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# Practical Life Skills: Workshops for care leavers and those remaining in care aged 14 to 17 years old

## FACILITATOR'S GUIDE

BASED ON 10 TO 13 GUIDEBOOK  
AND 18 TO 25 GUIDEBOOK

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This facilitator's guide was originally drafted by the Kenya Society of Care Leavers and reviewed and improved with support from CTWWC. Several resources were consulted for content, including those from the Government of Kenya (GOK) and from non-governmental organizations (NGOs). This facilitator's guidebook was reviewed, further adapted, and validated by a group of care leavers.

The resources consulted include:

- Original iteration: Care Leaver Personal Development, Career Employability, and Learning Skills Manual, Kenya Society of Care Leavers (KESCA) with Sandra Githaiga
- United States Peace Corps. (2001). Life Skills and Leadership Manual. Accessed at: <https://files.peacecorps.gov/library/M0098.pdf>
- Brakarsh, J. (2017). Singing to the Lions: A facilitator's guide to overcoming fear and violence in our lives. Accessed at: <https://www.crs.org/our-work-overseas/research-publications/singing-lions>
- REPSSI. (2017). The Journey of Life Trainer's Manual Global Edition: Facilitator's Guide. Accessed at: [https://www.crs.org/sites/default/files/tools-research/jol\\_global-main\\_cig\\_web\\_0.pdf](https://www.crs.org/sites/default/files/tools-research/jol_global-main_cig_web_0.pdf)

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## ACRONYMS

<b>CCI</b>	Charitable Children Institutions
<b>CTWWC</b>	Changing the Way We Care
<b>GOK</b>	Government of Kenya
<b>HIV</b>	Human Immunodeficiency Virus
<b>KESCA</b>	Kenya Society of Care Leavers
<b>SBC</b>	Social and Behavior Change

## INTRODUCTION

Young people who grew up in care<sup>1</sup> face challenges that are often different from the challenges faced by other young people. They often leave care without any definite or tangible support from the government, little to no support from the childcare institution (CCI) they are leaving, and sometimes limited connections to family or community. Additionally, young people who have spent time in institutional care can have social and behavioral challenges.<sup>2</sup> A 2011 Kenyan study of 122 care leavers found that the majority were “stuck in transition,<sup>3</sup>” feeling excluded from society and poorly equipped for life outside of care. Many had limited coping strategies and lacked the safety nets or supportive community networks that young people growing up in families have. They described experiencing stigma and discrimination. Global research describes risks to care leavers, including early marriage, lower educational attainment levels, unemployment, mental health problems, drug use and abuse, and conflict with the law.<sup>4</sup>

**This facilitator’s guidebook was developed by care leavers for care leavers. It has been developed based on the myriad of challenges shared and experienced by care leavers, hoping that it will support others leaving care.**

### Who are the workshops for?

Activities and materials are targeted to young people between **18 to 25 years of age who are in the process of transitioning out of care and those who have already left care**. The topics and activities are like those in the facilitator’s guidebook for working with children and young people aged 10 to 13, but using age-appropriate activities, examples, and information.

### Who is the facilitator’s guidebook designed to be used by?

- Caseworkers
- Caregivers
- Facilitators of care leaver groups
- Project staff who work with care leavers
- To train facilitators

### Why run workshops with young people?

A behavior change approach is at the core of these life skills sessions with young people, aiming to help young people develop lifelong reasoning, thinking, analyzing, personal care, and interpersonal skills. This includes self-awareness, problem-solving, learning to negotiate, decision-making, creative thinking, critical thinking, effective communication, interpersonal relationship skills, conflict resolution, empathy, coping with emotions, stress management, money management, raising a family, and running a home. The approach aims to empower and guide care leavers to be competent and confident. The methodologies are interactive, innovative, and fun. Case studies, stories, group discussions, role plays, and games are all used and can be adapted.

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1 The term “care” as used here refers to alternative care of all types as described in the glossary located in Annex 1.  
2 Browne, K. (2009). *The risk of harm to young children in institutional care*. London: Save the Children.  
3 KESCA, Koinoinia (2011). Kenya Careleavers Conference Report “How I left care”  
4 Ibid.

