



# Multipurpose Youth Center Standard Operating Procedure

2023



Delivering a world where  
every pregnancy is wanted  
every childbirth is safe and  
every young person's potential is fulfilled

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## ACRONYMS

<b>BDS</b>	Business Development Services
<b>IASC</b>	Inter-Agency Standing Committee
<b>IDP</b>	Internally Displaced Person
<b>IP</b>	Implementing Partner
<b>PSS</b>	Psychosocial Support
<b>MYC</b>	Multipurpose Youth Center
<b>NEET</b>	Not in education, employment or training
<b>NGO</b>	Non-Governmental Organization
<b>PFA</b>	Psychosocial First Aid
<b>SOP</b>	Standard Operating Procedure
<b>TOR</b>	Term of Reference
<b>UN</b>	United Nations
<b>UNDP</b>	United Nations Development Program
<b>UNFPA</b>	United Nations Population Fund
<b>UNHCR</b>	United Nations High Commissioner for Refugees
<b>UNICEF</b>	United Nations International Children Emergency Fund
<b>WCC</b>	War Child Canada
<b>WHO</b>	World Health Organization
<b>YHDO</b>	Youth Health and Development Organization



# Introduction

## Overview

Afghanistan has one of the youngest and fastest growing populations in the world – and it is crucial to foster their health and well-being and ensure their capacity to contribute to Afghan society. As such, UNFPA Afghanistan has positioned adolescents and youth (A&Y) at the heart of the humanitarian response by integrating A&Y interventions under the Country Program Outputs. A key component of this is to introduce UNFPA working to support a multipurpose center model, known as a Multipurpose Youth Centers (MYC), which addresses the various aspects of adolescent well-being and supports their future contributions to their community and Afghanistan.

The MYC is a one-stop-shops that aims to support Afghan A&Y in achieving their full potential through the delivery of health, protection and livelihood services. The MYC will provide adolescents and youth with high quality educational, training, and capacity building opportunities, capacity building that will support good health and prepare Afghan adolescents and youth with the necessary life skills to thrive in the modern workforce – including communication, leadership, interpersonal and decision-making skills. The age-specific programming focuses on 5 main components: health promotion; volunteering; psychosocial support; livelihoods; and life skills.

## Standard Operating Procedure (SOP) Aim and Objectives

The aim of this SOP note is to provide a critical resource for the administration and day-to-day management of the MYCs supported by UNFPA. The SOP is designed to provide direction to all staff responsible for carrying out the administrative and managerial functions of MYCs established for young people throughout Afghanistan. The SOP is intended to guide UNFPA Implementing Partners (IPs) in establishing and running MYCs with a consistent structure and interventions aimed at improving the quality of services provided to adolescents and youth across the country.

The objectives of the SOP are:

- To provide MYC staff with an understanding of the overall operation of the MYC, including an overview of their roles and responsibilities
- To provide a template for the establishment and implementation of a standardized MYC, including a comprehensive overview of its interventions, structure and management.

## Target Group for SOP

The primary audience for this SOP are IP staff responsible for the overall implementation and oversight and the MYC staff responsible for operating and providing services at the MYC.

# Chapter 1

Introduction to Key  
Concepts for A&Y



# Why Focus on Adolescents and Youth?

There are over 1.8 billion adolescents and youth aged 10 to 24 years old in the world today. This is the largest generation of young people ever.<sup>1</sup> Much like the world, Afghanistan is a young country with 63% of its population under the age of 25<sup>2</sup> and 73% of the population is below the age of 35<sup>3</sup>. Investing in A&Y is an investment in the health and development of Afghanistan. Adolescents and young people are the key to achieving the demographic dividend, which is the economic growth potential that can result from shifts in a population's age structure, mainly when the share of the working-age population (15 to 64) is larger than the non-working age share of the population.

To support the development of A&Y in Afghanistan, it is important to recognize the issues that they are currently facing. Youth are facing high levels of unemployment – in 2020 it was estimated that 23.7% of youth in Afghanistan were unemployed.<sup>4</sup> Youth are also missing out on critical opportunities to gain the skills and knowledge required to participate in the workforce – in 2020, 34.4% of youth were not in education, employment or training (NEET).<sup>5</sup> A&Y are very vulnerable to the changing situation in Afghanistan – and are facing hopelessness and anxiety due to the uncertainty of their future and a lack of educational and economic opportunities.<sup>6</sup> A&Y is seen by many as a time of peak health and vitality, but it is also a critical period to establish future health and good habits. A&Y are very vulnerable to the many challenges Afghanistan is facing right now. Therefore, many report overwhelming feelings of hopelessness and anxiety due to the uncertainty of their future and the struggle to find educational and economic opportunities. One in three adolescents has experienced violence in the last year. Pregnancy and childbirth complications are the leading cause of death among adolescent girls and young women aged 15-24.<sup>7</sup> A 2019 drug use survey in Afghanistan, found that 12% of adolescents aged 13 to 18 years had used any substance at least once in the past 12 months.<sup>8</sup>

A&Y is a key moment in a person's life that will determine their future health and wealth – and if adequate investment isn't made into their **education, health, and decent work**, the demographic dividend will not be achieved. A&Y that are healthy, well-educated, and productive members of society are key to ending **intergenerational poverty** and are overall more resilient.<sup>9</sup> Additionally, investment in the health of adolescents provides a triple dividend - impacting their health now, the health of their future selves, and the health of future generations.<sup>10</sup>

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1 United Nations. Youth and the SDGs. Available here: <https://www.un.org/sustainabledevelopment/youth/>

2 Young People. UNFPA Afghanistan. Available here: <https://afghanistan.unfpa.org/en/node/15227>

3 Government of Islamic Republic of Afghanistan. Afghanistan National Youth Strategy 2018-2021. 2021.

4 Islamic Republic of Afghanistan. Afghanistan Voluntary National Review (VNR). 2021.

5 ILO. Rapid Assessment: ILO estimates underscore Afghanistan employment crisis, Available here: [https://www.ilo.org/asia/media-centre/news/WCMS\\_834527/lang-en/index.htm](https://www.ilo.org/asia/media-centre/news/WCMS_834527/lang-en/index.htm).

6 World Health Organization. Summary Report of the WHO AYSRHR Technical Assistance Coordination Mechanism's Assessment of the Health of Adolescents and Youth in Afghanistan. 2021.

7 World Health Organization. Summary Report of the WHO AYSRHR Technical Assistance Coordination Mechanism's Assessment of the Health of Adolescents and Youth in Afghanistan. 2021.

8 UNODC. Drug Situation in Afghanistan in 2021: Latest findings and emerging threats. 2021.

9 On World Population Day, UN calls for investment in young people. United Nations. Available here: <https://news.un.org/en/story/2014/07/472832>

10 World Health Organization. Global Accelerated Action for the Health of Adolescents (AA-HA!): Guidance to Support Country Implementation. Available here: <https://apps.who.int/iris/rest/bitstreams/1084415/retrieve>.

## Key Terms



### Adolescent Well-being

Adolescent well-being is defined as when adolescents thrive and can achieve their full potential. There are 5 domains of adolescent well-being: good health and optimum nutrition; connectedness, positive values, and contribution to society; safety and supportive environment; learning, competence, skills, and employability; and agency and resilience.



### Adolescent

An adolescent is anyone between the ages of 10 and 19 years. It is a phase of life between childhood and adulthood.



### Business Development Services (BDS)

Refers to all non-financial services used by entrepreneurs, micro and small businesses, which include marketing, vocational training, pricing, branding, packaging, quality check etc.



### Child

According to the United Nations Convention on the Rights of the Child, a child is any person under the age of 18 years of age.



### Healthy Lifestyles Programming

Programming on healthy lifestyles can equip adolescents and youth with facts and information about their bodies and hygiene. It also provides adolescents and youth with information on healthy relationships, self-management, negotiation, and decision-making.





