Facilitator's Guide and Case Studies as a reference for the trainer.

**Facilitator guide:** A step-by-step guide to facilitate the Adolescent Supplement training with experiential activities and links to content. This is used to complement the main package Facilitator's Guide, and it focuses on the additional content provided in the Adolescent Supplement.

**Case studies:** Case studies for the practical training component are included in the Practical Learning section of this manual, the Practical Learning process mirrors that in the main package. This means the worksheets and supervision tools can all be applied to the adolescent content by using the adolescent sensitive case studies.



## 2. Intervention module

The content of all three components of the intervention module (Essential Skills, Toolkit and Key Messages) are supplemented with materials that make CFC more adolescent friendly and sensitive.

**Adolescent Essential Skills cards:** Each essential skill remains as it is in the main package, but we add to this a ‘Step 1’ activity that precedes the use of the existing essential skill card. These consist of a card game, focused on building rapport and developing a positive view of the adolescent (*Get To Know Me*), a storytelling activity focused on demonstrating empathy and constructing a shared narrative of the adolescent caregiving journey to date (*My Pregnancy Story*) and a summation activity to highlight strengths and supports (*My Turning Points*).

The goal of these additions is to make counseling sensitive, interactive, playful and participatory, and to encourage acceptability of co-caregiving support. These activities used together across the counseling session are developmentally sensitive for an adolescent caregiver, allowing the frontline worker to support the adolescent’s learning by scaffolding through each activity, in order to build a coherent picture and jointly decide on a collaborative plan.

**Adolescent playing cards and character cards:** To support these Essential Skill activities, we provide an additional set of playing cards to facilitate discussion, interaction and active participation from the adolescent.

**Adolescent Toolkit cards:** Two additional tools are added – the first one supplements **CONNECT** tools, and can be used to navigate and support caring behavior between adolescents and their co-caregiver (*Praise Me*). The second tool supplements **SUPPORT** tools, and can be used to encourage a future focus amongst adolescents and their co-caregivers (*My Future Life*).

**Adolescent Key Message Booster Puzzles:** These aim to boost the **CFC KEY MESSAGES**, with guidance to support adolescent development at an individual level by encouraging healthy behaviors and access to healthcare, and to develop the adolescent’s caregiving capacities through practical education and promoting co-caregiving and problem-solving. They can be used together with CFC Puzzles, Key Messages and Adolescent Counseling cue cards.

