Adolescent Kit for Expression and Innovation
Evaluation of Innovation in UNICEF Work
Case Study: Adolescent Kit for Expression and Innovation

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United Nations Children’s Fund
Three United Nations Plaza
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This case study report for the Adolescent Kit for Expression and Innovation is one of thirteen innovation case studies which were conducted as part of a global evaluation titled “Evaluation of innovation in UNICEF work”. The case study component of the evaluation was conducted by Deloitte LLC. The Adolescent Kit for Expression and Innovation case study report was prepared by Edward Thomas, Katherine Arblaster, Ariel Kangasniemi, Laura Maxwell and Adarsh Desai. Beth Plowman, Senior Evaluation Specialist, Evaluation Office led and managed the overall evaluation process in close collaboration with UNICEF Indonesia and the Adolescent Development and Participation Unit.

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For further information, please contact:

Evaluation Office
United Nations Children’s Fund
Three United Nations Plaza
New York, New York 10017
evalhelp@unicef.org

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<tr>
<td>ADAP</td>
<td>Adolescent Development and Participation</td>
</tr>
<tr>
<td>C4D</td>
<td>Communication for Development</td>
</tr>
<tr>
<td>CO</td>
<td>Country Office</td>
</tr>
<tr>
<td>DRR</td>
<td>Disaster Response and Recovery</td>
</tr>
<tr>
<td>ICO</td>
<td>Indonesia Country Office</td>
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<tr>
<td>NGO</td>
<td>Non-Governmental Organization</td>
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<tr>
<td>NTT</td>
<td>Nusa Tenggara Timor</td>
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<tr>
<td>POC</td>
<td>Point of Contact</td>
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<tr>
<td>SD</td>
<td>Supply Division</td>
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<tr>
<td>SP</td>
<td>Strategic Plan</td>
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<tr>
<td>ToT</td>
<td>Training of Trainers</td>
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<td>UN</td>
<td>United Nations</td>
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<tr>
<td>UNICEF</td>
<td>The United Nations Children’s Fund</td>
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<tr>
<td>USAID</td>
<td>The United States Agency for International Development</td>
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EXECUTIVE SUMMARY

Since 2014, UNICEF has embraced innovation as one of its key strategies to achieve results for children. That commitment is reaffirmed in its current Strategic Plan, 2018-2021, and is evident in the organization’s programming and institutional architecture. Indeed, since 2014, significant progress has occurred in a relatively short period of time, backed by clear strategic intent and targeted investment. With the increased foothold of innovation in UNICEF, it is important and timely to take stock of these efforts through high quality evidence to inform decision-making, learning and accountability. In keeping with the need for this evidence, UNICEF conducted a global evaluation of innovation in 2018.

The objective of the global evaluation was to assess UNICEF’s ‘fitness for purpose’ to employ innovation as a key strategy to achieve the outcomes and goals defined in its strategic plans covering the period 2014-2021. A set of innovation case studies was a key element of this global evaluation, along with an organizational assessment and a synthesis project. The case studies were guided by three objectives:

- To provide detailed descriptions of a set of innovations across stages of the development continuum inclusive of contextual influences
- To assess the application of innovation principles or other standards for a set of innovations with particular attention to issues of ownership and scale
- To produce clear conclusions and considerations for policy, strategy and management decisions to further enhance innovation as key change strategy.

Case studies were conducted by Deloitte LLP over the period February 2018-January 2019. Mixed methods were utilized for data collection including key informant interviews, document review and observations in the field.

The innovation case examined in this report concerns the Adolescent Kit for Expression and Innovation. A deliberate human centred design approach was successfully utilized by innovators. Innovators involved in development of the Kit focused first on clearly articulating bottlenecks/problems in reaching adolescents – including collaboration with country offices in Haiti and South Sudan. This enabled the Adolescent Development and Participation (ADAP) unit to design a set of interactive, portable supplies and activities that would, in concept, meet the needs of users. The innovation process built on existing materials and lessons learned, such as Art-in-a-Bag, to leverage expression and innovation activities for a new adolescent audience and develop ‘programming in a box’ that could ideally be used in any global context. However, in an effort to make the Kit fully comprehensive, the technical guidance materials produced, while of high quality, have ultimately made high-fidelity implementation of the Kit challenging for lower capacity partners.

Factors such as supportive leadership, a flexible and engaged donor and passionate innovators enabled ADAP to take risks and minimize the presence of governance challenges that often constrain innovation. Few organizational challenges were faced by innovators during the design process. However, given the departure of consultants involved with the Kit at a critical juncture in its rollout and scaling, efforts to mainstream the Kit within the organization have been highly limited and a clear vision for scale has yet to be articulated.

Considering the limitations of scaling activities conducted to date, long-term stewardship of the Kit remains a challenge. Designers envisioned a new way to continuously iterate and improve the Kit, including guidance and supplies. Enhancements have primarily been conducted by Country Offices (CO) through translation and development of quick guides, with limited ongoing improvement carried out by ADAP at UNICEF Headquarters. While the number of Country Offices purchasing the Kit (at US$202 each) from the Supply Catalogue has grown, efforts to improve the Kit have been constrained by a lack of dedicated resources and vision for scale. Promisingly, new funds will be received for 2018 – 2020 to enable
ADAP to continue to innovate and a new resource dedicated in part to scaling of the Kit will join ADAP in November 2018.

Adaptability of the Kit to country and programming contexts has incentivized uptake by Country Offices. As of Oct 2018, 16 Country Offices were using the Kit to address a variety of health, education and child protection sector challenges in their countries. With respect to outcomes, there are early indications that the development of the Adolescent Kit may have been strategically influential to an increased emphasis on the involvement of adolescents in designing programming that appropriately meets their needs.

 Teams considering integrating human-centred design approaches to innovation should take away a number of lessons learned from the design process undertaken for the Adolescent Kit. With respect to innovation at UNICEF more broadly, emphasis on innovation design principles such as ‘design for the user’ should be enhanced. Further, innovators should, wherever possible, consider focusing on solving one problem at a time. While comprehensive, one-size fits all solutions can be effective in some cases, added complexity to materials can increase the likelihood of encountering challenges during implementation. Finally, UNICEF should continue to encourage and promote innovation within programme division. Programme specialists are critical assets to the organization with respect to identifying potential challenges faced in particular areas of work, both at the Headquarters and Country Office levels.
1. INTRODUCTION

The world is changing faster than ever before, and so too are the challenges facing its most vulnerable. Conflict and displacement, disasters and climate change, urbanization and disease outbreaks are growing increasingly complex and inter-related, demanding new strategies and approaches. Innovation for development – exploring new ways of delivering programmes, with new partners and new technologies – is increasingly recognized as crucial to meeting the Sustainable Development Goals and the promise of the 2030 Agenda for Sustainable Development.

Since 2014, UNICEF embraced innovation as one of its key strategies to achieve results for children. That commitment is reaffirmed in its current Strategic Plan, 2018-2021, and is evident in the organization’s programming and institutional architecture. Indeed, since 2014, significant progress has occurred in a relatively short period of time, backed by clear strategic intent and targeted investment. A number of formal structures have evolved, and new milestones achieved.

With the increased foothold of innovation in UNICEF, it is important and timely to take stock of these efforts through high quality evidence to inform decision-making, learning and accountability. In keeping with the need for this evidence, UNICEF conducted an evaluation of innovation in 2018. The evaluation comes at a time when the organization is considering how best to maximize its resources for innovation and is intended to inform those decisions in an impartial manner, backed by credible evidence.

Three objectives guided the work:

- To provide detailed descriptions of a set of innovations across stages of the development continuum inclusive of contextual influences
- To assess the application of innovation principles or other standards for a set of innovations with particular attention to issues of ownership and scale
- To produce clear conclusions and considerations for policy, strategy and management decisions to further enhance innovation as key change strategy.

Cases are defined as the processes an innovation was identified, developed, tested, implemented and taken to scale along with contextual factors such as underlying organizational and partnership arrangements. The primary audience for the case studies is internal to UNICEF including senior management and programme managers at HQ, regional and country level. Its uses include informing the implementation of the Strategic Plan 2018-2021 particularly the change strategy focused on innovation. UNICEF commissioned Deloitte LLP to conduct thirteen case studies to examine innovation across the spectrum of innovation types, country contexts and internal (UNICEF) and external (partner, supplier) actors.

All case studies were structured around a modified version of the Deloitte Doblin Framework for Innovation. Within this
framework, four thematic dimensions (i.e. approach, organization, resources and capabilities and metrics and incentives) are seen as necessary to enable successful innovation. Case studies employed a mixed methods approach to build a complete picture of the innovation process and identify findings related to these four thematic dimensions. The evaluation team collected qualitative and quantitative data through desktop review, case study informant interviews and field visits. More information on the methods used appears in Annex A. A listing of stakeholders and interviewees appears in Annex B. Documents reviewed appear in Annex C.

The innovation case examined in this report concerns the Adolescent Kit for Expression and Innovation which has utilized a human centred design approach. Innovators involved in the development of the Kit focused first on clearly articulating bottlenecks/problems in reaching adolescents – including collaboration with country offices in Haiti and South Sudan. This enabled the Adolescent Development and Participation (ADAP) unit to design a set of interactive, portable supplies and activities that would, in concept, meet the needs of users. The innovation process built on existing materials and lessons learned, such as Art-in-a-Bag, to leverage expression and innovation activities for a new adolescent audience and develop ‘programming in a box’ that could ideally be used in any global context. However, in an effort to make the Kit fully comprehensive, the technical guidance materials produced, while of high quality, have ultimately made high-fidelity implementation of the Kit challenging for lower capacity partners.

Adaptability of the Kit to country and programming contexts has incentivized uptake by Country Offices. As of Oct 2018, 16 Country Offices were using the Kit to address a variety of health, education and child protection sector challenges in their countries. With respect to outcomes, there are early indications that the development of the Adolescent Kit may have been strategically influential to an increased emphasis on the involvement of adolescents in designing programming that appropriately meets their needs.

This report includes information on the context for the development of the Adolescent Kit (Section 3), the innovation journey (Section 4), field testing (Section 5), findings (Section 6) and considerations for UNICEF and conclusions (Section 7).

2. INNOVATION AT A GLANCE

The Adolescent Kit for Expression and Innovation is a package of technical guidance, tools, activities and physical supplies intended to develop the capacity of adolescents, specifically for those individuals affected by conflict, poverty and other humanitarian crisis. The Kit is offered in a variety of formats, including a physical supply kit (available through the UNICEF supply catalogue, at US$202 plus shipping and handling)1 and digital downloads (open source, publicly available).

Intended innovation outcomes

At the core of the Adolescent Kit is a specific curriculum/pedagogical approach intended to develop and grow a core set of skills for adolescent well-being, covering 10 competencies such as communication and expression and hope for the future and goal setting. Technical guidance materials outline the role of facilitators and coordinators for implementation.

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of the Kit, while supplies and activity cards support engagement with adolescents.

Figure 1. Adolescent Kit competencies

Innovation at work

Adolescents work to develop competencies as a group. They form Adolescent Circles so that they can share and navigate their experiences in a safe space through facilitated activities. Circles meet on a regular basis to participate in a series of sessions, progressing through four phases of work, outlined by the Adolescent Kit. They are a safe space to bring adolescents together on a regular basis to ‘have fun, cope with difficult experiences, learn and work together’.2

- Follow a progressive four-phase cycle that encourages adolescents to establish, practice and build upon skills and competencies through activities;
- Use the formation of groups to design and lead projects to solve problems in their communities as the format by which competencies are developed;
- Can be adult or youth facilitated – depending on circumstances and desired outcomes; and
- Follow a routine format for each Circle session, with facilitators following an eight-step process for Circle formation and closure in each session.

Innovation users

The target users of the Adolescent Kit are ‘anyone wishing to engage with adolescents in humanitarian situations’.2 This could include UNICEF and partner staff, teachers, youth workers, community volunteers and other organizations. User groups outlined directly in the Adolescent Kit include:

- Coordinators, who oversee the strategic direction of the Kit and provide programme management - at UNICEF, this role may be shared by staff in the area of child protection, education and social inclusion working with partners to manage implementation at a local level;
- Facilitators, who lead the adolescents through the Adolescent Kit activities and phases and ultimately determine how the Kit is used during sessions; and,
- Adolescents, who are the beneficiaries of the Adolescent Kit but may also be viewed as users, in the sense that they interact with the supplies within the Kit during facilitated activities.

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2 Source: Adolescent Kit Foundational Guidance Document. (N.d.)
3. CONTEXT FOR DEVELOPMENT OF ADOLESCENT KIT FOR EXPRESSION AND INNOVATION

### Key takeaways

- Engagement with adolescents is critical for ensuring long-term prosperity of children, but has been a historically underrepresented area of programming in the humanitarian sector. This is particularly true in emergency response scenarios.
- Underrepresentation of adolescents in programming has the potential to disrupt the development of healthy and resilient adults and to contribute to instability in local populations.
- Recent strategic directions at UNICEF have emphasized the importance of accelerating programming for and with adolescents and enhancing adolescent participation in planning and decision-making for their future.
- The Adolescent Development and Participation (ADAP) unit at UNICEF embarked on one of the first innovation journeys in this area, ultimately arriving at an innovation that would address the need for programming for and with adolescents in emergency response scenarios.