## How should the workshops be run?

The facilitator's guidebook is organized into **10 topics (15 sessions)**; each session is estimated to run for 90 minutes. Each session section includes key activities with directions, an explanation of key concepts, suggestions for adaptations, materials needed, and homework assignments for participants. Icons make it easy to find information. **There is also background reading on each of the sessions in the appendices, which the facilitator should take time to read through before the session.**



Materials needed such as flipchart and pens



Additional notes and references to annexes with further information for the facilitator



Key points for the session.



Activity



Time required



Suggested home practice to be completed by participants before the next session to check understanding and practice new skills



Explanation of key concepts



Where an activity, session or topic differentiates from the Facilitator Guide for working with 10- to 13-year-olds.

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## OVERVIEW OF THE SESSIONS

SESSIONS	OVERVIEW
<b>1. Welcome, introductions, and beginning the journey</b>	This session introduces the program to participants and enables them to start thinking about life skills and the transition out of care.
<b>2. Effective communication</b>	This session is designed to create awareness of the importance of effective communication. The session build skills on conflict resolution, assertion, and teamwork.
<b>3a. Keeping myself safe: keeping myself safe and what to do when I feel unsafe</b>	This session looks at violence and abuse – how to recognize, respond to and report it; as well as proactive steps to support young people to stay safe, including online.
<b>3b. Keeping myself safe: healthy and unhealthy relationships</b>	This session enables care leavers to build healthy relationships, including during and after reintegration. It aims at equipping care leavers with knowledge on what healthy relationships look and feel like.
<b>4a. My health: HIV</b>	This session equips young people with knowledge and facts around HIV.
<b>4b. My health: mental health</b>	This session supports care leavers to stay mentally healthy and to recognize and respond to signs of mental ill-health using positive coping methods.
<b>4c. My health: resilience</b>	This session enables care leavers to build their resilience. It helps them to adapt, cope with and rebound from traumatic, disruptive and/or stressful life events. For example, transitioning to secondary school; moving CIs or leaving a CI; experiencing discrimination, bullying or abuse; or losing a friend or family member.
<b>5. Making safer and healthier choices</b>	This session equips children and young people with skills to identify risky behaviors and know how to make safer and healthier choices.
<b>6. Gender roles</b>	This session empowers care leavers to recognize and respond to unsafe and unhealthy situations and relationships, including family settings.
<b>7a. Mapping my career path: Career planning and building my CV</b>	This session supports care leavers to think more about what they might want to do as a career, how to prepare for and conduct job searches; and build their CV.

SESSIONS	OVERVIEW
7b. Mapping my career path: Networking and interview skills	This session aims to equip care leavers with networking and interview skills to support them on their career path.
8. Money matters	This session aims to equip careleavers with basic skills on budgeting, saving, and how to live on a budget.
9. Citizenship	This session helps equip care leavers with knowledge and skills on the values and behaviors that define them as Kenyans. It also outlines the key documents that may be needed and how to acquire those documents. The session gives a list of the various social protection programs that exist and how to enroll to those programs.
10. The leaving care transition	This session prepares participants for life outside of care, enhancing transition and providing further support to those who have already exited institutions. The session is intended to help the participants visualize their transition from care and who will be important in supporting them as they go to live independently or in family care. The session will help participants to identify their goals for the transition.
11. Graduation	This session enables participants who have attended 80% of the sessions to celebrate program's completion alongside their guests.

There is guidance on preparing to facilitate the two facilitation guides. It is strongly recommended you read each facilitator guides completely before commencing with selecting the appropriate sessions for the young people aged 14 to 17 with whom you will be working.

## REMEMBER: CONFIDENTIALITY

**Confidentiality must be upheld at all levels through information-sharing principles. As the facilitator, these principles should be upheld by you and should be expected of the group participants.** You should make sure you understand your obligations and explain the principles of confidentiality to the group.