### Psychosocial Support (PSS)

Any type of support that aims to protect or promote psychosocial well-being and/or prevent or treat mental disorders including disorders due to experiencing any type of violence.



### MYC

MYC is a comprehensive «one-stop center» designed to provide a fully integrated package of services for A&Y in Afghanistan. The MYC serves as a hub for the delivery of critical services related to the protection, well-being, and access to opportunities for vulnerable adolescents and young people. The MYC model is designed to provide a centralized and coordinated approach to service delivery, ensuring that adolescents and youth have access to a range of services that meet their specific needs and support their overall development.



### Youth

There is no one universally agreed definition for youth.

The United Nations defines youth as anyone aged **15 to 24 years**.

In Afghanistan, people aged **18 to 35 years** old are considered youth.



### Young People

Like youth, there is no one universally agreed definition of young people.

UNFPA often refers to young people as anyone aged between **10 and 24 years**. Other definitions refer to young people as **under 30 years of age or under 35 years of age**.



## Delivering Adolescent and Youth Friendly Programming

The following are key principles that should be followed to support the meaningful engagement of A&Y in the activities of the MYC – and to support them in achieving their maximum potential<sup>11</sup>:

- ◆ **Transparent and transformative** – it is important to provide young people with full, evidence-based, accessible, age-appropriate information.
- ◆ **Voluntary and free from coercion** – it is important that young people voluntarily choose to participate in any activities.
- ◆ **Safe** – it is important to create a welcoming and safe environment that provides young people with the necessary structure and support they require, as well as protects them from misconduct and abuse.
- ◆ **Open** - make space for expression and creativity, allow adolescents to utilize their imaginations
- ◆ **Mutual learning** -take time to learn and understand from adolescents and youth, give them the space to express themselves.
- ◆ **Consultative** – you should consult young people and engage them in the development of activities and materials.
- ◆ **Diverse** - ensure that programmes are adapted to the diversity and unique needs of adolescents and youth, i.e., youths living with disabilities, ethnic minorities, etc.
- ◆ **Accountable** – ensure that there are open and transparent processes for adolescents and youth to provide feedback and to report any issues.
- ◆ **Adaptable** - ensure that your work is responsive to the feedback of young people and that you can adapt your work in response to their needs, interests and circumstances
- ◆ **Collaborative** - support the connection and engagement of young people with their families and community to enhance their knowledge and understanding as well as increase contributions to their community
- ◆ **Engaging** - more than anything adolescent and youth programming should be fun, engaging and exciting.

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11 Adapted from the Global Consensus Statement on Meaningful Adolescent and Youth Engagement and UNICEF 10 Key Approaches to Working With Adolescents

# Chapter 2

The Management  
and Staffing of the MYC

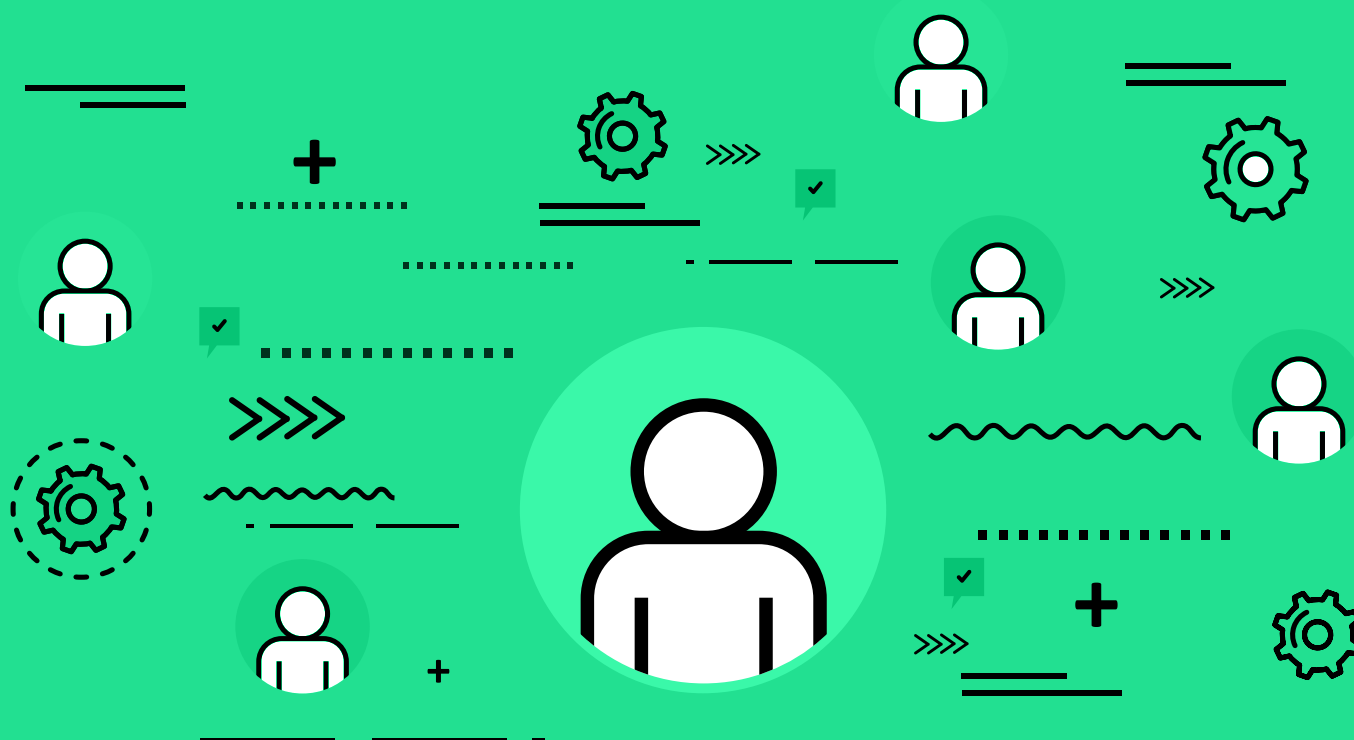
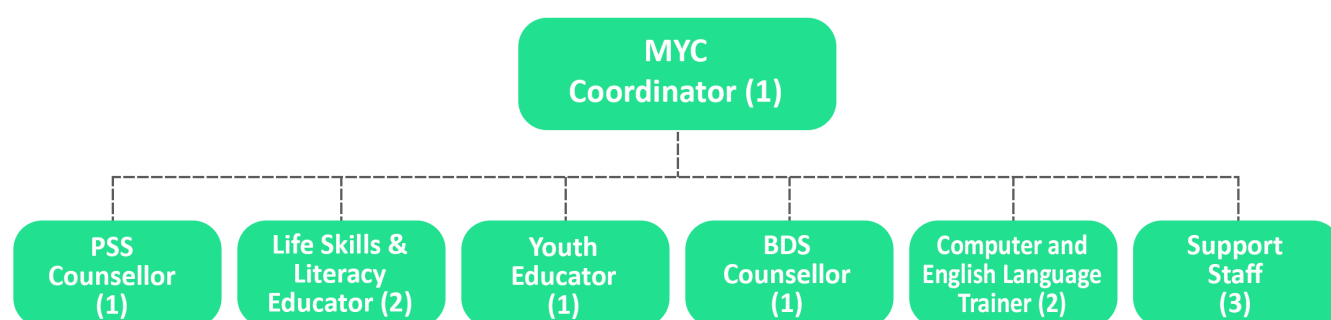


## Introduction

The below is an overview of the expected staffing of the MYC, their roles and responsibilities and suggested requirements for meetings and training for all. It is expected that the MYC Coordinator, in conjunction with the relevant IP staff, will determine the exact staffing needs required for each MYC. The MYC will be operated as females only for a female MYC and male only for male a MYC, and as such staffing should reflect the focus of the MYC.