#### 3.1 Development/humanitarian context

Defined by the United Nations as children and young people between the ages of 10 and 19, adolescents number 1.2 billion in the world and make up 16 per cent of the global population. Adolescents are a substantial demographic in nearly all low- to middle-income countries, particularly in South and East Asia and the Pacific.

The potential consequences of failing to appropriately engage with adolescents are numerous and well-documented. Adolescents in any situation are vulnerable to exposure to a wide variety of health and psychological stressors. Compounded by humanitarian and conflict situations, adolescents can become separated or disengaged from their families and communities, leading to further vulnerability. In these complex situations, adolescents may seek to meet their needs, be it a sense of belonging or simply basic resources, through avenues that are both harmful to themselves and their communities. Adolescents are often left to navigate the bridge between childhood and adulthood alone, without protection and without the psychological and social skills in place to withstand the extreme situations they may find themselves in.

Conversely, adolescents can also play incredibly positive and meaningful roles in their communities. They can act as changemakers and advocates for new solutions in their communities – solutions that are important not only to their age group but also to society at large.

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3 Three overlapping UN definitions exist for individuals in these age groups. For the purpose of the Adolescent Toolkit and this case study, reference will be made to adolescents as people 10 – 19 years of age. Youth are people from 15 – 24 years, and young people, a broader term, refers to people ages 10 – 24 years.
While global fertility continues to decline, and with it, the number of adolescents globally, regional variation in demographics is substantial. Considering that adolescents account for nearly one-fourth of the population in sub-Saharan Africa, with an estimated increase of 70 per cent by 2040, engagement with adolescents in the future will be critical to programming in many parts of the world.4

3.2 Innovation context

UNICEF’s ADAP Section, positioned within Programme Division (PD) at Headquarters, is a small group made up of Headquarters staff. By working with staff across the sectors within the organization and in consultation with partners, they aid in providing the strategic direction of the organization as it relates to the development and participations of adolescents. ADAP owned the design, development and aspects of implementation and scaling of the Adolescent Kit that is currently use. Within Country Offices, Adolescent Specialists collaborate with colleagues across programme areas while also developing adolescent-specific solutions. They aid UNICEF in engaging effectively and meaningfully with adolescents across a variety of programming areas and have been involved in piloting and implementation of the Kit at the local level. Innovation in the area of adolescent programming is not formally assigned to any particular role within the organization. Although the Principles for Digital Development (sometimes referred to as Innovation or Design Principles) that were adopted by UNICEF’s Innovation Unit were intended to guide innovation across the organization, the ADAP Section does not explicitly refer to those principles in the documentation related to the Adolescent Kit.

3.3 UNICEF programme context

Numerous UNICEF personnel have expressed that work in the area of adolescents has been historically limited, in part due to the unique challenges associated with reaching and engaging adolescents. Based on UNICEF’s Programme Guidance for the Second Decade, programming with and for adolescents has been growing; however, ‘actual results for adolescents are difficult to capture’ in part due to a limited framework of indicators as well as the prevalence of project-based programming in this area, ultimately limiting large scale impact.5 This gap in programming for youth ages 10 – 18 presents barriers to UNICEF’s ability to realize the rights of every child.

Looking ahead, an increased focus on adolescents is highlighted in UNICEF’s 2018 – 2021 Strategic Plan, with prominent results on adolescents across the Plan’s five goal areas. Emphasis is placed on communication for development (C4D) and platforms for adolescent participation; however, both non-technology-based forms of adolescent engagement will be necessary during the ‘crucial second decade’ of life. In particular, educational opportunities and skills training are emphasized as critical areas of programming need. A push toward developing those opportunities through consultation with adolescents and a critical need to ‘put adolescents at the centre’ of UNICEF’s work in this area is emphasized in the Adolescent and Youth Engagement Strategic Framework 6 (a guiding document for the upcoming Adolescent Strategy).


### 4. THE INNOVATION JOURNEY FOR THE ADOLESCENT KIT

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<th>Key takeaways</th>
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<tr>
<td>The Adolescent Kit was originally inspired by ‘ready-to-go’ programming and supply kits previously used by UNICEF, such as School-in-a-Box, Art-in-a-Bag, and the Recreation Kit.</td>
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<tr>
<td>The development of the Adolescent Kit involved a highly user-centred approach to design between 2012 and 2016, based on human-centred design principles. The final product thus looked very different than what was likely envisioned in the earliest versions of the Kit.</td>
</tr>
<tr>
<td>The scale of consultation and engagement during design of the Adolescent Kit was substantial, involving participation of both Headquarters and Country Offices, as well as adolescents and partners, in prototyping and piloting.</td>
</tr>
<tr>
<td>Collaboration across UNICEF occurred at multiple points during the innovation process, with meaningful input received through Supply Division, the Innovation Unit (now the Office of Innovation), and numerous programme division staff.</td>
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Following the innovation journey from the earliest conceptualizations of the Kit to the version of the Kit available today is not a straight line from ideation to scale. The concept of the Adolescent Kit, both in the pedagogy and supplies, evolved through a substantial design process of prototyping and piloting undertaken by ADAP, with input from Supply Division, Programme Division, graphic designers, vendors, adolescents and partners. This process took considerable time and effort by UNICEF staff and consultants (Error! Reference source not found. 3). Today, the Kit is being scaled across UNICEF and integrated into country programming worldwide.

#### Needs identification

In the story of a kit incorporating elements of art and expression can be traced back to Aceh, Indonesia. Following the devastating 2005 tsunami and ongoing conflict in the region, UNICEF staff used art and storytelling to help children develop essential coping skills through expression and creativity. Deemed ‘Art-in-a-Bag’, this initial the value of ‘ready-to-go’ programming became immediately evident to a number of UNICEF programmes and demand grew for programming of this nature. Multiple programmes moved ahead to develop their own ‘ready-to-go’ materials, including the UNICEF Child Protection Section and Education Section.7

Identification of gaps in programming for adolescents had already occurred before the development of Art-in-a-Bag. One informant indicated that ADAP had begun development of a variety of materials to serve adolescents in emergencies based on a request from the Liberia Country Office. While those materials were not available for review during this case study, they were described by consultants as requiring further work and vision to be truly effective.

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Recognition and exploration

Creation of a 'child adolescent development kit'

In late 2011, the earliest version of what would eventually become the Adolescent Kit was piloted in Port-aux-Prince, Haiti. The 'child adolescent development kit' included a supply list, an accompanying concept guide and an activity guidebook. It targeted an audience of children from ages 7 - 18. At that time, the Kit had not yet been framed around the development of Adolescent Circles and a focus on specific competencies had not yet been identified. However, numerous mentions of life skills are made in documentation from that period, indicating that even from the earliest stages of development, skills and capacity building through a set of standard activities would be central to the Kit.

During this first pilot, facilitator and train-the-trainer training was provided, with the participation of UNICEF Country Office staff and led by a UNICEF consultant. The report produced by the consultant leading this pilot indicated that, in their opinion, “development of the Kit is 70 per cent ready, but certain aspects still have to be adapted or included”.

Refocusing on adolescent needs through a human-centred design

A number of different storylines converged in 2012, resulting in the re-focusing of the Kit on adolescents and ultimately, integration of a human-centred design approach. In 2012, the ADAP team hired a consultant to take version 0 of the Kit to completion. According to the consultant, this role was envisioned to take “a couple of months”. Around the same time, an opportunity for funding came through the US Fund for UNICEF. Bringing a donor involved in the design of the Art-in-a-Bag materials described earlier, ADAP was asked if they could create a similar Kit for adolescents that could be deployed at a global level. It appears that this was the point of divergence of the Kit from earlier versions.

With 10 years of experience as a teacher and a substantial background working in the field, the consultant assigned to this work recognized an opportunity to enhance the design of the existing materials for users of the Kit and to better address the needs of adolescents beyond simply engagement during emergencies. The consultant also recognized that the ‘daunting’ task of designing the supply kit materials was beyond their area of expertise.

“90% of design thinking has been around for many years – [this case] was putting it all together in a new way, but fundamentally [there is] not a lot that is new.” – Case study informant involved in the innovation process

Based on a recommendation from UNICEF’s Innovation Unit, a design consultant with experience in human centred design was hired in late 2013 to develop a vision and roadmap for the design of the physical supply Kit. According to one informant, the Innovation Unit had previously connected ADAP with a design firm for a limited one-month pro bono design engagement related to the Kit, planting the seed of a human-centred design approach. Hiring of this design coordinator was highly influential to not only the physical supplies but the design approach undertaken for development of the pedagogy and materials.

Development and implementation

Prototyping and piloting of the Kit

Between 2014 and 2016, the Adolescent Kit went through multiple iterations, all based on a design approach that focused on first identifying the needs of users, developing prototypes to meet those needs, testing with users and modifying based on feedback received. Numerous conversations were held with Headquarters programme division staff to understand how their programme needs related to adolescents could be addressed through the Kit. This approach was based on early observations that “we should not start with the supplies”. The “reality [is] that people are not starting from scratch, instead they are integrating it with existing programming”. Pieces of the Kit were developed iteratively and brought to the field for testing and feedback. Feedback commonly centred around constraints related to working with adolescents and previous lessons learned from other supply kits.

The importance of making a kit that was complementary to other available supplies but that was primarily focused on adolescent expression was highlighted as an important theme. Revisions were made to the approach and supply kit, with an increased emphasis on the portability of the supplies and clarity in the goals and objectives of the Adolescent Circles approach.

Meanwhile, consultations were underway with design firms and Supply Division. Matter of Form was engaged to design the visual component of the materials and supply kit, with the intent of creating a “look that would get people excited about using the Kit.” Considering that the Kit would be available on the Supply Catalogue, Supply Division provided input on vendor selection and procurement. During this time, ADAP collaborated with three UNICEF Country Offices to pilot test 50 prototype kits. The versions of the Kit used for those pilots resemble most closely the current Adolescent Kit, incorporating the learnings gathered through country consultations from earlier field visits.

Launch of the Kit for broad organizational use

In March 2016, the Adolescent Kit website launched and the supply kit became available as an item in UNICEF’s supply catalogue. Shortly following this launch, in an effort to encourage use of the Kit by Country Offices, ADAP distributed an email to Regional Offices and Country Offices offering funding for purchase of the physical Kit. According to ADAP, 10 countries responded to that email and received funding for procurement of the Kits from Supply Division.

A distinct boundary between piloting and launch does not appear to exist. Prior to the ‘official’ launch described above, 500 Kits had already been supplied to programmes in Indonesia, Myanmar, South Sudan and Turkey. In fact, the majority of countries where the Adolescent Kit was piloted were named as early adopters of the Kit in donor documents, particularly Indonesia and South Sudan.

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9 Source: Internal UNICEF project planning document. (N.d.), Toward a finalized Adolescent Kit for Expression and Innovation.

10 Source: Email communication sent by ADAP to COs. (2016). Funding Available: the Adolescent Kit for Expression and Innovation.
Scaling up

Scaling up and continuous improvement of the Kit

Early on, ADAP recognized that the innovation process was not complete once the product was developed. Wide institutionalization of the Kit in emergency scenarios and beyond was an early intended outcome. Following the launch of the Adolescent Kit in 2016, scaling up became the focus for ADAP and continues to remain a major focus in 2018 and beyond.

According to ADAP, scaling was initially limited from 2016 – 2017 due to a lack of resources within the team. Shortly following the launch of the Kit the team involved in the development of the Adolescent Kit disbanded. Leadership and staff changes in ADAP occurred. With a small team stretched for resources, an ADAP staff member inherited oversight for the Adolescent Kit. Recognizing the need for focused effort on scaling of the Kit, in 2017, a consultant was hired by ADAP with responsibility and oversight for scaling activities and continual improvement of the Kit.

The version of the Adolescent Kit currently available on Supply Division and online was not designed to be a static, unchanged final product. From the beginning, the intent of customization by programme staff and partners was present. The Kit is currently in use by 16 country offices, who have played a crucial role in mainstreaming the Kit within programming, developing their own strategies for implementation and rollout of the Kit in relevant areas of work.