- Participants own their information, not you or any organization. It is your responsibility to protect their privacy regardless of how it came to your knowledge. Seek client's informed consent before sharing anything unless you have a **safeguarding/child protection concern** (see below)
- The Necessity Principle: Only share as much information as needed. Many cases can be dealt with without mentioning identifying information
- Participant information should not be shared in public places, even when meeting with other agencies that the young people might work with
- DO NOT talk about participants with your friends or family members



## REMEMBER: CHILD PROTECTION AND SAFEGUARDING

- All facilitators must read, understand, and sign a policy about safeguarding and child protection (see annex), including what to do when safeguarding issues are identified or disclosed. Safeguarding is both about how you behave and act towards participants and what you do if an issue arises or a problem is disclosed to you. First and foremost, establish boundaries between you as the facilitator and the participants to avoid instances of sexual advances, gift-giving, or social interactions outside life skills sessions. Remember that you are a trusted professional, not a friend. Before starting your facilitation, you should remind yourself of the safeguarding policy and the procedures and steps for reporting any past or present abuse or harm, including reviewing the job to recognize post-traumatic stress in the annex. Wherever possible, do not be alone with any participant, even if they are over 18.



*Note: You must maintain confidentiality except when you have a safeguarding and or child protection concern:*

- If you think a participant is being abused, is at risk of abuse or other harm
- A participant discloses that they have been abused, have, or are abusing others, or are at risk of harm.

*In these situations, you must follow the reporting protocol outlined in your organization's safeguarding/child protection policy.*

## GUIDANCE ON SELECTING WHICH GUIDEBOOK TO USE WHEN DEVELOPING EACH SESSION

The below information is guidance on selecting which guidebook (for participants aged 10 to 13 years old or 18 to 25 years old) to use when designing sessions for 14 to 17-year-olds. Depending on participants' age, abilities, and interests, the facilitator can select different activities from both guidebooks so that sessions are tailored to meet their needs and abilities.

In both facilitator guides, activities, sessions, and topics that differ according to age are marked with a star. This supports the facilitator to easily compare the activities and choose the most suitable ones according to the group with which you are working.

TOPICS	RECOMMENDED GUIDEBOOK TO USE
<p><b>TOPIC 1: Welcome, introductions, and beginning the journey</b></p>	<ul style="list-style-type: none"> <li>• If participants are mainly 16 and 17, use 18-25 guidebook</li> <li>• If participants are mainly 14 and 15, use 10-13 guidebook</li> </ul> <p>To consider: literacy levels when choosing which survey to use with participants</p>
<p><b>TOPIC 2: Communication</b></p>	<ul style="list-style-type: none"> <li>• If participants are mainly 16 and 17, use 18-25 guidebook</li> <li>• If participants are mainly 14 and 15, use 10-13 guidebook</li> </ul>
<p><b>TOPIC 3: Keeping myself safe</b></p> <p><b>SESSION A: Keeping myself safe and what to do when I feel unsafe</b></p>	<ul style="list-style-type: none"> <li>• If participants are mainly 16 and 17, use 18-25 guidebook</li> <li>• Are participants mainly 14 and 15, use 10-13 guidebook</li> </ul>
<p><b>TOPIC 3: Keeping myself safe</b></p> <p><b>SESSION B: Healthy and unhealthy relationships</b></p>	<p>For most groups, the 10-13 guidebook activities may be more suitable for 14-17-year-olds. The facilitator can amend the case studies so that the young people in the case studies are the same age as participants</p>