## MYC Organogram

The below is an overview of the minimum staffing required to effectively run the MYC. IP staff and the MYC Coordinator should assess their local context and needs to assess if additional staff is required.



## MYC Staff Roles and Responsibilities

Below is an overview of the general roles and responsibilities expected of professional and support staff. A sample of day-to-day activities has been included to give more insight into each role, however, it does not cover the full breadth of activities that each staff member may perform. A full terms of reference for each role can be found in Annex 1.

Role	Description	Day-to-day Activities
<b>Professional Staff</b>		
MYC Coordinator	The MYC coordinator is responsible for the overall management and coordination of the MYC. S/he works to build and maintain strong local networks committed to improving the lives of young people, promote volunteerism, support their wellbeing, help to support vulnerable young people to gain key knowledge and skills to support their future livelihoods.	<ul style="list-style-type: none"> <li>Overall management and operations of the MYC</li> <li>Supervise MYC activities and service delivery</li> <li>Oversee monitoring and evaluation and ensuring all necessary reporting is completed</li> <li>Identifying MYC staff capacity needs and implementing relevant training</li> <li>Support an open, safe and adolescent and youth-friendly environment</li> <li>Conduct staff meetings and provide guidance to staff members</li> </ul>
PSS Counsellor	The PSS Counselor provides psychosocial support through the group psychosocial support activities and individualized support to the vulnerable adolescents and youth, including those who have experienced violence. The PSS Counselor provides Psychological First Aid (PFA) and individual counseling including case management services. The PSS counselor is also responsible for referring adolescents and youth who require additional support to relevant available services.	<ul style="list-style-type: none"> <li>Conduct individual counseling sessions for vulnerable adolescents and youth</li> <li>Conduct group counseling sessions to support the promotion of stress management and coping mechanisms</li> <li>Implement monitoring and evaluation of PSS services through surveys and assessments</li> </ul>

Life Skills & Literacy Educators	The Life Skills and Literacy Educators are responsible for providing life skill education including awareness sessions with a focus on peer education, problem solving and critical thinking. They are responsible for providing literacy education to adolescents and youths.	<ul style="list-style-type: none"> <li>• Develop lessons plans for life skills education sessions</li> <li>• Deliver literacy and life skills sessions for adolescents and youth</li> <li>• Support monitoring and evaluation by completing attendance records, reports and assessments</li> </ul>
Youth Educator	The Youth Educator is responsible for providing education to adolescents and youth and providing age-appropriate awareness sessions related to healthy lifestyles. S/he will refer young people to other services if required.	<ul style="list-style-type: none"> <li>• Develop lessons plans and deliver sessions on health promotion</li> <li>• Supporting monitoring and evaluation by completing attendance records, reports and assessments</li> <li>• Support the development of youth networks and foster volunteerism amongst adolescents and youth</li> </ul>
Business Development Services (BDS) Counsellor	The BDS Counsellor is responsible for providing education on livelihoods (including freelancing jobs, graphic design, translation, data analysis, biomedical technicians and other related skill training), supporting the referral of adolescents and youth to community-based programming and conducting a regular review of the employment market in the MYC catchment area.	<ul style="list-style-type: none"> <li>• Develop lessons plans and deliver sessions on livelihood programming</li> <li>• Supporting monitoring and evaluation by completing attendance records, reports and assessments</li> <li>• Conduct a market assessment and continual review in project location/ operational areas for potential employment of graduate trainees.</li> <li>• Identify and refer adolescents and youth to additional community programming in support of business development and livelihoods</li> </ul>
Computer Trainer	The computer trainer will increase the capacity of adolescents and youth on basic computer skills (i.e. MS Office, internet usage, etc.) and computer programming.	<ul style="list-style-type: none"> <li>• Develop lesson plans and deliver sessions on computer literacy and programming.</li> <li>• Supporting monitoring and evaluation by completing attendance records, reports and assessments</li> </ul>

English Language Trainer	English Language trainers will increase the capacity of adolescents and youth on basic English language skills.	<ul style="list-style-type: none"> <li>• Develop lesson plans and deliver sessions on basic English language.</li> <li>• Supporting monitoring and evaluation by completing attendance records, reports and assessments</li> </ul>
Support Staff		
Security Guard	The security guard is responsible for ensuring the safety of the staff and beneficiaries at the MYC.	<ul style="list-style-type: none"> <li>• Inspect and patrol premises and monitor registration and entry of visitors.</li> <li>• Conduct regular safety reviews and assessments.</li> </ul>
Cleaner	The cleaner is responsible for ensuring the MYC remains a safe, hygienic, and clean environment. The cleaner undertakes daily maintenance cleaning tasks as well as responds to acute cleaning needs like spills.	<ul style="list-style-type: none"> <li>• Conduct daily, weekly and monthly cleaning activities.</li> <li>• Respond to additional cleaning needs as they arise.</li> </ul>
Cook	The cook is responsible for the development and delivery of nutritious snacks and meals. Tasks include development of a menu, procurement of the necessary ingredients and preparation of food.	<ul style="list-style-type: none"> <li>• Set daily and weekly menus.</li> <li>• Prepare nutritious snacks and meals.</li> </ul>







## Staff Meetings and Trainings

### **Staff Meetings**

The MYC Coordinator should hold regular meetings and check-ins with all MYC staff to review programming, support monitoring and evaluation, and to ensure that all staff are up-to-date and aware of the latest knowledge and information. For each meeting, a meeting agenda should be developed and shared with the MYC staff prior to the meeting. A staff member should be assigned note taking responsibilities during the meeting and meeting minutes with key actions highlighted should be shared following the meeting. It is recommended to start the next meeting by checking if actions from the previous meetings were implemented.

### **Training**

All MYC staff should complete a series of mandatory training before the initiation of their role. The training should include:

- ◆ An introduction to the MYC SOP
- ◆ An introduction to the 5 service delivery areas of the MYC
- ◆ Prevention of Misconduct and Abuse and Psychological First Aid
- ◆ Safeguarding, counseling and referral pathways
- ◆ An introduction to methodologies on meaningful youth engagement, peer education and facilitation.

All MYC staff are responsible for tracking and reporting on their completion status of mandatory training. The MYC Coordinator is responsible for monitoring staff progress and ensuring completion of mandatory training.

In addition to the mandatory training for all MYC staff, the MYC coordinator should regularly review staff capacity and training needs. Additional training and capacity development programming should be held at regular intervals for all MYC staff. Potential additional trainings may include the following:

- ◆ In-depth learning on health promotion and adolescent and youth well-being
- ◆ Youth volunteering and youth networking
- ◆ Recognizing and addressing violence
- ◆ Advocacy and networking
- ◆ Stress management