At Headquarters, continuous improvement of the Kit by ADAP (and supporting materials, such as the website) is beginning, based on feedback received from Country Offices. The majority of feedback has been gathered.
through surveys (in 2016 and 2018\textsuperscript{11}), asking Country Offices to characterize in-country experiences with the Kit, share feedback on its contents and the Adolescent Kit website, and identify positive experiences of adolescents participating in Kit activities. To date, minimal revisions to the technical guidance and physical Kit produced in 2016 have been performed. Instead, the majority of work has centred on making the materials more useable for more country offices. This includes translation of materials into local languages and enhanced guidance around implementation through the development of quick guides and minor improvements to the Adolescent Kit website.\textsuperscript{12}

5. ADOLESCENT KIT FIELD TESTING

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<tr>
<td>• The Adolescent Kit has scaled to a global level and is a popular tool for use by Country Offices in engaging with adolescents.</td>
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<td>• The Adolescent Kit is primarily being used by non-UNICEF staff who are partners in child protection and education programmes.</td>
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<td>• Reception of skills-building activities, particularly in combination with school curricula and adolescent engagement have been positive.</td>
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<td>• Limited capacity of implementing partners and facilitators and a lack of clarity on how to measure outcomes from the use of the Kit are common challenges for users.</td>
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5.1 Implementation of the Adolescent Kit globally

Since its launch in 2016, the scale of use of the Adolescent Kit has grown, expanding from four UNICEF Country Offices in 2016 to 16 in 2018\textsuperscript{11}. According to donor reports, the majority of those Country Offices are using the physical Adolescent Kit, with just two of them relying solely on the digital materials. In total, 1,722 kits have been physically distributed to country offices.\textsuperscript{13}

A few key themes are evident from the use of the Adolescent Kit globally, based on data reported by country offices to ADAP and engagement with a limited number of COs (specifically, Bhutan and Indonesia) during this case study:

• **The majority of use has been in the area of child protection and education.** For education sector, the skills-building approach has been viewed as a potential tool for teachers, counsellors and after-school staff to engage adolescents. Use in a school setting is common. For the child

\textsuperscript{11} Source: Internal ADAP documents from 2016 and 2018, including UNICEF Adolescent Kit Use 2017 – 2018 (2018), Feedback on Kit Use in 2018 (Bhutan, Indonesia, Italy, Macedonia, Pakistan, State of Palestine, Syria, and Turkey), and Adolescent Kit for Expression and Innovation Country Offices Feedback Survey Results (2016).

\textsuperscript{12} Source: Internal ADAP workplan, (2018). Adolescent Kit roll out pan, including website redesign.

protection sector, the Kit is used to address specific child protection and psychosocial support needs, such as child labour, child marriage and the rights of women and girls. While not a broad theme across all Country Offices, the Kit is seen at the intersection of another innovation aimed at adolescents - two country offices integrated the Adolescent Kit into planning and discussion activities related to U-Report.

- **Use of the Adolescent Kit has primarily been carried out by non-UNICEF staff.** UNICEF commonly provides technical support for training of trainers and ongoing guidance. Beyond this support, each Country Office has modified the format for implementation in a slightly different manner. It is challenging to identify the full spectrum of individuals who are responsible for facilitating the use of the Kit in each Country Office. Based on feedback collected in 2018, the majority of facilitators are likely youth volunteers who have received training on the Kit by implementing partners.

- **Countries are customizing their approach, with a main focus on skills-building and enhanced adolescent engagement.** For example, the Pakistan Country Office indicates the Kit is being used as part of a three-pillar regional intervention on adolescent programming (‘Improving Adolescent Lives in South Asia’), tackling the need to engage adolescents as change agents for themselves and their communities. Other complementary pillars relate community support and service provision to adolescents. In other countries, the Kit is being used to enhance the psychosocial skills of adolescents who do not have access to schools or who are considered particularly vulnerable members of communities. Some Country offices appear to be highly prescriptive in the specific activities used with adolescents (common for vulnerable groups or use cases related to health or child marriage), naming specific activities and competencies they want adolescents to develop. Overall, the country and programming context appear to be the common driver of the objectives for which the Kit is being used.

- **The Adolescent Kit is often being used on an ongoing basis within a programme.** Many Country Offices have stated in planning documents a desire to institutionalize the use of the Kit through collaboration with government stakeholders. In particular, the Ministry of Education appears to be a common partner to UNICEF in implementation of the Kit. Use of Kits as a project conducted over a short period of time is not common. This is a departure from the early vision for the Kit as a tool in emergency response scenarios.

5.2 A glimpse into the use of the Adolescent Kit: Indonesia

**Summary of Adolescent Kit activities**

As one of the first pilot countries for the Kit, Indonesia was initially supported through the process of development and implementation by designers of the Kit and global programming staff. To date, Indonesia has used the Adolescent Kit as a tool to complement programming across a variety of thematic areas and it has been mainstreamed into different projects, including child marriage, disaster response and recovery and life skills development (Table 2). The focused use and adaptation of the Adolescent Circles approach is common across all use cases.

Who are the stakeholders involved?

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• **Technical guidance and leadership:** Various UNICEF Indonesia Country Office staff members have worked extensively to provide training to implementing partners, monitor programmes and adapt Adolescent Kit materials for specific programme needs.

• **Implementation partners and program coordination:** Child Fund, Safe School Secretariat (Ministry of Education and Culture) and Pramuka are responsible for implementing or supporting implementation of the programme. In the case of Safe School Secretariat and Pramuka, alignment with government ministries is strong and involvement of government is clearly evident.

• **Additional program coordinators:** Given the geography of Indonesia, additional hyper-local implementing partners have been required to coordinate the use of Adolescent Kits at the village level.

• **Facilitators:** Youth and teachers are facilitators for ongoing Adolescent Circles, while emergency responders are trained facilitators for the use of the Adolescent Kit in specific disaster response activities.

• **Adolescents:** Adolescents ranging from an age of 10 to 19 are involved in Circles, although based on field visit activities and discussion with the Indonesia Country Office, it appears that adolescents younger than 16 are more often involved.

**How is the innovation funded?**

It is challenging to clearly identify the costs associated with implementation, as no consolidated source of funding and spending information was available for this case study.

• **Government funds:** Supply Kits have been purchased by UNICEF for the National Safe School Secretariat, which has self-funded the costs for trainings of an emergency focal point and implementation of Adolescent Kit activity in Bali, during emergencies. It appears an annual budget of three million IDR is allocated for trainings on disaster response and recovery and the Safe School Secretariat will include line items for capacity building on the Adolescent Kit methodologies.\(^{15}\)

• **UNICEF Country Office funds:** Regular resources have been utilized to support implementation of the Kit in a number of circumstances, including child marriage and disaster response and recovery, as well as to pay for translation of materials to Bahasa Indonesia.

• **Other UNICEF funds:** Purchase of Supply Kits was funded by ADAP, through funding provided by UNICEF USA.

• **Donor funds:** The use of Adolescent Circles in disaster response and recovery contexts has been funded by the ING Bank. It appears that the child marriage programme is in part funded by the Thematic Child Protection, PFP, Australian Natcom, and Netherlands Natcom\(^{16}\) – some portion of those funds has likely been employed in the delivery of Adolescent Circles.

5.3 Lessons learned from Indonesia

Based on discussions with UNICEF staff, inputs from translators, teachers, adolescents, village leaders and adolescents living and working in Indonesia, a number of key challenges and opportunities related to the Adolescent Kit were identified during the field visit:

• **Consider the ecosystem:** The country ecosystem is considered highly influential to implementation of the Kit (and in fact, any programme) in the country. All individuals interviewed shared a perspective on Indonesian culture during discussions on this case. Common themes raised were diversity in spoken and written language, geographically distributed villages and a lack of willingness to criticize publicly. It is unclear to what extent the Indonesia Country Office performed ecosystem assessments to understand those factors in advancing of rolling out use of the Kit. It appears the majority of consultation

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occurred during the piloting phase of the Kit. The Indonesia Country Office indicated that prior to initial implementation for use during the piloting stage, they mapped partners and conducted focus group discussions to understand the needs of adolescents.

- **Customize the Supply Kit:** In numerous conversations, UNICEF staff indicated that the cost of the supply kit was prohibitive and that while facilitators and adolescents appreciated the supplies, there was nothing “particularly innovative about the inclusion of markers and paper” in a Kit. In discussion with partners and UNICEF informants, the sequenced approach to bringing adolescents together was identified as the most innovative and important aspect of the Kit (i.e. forming and working through activities as an Adolescent Circle).

When visiting a village where the Circles were held, the Kit was not brought out by the facilitator and it was noted that the Kit was normally locked away. The carrying case for the Kit was identified by two informants as too large for children and was replaced in some cases by UNICEF backpacks. The Indonesia Country Office customized the Kit in other ways – for example, a Quick Guide was developed for easy navigation of all tools in the Kit. In areas where access to supplies may be less of a barrier (such as middle income countries), Country Offices could procure supplies locally and customize them for local needs, while leveraging the Kit for its guidance on circle building and activities.

- **Invest time and effort into building and monitoring the capacity of facilitators:** Aiding adolescents in navigating the Adolescent Kit activities and phases is the main responsibility of the facilitator. This role is a significant undertaking for any experienced facilitator. The effort required is compounded when a facilitator is inexperienced at working with adolescents or speaking in public.

An evaluation of the Adolescent Circles approach was conducted in 2018. For a detailed description of lessons learned and findings related to the Adolescent Kit in the Indonesia Country Office, please refer the 2018 evaluation report.

### Table 1. Overview of Kit in Indonesia

<table>
<thead>
<tr>
<th>Problem</th>
<th>Adolescent Circles to discuss issues of child marriage</th>
<th>Adolescent Circles for disaster response and recovery planning</th>
<th>Adolescent Kit use in additional projects</th>
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<tr>
<td>Despite a legal age of marriage of 16, approximately 1 in 9 Indonesian girls are married before the age of 18. Prevalence is the highest in rural areas, particularly those where child marriage is a deeply entrenched cultural tradition. In those areas, discussions around the issues of child marriage are most challenging.</td>
<td>Exposure to emergencies in the form of natural disasters is a reality of life for many adolescents in Indonesia. Most recently, eruption of Mount Agung in Bali in 2017 left thousands of adolescents displaced from their homes and schools. Indonesia is also highly susceptible to the impacts of climate change caused by extreme weather. These types of disruptions to adolescents’ lives can leave a lasting impact on their learning and growth.</td>
<td>Community digital storytelling: The use of a Community Digital Storytelling approach in the Adolescent Kit activities was piloted in two villages in Lampung. Approximately 10 adolescents were trained on using digital media to create group stories that reflect their opinions on issues related to disaster response and recovery and/or climate change. The group was supported to take photos of the identified issues, record interviews, create group stories that reflect their opinions on issues related to disaster response and recovery and/or climate change.</td>
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Innovative solution

The Country Office sought to change attitudes toward child marriage through engagement with key district decision makers, while being inclusive of adolescent perspectives. The Kit was viewed as a tool that could be adapted for facilitating discussions about child marriage between adolescents in a safe space. Bringing together adolescents in a circle could also offer the opportunity to educate youth on menstrual hygiene management. Circles were used as part of a broader programming effort to strengthen birth registration and prevent child marriage.

Key activities

- Adaptation of activity cards by CO
- Training of trainer (ToT) of community-based partner organizations
- Training of youth facilitators
- Local production of physical Adolescent Kit materials
- Implementation of Adolescent Circles (2 circles per village, with an initial participation of 20 adolescents per Circle), spread out over 16 sessions
- Training of Emergency Focal Points to increase capacity of personnel to implement Kit activities as part of emergency response
- Procurement of Kits for the Safe School Secretariat
- Adaptation of Kit activities to strengthen DRR components
- ToT of local implementing partners
- Child Fund and Gerakan Pramuka
- Training of teachers and local facilitators in the Adolescent Kit by partner organization
- Implementation of Circles in 35 villages

The County Office sought to involve adolescents in disaster risk reduction processes. This involvement could be before an emergency situation (through schools and local villages) or during an emergency (facilitated by emergency focal points). The Adolescent Kit was viewed as a tool through which adolescents could develop meaningful solutions for disaster response and recovery in disaster-prone areas and remain engaged during emergencies, all while building essential skills.

Potential outcomes

- Improved confidence of adolescents and willingness to engage with elders: Facilitators, UNICEF staff, partners and adolescents all identified that many adolescents “found their voices” through the Adolescent Circles. While participants in the Adolescent Circle observed during the field visit were slow to open up with evaluators present, it was evident that when given the opportunity to speak, adolescents were willing to articulate sensitive feelings and thoughts about their communities. The extent to which progress meets the expectations of UNICEF staff and partners is unclear – some informants expressed that they felt there was very little progress of adolescents given the amount of time they had spent in the Circles.

- New avenues for connections with locals: ChildFund and its network of local civil society organizations were responsible for implementation of the Adolescent Circles at the village level. This partnership appears to have given UNICEF access to village leaders and other local voices that could contribute to information gathering.

5.4 Potential outcomes

This case study did not attempt to rigorously measure outcomes or impacts from innovation through a structured framework. Instead, the focus of this work was on identifying examples of outcomes and on understanding how outcomes had been considered during the innovation process. With that in mind, potential outcomes identified and observed from the work conducted in Indonesia include:

- **Strengthened capacity of teachers, facilitators and implementing partners:** Through the use of a systematic pedagogy for engaging adolescents, teachers, facilitators and implementing partners, all stated that they had gained a deeper understanding of how to work with adolescents. Teachers interviewed in Kupang stated that they had learned to become “less rigid” with adolescents and were considering how they could apply a teaching approach that builds/elaborates on topics in a set sequence and encourages interaction with and between learners in their regular curriculum activities.

- **Life skills curriculum:** In partnership with the District and Provincial Education Departments in two provinces, as well as teacher training college (STKIP). UNICEF has implemented a life skills education project targeting in- and out-of-school adolescents in Papua and West Papua. The subject of life skills is part of the formal curriculum. The Indonesia Country Office has identified potential for the Adolescent Kit activities to be integrated into the project.