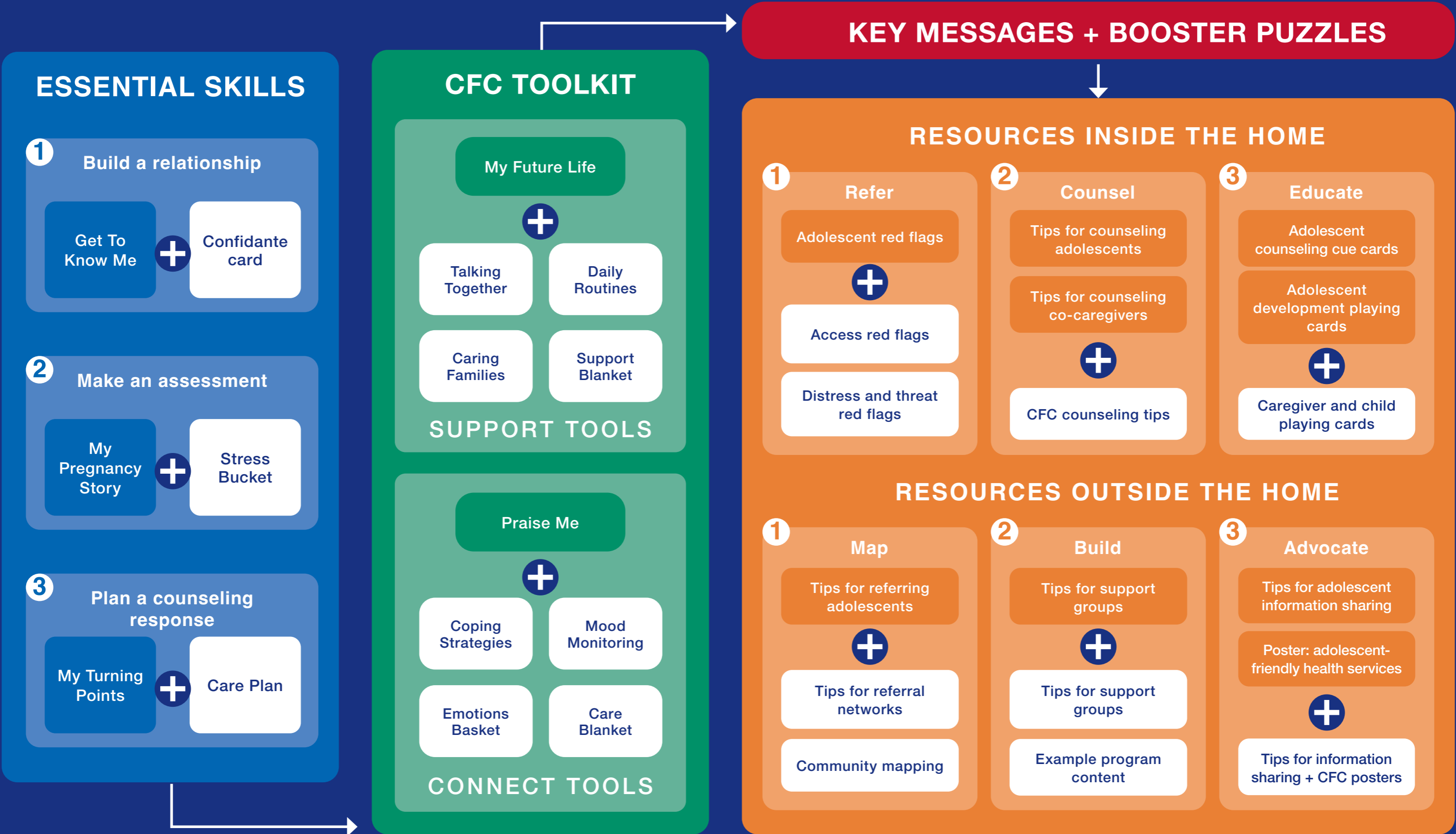
## 3. Resources module

**Tips and resources:** the supplement provides adolescent-sensitive tips and resources to support building and activating resources, both within the home and outside the home.

**Adolescent Developmental playing cards:** Highlight key adolescent developmental milestones and can be used to educate adolescents themselves, or as educational tools for co-caregivers or family.

**Adolescent Counseling cue cards:** Provide talking points for counseling adolescent caregivers’ emotional and health needs.

# ADOLESCENT INTERVENTION OVERVIEW



# The training approach

The Adolescent Supplement training approach uses the same experiential training and practical learning approach as the CFC main package. The supplementary content should not be trained in isolation of the main package content – the full 5-day training is a prerequisite for using the supplement. The approach to training as an ‘add-in’ or ‘add-on’ is based on a number of considerations, outlined in each scenario below.

## Scenario 1: Add-in training

### FLWs have never been trained in CFC, or training is still in the planning phase

The CFC main package 5-day training may be amended to integrate the Adolescent Supplement content if an implementation team thinks this is warranted. This approach is suited for situations where FLWs are in regular contact with adolescent caregivers.

Key recommendations should be met before considering this add-in approach:

1. The CFC trainers should be experienced and confident in the CFC approach, and able to deliver training in an integrated way without compromising the overall training experience.
2. FLWs need to have sufficient literacy skills to manage the additional content delivered through this format.
3. FLWs should have experience working with adolescents and be familiar with the needs of adolescents.



## Scenario 2: Add-on training

### FLWs have already been trained on CFC and are preparing to implement, or are already implementing CFC

This scenario involves an 'add-on' standalone training workshop of 1 to 2 days, which is done after the initial 5 days of training of the main CFC package. It would be best suited for FLWs who have already been trained in, and have been using CFC in the field.



By offering CFC supplementary training as a separate, stand-alone training event, sufficient time can be spent on becoming familiar with the main CFC package before having additional training hours on working with adolescents.