# Chapter 3

The MYC

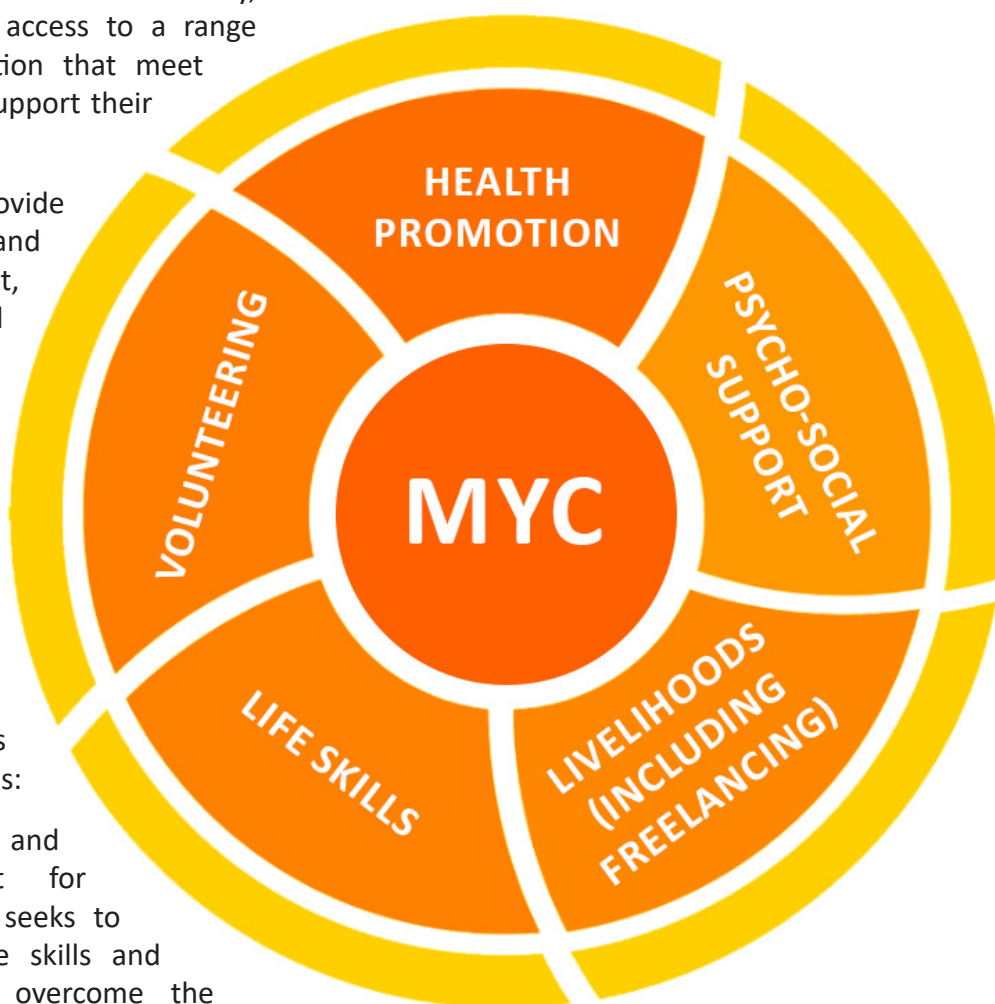


## Introduction: MYC

A MYC is a comprehensive «one-stop shop center» designed to provide a fully integrated package of services for adolescents and youth in Afghanistan. The MYC serves as a hub for the delivery of critical services related to the protection, well-being, and access to opportunities for A&Y. The MYC model is designed to provide a centralized and coordinated approach to service delivery, ensuring that A&Y have access to a range of services and information that meet their specific needs and support their overall development.

The MYC aims to provide critical mental health and psychosocial support, life skills education, and promote the meaningful participation of young people in decision-making processes and dialogue. Additionally, the centers offer vocational training and business development support to assist vulnerable young people. The MYC delivers services under the following 5 areas:

By providing a safe and supportive environment for young people, the MYC seeks to empower them with the skills and resources necessary to overcome the challenges they face and become active and engaged members of their communities. Ultimately, the success of this initiative will contribute to building a brighter, healthier, and more prosperous future for Afghanistan's youth and the country as a whole.





## Objectives of the MYC

1. To support the overall health and well-being and long-term development of adolescents and youth through increased access to services that address their unique needs as they relate to health promotion, livelihoods, life skills, psychosocial support and volunteering.
2. To prioritize the needs of vulnerable, disadvantaged or marginalized adolescents and youth to ensure that they have access to essential services that support their overall health and well-being and promote their long-term development.
3. To provide a safe and inviting environment for young people to interact with their peers. The MYC model seeks to create a welcoming space where A&Y can engage with one another in productive and meaningful ways, fostering a sense of community and connection.
4. To promote the engagement of adolescents and youth to ensure they are able to be productive and contributing members of their communities..

## Principles of the MYC

- ◆ Respect
- ◆ Youth Participation
- ◆ Leaving no one behind
- ◆ Do no harm
- ◆ Confidentiality and privacy
- ◆ Non-discrimination
- ◆ Accountability and transparency

## Target Beneficiaries

The MYC seeks to provide services to adolescents (aged 10 to 19) and youth (aged 15 to 24) in the local catchment area of the MYC. There will be dedicated MYCs for male A&Y, and for female A&Y. The MYC is open to all adolescents regardless of their education or income levels. The MYC will ensure priority is given to vulnerable, disadvantaged, and marginalized adolescents and youth, including those living with a disability, and those in need of psychosocial support. MYC should be designed in an accessible manner to ensure that A&Y living with disabilities are able to participate fully in the services provided by the MYC.

## Structure of the MYC

Where possible the MYC should adhere to the standard layout and structural components found in the schematic below:



Existing structures should be adapted to ensure adequate space and design for the optimum delivery of all services. Each MYC should contain two main sections – activity space and support space. The main attributes of each section are outlined below:

Space	Features
Activities Rooms	<ul style="list-style-type: none"> <li>• Reception area with a check-in desk</li> <li>• Two multipurpose meetings room, where business development service counseling or group psychosocial counseling sessions can occur.</li> <li>• A dedicated space for life skills education programming.</li> <li>• A dedicated private space for psychosocial support and counseling.</li> <li>• A computer lab and English Language Learning space.</li> <li>• A recreational space/common area.</li> </ul>
Support Spaces	<ul style="list-style-type: none"> <li>• A dedicated office space for the MYC Coordinator and if room allows a dedicated staff room for other professional staff.</li> <li>• Two bathrooms with at least one dedicated for staff use and the other for general use.</li> <li>• A kitchen with adequate equipment for snack and meal preparation and a dedicated space for eating.</li> <li>• A guard room.</li> <li>• A utility closet and dedicated space for a generator.</li> <li>• A supply closet and storage space.</li> </ul>

Where available, outdoor spaces should be allocated to provide adequate parking for staff and visitors. Additionally, outdoor space should be allocated to provide space for recreational activities, including sports. If possible, outdoor spaces can also include MYC gardens and other enrichment spaces.

## Designing the Structure to Support a Youth-friendly, Safe, and Healthy Environment

The safety and protection of the A&Y attending the MYC and the MYC staff should be of utmost priority in the design and allocation of space in the MYC. The MYC should be designed to prevent unauthorized access to the facility by individuals. The MYC should be designed to ensure ample natural light and should be supplemented with adequate lighting. Spaces should be designed to ensure visual access to all spaces within the facility to ensure the ability to monitor and prevent potential abuse situations. Posters and informational displays should be posted throughout the facility to ensure visitors are aware of the Prevention of Misconduct and Abuse mechanisms available to them (for further information on Prevention of Misconduct and Abuse please see Chapter 5).



To support a healthy environment, furnishings should be selected for ease of cleaning and maintenance to minimize the risk of infection and promote good hygiene. The design should ensure good indoor air quality and abundant natural light to support the health and wellbeing of young people. Handwashing facilities should be available and easily accessible. Waste disposal baskets should be provided throughout the facility. The cleaner is responsible for regular cleaning and to respond to cleaning needs as they arise, i.e., cleaning up spills.

To create a welcoming and youth-friendly environment, the design of the MYC should be carefully considered. All equipment, finishes, furnishings, and fixtures should be chosen keeping in mind to be youth friendly. The entrance, lobby, or check-in desk should create a sense of arrival and welcome for young people, facilitated by a trained receptionist with strong communication skills and a youth-friendly attitude. Institutional textures and colors should be avoided in favor of more creative, inviting design elements that reflect the mission of the MYC. Murals, color schemes, and other visual elements in common areas should be carefully selected to foster creativity and provide a visually engaging environment for young people. Display areas or boards should be incorporated into the design to showcase the work of young people, with the ability to easily update and change the displays to keep the space dynamic and engaging for visitors.