- **Improved confidence of adolescents and willingness to engage with elders:** Facilitators, UNICEF staff, partners and adolescents all identified that many adolescents “found their voices” through the Adolescent Circles. While participants in the Adolescent Circle observed during the field visit were slow to open up with evaluators present, it was evident that when given the opportunity to speak, adolescents were willing to articulate sensitive feelings and thoughts about their communities. The extent to which progress meets the expectations of UNICEF staff and partners is unclear – some informants expressed that they felt there was very little progress of adolescents given the amount of time they had spent in the Circles.

- **New avenues for connections with locals:** ChildFund and its network of local civil society organizations were responsible for implementation of the Adolescent Circles at the village level. This partnership appears to have given UNICEF access to village leaders and other local voices that could contribute to information gathering.
activities. For example, the regional adolescent programming lead, who accompanied evaluators on this visit, was able to gain new insights into important issues such as child labour. UNICEF staff and partners expressed that there was generally very little community resistance to Adolescent Circles. For countries where UNICEF may not be well-connected to hyper-local government, the Adolescent Kit could be an effective and relatively uncontroversial avenue of entry into more challenging programming areas.

- **New solutions for adolescents and communities:** Oeletsala village in Nusa Tenggara Timor (NTT) has been highlighted as an outstanding example of what can be accomplished through the Adolescent Circles approach. There, adolescents were troubled by the issue of a long annual dry season. They identified that being required to collect water each morning and evening was causing them to be late to school and cutting back on their recreational time with friends. Following the activities outlined in the taking action phase of the Circle, the Adolescents ultimately settled on the solution of installing a water pump in the centre of their village. Using a cardboard prototype, they presented the idea to their village leader, who was so impressed by the idea that he chose to allocate village funds to build a pump house.

This extraordinary instance of adolescents and a village leader having the courage to come together to tackle an important issue presents a compelling story behind the Adolescent Circles. It also demonstrates the importance of two conditions that can be challenging to nurture: a support community and a highly capable youth facilitator.

Less evidence is available to indicate that specific skills/competencies outlined within the Adolescent Kit have been developed by adolescents participating in Adolescent Circles. There is an inherent assumption that through circle building and the activities included in the Kit, adolescents will come to develop the 10 competencies. However, very few methods are available to measure the growth of those competencies. In the limited time that was spent with adolescents, it wasn’t clear how adolescents had grown beyond being more willing to speak in public.
6 FINDINGS

Key takeaway

- The Kit is innovation for a number of reasons. As an innovation, the Kit provides the first systematic, ‘ready-to-go’ approach to engagement with adolescents with emphasis on expression and creativity as a programming tool. As an innovation process, the Kit was leading in its use of a human-centred design methodology that considered all aspects of the adolescent audience (from their gender to their abilities/disabilities).
- The Adolescent Kit was intended to address a broad spectrum of issues related to engagement of adolescents, particularly during emergency scenarios, although consideration of other scenarios is evident in the guidance materials and through discussions with users.
- The innovation process for the Adolescent Kit was described as a challenging but rewarding one by innovation participants. The conditions at UNICEF during which the Adolescent Kit was created involved a ‘perfect storm’ of enablers, including strong leadership support, a flexible and highly engaged donor, effective working relationships between innovators and apparent consensus around the need for more attention in the area of adolescents.
- Implementation, scaling, and sustainability of the Adolescent Kit was an underemphasized aspect of the innovation design process, with the majority of effort and resources directed to the creation of a compelling set of materials and supplies, with the idea that these would form a pull mechanism for Country Office use.
- The Kit’s use in non-emergency scenarios lessens the need for and value of a physical supply kit.

6.1 Innovation in concept

This innovation case study sought to answer a number of key questions about how innovation was approached by UNICEF. This section outlines responses to critical evaluation framework questions related to the innovation approach undertaken during the development of the Adolescent Kit. It also highlights factors that influenced the innovation process undertaken by UNICEF, including relevant organization factors, such as leadership, incentives and resources for innovation.

Approach

Focusing on problems before solutions was critical to developing an output that can be mainstreamed into programming; however, it has contributed to an overly complex end product. No one single problem was the target of this innovation. Rather, the Adolescent Kit was conceptualized to solve a number of problems simultaneously by offering ‘ready-to-go’ programming that will keep children ages 10 to 19 occupied in emergencies and actively contribute to building life skills and resilience. It is the first kit of its kind to target adolescents using a capacity and skills-building approach. It is important to note that the focus of the Adolescent Kit evolved throughout the innovation process. Rather than being a direct response to a single problem identified early on in the innovation process, problems were surfaced through exploration with Country Offices, programme division staff, partners and adolescents. The problems identified through the development of the Kit include:

- Limited protection and engagement of adolescents in emergencies: Gaps in programming for adolescents in emergencies have been recognized as a known challenge for UNICEF. A recent review of programming guidelines for Adolescents and Youth in Emergencies found that the vast majority of material for programming relates to primary-school age children. Despite the psychosocial needs


of adolescents in emergencies, staff and literature indicate that the bulk of resources and effort in emergency situations has been focused on urgent health and nutrition needs of the youngest children.\(^\text{19}\) A 2004 request from the Liberia Country Office for materials to engage adolescents in the midst of the ongoing civil war was the trigger point for ADAP to start considering the development of some form of ready-to-go programming.

- **Lack of knowledge and expertise related to programming for adolescents across programme divisions:** As an advisor to other programme sections on topics related to adolescents, ADAP perceived limited capacity of staff to deploy programming to adolescents. This was considered to be caused in part by a lack of materials or knowledge about the specific needs of adolescents and best approaches to engage them. The use of a physical supply kit was thus conceptualized as a ‘pull’ mechanism to attract both UNICEF staff and adolescents to set up and participate in adolescent programming. It was intended to complement the comprehensive pedagogy outlining how to reach, engage and motivate adolescents. Together, they were viewed as a single source of programming that could be deployed by any user, in a manner that is adaptable to user and country needs and that could provide guidance for working with and for adolescents.

- **Limited opportunities for participation of adolescents in planning and decision-making for their futures:** The role of adolescents as positive forces in their communities is not historically well-documented and has often been overlooked in developmental programming. Despite adolescents’ right to share and have their opinions listened to on matters that could affect them,\(^\text{20}\) ADAP staff have noted that opportunities for them to do so are limited. Lack of programming is also reflected in the limited number of UNICEF Country Offices engaged in activities to support the participation of adolescents in national planning and development processes.\(^\text{21}\)

- **Lack of materials offering art and expression as a programming tool:** Use of storytelling and art as an avenue for engaging with children drove the focus on the aspect of ‘Expression and Innovation’ included in the Kit. In the 2012 funding proposal, expression and exploration by children are identified as “integral to the life skills they need to understand and navigate the world around them”. The proposal goes on to identify that there are gaps in resources available to “address [these] needs that are well recognized as priorities”. ADAP staff indicated that while other ‘ready-to-go’ programmes such as School-in-a-Box included supplies such as chalk and paper, they did not encourage participants to put the full extent of their creativity to use.

While focusing on specific challenges has positive implications for the success of mainstreaming, it has contributed to the complexity of the materials. In an attempt to solve all the above problems simultaneously, there is a dilution effect, with the Kit addressing each challenge in part but failing to adequately address a single challenge completely.

**Building off existing materials and lessons learned led to a more cohesive end product:** The Adolescent Kit is classified as a process

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Innovative processes are more challenging to distinguish than other types of innovation, due to the nature of UNICEF’s highly adaptable approach in Country Offices. A process innovation typically deviates from commonly accepted ways of carrying out work and enables wider and enhanced programmatic impacts. Process and methodological innovation has not received as much attention by UNICEF as innovations involving the use of technology. This is reflected in expressions of surprise from staff and consultants involved in the design and implementation of the Kit that it had been selected for an innovation case study. Prior to the development of the Kit, engagement with adolescents during emergencies was described by ADAP as being carried out on an “ad hoc basis”. The availability of a rigorous pedagogical approach, technical guidance and accompanying supply materials has allowed UNICEF to approach engagement with adolescents on a more systematic basis. This included:

- **Integration of expression and innovation into programming for adolescents**: As discussed previously, use of art and creativity as tools is not new at UNICEF. However, the establishment of a systematic pedagogy that would reach adolescents in forms that would be engaging to them is a unique differentiator of the Kit. Asking adolescents to iterate through their own innovation process, ultimately arriving at potential solutions for their communities, is a unique tool for engagement not previously available in formal programming guidance.

- **Tailoring an existing approach to a new ‘market’**: ‘Programming-in-a-box’ is not a new concept at UNICEF. However, the Adolescent Kit is the first programme-in-a-box specifically designed to target the underserved adolescent programming market at UNICEF. The Adolescent Kit was intended from early on to complement UNICEF’s existing Kits in emergency programming (which primarily target younger children, such as School-in-a-Box).

UNICEF effectively utilized and embedded a deliberative and explicit human-centred design approach. The process by which the Adolescent Kit was developed can be considered innovative for UNICEF. Based on human-centred design principles, this formal approach to designing programming had not been made explicit in the creation of materials of this type. It is relevant to note that many UNICEF staff interviewed stated that UNICEF has always taken an approach very similar to human-centred design, particularly at the Country Office level. In discussions around programming at UNICEF, there is an inherent intent evident to engage children and their communities before designing solutions for them. However, following a rigorous design approach that encapsulated all aspects of the Kit (not simply the pedagogy but also the supply materials) and the ability of UNICEF to rapidly pivot based on feedback from users set this design process apart. A human-centred design approach did not begin and end with the supply kit. Explicit references to consulting with adolescents about the guidance materials included in the Kit clearly indicate that this concept is intended to be deeply embedded in the implementation approach.

**Engagement with adolescents through problem identification and design was critical, but design was unable to solve for all limitations of individual country ecosystems.** End users were influential to the ultimate design of the innovation, in particular the supply kit and pedagogy. Considering that Country Office field personnel and partners could be potential end users of the Kit, co-creation with the UNCEF Indonesia Country Office was emphasized throughout the innovation process. Specifically, UNICEF staff and partners in Jakarta, Indonesia, and those based in internally displaced persons camps in South Sudan, were consulted extensively during early prototyping. Field-tests were conducted in Bhutan, Jordan, Kosovo, Myanmar and the State of Palestine.

The Kit was originally designed to be customizable and adaptable to specific country and humanitarian contexts, providing a general pedagogy and groups of activities for adolescents to follow but not outlining the specific topics that Adolescent Circles should
focus on across the four phases of work. Guidance within the Kit encourages people implementing the Kit to consider their own country context before engaging with adolescents. Customization can take the form of translation into native languages, modification and/or addition of activities based on adolescent feedback and addition of new content tailored for specific programme outcomes (e.g., HIV/AIDS education). Customization of the Adolescent Kit by individual Country Offices is evident, including translations of the Kit (such as translation to Bahasa Indonesia) and development of navigation tools, such as quick guides).

Despite substantial engagement with users, much of the design process appears to have focused around the needs of adolescents as opposed to users. This is reflected in those aspects of the Kit that are currently considered limitations with respect to implementation, such as the cost of implementation and materials, limited capacity of local implementing partners and facilitators to use guidance materials and difficulty in implementation in non-emergency programming contexts.

**No clear vision for the Adolescent Kit at scale has been articulated at UNICEF.** Based on discussions with case study informants, no one single common definition of success for this innovation has emerged. Typically, when discussing success, informants involved in the design process have been focused on outputs of the innovation process, such as completing planned activities for the pilot and launch of the Kit, as opposed to outcomes from the use of the Kit. The primary measures of success presented to the donor by ADAP are the number of adolescents reached and the number of Adolescent Kits purchased from supply catalogue. Other measures of success suggested by other case study informants also relate to scale, such as the number of downloads and number of programme areas using the Adolescent Kit.

With respect to the ideal future state of the Adolescent Kit, most discussions around the innovation emphasized a strong desire for increased mainstreaming of adolescent programming at UNICEF. Informants in the design process commonly referred to the capacity of the Kit to enhance the consideration and integration of adolescents into UNICEF’s planning and engagement of children in emergencies and beyond as an important aspect of the Kit. Thus, it is possible that the ideal future state of this innovation “at scale” is not simply the use of the Kit. Instead, it may be time and extent of use needed to catalyse shifts in perception of UNICEF personnel toward adolescent programming.

Success could be defined as a future where the Adolescent Kit is viewed as simply another avenue by which to approach adolescent-centred programming. In this way, success for the innovation is then partially defined by the demonstration of an adolescent-centred design process.

**Organization**

Leadership at ADAP was highly engaged and supportive throughout the innovation process. Based on interviews with innovation participants and a review of mission reports produced throughout the innovation process, it is evident that leadership at ADAP viewed this project as a clear avenue through which ADAP could encourage greater consideration of adolescents in the design of programming at UNICEF. Leadership was open to a new process by which to innovate and provided innovators room to test and explore.

This translated to empowerment of consultants throughout the project. Despite holding consultancy roles, consultants appear to have been treated more like UNICEF staff. By being given a high level of responsibility by leadership to determine the innovation process and output, it is evident that consultants were empowered in their roles and more invested in the project’s success.