Other situations where a separate training event is warranted includes:

- Where FLWs have lower literacy and need more time to integrate and practice new content, or for those who have less experience working with adolescent populations and need more orientation to their needs.
- Where there are concerns that attitudes towards adolescent caregivers may be negative, and more time is needed for case study work to explore these.
- Where community support for adolescent caregivers is limited, and more time is needed to work through the resources module and plan for resources to be developed.

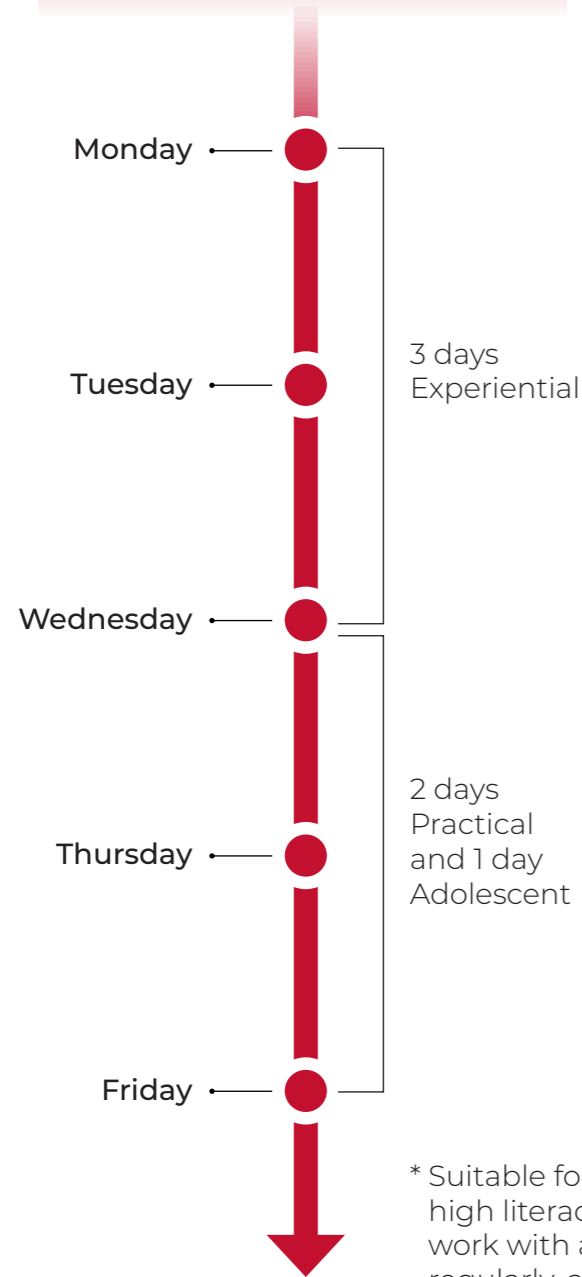
Outside of FLW training, additional situations where the adolescent training content may be beneficial:

- Where orientation training is needed for community leaders or policy makers to sensitize them to the needs of adolescent populations.
- Where ad-hoc training is needed to sensitize service providers in the referral network, so that they are orientated to the adolescent approach and will understand how best to support FLWs in managing referral requests.