## Furniture, Equipment, and Supplies

The MYC should be fully equipped with the necessary furniture, equipment and supplies to support the full delivery of services. Below is a sample overview of required furniture, equipment and supplies:

### **Furniture:**

- 7 desks and 11 tables -
- 7 office chairs, 60 folding chairs and 40 computer chairs
- 6 lockable filing cabinets

### **Equipment:**

- 25 laptops (The number can be increased based on availability of funds up to 50 laptops)
- 2 printers
- 2 projectors
- 1 LCD visual education
- 1 Electricity generator
- 6 heaters
- 1 Camera
- 3 Water coolers

Equipment specifications will follow UNFPA Global specification and procurement guidelines. Laptops' specifications should support the technical training on graphic design and programming.

### Supplies:

- Edutainment materials and sports/recreation equipment
- Stationary including notebooks, writing implements (pens, pencils, white board markers, highlighters, etc.), flip charts, flip chart easels, paper clips, sticky notes, tape, glue, colored paper, etc.

### Other:

Each center will be provided with High speed internet connection, and stationery to facilitate activities implementation.

## Operating Hours

The operating hours for the MYC should be selected to ensure that as many A&Y can access services as possible. Hours should be set based on when A&Y in the community are free and able to attend services, noting some flexibility in timing for emergency service provision; the dynamics of the community and security conditions; and should be reflective of standard cultural and local customs for accessing public spaces. The MYC should operate at least eight hours (i.e., from 8:00am to 4:00pm) a day for six days a week (from Saturday to Thursday).



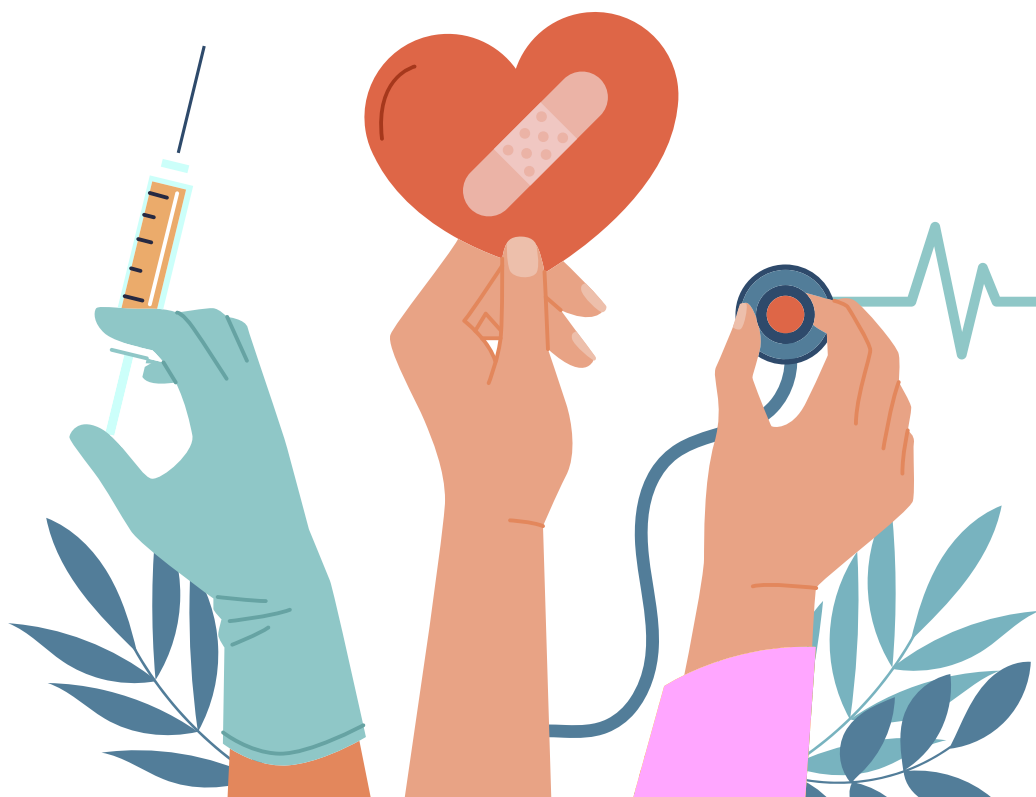
## Activities of the MYC

### Health Promotion

**Purpose:** To provide awareness raising sessions and information, education and communication materials to adolescents and youth on the adoption of a healthy lifestyle, emphasizing the numerous benefits it can bring not only to their physical health but also to their mental well-being inline with the National Guidelines on Youth Friendly Health Services (YFHS).

**Scope:** Adolescents and youth lack adequate information about their own well-being and health. Adolescence is a critical age to establish healthy habits and to secure future health. Additionally, adolescents and youth require knowledge about their own growing and changing bodies to enable them to make informed decisions about their bodies and their health. This awareness program is designed to provide adolescents and youth with practical strategies for developing and maintaining a healthy lifestyle. Healthy lifestyles will address a variety of health topics outlined in the National Guidance on Youth Friendly Health Services including prevention of non-communicable diseases (i.e. smoking, healthy diet, etc.); reproductive health (i.e. puberty, premarital counseling); and mental health (i.e. stress management).

The course will be a mandatory 3 days workshop for any A&Y who wants to access MYC services. The course will cover the concepts of health, wellness, and fitness and will include lectures, practical exercise, and self-evaluation to address personal wellness in the areas of fitness, nutrition, stress management, and self-responsibility. Through this program, A&Y will be empowered to promote healthy attitudes towards physical activity and eating behaviors for themselves and others. Information, education and communication materials on healthy lifestyles will be made available to adolescents and youth and will be displayed throughout the MYC.







## Livelihoods and Freelancing

**Purpose:** To increase the skills and knowledge of adolescents and youth on key skills that improve their competitiveness in the job market.

**Scope:** The livelihood activities will provide a comprehensive vocational training and apprenticeship program. It will also include a comprehensive employability skills training program and will link A&Y to potential employment opportunities including freelance jobs. The livelihoods programming will be supported by ancillary programming such as basic computer learning; basic English language; and literacy education.

The vocational training provided should be in accordance with the BDS market assessment to be conducted and should be reflective of the local job and economic market. Potential areas for vocational training include freelancing (graphic design, translation, data analysis and visualization etc.), manufacturing and processing, biomedical technicians and agriculture.

The employability skills course covers topics required for a job. More often these skills are job readiness and come under two themes which are the pre-employability and after employability skills. The topics covered include pre-employability skills including the basic building blocks for job readiness; understanding the job search; resume writing; cover letter writing; interview skills and techniques. It also covers post employability skills, or the skills required once an employee is hired. These skills include effective communication; email writing; report writing; and time management.



## Life Skills

**Purpose:** To provide young people with the knowledge and skills they need to navigate daily life and achieve their goals.

**Scope:** Life skills education will support adolescents and young people to gain essential knowledge about health, social behavior and other skills required in life and in the job market. Life skills education will also include religious studies. The topics of life skill education includes but is not limited to self-awareness, interpersonal skills, and critical thinking. Self-awareness covers topics that foster the adolescents' and youth's understanding of themselves including their thoughts, feelings, and behaviors. Interpersonal skills covers topics that explore how to establish healthy, respectful relationships; lessons highlight the use of effective communication, assertiveness, problem solving and dispute resolution. Critical thinking skills covers topics that show adolescents and youth the ways of thinking and executing tasks so that they could make effective decisions, set relevant goals, and be informed consumers of information. Overall, the life skills program will provide A&Y with improved communication, problem solving, and stress management skills.

Life skills sessions will be provided on a daily basis. If feasible, multiple sessions will be held each day to support the variety of skills and knowledge adolescents and youth require.



## Psychosocial support

**Purpose:** To address psychological and psychosocial needs of vulnerable adolescents and youths, including survivors of violence and trafficking

**Scope:** Psychosocial support is an approach that aims to improve psychosocial wellbeing, which refers to three core domains: supporting and promoting human capacity (strengths and values), improving social ecology (connections and support, through relationships, social networks, and existing support systems of people in their communities), and understanding the influence of culture and value systems and their importance alongside individual and social expectations.