**Challenges associated with governance of innovation did not emerge during the design of the Adolescent Kit, in part due to the highly consultative process undertaken.** UNICEF global, regional and country office staff and consultants, local partners, design firms and adolescents were involved in the design of the Adolescent Kit. UNICEF’s ADAP unit, with
technical input from other programme divisions, including those involved in the Peacebuilding, Education and Advocacy (PBEA) programme, was responsible for all decision-making during design. Requirements for supplies available on supply catalogue were determined by Supply Division, who had ultimate authority over the addition of the Kit to the catalogue. The core donor had some influence over the direction of the Adolescent Kit’s design, particularly the level of emphasis on art and expression, but did not have final decision-making authority over the Kit.

UNICEF country office staff, local NGO partners, and government partners are responsible for the implementation of the Adolescent Kit, with UNICEF global playing a stewardship and advocate role from headquarters. Individual country offices and other potential users (such as UNICEF partners or other user groups, such as schools and non-UNICEF partner NGOs) have ultimate decision-making authority over whether to purchase the Kit and implement it in their programming. Within the country offices, programme unit leads would likely be the individuals with decision-making authority over whether to integrate the use of the Kit in programming. There is a high likelihood that this varies across country offices.

Based on discussions with case study informants, no one single common definition of success for this innovation has emerged. Typically, when discussing success, informants involved in the design process have been focused on outputs of the innovation process, such as completing planned activities for the pilot and launch of the Kit, as opposed to outcomes from the use of the Kit. The primary measures of success presented to the donor by ADAP are the number of adolescents reached and number of Adolescent Kits purchased from supply catalogue. Other measures of success suggested by other case study informants also relate to scale, such as the number of downloads and number of programme areas using the Adolescent Kit.

Collaborative relationships with motivated country offices led to positive contributions during the innovation process. Based on mission reports, increased resources in any form for adolescents was highlighted as a critical need and a reason for support from most country offices. In Jordan and South Sudan specifically, there was evident alignment to work already underway. In Jordan, a Life Skills Manual had been developed and in South Sudan, a Peacebuilding, Education and Advocacy Programme (PBEA) was considering the need for greater psychosocial support for children. This translated to enthusiasm and ultimately support in the form of mission planning and engagement with local partners by country office staff during the majority of field visits conducted throughout the design phase.

In addition to strong buy-in and alignment of programmes to the vision and objectives of the Kit, positive collaborative relationships and effective communication between ADAP and country offices was highlighted as a key enabler. While there was potential for ADAP to, in their words, “become a burden” to country offices, the team involved in the innovation process demonstrated attention to the constraints of country office personnel. For example, reporting templates developed for 2015 pilots clearly identified that ADAP would support country office teams in gathering information. Feedback received from country offices through mission reports also indicate an overall positive working environment between ADAP headquarters staff and collaborating country offices.

The presence of innovation-friendly spaces in which to test and iterate enabled the innovation to develop with limited fear of failure. Pilots with country offices in Indonesia and South Sudan were catalysed by the availability of safe spaces for innovation – in Indonesia, the Innovation Lab and in South Sudan, the Innovation Café. With explicit links to innovation, the perception of many innovation participants is that those spaces allowed participants to take greater risks than otherwise possible within country offices. It is clear that they helped to establish stronger links between ADAP and country offices, with the Office of Innovation acting as a helpful intermediary. There were instances of criticism from individuals with the organization – particularly at Headquarters, where given the nature of process innovation, many individuals
felt that “what we do is innovative … why are we not being recognized”. However, conducting research in these spaces has protected the Adolescent Kit from allowing this criticism to become deconstructive of the innovation process.

Resources and capabilities

Long term stewardship of the Adolescent Kit and supplies remains a challenge due to human resources. Considering that the Kit was developed by ADAP, for use by programmes, ownership of the Supply Kit and guidance materials by ADAP organically emerged during the design process. Today, both Global Headquarters and individual users can carry out improvement of the Kit; however, the version of the Kit available online and in the supply catalogue serves as the ‘master’ template for use and is currently owned by ADAP and cannot be modified by other users. Following launch, iteration and continuous improvement of the Adolescent Kit on a regular basis was identified as a key activity. Some enhancements to the Kit through the development of supporting materials have been undertaken, for example, the addition of a quick guide in 2016 after the Indonesia Country Office identified a need to orient new users to the substantial volume of guidance documents included in the Kit. How-to assembly videos also were created to support country offices worldwide. However, no updates to the Adolescent Kit technical guidance or supplies have been made at a global level. Future modifications to the Supply Kit, if they are desired, will be challenging given the substantial time and effort involved in procurement and approval of materials listed in the Supply Catalogue.

Limited timelines and conflicting objectives were driven by reliance on donor funding. Funding for the development of the Kit was provided in 2012. As with any work in this space, with funding and donor came expectations with respect to timelines and outputs. As an organization for the arts, the donor had high expectations with respect to the level of integration of arts into the Kit. Innovation participants felt pressure throughout the innovation process to more heavily emphasize aspects of art, despite the perception by ADAP that a more holistic approach including skills-building was needed. This perception was based on extensive engagement with country offices. Naming of the Adolescent Kit in particular was highlighted as a challenge – while the Kit was referred to as ‘Art-in-a-Box’ by the donor, it was perceived by UNICEF as something “much more than this”.

Limited resources within the ADAP team have led to reliance on consultants and staff turnover will challenge scalability and sustainability. ADAP is a relatively small team compared to other cross-cutting sections within UNICEF. Utilizing consultants to design the Adolescent Kit was necessary. While not explicitly identified as a problem during the innovation process, the small size of the ADAP team is a clear limitation to enhancing focus on adolescents within programme division. Further, departure of consultants on a regular basis is evident and could lead to a loss of institutional knowledge. The original consultants involved in the design of the Adolescent Kit have been engaged by individual country offices for some implementation or for development of similar Kits and as such remain linked into UNICEF and support of the Kit. However, staff turnover appears to be high within ADAP, presenting a risk to sustainability of the Kit at the level of ADAP. ADAP recognizes this challenge and has fully committed to the scaling of the Kit. ADAP has indicated funds were secured from the original donor in late 2018 for two additional years.
Additional funding, as well as an increased emphasis on the second decade of life across UNICEF, are likely to enable greater work in this area going forward.

**Use of programming in a box has potential to alleviate reliance on individual ADAP resources.** While not specifically highlighted as an initial objective for the Kit or through interviews with informants, it is evident the Adolescent Kit has potential to demonstrate value by limiting reliance on a small number of ADAP specialists, both globally and in-country. The Kit is intended to provide at least a basic level of understanding around strategies for consulting and working with adolescents. This could empower non-specialists in UNICEF to better support the integration of programming by and for adolescents into partner agendas. Given the early stage of mainstreaming of the Kit into UNICEF and the ongoing capacity building needed to implement the Kit, understanding the value for money of a ‘programming-in-a-box’ approach will require further inquiry.

**No clear vision for the Adolescent Kit at scale has been articulated at UNICEF.** Based on discussions with case study informants, no one single common definition of success for this innovation has emerged. Typically, when discussing success, informants involved in the design process have been focused on outputs of the innovation process, such as completing planned activities for the pilot and launch of the Kit, as opposed to outcomes from the use of the Kit. The primary measures of success presented to the donor by ADAP are the number of adolescents reached and number of Adolescent Kits purchased from the supply catalogue. Other measures of success suggested by other case study informants also relate to scale, such as the number of downloads and number of programme areas using the Adolescent Kit.

Lack of a specific vision for the Kit at scale limits the ability of ADAP to direct and focus resources where they are needed. The Adolescent Kit at scale could involve increased mainstreaming of other adolescent programming at UNICEF. It is evident from discussions with nearly all users of the Kit and innovation process participants that there is desire for greater engagement with adolescents by UNICEF. Informants in the design process commonly referred to the capacity of the Kit to enhance the consideration and integration of adolescents into UNICEF’s planning and engagement of children in emergencies and beyond as an important aspect of the Kit. Success appears to be defined in part as a future where the Adolescent Kit is viewed as simply another avenue by which to approach adolescent-centred programming. In this way, success for the innovation is then partially defined by the demonstration of an adolescent-centred design process. Thus, scale could be defined by a careful consideration of the potential length of time and extent use needed to catalyse shifts in perception of UNICEF personnel toward adolescent programming.

**Incentives and outcomes**

**Procurement practices were a barrier during the innovation process, despite incentives for uptake of the Kit during launch.** ADAP strongly influenced early scaling of the Kit through the piloting phase and by incentivizing uptake of the Kit through funding for supplies. However, procurement of materials through Supply Division is associated with a variety of defined policies and practices. Those policies and practices can often be perceived as being in conflict with the rapid pace and iterative approach taken by innovators. In the case of the Adolescent Kit, policies related to vendor selection, housing the Kit, and aspects of supply assessments such as safety assessments for pencil crayons, delayed progress of the Supply Kit. In advance of launch, a threshold for purchases was in place before any kits could be produced by the vendor. Despite a desire to purchase supply kits for country offices to reach this threshold, a lack of mechanisms by which headquarter could order supplies caused further delays. Ultimately, ADAP was able to distribute funding to country offices, upon receipt of which they could then order Kits. Some country offices were also able to produce kits locally at a reduced cost, bypassing some procurement processes at the global level.

**Adaptability of the Kit to country and programming contexts has incentivized uptake**
by country offices. Steps taken by Indonesia to customize and adapt the pedagogy of the Kit for specific programming needs can be considered an aspect of the overall 'innovation' process for the Kit. While the physical Kit and guidance materials developed by UNICEF Headquarters are utilized by Indonesia, a substantial amount of innovation, time, effort and resources have been independently directed by the Indonesia Country Office toward further developing the Adolescent Circles approach. Feedback from UNICEF staff indicates that the Adolescent Kit materials were highly adaptable for their needs.

There are early indications that development of the Adolescent Kit was strategically influential at UNICEF. The highly consultative approach undertaken with adolescents is considered by some to be influential in UNICEF’s strategic planning around adolescent engagement. The strategic role of the Kit was borne out in recent strategic documentation. Adolescent-centred design approaches to engagement in the Adolescent and Youth Engagement Strategic Framework are emphasized at multiple points in the report, referencing a need for a “shift in the engagement model... that brings young people themselves more fully into the process.” While no explicit links to the Adolescent Kit are evident, there is clear alignment of language with that used during the innovation process for the Kit.

6.2 Innovation in practice

This innovation case study sought to answer a number of key questions about how the innovation has been taken to scale at UNICEF. This section outlines responses to critical evaluation framework questions related to scaling and implementation of the Adolescent Kit by users. It also highlights factors that influenced the implementation of the Kit within countries, including highlighting critical challenges across the four dimensions of innovation.

Approach

Use of the Kit in non-emergency contexts is a deviation from the original intent of the design. For example, there is limited guidance on how to use and adapt the Adolescent Kit for situations where adolescents are geographically spread out in different communities, as opposed to located in a central point like a refugee camp. Further, a lack of available translations in languages beyond English and French has been a significant limiting factor for use of the Adolescent Kit. Limited resources were available for multiple translations prior to launch, despite the intent for use in a variety of non-English/French contexts.

It is unclear to what extent country offices are consulting and co-designing with adolescents when planning programmes using the Kit. Due to the limited scope of this case study and the early stage at which most country offices are in implementation, further work will need to be done to understand the specific objectives of the use of the Adolescent Kit. In particular, it is unclear to what extent country offices are consulting with adolescents to design their approach to implementation. An adolescent-centred approach is an aspect heavily emphasized in guidance documents for the Kit and highly influential to the overall design process for the Kit. Some country offices have used a piloting approach to the implementation of the Kit with a small number of partners and targeted adolescents prior to full implementation. It is possible that those country offices are consulting with adolescents about what they like (versus dislike) about the use of the Kit. However, little information has been collected with respect to the theory of implementation by country offices. Based on discussions with facilitators and partners in Indonesia, very little of the guidance identifying how to engage adolescents, particularly the most vulnerable, has been understood and applied.

Organization

Ownership of implementation has presented a complex challenge. A clear ownership model for implementation did not emerge during the innovation design process. The most explicit statements around ownership made in documentation are in reference to the desired audience of the technical guidance documents. Those refer to ownership of management and implementation of the
Adolescent Kit as responsibilities of the Programme Coordinator. The role of the Programme Coordinator is left undefined, likely deliberately, to allow for flexibility of use. Commonly, ownership of the implementation of the Adolescent Kit is shared by numerous partners at the level of a country office. Typically, a national UNICEF programme unit will identify a potential use case for the Adolescent Kit in their programming and assign the role of Programme Coordinator to a local implementing partner, providing funding for them to do so. However, ambiguity in this role is evident across country offices that have implemented the Adolescent Kit. To some users, it is unclear who is responsible for monitoring and evaluation activities. Involvement of government partners in the implementation process further complicates issues of ownership.

Resources and capabilities

There is limited evidence of consideration of the capacity of implementing partners and facilitators. There are aspects of the Kit that have not sufficiently considered the potential differences in capacity of users. It is unclear how design of the facilitator’s guidance materials considered reading comprehension and abilities of youth facilitators, who are responsible for leading adolescents through the Adolescent Kit activities. Feedback received during field missions to South Sudan indicates that innovators were aware of the limitations of trainers and facilitators. A coordinators guidance document was later developed to address some of the gaps related to insufficient guidance around integrating a programme for adolescents into existing activities. However, given its addition later on in the process, it is probable that limited time and resources to validate with implementing partners meant this guidance was insufficient for its desired purpose.