TOPICS	RECOMMENDED GUIDEBOOK TO USE
<p><b>TOPIC 4: My health</b>  <b>SESSION A: My body</b>            (only in 10-13-year-olds guidebook)</p>	<ul style="list-style-type: none"> <li>If participants are mainly 14 years old, this session may be relevant to them.</li> </ul>
<p><b>TOPIC 4: My health</b>  <b>SESSION B: HIV</b></p>	<ul style="list-style-type: none"> <li>If participants are mainly 14 years old, use 10-13 guidebook</li> <li>If participants are 15 to 16 years old, select activities dependent on the participants' level of understanding. Use case studies from the 10-13 guidebook. The facilitator can amend the case studies so that the young people in the examples are the same age as participants.</li> <li>If participants are mainly 17 years old, use the 18-25 guidebook. The facilitator may still wish to use the case studies in the 10-13 guide or amend the case studies in the 18-25 guide so that the young people in the case studies reflect participants' realities.</li> </ul>
<p><b>TOPIC 4: My health</b>  <b>SESSION C: Mental health</b></p>	<p>These sessions are similar in both guidebooks with the 10-13-year-old guide using simpler explanations. Note that the case study in the 18-25-year-old guide discusses suicidal feelings.</p>
<p><b>TOPIC 4: My health</b>  <b>SESSION C: Resilience</b></p>	<p>These sessions are similar in both guidebooks.</p>
<p><b>TOPIC 5: Making safer and healthier choices</b></p>	<p>For most groups, the 10-13 guidebook activities may be more suitable for 14-17-year-olds.</p> <ul style="list-style-type: none"> <li>If participants are mainly 17 years old, the facilitator may choose to include an activity from the 18-25 guidebook on gambling.</li> </ul>
<p><b>TOPIC 6: Gender roles</b></p>	<ul style="list-style-type: none"> <li>If participants are mainly 16 and 17 use 18-25 guidebook</li> <li>If participants are mainly 14 and 15, use 10-13 guidebook</li> </ul> <p>To consider: whether participants prefer activities (use 10-13 guidebook) or brainstorming and discussions (use 18-25 guidebook)</p>
<p><b>TOPIC 7: Skills and qualification development (called Starting to think about my career path in 10 to 13 guide)</b></p>	<p>For most groups, the 10-13 guidebook activities may be more suitable for 14-16-year-olds.</p> <ul style="list-style-type: none"> <li>If participants are mainly 17 and are considering employment after leaving school, then use the 18-25 guidebook</li> </ul>

TOPICS	RECOMMENDED GUIDEBOOK TO USE
<b>TOPIC 7: Skills and qualification development: networking (only in 18 to 25 guide)</b>	If participants are mainly 17 and are considering employment after leaving school, the facilitator may choose to include this session from the 18-25 guidebook
<b>TOPIC 8: Money matters</b>	For most groups, the 10-13 guidebook activities may be more suitable for 14-16-year-olds. <ul style="list-style-type: none"> <li>If participants are mainly 17, use the 18-25 guidebook</li> </ul>
<b>TOPIC 9: Citizenship</b>	For most groups, the 10-13 guidebook activities may be more suitable for 14-16-year-olds. <p>If participants are mainly 17, use the 18-25 guidebook</p>
<b>TOPIC 10: The leaving care transition (called Managing Changes in our Lives in 10 to 13 guide)</b>	For most groups, the 10-13 guidebook activities may be more suitable for 14-16-year-olds. <p>Are participants mainly 17 and planning to live independently? If so, use the 18-25 guidebook</p>
<b>Final session: graduation</b>	This is the same for both age groups.

## MY SESSIONS: PLANNER

MODULES	WHICH GUIDEBOOK/ACTIVITIES I WILL USE
<b>MODULE 1: Welcome, introductions, and beginning the journey</b>	
<b>MODULE 2: Communication</b>	
<b>MODULE 3: Keeping myself safe</b> <b>SESSION A: Keeping myself safe and what to do when I feel unsafe</b>	
<b>MODULE 3: Keeping myself safe</b> <b>SESSION B: Healthy and unhealthy relationships</b>	

MODULES	WHICH GUIDEBOOK/ACTIVITIES I WILL USE
<p>MODULE 4: My health</p> <p>SESSION A: My body (only in 10-13-year-olds guidebook)</p>	
<p>MODULE 4: My health</p> <p>SESSION B: HIV</p>	
<p>MODULE 4: My health</p> <p>SESSION C: Mental health</p>	
<p>MODULE 4: My health</p> <p>SESSION C: Resilience</p>	
<p>MODULE 5: Risky behaviors</p>	
<p>MODULE 6: Gender roles</p>	
<p>MODULE 7: Skills and qualification development</p>	
<p>MODULE 7: Skills and qualification development: networking (only in 18-25 handbook)</p>	
<p>MODULE 8: Money matters</p>	
<p>MODULE 9: Citizenship</p>	
<p>MODULE 10: The leaving care transition</p>	
<p>FINAL SESSION: Graduation</p>	

NOTES:



**USAID**  
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KESCA

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