A qualified psychosocial counselor will provide counseling based on the IASC Guideline on Mental Health and Psychosocial Support in Emergency. The counselor will provide both individual and group counseling sessions. The **individual counseling sessions** will provide one-to-one psychosocial support to adolescents and youth who are exposed to adversity and experiencing psychosocial distress such as experiences of interpersonal conflicts; traumatic experiences; disruptive social environment; or difficult life transitions such as migration or loss of livelihoods; and violence. The adolescents and youth in need for specialized services will be referred to other services providers in the targeted areas for further support needed. The **support group counseling sessions** will improve well-being by increasing confidence, self-esteem, friendships, resiliency, and social support that empower adolescents and youth and decrease negative feelings (i.e. feelings of boredom, hopelessness, isolation, depression, anxiety, etc.). The sessions will provide a safe place to talk about their concerns.



## Volunteering

**Purpose:** To increase opportunities for adolescents and youth to connect with their community, contribute positively and build a youth network.

**Scope:** Volunteering at MYC will consist of the development of a youth network within the MYC catchment area. The youth network will work to increase meaningful youth engagement and will support adolescents and youth to identify meaningful ways that they can contribute to their communities. Through this activity adolescents and youth will be linked to opportunities with existing UNFPA programming including peer education and last mile assurance.



## Recruitment Procedures

The recruitment procedures for MYCs staff follows the IP Human Resources (HR) rules and regulations in accordance with UNFPA organizational regulations. Below is the overall direction for the recruitment process:

- ◆ Job Description (JD) for the relevant positions should be aligned with MYC Staff Terms of Reference in annex 1 - and approved by the NGO IP senior management.
- ◆ All vacancies should be posted in ACBAR and other local job announcement boards or networks
- ◆ NGO IP HR collects the application for the relevant position, and prepares the longlist and shortlist of candidates and shares both long and short list with UNFPA for approval of the short list
- ◆ NGO IP HR prepares written test and interview schedules and should inform the shortlisted candidates at least 2 days prior to the written or interview.
- ◆ A panel will be formed for conducting written tests and interviews that only includes staff from IP and observers from UNFPA.
- ◆ NGO IP HR will conduct the reference check of successful applicants.

## MYC activity plan

The MYC Coordinator, in consultation with the MYC professional staff and IP staff, should develop a monthly calendar for the activities and services being provided at the MYC. The schedule and operating hours should be posted within the MYC and should be shared with community members. Please see Annex 2 for a sample activity plan.

## Accountability to Affected Populations

Program managers should coordinate with MYC coordinator and staff to ensure that all activities are designed using a “people-centered approach”. It will regularly adjust the programming based on the preferences and evolving needs of adolescent and young people, given the rapidly changing context in Afghanistan. This will be done through:

- ◆ **Information/transparency:** provide adequate information/messages on what the services can offer and the limitations of the programs to manage expectations from adolescent and young people, in a timely manner.
- ◆ **Participation:** ensure adolescent and young people are able to regularly input into program design, implementation and monitoring. Their voices in each stage of the program are crucial to ensure the appropriateness of the services.

- ◆ **Feedback and complaints mechanism:** contextualize the feedback and complaints mechanisms for women/girls and men/boys as well as those with disabilities to allow greater access for them to channel their views and aspirations during the program execution. Youth Health Line<sup>12</sup> will be used to support this work, however it needs to be backed up by other channels to ensure the inclusion of vulnerable groups.

MYC will ensure inclusive community engagement activities, in line with the UNFPA’s “leave no one behind” principles. This includes improving accessibility and safe access to means of participation with careful consideration for those with different abilities, document and analyze inputs from adolescent and young people in programming and act upon their inputs timely. Programs will continue to be adapted based on the expressed priorities of those with different abilities, this includes re-allocating funds and adjusting program methodology where necessary.

## Available Feedback Mechanisms

Mechanism Name	About the Mechanism
Awaaz Afghanistan	Awaaz Afghanistan is a humanitarian helpline connecting Afghans (IDPs, returnees) and refugees affected by conflict and natural disaster with information on assistance. It is a toll-free, confidential hotline that anyone with access to a mobile phone in Afghanistan can call for free. You can call for free on 410. More information is available on the website <a href="https://awaazaf.org/">https://awaazaf.org/</a>
Feedback and Help Desk	A complaint box should be made available at the reception desk for adolescents and youth to provide anonymous feedback. The receptionist can also provide support to direct adolescents and youth to the correct feedback mechanism
Youth Committee	Each MYC should support the development of a Youth Committee. The Youth Committee will serve as an opportunity for adolescents and youth to provide feedback to the MYC staff. Feedback may include how to improve available services, review of staff members, and any additional feedback the Youth Committee has in relation to the improved implementation of the MYC.

<sup>12</sup> The Youth Health Line is a UNFPA supported health line that is an anonymous way for adolescents and youth to receive accurate and non-judgmental health information and advice from psychosocial counselors. The Youth Health Line can be reached by toll free by dialing 120.

# Chapter 4

## Monitoring & Evaluation (M&E)



## Overview

Monitoring and evaluation (M&E) are essential components for ensuring quality service delivery and assessing the impact of the services provided by MYC. The MYC Coordinator with support from M&E staff will be responsible for closely monitoring and evaluating the following:

### Monitoring:

- ◆ The delivery of each service is provided to young people on a regular basis
- ◆ The services are provided according to the established standards and guidelines.
- ◆ The services provided to young people are assessed to be effective with necessary adjustments made as required
- ◆ Identify implementation challenges during the delivery of services and deploy course correction to ensure quality service provision.
- ◆ Develops and rollout tools and mechanisms to keep track of the beneficiaries data to ensure that services are reaching the intended beneficiaries.

### Evaluation:

- ◆ Conduct the evaluability assessment for each type of intervention to ensure that services are designed to achieve the desired objectives.
- ◆ Assess the effectiveness of the services on the adolescents and youth of each service to ensure that services are fully relevant to their needs and addressing their issues.
- ◆ Assess the satisfaction of young people with regards to the delivery of services to ensure that services meet their expectations and needs.
- ◆ Assess the overall impact or change achieved through the services provided to young people.



## Tools used in Monitoring and Evaluation

MYC will use the following tools to monitor and evaluate the services provided by MYC in the area (please note reporting forms can be found in Annex 3):

Tool	Description
Registration Forms or Book and attendance sheets	<p>Registration Forms or Book: The MYC should have a book or forms for the registration of all adolescents and youth visiting the MYC.</p> <p>Attendance sheets: will be utilized for each service provided. The attendance sheet allows MYC staff to track and monitor the number of participants, interest in a particular service and A&amp;Y progress through programming.</p>
Progress reports and final reports	<p>Progress and final reports are used to assess the progress and achievements of each service provided. MYC staff are required to submit weekly reports to the MYC Coordinator. The MYC Coordinator will support the submission of progress and final reports to the IP staff.</p>
Questionnaires and surveys	<p>To gather feedback from young people and assess their satisfaction with the services provided.</p>
Direct observation	<p>Direct observation from the learning sessions to assess the quality-of-service delivery</p>
Pre and post test	<p>Measure the impact and effectiveness of each service provided.</p>

By closely monitoring and evaluating the services provided, the MYC can identify areas for improvement and make necessary adjustments to ensure quality service delivery and maximum impact.

## Data Protection and Privacy

To ensure the protection of MYC beneficiaries' data, MYC staff have no authority to share any beneficiaries' data with any third party. For the purpose of coordination and information sharing with the different stakeholders involved, the IP holds the accountability for sharing any information related to the beneficiaries in line with the Common Humanitarian Standard Operating Procedures on Data Protection and Privacy.