The cost of purchasing and implementing Adolescent Kits can be a strain on country office resources. Development of the Supply Kit considered the necessity of the Kit to be cost-effective for purchase by the country offices. There was a need to balance cost-effectiveness with UNICEF Supply Division policies for procurement. No information was provided for this case related to the cost of each item included in the Supply Kit; however, the overall price of the Kit is high. During the design process, digital materials were produced but the majority of the focus of the design process was on the usability of the physical materials. Considering that country offices are nearly always limited in terms of the purchase of non-essential supplies, and also considering that many supplies are available locally at a lower cost, it is unclear how cost factored into the design of the Supply Kit. Feedback received from country offices indicates that the digital materials, include website, have been difficult to navigate, further reflecting greater need for attention in this area during the design process.

Further to the design of the Kit, implementation of the Adolescent Kit, either through existing programming or new programming, requires substantial human resources. In particular, train-the-trainer activities for implementing partners and training of facilitators by implementing partners are resource intensive. There is minimal evidence demonstrating that resources for implementation of the Adolescent Kit by users were considered in detail during design.

Incentives and outcomes

‘Beneficiaries’ can be successful innovators. While adolescent-led solutions are an outcome identified in the Adolescent Kit materials, solutions as an outcome receive lower emphasis than the building of adolescent skills. The role of adolescents as innovators was identified early on as a critical programming tool by Indonesia and there are successful instances of adolescents arriving at and advocating for their community-based solutions.

Innovations may gain momentum before impact is proven. Use of the Adolescent Kit in Indonesia and other countries grew quickly following the initial piloting activities. The fact that the Adolescent Kit was mainstreamed into multiple programmes before a full evaluation of initial Adolescent Kit activities could be conducted meant that lessons learned from earlier pilots were not documented. Lessons were informally or
anecdotally shared among UNICEF staff and with partners. This is of particular concern considering the use of the Kit within formal learning curricula in schools. However, there is some evidence to indicate that the rapid mainstreaming of the Adolescent Kit into UNICEF programmes without this period of reflection has meant that early practices (and Kit materials) could not be systematically improved, meaning some challenges reoccurred in multiple instances of use (for example, the limited capacity of partners and facilitators).

**It is currently challenging to measure outcomes for adolescents.** While there are numerous references to the skills-building and competencies of adolescents within the materials provided, informants involved in implementation rarely referred to improved capacity of the adolescents in specific competency areas outlined within the Kit. Instead, they identified the positive impact participation in groups of fellow adolescents can have on the lives of adolescents, be that through growing their confidence when speaking in front of groups of peers and adults, providing them a meaningful way in which to participate in their communities or nurturing communities through providing new avenues for friendships.

One common criticism of the Adolescent Kit from users is the limited availability of metrics for measuring success. Within the Programme Coordinator’s guidance materials, guidelines are provided for capturing self-reported outcomes by adolescents and assessing them quantitatively.

### 7 CONCLUSIONS AND CONSIDERATIONS

Working with community service organizations, government, other NGOs, and partners will be critical to achieving success with adolescents going forward. As reflected by the positive statements of partners engaged with UNICEF in the use of the Adolescent Kit, having ready-to-use programming that is deliberately tailored to the needs of adolescents can build the confidence and skills of partners, facilitators and youth. While the process of innovation needed to develop the Adolescent Kit required substantial time and effort, the presence of passionate innovators, collaborative relationships with country offices and a supportive and engaged donor contributed to a positive process of innovation through human centred-design. The ultimate product – the Adolescent Kit, including supplies and technical guidance – is a visually appealing, albeit costly, resource available to country offices. By virtue of its presence on Supply Catalogue, country offices now have a new avenue through which to equip partners and staff looking to increase their capacity to work with adolescents.

Despite extensive effort to develop an easy to use but also comprehensive Supply Kit, the design process for guidance materials, particularly materials aimed at partners, did not fully consider the needs of programme coordinators, implementers, evaluators, and most importantly, youth facilitators. Going forward, ADAP will likely need to provide more support and expertise to country offices in order to successfully guide them through application of the Kit. In particular, ADAP may need to consider entry points beyond child protection and education and the development of simplified technical guidance materials and generic implementation workplans. Further, a limited ability to assess the progress of adolescents on the core competencies emphasized in the Kit could limit ADAP’s ability to measure outcomes for participants, as has currently been observed in Indonesia. Taken together, these findings indicate that consideration of the ecosystem needed to support implementation and scale of an innovation should be given equal importance to the identification of a need and design of a solution.

In February 2018, UNICEF’s new executive director emphasized the importance of support to adolescents. In her opening
statement, she indicated that “[UNICEF] cannot in good conscience invest in the first years of children’s lives and assume this will be sufficient to secure their long-term prosperity.” Her words reflected a call to do more to address the second decade of life in the organization, “investing in the whole child, throughout their whole childhoods.” With a growing strategic emphasis on skills-building of adolescents, tools like the Adolescent Kit, designed for and with adolescents, can enable UNICEF to rise to the challenge of engaging effectively with this age group. As evidenced by identification of a need and ultimately the installation of a water pump devised by one Circle, adolescents are not the only group benefiting from the use of the Kit. Communities can also be improved when adolescents are given the opportunity to voice their opinions, share experiences and develop the skills needed to work effectively together toward shared goals. In this way, innovations such as the Adolescent Kit can act as catalysts for broader change, both within communities and in how UNICEF designs solutions to serve the needs of children and adolescents.

Table 1. Practical considerations for the Adolescent Kit

| **Articulate clear objectives and desired outcomes for scaling** | Scaling activities to date have focused on the number of offices using the Kit and the number of adolescents benefiting from its use. An additional approach, which is more likely to produce the desired outcomes for children, would be to increase focus on improving the quality of implementation where the Kit has already been used. ADAP could also consider developing metrics for scaling related to the diversity of programmes utilizing the Kit, particularly considering that use has been concentrated in the child protection and education sectors, where entry points may be most obvious. |
| **Develop a common monitoring and evaluation framework for the Adolescent Kit** | A clear results framework articulating the desired outcomes and specific metrics for the 10 competencies developed by the Kit is required in order to demonstrate value to partners and donors and identify opportunities for improved implementation. Lessons could be drawn from psychology and therapy programmes, which share the aspects of skills-building and coping skills. Entry and exit questionnaires for facilitators and youth or situational-based assessments could also be employed. |
| **Develop implementation guidance materials and share more user stories** | Further materials are required that outline the resources and timelines required for implementation, provide a generic workplan for UNICEF country offices to base individual workplans on for implementation, identify common implementation challenges and share best practices from across the country offices. Understanding that the effort involved in developing these materials may be substantial, a positive first step could be sharing of implementation stories by individual country offices on a regular basis through the Adolescent Kit website. |
| **Create simplified versions of the Adolescent Kit guidance materials** | ADAP could consider offering an Adolescent Kit-lite, for those users who are unlikely to read foundational, facilitators and coordinators guidance materials. While this would likely involve removing some contextual content related to working with adolescents, it could improve the users’ ability to understand materials and the ability of country offices to carry out translation activities. As removing some materials could negatively impact overall quality of programming, it is recommended that consultations (or even a brief survey) with UNICEF partners and adolescents currently using the Kit be conducted to identify those aspects that are confusing or unnecessary. |

| **Assess the capacity of partners and facilitators prior to implementation and modify Kit materials as needed** | Barring the availability of a simplified adolescent kit, country offices should assess the capacity of partners and facilitators before providing training or materials. In particular, understanding the reading comprehension and previous experience in facilitating groups of adolescents will inform how the country office should modify materials for partners. |
| **Set up a community of practice for users of the Kit** | Country offices want to understand how their peers are using the Adolescent Kit but currently do not have a platform for sharing such information. Equally, adolescents involved in Circles have expressed interest in communication with Circles in other regions or countries. UNICEF could utilize a simple digital forum for sharing of knowledge country offices, and in the future, consider avenues through which to connect adolescents (such as via U-Report). |

Table 2. Innovation at UNICEF

| **Identify and state the environments in which an innovation is best suited** | As demonstrated by the variety of experiences country offices have had in implementing the Kit, and the specific challenges experienced by the Indonesia Country Office, it is apparent the innovation, ‘as is’, may not be appropriate for all use cases and cultural contexts. Innovators should consider categorizing different use cases by programming types and implementing partner scenarios and identifying influential societal and cultural factors related to particular aspects of use, based on learnings from pilots. Innovators can then identify the potential conditions under which use of the Kit might be most appropriate for country offices. |
| **Focus on the problem and the user above all other factors** | A user-centred design approach that begins with identifying programming challenges appears to be highly successful for scaling and mainstreaming. Innovators should remain engaged with users through the design process and focus on understanding the problem at hand. |
| **Solve for one problem at a time** | Starting small with a process innovation can help to focus user-design activities and resources. The Adolescent Kit has been deemed too complex by some users, in part due to the broad spectrum of problems the Kit was designed to address. |
| **Encourage innovation within programme division** | Programme staff are some of UNICEF’s most valuable assets when it comes to identifying potential challenges for children and engaging with local users and partners. Innovation within programmes should be encouraged by leadership not only at the level of Headquarters, but also within country offices. |
| **Consider the capacity of implementing partners when developing process innovations** | When a process-based innovation is designed, engagement with potential implementing partners through pilots is just one step of the process for creating a user-friendly product. Innovators should consider the variety of levels of capacity users are likely to encounter. This could involve outreach activities to previous partners who were deemed to have low capacity, to understand their challenges in implementing new innovations. If capacity of partners is unknown or overall low, simplicity of use and implementation are more necessary than completeness of content. |
ANNEX A: METHODOLOGY

Case study objectives

Innovation is perceived at United Nations International Children’s Fund (UNICEF) as a strategy for tackling complex challenges faced by children around the world. For this reason, UNICEF identifies, tests and uses innovations to accelerate results that reduce inequities for children and to foster high-quality evidence for decision-making, learning and accountability.

Deloitte was engaged by UNICEF to conduct case studies to examine innovation across the spectrum of innovation types, country contexts and internal (UNICEF) and external (partner) actors. Cases are descriptive and explanatory, identifying how the innovation process has played out in single instances and surfacing key issues, challenges and successes. During scoping and development of the Terms of Reference for this evaluation, cases were selected by the UNICEF EO through a multi-step approach. While diversity across cases was considered as a factor for selection, the sample selected was not intended to be fully representative of innovation at UNICEF. Therefore, the primary focus of this case is to understand the process of innovation for the Adolescent Kit for Expression and Innovation23 (“the Kit” or “Adolescent Kit”).

Evaluation framework

Evaluation questions were structured around a modified version of the Deloitte Doblin Framework for Innovation (Error! Reference source not found.5). Within this framework, the approach to innovation must be enabled by the organization, its resources and capabilities and aligned with incentives and metrics. These four thematic dimensions – approach, organization, resources and capabilities and incentives – highlight the four elements that need to be considered in order to enable successful innovation. They are complementary to UNICEF’s Design Principles, which are intended to guide the innovation process for all innovation work at UNICEF.

Data collection approach

Deloitte employed a mixed methods approach to build a complete picture of the innovation process and identify findings related to the four thematic dimensions from the evaluation framework. Both qualitative and quantitative data was collected through desktop review, case study informant interviews and observations of the Adolescent Kit in the field.

Desktop review

- Primary and secondary sources. Conducted reviews of mission reports, presentations, workplans, conceptual notes, Adolescent Kit technical guidance materials, evaluation reports, implementation materials and UNICEF-led surveys of country offices (COs) using the Kit.
- High-level ecosystem scan. Reviewed specific reports, adolescent programming and Indonesia Country Office reports to understand contextual factors.

23 In Indonesia, the Adolescent Kit is referred to as the Adolescent Circles approach (Lingkar Remaja). For simplicity, this case study will use these terms interchangeably.
Engagement with stakeholders

- **Interviews.** Conducted semi-structured, one-on-one interviews, guided by interview protocols, with Adolescent Development and Participation (ADAP) staff and consultants (current and past consultants), previous ADAP leadership, UNICEF Indonesia Country Office staff and consultants, Indonesian implementation partners, and other country offices using the Kit (total of 33 case study informants).
- **Observations.** Joined field visits in the Kupang region for an ongoing evaluation of the Adolescent Circles approach, meeting with implementation partners, youth, school facilitators, adult community members and UNICEF staff.

The analytical techniques employed to triangulate data for this case study included:

- Content analysis and thematic coding of qualitative data against relevant evaluation research questions, with the intent of understanding initial themes and patterns in data;
- Reconstruction of the Innovation Pathway, based on implicit or explicit activities and assumptions, in order to describe innovation intent and contextual factors at a country level;
- Mapping of innovation stakeholders and identification of roles, actions, motives and incentives, to understand how the innovation was designed and for whom, and to inform the influence of human and organizational factors of success;
- Mapping of stakeholder perspectives to examine degree of consistency between stakeholder perspectives across standard questions; and,
- Desktop comparisons of innovation with those of alternative or similar projects (where appropriate), to explore the value proposition of innovation.

Description of field visit activities

A field visit to Indonesia was conducted by an evaluation team member from 24 to 31 May, 2018. Scheduling of the visit was carried out by UNICEF Indonesia based on guidance documents from the evaluation team outlining the desired list of stakeholders for engagement.