# Training timelines and timetable

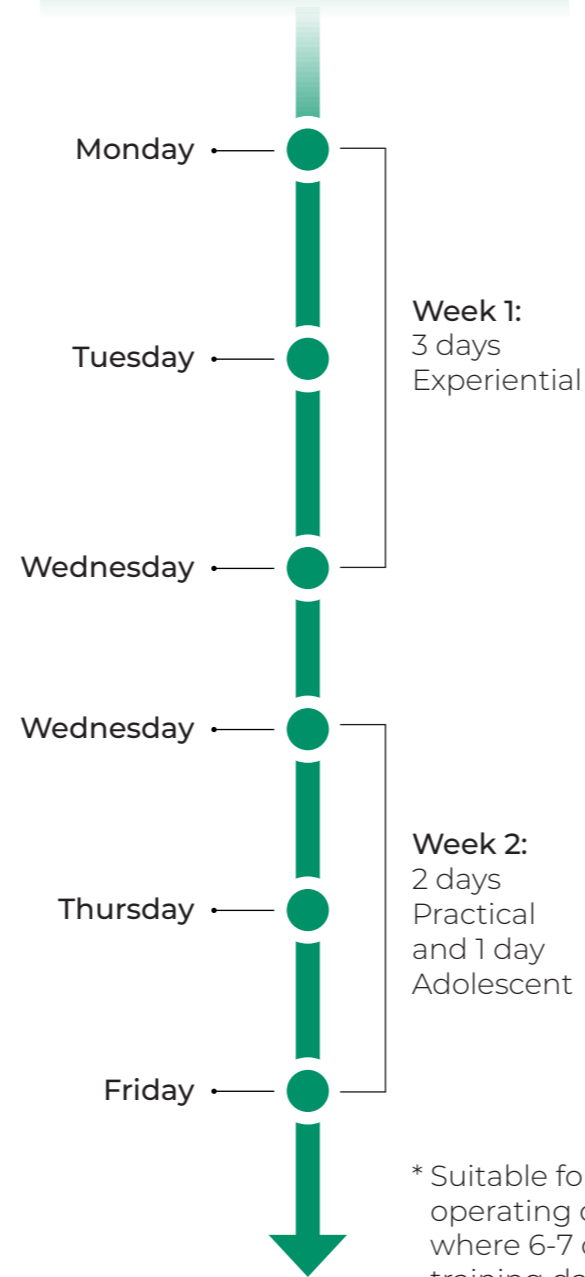
Importantly, as per the adaptation guidance, the CFC 3-day experiential training should never be split, but it is possible to chunk training into two or three events as follows:

## Timeline 1 (training over 1 week)



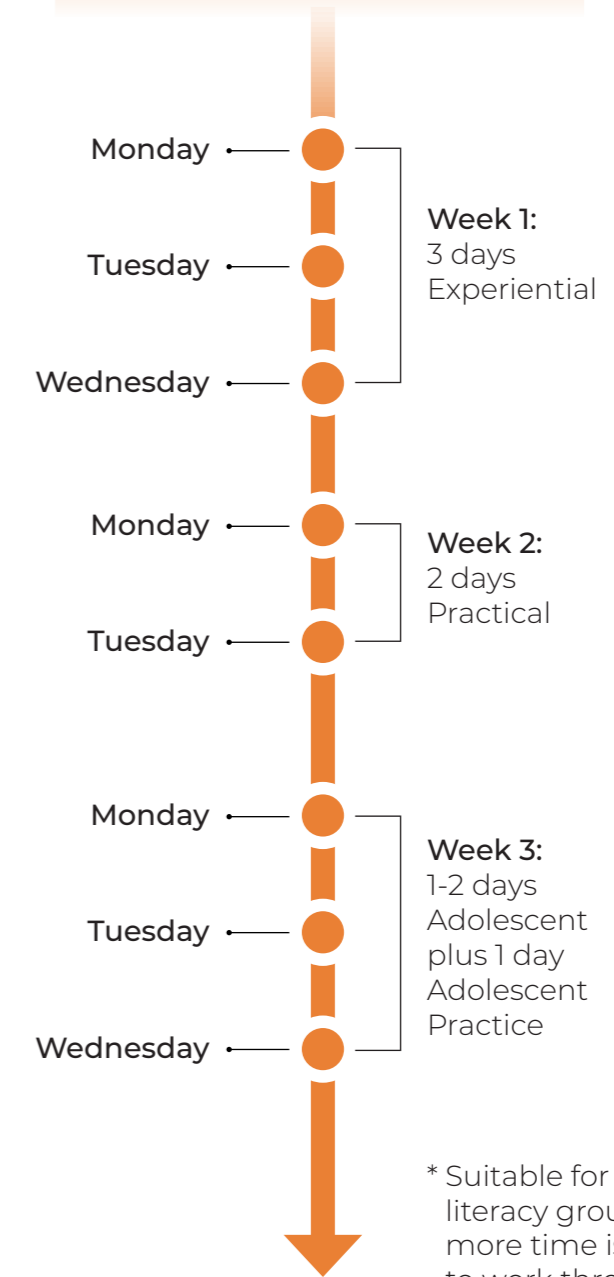
\* Suitable for FLWs with high literacy, who work with adolescent regularly, and an experienced trainer.