Data responsibility requires the implementation of principled actions at all levels of a humanitarian response. IP can ensure data responsibility by only collecting data that is essential to the operation of the MYC, by ensuring that any personal data or information is safely stored in a locked filing cabinet in the MYC, and only allowing MYC personnel who have a specific work-related need to review data.

### MYC staff should:

- ◆ Ensure that no data to be shared with any third party, and channel all data and information requests to the IP manager.
- ◆ Participate in training and orientation sessions to understand how to protect personal data and information.
- ◆ Follow IP policies and procedures related to ensuring data privacy and management.





# Chapter 5

## Referrals



# Prevention of Misconduct and Abuse

## What is Prevention of Misconduct and Abuse?

The United Nations and its entities are committed to preventing affected populations from misconduct and abuse.

## What is misconduct?

Any actual or attempted abuse of a position of vulnerability, differential power, or trust, for inappropriate purposes, including, but not limited to profiting monetarily, socially, or politically from the exploitation of another.

## What is abuse?

The actual or threatened physical intrusion of any nature whether by force or under unequal coercive conditions

## What types of activities are considered Misconduct and Abuse?

- Any inappropriate activity with a child. A child is any person less than 18 years of age, regardless of any laws relating to age of majority or consent.
- The exchange or promise of exchange of any money, employment, goods, services, or other things of value, for inappropriate behaviors.
- Relationships between IP's staff, associated or related personnel and beneficiaries of assistance, can be considered misconduct and abuse since they are based on inherently unequal power dynamics. Therefore, they are strongly discouraged

## Who is responsible for the Prevention of Misconduct and Abuse?

All personnel of UNFPA and IPs, including,

- Staff
- Interns
- Volunteers
- Consultants
- And other related personnel

### Where and when to report Misconduct and Abuse?

If you witness or are concerned about a potential incident of misconduct or abuse (such as the activities described above) you should report it **immediately**.

You should report the incident to your supervisor or the **MYC Coordinator**. Please see your Implementing Partner's policy on Prevention of Misconduct and Abuse for further information.

You can report to **Awaaz Afghanistan**, which is a humanitarian helpline connecting Afghans (IDPs, returnees) and refugees affected by conflict and natural disaster with information on assistance. It is a toll-free, confidential hotline that anyone with access to a mobile phone in Afghanistan can call for free. You can call for free on 410. More information is available on the website <https://awaazaf.org/>

You can check your organization Prevention of Misconduct and Abuse policy and guidance and code of conduct by IP.

You can report anonymously online at [unfpa.org/audit-and-investigation](https://unfpa.org/audit-and-investigation) or [web2.unfpa.org/help/hotline.cfm](https://web2.unfpa.org/help/hotline.cfm).



# Psychological First Aid (PFA)

## What is PFA?

PFA is providing a humane and supportive response to a fellow human who is suffering and needs support. It is not professional counseling.

## What types of activities are a part of PFA?

- Providing non-intrusive, practical care and support
- Understanding their needs and concerns
- Helping to address basic needs like food, water, and information
- Listening, without pushing for information
- Providing comfort and helping people to feel calm
- Connecting people to information, services, and social support
- Protecting people from further harm

## How to conduct PFA responsibly

- Respect people's safety, dignity, and rights
- Understand the person's culture and adapt your approach
- Know what other services and support are available
- Make sure to look after your own well-being Using the referral system

## When should I use the referral system?

Some adolescents and youth will require more support than the MYC staff is trained to provide. For those people, psychological first aid will not be enough to address their needs. You will need to immediately refer this person to the PSS Counsellor in the MYC or to additional services in the community.



### Who should be referred for further services?

- Anyone who requires more support than the MYC staff can provide. These include:
- People with serious, life-threatening injuries who need emergency medical care
- People who are so upset that they cannot care for themselves or their children
- People who may hurt themselves
- People who may hurt others

### What should I do if I am unsure if a person needs to be referred?

If you are unsure whether you should refer someone that requires additional support, ask for help. Speak with the PSS Counsellor in your MYC or your supervisor.

### What is the role of the MYC staff in the referral system?

The main role of the MYC staff is to identify anyone who may need extra support and provide an initial referral for them to the MYC PSS Counsellor. It is not your role to monitor them or support them through the entire referral process.

# Referral System Mapping

## Introduction

The MYC serves as a resource for adolescents and youth in your community. However, sometimes the adolescents and youth that you serve require services outside of what you trained to provide. When this occurs, it is important to refer the adolescent or youth to someone who is trained in providing the type of service they require. To support this referral, it is essential to understand the services available to A&Y in your community. Each MYC, led by the MYC Coordinator should conduct a referral system mapping utilizing the steps outlined below. A referral system mapping tool can be found in Annex 4. As the availability of services can change over time, the MYC Coordinator should also set up a schedule for review and update to the mapping, ideally every 3 months.

Once the referral mapping is developed staff should utilize the referral system to provide relevant adolescents and youth with the necessary information. The referral system should also be displayed in a public area for adolescents and youth to easily reference. If a staff member identifies an adolescent or youth who needs additional support they should contact their relevant supervisor or MYC Coordinator.

### Step 1

Review the adolescents and youth that you will be supporting in the MYC and your community. Identify the unique needs of adolescents and youth in your community.

Make a list of the types of services that adolescents and youth in your community might need. Below is a list of suggested services to review. Please add additional services if adolescents and youth in your community require additional support .

### Step 2

- Health services - these can include youth-friendly health services, basic health services and emergency health services.
- Psychosocial support - including services for those who have experienced violence.
- Educational and vocational

Examples of potential services in your community are below.

### Step 3

Match your list of needed services against services currently available in your community. There are several ways you can do this, you can do an internet search; you can interview professionals in your area; or you can do a community survey. Overall, the best way to map the available services is to speak to people in the community.

### Step 4

Once you identify available services be sure to collect essential information about the services such as location, contact information, opening hours, services provided, population served, etc. You should then utilize this mapping to develop your referral pathways.

### Step 5

Once your referral pathways have been established, it is essential for the MYC Coordinator to ensure that all staff are trained on the pathways.

The list below is an overview of potential referral services available near your MYC:

### **MYC PSS Counseling Services**

PSS counselors provide confidential private one-to-one counseling, psychological first aid, and case management to those who have experienced violence.

### **Psychosocial Counseling Center (PSCC)**

PSCCs are UNFPA-run comprehensive service delivery points for vulnerable and at-risk individuals who have experienced violence. PSCCs are located within provincial/regional/district hospitals. The centers provide medical services, psychosocial support, referrals, and case follow up.

### **Youth Health Line**

The UNFPA supported health line is an anonymous way for adolescents and youth to receive accurate and non-judgmental health information and advice from psychosocial counselors. The Youth Health Line can be reached by toll free by dialing 120.

### **Public Health Services within Afghanistan**

The backbone of Afghanistan's health system is the Basic Package of Health Services (BPHS) as a core strategy to provide a standardized package of primary health care services across the country which is complemented by the Essential Package of Hospital Services (EPHS).

Based on Afghanistan Health system BPHS & EPHS there are the seven services components, including;

- Maternal and newborn health
- Child health and immunization
- Nutrition
- Control of communicable diseases
- Mental health
- Disability
- Provision of essential drugs



One of the main strategic areas in Reproductive, Maternal, Newborn, Child and Adolescent Health (RMNCAH) National Strategy is Adolescent Health. The strategy commits to the reduction of adolescent morbidity and mortality through raising awareness of appropriate Youth People Friendly Health Services (YPFHS) including primary, reproductive, nutritional, and mental health services, with a special focus on reducing early marriage, delaying adolescent pregnancy until at least age 18 years of age, and reducing violence. The approaches cover:

- Expanded adolescent reproductive health (RH) services for young people.
- Improved and expanded mental health and substance abuse services.
- Greater nutrition awareness among young people
- Promoting healthy lifestyles for young people
- Reducing violence

BPHS is offered at seven standard types of health facilities including community outreach provided by Community Health Workers (CHWs) at health posts, outpatient care Family Health Houses (FHH) , Health Sub Centers (HSCs), Basic Health Centers (BHCs), Mobile Health Teams (MHTs), Comprehensive Health Centers (CHCs) and inpatient services at District Hospitals (DHs). The EPHS provides secondary and tertiary care through Provincial Hospital (PH), Regional Hospital (RH) and Specialized Hospitals (SH).