An evaluation of the Adolescent Circles approach in Indonesia had been commissioned by UNICEF Indonesia and was already underway during the evaluation team’s visit. Efforts were made to reduce overlap with the ongoing evaluation, with the primary focus on understanding challenges related to implementation of ADAP’s Adolescent Kit; however, there was some replication of evaluation activities.

Key activities conducted in Indonesia are outlined below. Where interviews were conducted in Bahasa Indonesia, translation was provided by hired translator.

- **Visits to villages in Kupang District, Indonesia:** Team members accompanied the evaluator and UNICEF team members to Kupang and surrounding villages (Oebelo and Olesala), engaging with youth, village leaders and partners on topics relevant to the innovation case study.
- **Visit to UNICEF implementing partners:** The evaluation team met with two implementing partners: ChildFund and Gerakan Pramuka.
- **Visit to UNICEF Country Office.**

Limitations of this case study

- **This case does not systematically assess the impacts or outcomes of innovation.** This case has captured perspectives on potential outcomes and impacts of innovations, when appropriate. However, given the early stage of scaling, limited scope of engagement and rapid approach to conducting these cases, the evaluation does not make objective conclusions on outcomes or impacts related to the Kit.

- **A single case is not representative of the total population of innovations at UNICEF.** The sampling methodology for selection of cases (the number, type and field visit locations) is not randomized and, due to the highly qualitative and contextual nature of case studies, findings from this case
are not generalizable to innovation at UNICEF as a whole. As such, cross-case analysis performed by UNICEF should be done with consideration of this limitation.

- **Field visits were intended to reflect a given innovation, as opposed to the UNICEF country programme, and represent only a single use case of the Kit in detail.** As such, these case studies will not make conclusions on specific Country Office innovation processes and will not make inferences around Country Office implementation of Design Principles. Selection of Indonesia at the country for field visit was not based on a systematic approach to sampling from Country Offices that have implemented the Kit. For a detailed evaluation of Indonesia's approach to Adolescent Circles, please refer to the report ‘Assessing the methodology for adolescent engagement’.

- **Due to the nature of innovation, it is expected that some innovations will continue to evolve during case study implementation.** This case presents a reconstruction of the innovation process up to June 2018. Future activities and priorities shared by stakeholders will be captured but cases will not strive to make forward-looking statements or conclusions.

- **Limited engagement with Country Offices.** Due to recent surveys conducted with Country Offices by ADAP, surveys were not employed as a methodology for engaging with them for this case study. As a result, the evaluation team relied upon the availability of individuals for one-on-one interviews. Given limited time to conduct outreach and the summer period, only one Country Office beyond Indonesia was directly engaged for interviews. Survey data shared by the Country Offices directly with the ADAP team was leveraged for feedback, but may not reflect the full spectrum of activities and any potential challenges faced during implementation, given that feedback was non-confidential.

- **Limited formal documentation and budgetary information from design process.** Due to staff turnover following the launch of the Adolescent Kit, the available documentation from the innovation process is limited. It is unclear to what extent the documentation provided is a complete representation of all documents developed during the innovation process. Further, the majority of documentation received was developed and used by innovators, is informally structured and may be positively biased. As a result, to fill a number of gaps, this evaluation relied on the self-reporting of innovation process activities by previous UNICEF staff and consultants directly involved.

- **Potential for bias from case study informants.** Due to the limited scope of field activities, this evaluation collected feedback from adolescents and partners who benefited directly or indirectly in the project. Similar to limitations outlined with the evaluation report for the Adolescent Circles in Indonesia, participating adolescents and partners may hold different perspectives from the non-participating groups.

- **During field visit activities, UNICEF staff accompanied the case study team member during discussions with adolescents, partners and facilitators.** It is possible that this influenced the opinions expressed by stakeholders. Overall, based on discussions with the UNICEF Indonesia Country Office, Indonesian culture contributes to a reluctance to express any non-positive feedback directly.

Due to the limited nature of this case study, perceptions of stakeholders who were not involved in the process of developing the Adolescent Kit for Expression and Innovation were not engaged. As a result, perspectives of individuals with a vested interest in framing the innovation process positively are primarily presented.
ANNEX B: LIST OF STAKEHOLDERS ENGAGED

- **ADAP UNICEF staff and consultants** (current and former) (five informants)
- **Indonesia Country Office UNICEF staff and consultants** (current) (five informants)
- **UNICEF USA fund representative** (one informant)
- **Implementing partners** (two informants)
  - ChildFund representative
  - Pramuka representative
- **Local beneficiaries and community members** (20 informants)
  - Kupang region youth facilitators
  - Kupang region teacher facilitators
  - Olesala Adolescent Circle participants
  - Oebelo village leaders (current)
  - Olesala village leaders (current and incoming).
ANNEX C: LIST OF DOCUMENTS CONSULTED

Documents provided to the evaluation team by UNICEF

- Adolescent Kit Guidance documents\Peacebuilding Competencies Framework\ADAP_PB Competency Framework.docx
- Adolescent Kit Guidance documents\Toolkit materials\Foundational+Guidance+2016.pdf
- Adolescent Kit Guidance documents\Toolkit materials\UNICEF_facilitator_tools.pdf
- Adolescent Kit Guidance documents\Toolkit materials\UNICEF_Quick-Guide_booklet.pdf
- Adolescent Kit Guidance documents\Adolescents and innovation_EN (from foundation guide).doc
- Adolescent Kit Guidance documents\Training+Package_2016.pdf
- Adolescent Kit Guidance documents\2.Program Coordinator 2016.pdf
- Briefing note (when kit was created)\CADK Briefing Note 19_Dec_2012.docx
- Case Studies\BHUTAN bis.pdf
- Case Studies\INDONESIA Hybrid Adolescent Kit.pdf
- Case Studies, Adolescent Kit photos and stories 21_October_2015.pdf
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- Exploration stage documents\Missions and field consultations\Haiti\Travel_Report_Haiti_Oct_2012.doc
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- Exploration stage documents\Missions and field consultations\South Sudan\Final Youth Report South Sudan (3).pdf
- Exploration stage documents\Missions and field consultations\Uganda\Research UGANDA mission DRAFTshort.docx
- Exploration stage documents\Missions and field consultations\Uganda\Travel_ReportFINAL_Dec_2012.doc
- Indonesia child marriage\UNICEF Indonesia Dutch NatCom report January 2018_vf.docx
- Indonesia child marriage\Activities AC.DOCX
- Indonesia child marriage\Activity Cards.pdf
- Indonesia child marriage\adolescent kit timeline_ak markup.pptx
- Indonesia child marriage\Adolescent Kit Mamuju.docx
- Indonesia child marriage\Adolescent Kit Mamuju_ak markup.docx
- Indonesia child marriage\Child marriage ToR_presentation_Final.pptx
- Indonesia child marriage\Child marriage ToR_presentation_Final_ak markup.pptx
- Indonesia child marriage\Energizer Cards.pdf
- Indonesia child marriage\Facilitator Guide.PDF
- Indonesia child marriage\Facilitator Tools.pdf
- Indonesia child marriage\FFBAKKER_05Jun-07Jun_Trip Report Form.docx
- Indonesia child marriage\FFBAKKER_8-14Oct_Trip Report Form.docx
- Indonesia child marriage\FFBAKKER_8-14Oct_Trip Report Form_ak markup.docx
- Indonesia child marriage\G. Annex C Programme Document YKM_revMay8_lk20170509.docx
- Indonesia child marriage\G. Annex C Programme Document YKM_revMay8_lk20170509_ak markup.docx
- Indonesia child marriage\G. RAB YKM BR.XLSX
- Initial roll out\Bhutan\Adol Kit Report 23Nov15.docx
- Initial roll out\Bhutan\Bhutan Adolescent Kit presentationOct_2015.pdf
- Initial roll out\Bhutan\challenges + opp.docx
- Initial roll out\Bhutan\tool Kit(Presentation) (003).pptx
- Initial roll out\Indonesia\Trip report mission sep2016 Indonesia.docx
- Initial roll out\Indonesia\Emergency_Kit_Take_Action_Short_Report_JKH_3_9_2015[1].pdf
- Initial roll out\Indonesia\FINAL_Taking Action Cycle Outline.docx
- Initial roll out\Indonesia\Kit010615[2][1].docx
- Initial roll out\Indonesia\Taking Action_User_Design.ppt
- Initial roll out\Indonesia\Travel Report April 2015.docx
- Initial roll out\Indonesia\Travel_Report_J_Young_Jordan_April_2014.doc
- Initial roll out\South Sudan\Travel_Report_J_Young_South Sudan_Sept-2015_FINAL.doc
- Initial roll out\South Sudan\Adolescent Kit ADAP-RSS mission summary.pdf
- Initial roll out\South Sudan\Adolescent Kit final info sharing template for ADAP and CO collaboration.docx
- Initial roll out\South Sudan\Adolescent Kit mid-term info sharing template for ADAP and CO collaboration.docx
- Initial roll out\South Sudan\Adolescent Kit planning template for ADAP and CO collaboration.docx
- Initial roll out\South Sudan\Adolescent Kit planning template for ADAP and South Sudan collaboration.docx
- Initial roll out\South Sudan\Adolescent Kit South Sudan education notes TGT.xlsx
- Initial roll out\South Sudan\Final Youth Report South Sudan (3).pdf
- Initial roll out\South Sudan\Learning from Adolescents in Doro Maban FINAL 9_Sept_2013.pdf
- Initial roll out\South Sudan\South Sudan Roll-out notes - partners plans.docx
- Initial roll out\South Sudan\South Sudan kit update Jan_2016.docx
- Initial roll out\South Sudan\Travel_Report_J_Young_and_Elena_Reilly_South Sudan_6 August 2013.docx
- Original workplan\Adolescent Kit Workplan 21_Jan_2013.docx
- Scaling up stage\2016\Adolescent Kit for Expression and Innovation Survey.xlsx
- Scaling up stage\2016\Adolescent kit for expression and innovation Survey results.pptx
- Scaling up stage\2018\Template for Feedback on kit use in 2018 branded final.docx
- Scaling up stage\2018\Adolescent kit roll out plan - 2018.docx
- Scaling up stage\UNICEF Ado kit use 2017-2018.docx
- Staff profiles and contact list\Possible Resource List - Innovation - Child and Adolescent Development Kit.docx
- Staff profiles and contact list\contacts for innovation evalution.docx
- Training\1. ToT and Facilitated Planning package.docx
- Training\2. Adolescent Kit Training package presentation copy.docx
- Feedback on ado kit use in 2018_Kenya_27 March 2018.docx
- Feedback on Adolescent Toolkit use in 2018 + South Sudan.docx
- Feedback on kit use in 2018 branded final LCO.DOCX
- Feedback on kit use in 2018_SLCO_032718.docx

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### ANNEX D: INNOVATION APPLICATIONS BY COUNTRY

The following table describes how the Kit is being used at the country level, based on mission reports, other country office reports and surveys collected by ADAP.