## Timeline 2 (training over 2 weeks)



\* Suitable for FLWs operating distantly, where 6-7 consecutive training days are not feasible.

## Timeline 3 (training over 3 weeks)



\* Suitable for lower literacy groups, where more time is needed to work through training content.

## Example 1-day timetable

Session	Timeslot	Description	Duration
Session 1	08:30 – 09:00	Introductions and icebreaker	30 min
Session 2	09:00 – 09:30	Overview CFC Adolescent Supplement	30 min
Session 3	09:30 – 10:30	Essential Skill: CFC Roadmap (20 min) Essential Skill: My Pregnancy Story (20 min) Essential Skill: Get To Know Me card (20 min)	60 min
Break	10:30 – 11:00	Tea	30 min
Session 3	11:00 – 12:00	Connect: Praise Me (20 min) Support: My Future Life (20 min) Resources: Overview of content (20 min)	60 min
Break	12:00 – 13:00	Lunch	60 min
Session 4	13:00 – 14:30	Workshop: Adaptation and implementation	90 min
Break	14:30 – 15:00	Tea	30 min
Session 5	15:00 – 16:00	Workshop: Building community resources	60 min
Session 6	16:00 – 16:30	Summary, action points and closing	30 min



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# Adaptation and support for FLWs

The CFC package includes an adaptation guide to help users understand what parts of CFC content can be adapted and what should be retained for fidelity.

## Essential Skills, Toolkit and Key Messages

The **Adolescent Essential Skills** has additions (*Get To Know Me, My Pregnancy Story, My Turning Points*), designed to ensure that FLWs demonstrate that they are accessible, encourage active engagement, support sharing and focus on strengths.

The **Adolescent Connect and Support Tools** respond to two core counseling gaps, firstly by recognizing the transformative power of praise (*Praise Me*) in the recovery of relationships – which is central to adolescent caregiving – and secondly, by recognizing the importance of helping families and adolescents to envision their future (*My Future Life*) in a positive way.

The **Adolescent Key Messages** highlight two concurrent needs that are important. These are often overlooked, or one might be emphasised at the expense of the other. However, both are helpful in getting adolescents ‘back on track’ after the developmental disruptions linked to early childbearing.

## Adaptation tips

The Essential Skills, Toolkit and Key Messages are ‘need to do’ specific and intentional counseling aids for working with adolescents.

*We do not recommend that they are heavily adjusted or are ever omitted.*

The following adaptations can be considered:

1. Intervention materials can be adjusted to be locally relevant, as long as the activity still meets its intended counseling goal.
2. Key Messages can be supplemented, as long as a balance between individual versus parenting needs is maintained.
3. Adaptors must consider UNICEF guidance on gender-equity, gender-sensitivity and the discouragement of harmful practices when adapting content.
4. Adaptations should consider complementary programming content available for adolescent caregivers before creating new resources.
5. The UNICEF Adolescent Mental Health Hub has approved content that can be integrated with CFC for adolescent caregivers.

It is recommended that adaptations are reviewed and endorsed by UNICEF prior to use.

## Preparation for Implementation

It is important for trainers to provide mentorship and support to supervisors and FLWs around how to prepare for implementation following the training.

Prior to starting to use the Adolescent Supplement, it's important that supervisors and FLWs conduct advocacy at a community level, using the guidance provided in the Resource Toolkit.

This helps to:

- i. identify groups or stakeholders that need in-depth sensitization.
- ii. identify resources and individuals who can become community advocates.
- iii. identify and minimize unexpected negative consequences of counseling for adolescents themselves.

Supervisors and FLWs should engage proactively in assessing what services are in place, and work together to fill gaps. If this is done, it not only helps the adolescent themselves, but empowers FLWs, reduces the stress of dealing with difficult cases and helps to minimize harmful practices in the community.

## Check-ins and supervision

Adolescents face many challenges and can feel despondent and threatened, potentially creating a heightened sense of worry amongst FLWs who counsel them. The need for regular check-in sessions and supervision for FLWs working with adolescent populations is therefore critical.

## Steps to adolescent-sensitive CFC