<table>
<thead>
<tr>
<th>Country</th>
<th>Year</th>
<th>Status</th>
<th>Description</th>
<th>Relevant sector(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bhutan</td>
<td>August 2015 (pilot) - ongoing</td>
<td>Field tested in four government-run secondary schools (3 urban and 1 rural setting) through the school counselling programme and activities in those schools. This activity was initiated by Career Education &amp; Counselling Division (CECD), Department of Youth and Sports, Ministry of Education with support from UNICEF.²⁴</td>
<td>Child protection</td>
<td></td>
</tr>
<tr>
<td>Eritrea</td>
<td>2017 - ongoing</td>
<td>Kits are being used in Eritrea to develop adolescents’ life skills. Supplies in particular are important, given the low resource environment in the country. The Ministry of Education has dedicated a curriculum panel to lead and oversee adolescent and children participation through school clubs.</td>
<td>ADAP and education</td>
<td></td>
</tr>
<tr>
<td>Kenya</td>
<td>2017 - ongoing</td>
<td>UNICEF Kenya, in partnership with I Choose Life – Africa, used the Kit in a project aimed at harnessing Sports, Creative Arts and Popular Culture for HIV Prevention among adolescents in Nairobi and Mombasa informal settlements. Adolescent champions were trained to deliver empowerment sessions using the UNICEF Adolescent Kit. This has so far reached more than 4,000 adolescents in-school and out-of-school. It appears that UNICEF Kenya may have integrated HIV/AIDs education within the programming delivered as part of the Kit. The Kenya Country Office has indicated the programme is intended to &quot;empower [them] with comprehensive knowledge and skills to sustain a HIV negative status or to live positively for those living with HIV.&quot;</td>
<td>HIV/AIDs, health and child protection</td>
<td></td>
</tr>
<tr>
<td>Lebanon</td>
<td>2018 - ongoing</td>
<td>Limited detail was provided to understand the broader programming context against which Kits are being used. According to the Lebanon Country Office, Kits were used by both staff and youth beneficiaries during focus groups and arts sessions for displaced children.</td>
<td>Unknown, likely child protection</td>
<td></td>
</tr>
<tr>
<td>Macedonia</td>
<td>2016 - cancelled</td>
<td>A temporary office in Macedonia had originally planned to utilize the Kit to organize educational activities with refugee and migrant children in the two transit centres set up to address the European refugee and migrant crisis, and support those trapped in the country after the closing of the borders in 2016. The Kits arrived late, after populations at transit centres had reduced substantially. The office instead used them to support ongoing education programmes in primary schools, with a small number of the Kits retained to use for refugee and migrant children who transited the country during 2017. Due to a lack of storage and the closure of transit facilities in late 2017, the Kits were distributed to partner organizations.</td>
<td>Child protection and education</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Country</th>
<th>Year</th>
<th>Description</th>
<th>Relevant sector(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nigeria</td>
<td>2017-ongoing</td>
<td>Nigeria has used the Kit for engagement with adolescents, including internally displaced adolescents, in the humanitarian response in North East Nigeria. Community volunteers have been trained on engaging adolescents in safe spaces within internally displaced person camps, host communities and newly liberated communities. According to UNICEF Nigeria, appropriate competencies related to life skills and peacebuilding are developed over three months, and are selected based on adolescents’ backgrounds (with consideration of previous experiences of sexual assault, for example).</td>
<td>ADAP, child protection, HIV/AIDS</td>
</tr>
</tbody>
</table>
| Pakistan| 2016-ongoing | The Adolescent Kit is being used by partners in Pakistan to support the larger regional effort to improve adolescent lives in South Asia. The programme is built on a three pillar approach:  
  - Pillar 1: Adolescents as change agents for themselves and their communities  
  - Pillar 2: Families, communities and decision-makers protect adolescents from rights abuses  
  - Pillar 3: Public authorities and services uphold adolescents’ rights to ensure their protection, health and education  
  Through a peer-to-peer approach, more than 5,000 adolescents were engaged in skills building activities, with 23,000 community members and influencers directly trained and/or engaged in teachers’ training, social mobilization, dialogue and actions in support of adolescents’ rights, including through the Kit.25 | Child protection and education                                                       |
| Syria   | Planned for 2019 | Syria plans to use the Kit to support Life Skills and Citizenship Education as social and civic engagement for the most vulnerable adolescents and youth (10-24 years), including internally displaced persons, out-of-school adolescents, youth with disabilities and host community adolescents and youth. It is expected this will involve training of local NGOs and partnerships with line ministries such as the Ministry of Culture. | Child protection and education                                                      |
| South Sudan | July 2013 (design consultation), June 2014 (prototype), August 2015 (pilot) - ongoing | ADAP and UNICEF-RSS collaborated closely in the test and use of 20 prototypes of the Adolescent Kit through the Youth Lead and Peacebuilding, Education and Advocacy (PBEA) programme partnerships.26  
  In 2018, the Kit continued to be used by partners in schools, youth groups, community centres and child friendly spaces, particularly for adolescents who have been affected by conflict.27 | Child protection and education                                                      |
| Sri Lanka | 2017-ongoing | UNICEF has been working with World Vision to contextualize, adapt and use the Kit in Sri Lanka, as part of the response to natural disasters and improve preparedness of children to future disasters. Relevant child protection officers involved in disaster response and recovery have also used the Kit, including during flood response in 2018. | Child protection, including disaster response and recovery                           |

25 Source: 2018 usage report from Pakistan.  
27 Source: Email report to ADAP and 2018 usage report from South Sudan.
| **State of Palestine**  
**Planned for 2019** | UNICEF is currently waiting for tools to be translated into local languages, with the Kits currently stored in warehouses for emergency use. The Kit will likely be used for life skills sessions with adolescents in remote and Bedouin areas. |
|**Turkey**  
**Planned for 2019** | The UNICEF Turkey Country Office is working with the Government and NGOs to train partners on the use of the Kit. Those partners will decide on specific vulnerable groups for outreach, which could include child labourers, among others. UNICEF Turkey is currently engaged in translating activities into Turkish and is developed country-specific guidance for partners, including in the area of monitoring and evaluation (M&E).  
**Relevant sector(s):** ADAP and child protection |
ANNEX E: FUNDING OF INNOVATION PROCESS

Understanding the breakdown of resources required during the innovation is challenging due to a lack of consolidated budgetary information. Beginning in 2012, the innovation process received resources through the US Fund for UNICEF, utilizing funds provided by the Charles Engelhard Foundation. A breakdown of funds is provided below based on expenditures outlined in donor reports. The majority of funds were directed toward designing, testing and producing the Adolescent Kit. Limited funding was used for coordination of the Kit’s development and use in the field and promotion of Kits throughout UNICEF through communication and marketing. A potential lack of planning for scaling and mainstreaming appears possible, given the small scale of resources used in that area to date.

<table>
<thead>
<tr>
<th>Total funds utilized between Sept 2012 – December 2017</th>
<th>$1,452,804.55</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design, testing and producing kits</td>
<td>$744,622.25</td>
</tr>
<tr>
<td>Deployment and increasing access of the Adolescent Kit</td>
<td>$207,081.00</td>
</tr>
<tr>
<td>Staff costs</td>
<td>$130,338.00</td>
</tr>
<tr>
<td>Research and writing of guidance and tools for coordinators and facilitators</td>
<td>$111,865.98</td>
</tr>
<tr>
<td>Coordination of the Kit’s development and use in the field</td>
<td>$83,530.58</td>
</tr>
<tr>
<td>Programme administration</td>
<td>$73,915.57</td>
</tr>
<tr>
<td>Adolescents in Emergencies Programming</td>
<td>$44,385.00</td>
</tr>
<tr>
<td>Institutionalization of kit as a course resource of UNICEF’s emergency response</td>
<td>$17,066.17</td>
</tr>
<tr>
<td>Visibility and communication</td>
<td>$-</td>
</tr>
<tr>
<td>Consultant Services</td>
<td>$550,679.09</td>
</tr>
<tr>
<td>Procurement</td>
<td>$48,306.81</td>
</tr>
<tr>
<td>Utilization</td>
<td>$225,139.03</td>
</tr>
<tr>
<td>Capacity Building</td>
<td>$216,533.27</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,040,658.20</strong></td>
</tr>
</tbody>
</table>

While an assessment of value for money and efficiency was not within the scope of this evaluation, it appears that there are opportunities to enhance transparency in innovation expenditures going forward. No innovation workplans or budgets were provided during the course of this case study, further compounding challenges in mapping of budgets against plan.
ANNEX F: INDONESIA COUNTRY CONTEXT AND FACTORS INFLUENCING IMPLEMENTATION

Cultural considerations: Indonesia is a richly diverse country, with substantial cultural variation between regions. Thus, it is impossible to characterize the nation in a homogenous manner.

Culture is considered highly influential to implementation of the Kit (and in fact, any programme) in the country. All individuals interviewed shared a perspective on Indonesian culture during discussions on this case. Themes that commonly arose during these discussions include:

- Diversity in spoken and written language: Bahasa Indonesia is the official language and is the primary language used in education systems. Many children do not speak Bahasa Indonesia as a first language, which contributes to school dropout, particularly at the age of adolescence. This is clearly evident in non-Javanese regions such as Kupang, where teachers indicated that those adolescents who had lower Bahasa Indonesia language skills would slowly stop showing up for school.

  Potential implications: Diversity of language in Indonesia appears to be the major limitation of the Adolescent Kit. Translation of the Kit to Bahasa Indonesia was performed by the Country Office. However, the sheer volume of text and complexity of the language used in all documents means that translation is a substantial undertaking and it is highly likely that misinterpretation of materials during translation can occur.

Overcoming shyness and hesitancy to use a new language for non-native speakers of Bahasa was a positive aspect of the Circles highlighted by teachers, facilitators and adolescent participants. Adolescents were encouraged to interact using a new language, in a relatively safe space where the “fear of being laughed at” may be less.

- Geographically distributed villages: While many Indonesians have migrated to cities, rural villages still remain home to a large percentage of the population. Availability of materials for teachers in those areas is limited. Many small villages do not have schools, meaning students must travel some distances for an education.

  Potential implications: Distribution between villages was not highlighted as a barrier of the Adolescent Circles approach in the disaster response and recovery programme, potentially due to the fact that Circles are held in village meeting spaces (such as schools or community offices). However, it is noteworthy that many facilitators attending evaluation activities were required to travel long distances on scooters to a central location for meetings. This could indicate that interaction between facilitators and sharing of knowledge between Circles is limited, presenting a need for other forms of knowledge sharing and network building between youth.

The use of Adolescent Circles for child marriage has faced high dropout rates. One potential reason given is that Circle locations are further away, meaning that adolescents must go out of their way to attend.

- Lack of willingness to criticize publicly: Group cohesion and one’s ‘public face’ is highly valued and as a result, individuals are hesitant to provide feedback that is not overtly positive. This is particularly true of children and adolescents, who have very few safe spaces to practice expression of honest opinions.

  Potential implications: Hesitancy to share open and honest feedback about Circles has made monitoring and evaluation of work challenging. UNICEF staff noted that it was difficult to gauge if partners and facilitators truly understood the concepts that were shared through training, as they provided little in the way of feedback. Later on, when efforts were made to assess
the perception of Circles with community leaders, staff were suspicious that only positive aspects of the work were being highlighted. While observing the field visit to Kupang, the consultant leading the evaluation struggled to push facilitators and adolescents to provide any opportunities for improvement on the Adolescent Kit.

Staff have clearly adapted to this challenge. During one visit to a village, adolescents were shy to provide any feedback to questions asked by visitors. One UNICEF staff member asked adolescents instead to work in small groups to write down their feedback and then present it back to all. Adolescents were far more willing to engage through this avenue of collecting feedback.

- **Exclusion of children and adolescents:**
  Children and adolescents are not considered to be important voices in most conversations. Despite efforts by the Government to require involvement of children in budgetary planning, feedback received from interviewees indicates that tokenism in order to meet this requirement is common. Adolescents in particular can be seen as a nuisance in communities. One village leader spent a large portion of a field visit meeting discussing how adolescents are too focused on getting drunk, fighting and racing their scooters and the need for greater police intervention to hold adolescents accountable.

  **Potential implications:** The potential value of involving adolescents in the design and implementation of solutions for their local communities is particularly relevant in areas where adolescents may be perceived as ‘problem-makers’ as opposed to ‘problem-solvers.’ Providing adolescents a voice through activities such as Adolescent Circles was identified by the Indonesia Country Office and partners as an avenue through which perceptions of adolescents could potentially change. Further, avenues such as Adolescent Circles may, in the future, provide opportunities for the Government to seek meaningful contributions from adolescents in planning activities.

- **Male dominated, competitive culture:**
  Women in Indonesia face a cultural expectation that domestic duties are their responsibility and should take priority over other activities. Girls who fall pregnant at adolescence (both from consensual and non-consensual relationships) are often excluded from school. Child marriage is often the result of these young pregnancies.

  **Potential implications:** Indonesia Country Office informants speculated that during trainings, the development of innovation solutions was perceived by some potential trainers to be a ‘challenge’ against which trainers and Circles could compete. While this may provide some motivation for carrying out the activities outlined in the Kit, Indonesia Country Office informants also suspected that a hyper-focus on outputs may distract from the process of Circle building.

  **Societal considerations:** Also commonly mentioned in interviews was the influence and role of government in UNICEF’s thinking around the use of the Kit, as well as practical implementation and realization of results from the Kit in communities.

- **Strong presence of central government organizations:** The presence of a strong central government is evident throughout many aspects of life in Indonesia. For example, membership in Pramuka (the Indonesian Scouts Organizations) is mandatory for all Indonesians, due to late 1960 central government policies that identified a need for engagement of youth following a long period of conflict and Japanese occupation.

  **Potential implications:** Government is a necessary partner in most aspects of humanitarian and development work in Indonesia. With the presence of a number of respected central authorities, such as Scouts, gaining access to networks of adolescents can be streamlined.
compared to countries where centralization is limited.

- **Decentralized community planning:** Despite a strong presence of central organizations, Indonesia moved to highly decentralized planning processes in the mid-twentieth century. Today, villages in Indonesia are provided funds that can be used at the discretion of village leaders toward any purpose.

  **Potential implications:** The decentralization of funding and provision of village funds overseen by a single leader was capitalized on by a number of Adolescent Circles. While not all leaders are evidently engaged with Adolescent Circles, those that are, are already empowered through these funds to consider and implement local solutions deemed relevant to their communities.

- **Limited reading comprehension:** Despite the achievement of nearly universal literacy on paper, reading comprehension remains a significant challenge for youth. According to one UNICEF staff member, one in three Indonesians in Grade 7 cannot understand a paragraph after reading it.

  **Potential implications:** Limited reading comprehension has implications for the use of written materials in any programming format. In combination with the length of materials youth facilitators are encouraged to use, facilitators may not fully understand what they are expected to deliver through Circles and may be discouraged from following the format with full fidelity, potentially decreasing the quality of programming.

- **Organizational considerations:** UNICEF did not identify organizational factors as strongly influential on the approach to implementation and achievement of outcomes. However, they were raised during forward-looking discussions around sustainability and ownership.

- **Constraints of working in a middle-income country:** Based on discussions with staff in Indonesia, resource constraints are particularly challenging in Indonesia due to reliance on funding through the UNICEF Fund for Indonesia and other sources, such as private organizations and individual donors. This has led the Country Office to focus on upstream programming, which requires less direct investment by UNICEF in specific implementation and roll out of activities.