# Annexes



## Annex 1 – MYC Staff Terms of Reference

<b>Job Title: MYC Coordinator</b> <b>No. of positions: 1 Person</b>	
<b>Purpose/ Summary of the Job:</b>	<p>The MYC coordinator is responsible for the overall management and coordination of MYC as well as for achieving the set objectives. S/he will work to build and maintain strong local networks committed to improving the lives of young people, will promote volunteerism, help to identify young survivors of violence, and also support vulnerable young people through livelihood and business development programs.</p>
<b>Key duties and responsibilities:</b>	<ul style="list-style-type: none"> <li>• Oversee the overall management and operations of the MYC.</li> <li>• Coordinate and supervise daily activities at the MYC, ensuring that programs meet goals and objectives.</li> <li>• Contribute to project planning, evaluation, and data collection.</li> <li>• Develop and maintain relationships with young people, key programs, and community stakeholders.</li> <li>• Create a safe space for young people to explore their values and identities.</li> <li>• Conduct staff meetings and provide effective guidance to staff.</li> <li>• Participate in project staff meetings and ensure effective communication.</li> <li>• Prepare weekly and monthly progress reports and submit them to the Project Manager.</li> <li>• Whenever assigned by Senior Management staff, conduct national level coordination with stakeholders</li> <li>• Perform any other tasks assigned by the project manager within the general scope of the described responsibilities or of the project.</li> </ul>

<p>Qualification and other requirements (experience, skills):</p>	<p><b>Qualification Background:</b></p> <ul style="list-style-type: none"> <li>• Bachelor's degree in management, Social Work, Education, or any equivalent degree in a related field.</li> </ul> <p><b>Required Experiences, Skills, and Competencies:</b></p> <ul style="list-style-type: none"> <li>• Minimum of 4 years' experience working with adolescents and youths.</li> <li>• Capacity to work with young people from diverse cultural backgrounds</li> <li>• Capacity to work efficiently within a multidisciplinary team.</li> <li>• Strong ability to work independently.</li> <li>• Strong interpersonal and communication skills</li> <li>• Strong communication skills in local languages and English</li> <li>• Strong computer skills</li> <li>• Having strong administration and management skills</li> <li>• Respect of confidentiality and sense of security</li> </ul>
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<p><b>Job Title: PSS Counselor</b></p> <p><b>No. of positions: 2 Persons</b></p>	
<p>Purpose/ Summary of the Job:</p>	<p>The PSS Counselor provides psychosocial support including interviewing of vulnerable adolescents and youth (especially survivors of violence), provides counseling (individual and group) and referral of special cases to other service providers for further support needed.</p>



<p>Key duties and responsibilities:</p>	<ul style="list-style-type: none"> <li>• Contribute to the development of and reviewing the resource materials on PSS based on the needs of youths and adolescents.</li> <li>• Prepare lesson plans for individual and group counseling sessions.</li> <li>• Conduct intake and post-session assessments for all PSS beneficiaries.</li> <li>• Assessing and identification of beneficiaries for psychosocial support, who will be visiting the MYC..</li> <li>• Conduct psychosocial counseling sessions to adolescents and youths in groups and individually and if needed with their families.</li> <li>• Follow up with youth and adolescents provided with psychosocial counseling and support.</li> <li>• Ensure timely referral and follow-up of cases in need of further support to other service providers.</li> <li>• Maintain regular followup with the project team and provide them with technical support and advice when needed.</li> <li>• Perform any other tasks as assigned by the supervisor that are within the general scope of the described responsibilities or of project</li> <li>• Provide PSS trainings to MYC staff to support their own well-being, i.e. stress management</li> </ul>
<p>Qualification and other requirements (experience, skills):</p>	<p><b><i>Qualification Background:</i></b></p> <ul style="list-style-type: none"> <li>• Bachelor's Degree in relevant discipline (e.g., General Psychology, Counseling, Social Work, Mental Health).</li> <li>• Additional qualification or certification in Mental Health, Psychology, Counseling or in another relevant field is highly desirable.</li> </ul> <p><b><i>Required Experiences, Skills, and Competencies:</i></b></p> <ul style="list-style-type: none"> <li>• Minimum of 3 years' experience working with adolescents and youths.</li> <li>• Capacity to work with young people from diverse cultural background</li> <li>• Ability to manage a large number of youths and adolescents in a session.</li> <li>• Strong interpersonal and communication skills</li> <li>• Excellent communication skills in local languages and English</li> <li>• Strong understanding of PSS in Afghan context</li> <li>• Respect confidentiality</li> </ul>

<b>Job Title: Life Skill and Literacy Educators</b> <b>No. of positions: 2 Persons</b>	
Purpose/ Summary of the Job:	The Life Skills/ Literacy Educator will be responsible for providing life skill education including awareness sessions with a focus on peer education, problem solving and prevention of violence. S/he will be responsible for providing literacy education sessions to adolescents and youths.
Key duties and responsibilities:	<ul style="list-style-type: none"> <li>• Review and refine existing training modules on life skills education and develop new ones as per the needs of target groups.</li> <li>• Prepare lesson plans for the life skill and literacy education sessions.</li> <li>• Conduct intake and post-session assessments for adolescents and youths.</li> <li>• Providing life skills training/ session including awareness sessions on peer education, problem solving and critical thinking and prevention of violence.</li> <li>• Deliver literacy education training sessions to illiterate adolescents and youths.</li> <li>• Assess and evaluate adolescents and youths on a regular basis (as a trainer, s/he must have the ability and skills to assess and evaluation the degree of trainees' attainment from the knowledge and skills, delivered to them during the course)</li> <li>• Prepare and submit reports to the MYC coordinator in a timely manner.</li> <li>• Perform any other tasks as assigned by the supervisor that are within the general scope of the described responsibilities or of project</li> </ul>



Qualification and other requirements (experience, skills):	<p><b>Qualification Background:</b></p> <ul style="list-style-type: none"> <li>• Bachelor's degree preferably in relevant discipline (General Psychology, Social Worker, Education, Counseling)</li> <li>• Additional qualification or certification in Life Skills Education, Psychology, Counseling or in another relevant field is highly desirable.</li> </ul> <p><b>Required Experiences, Skills, and Competencies:</b></p> <ul style="list-style-type: none"> <li>• Minimum 3 years of experience in provision of life skill and literacy education</li> <li>• Ability to manage a large number of youths and adolescents.</li> <li>• Strong understanding of Life Skills Education</li> <li>• Excellent communication skills both in writing and oral including presentation and interpersonal skills: Pashto, Dari and basic English.</li> <li>• Excellent computer, MS office skills</li> <li>• Should be familiar with the area's cultural traditions</li> </ul>
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<p><b>Job Title: Youth Educator</b></p> <p><b>No. of positions: 1 Person</b></p>	
Purpose/ Summary of the Job:	Youth Educator will be responsible for providing youth education to adolescents and youth and provide age-appropriate awareness sessions related to reproductive health, PSS, harm of child marriage and other health related issues prevalent in the community. He/she will refer young people to other services if required.
Key duties and responsibilities:	<ul style="list-style-type: none"> <li>• Review and refine the existing training materials on health promotion for adolescents and youth.</li> <li>• Conduct youth education sessions including awareness sessions on healthy lifestyles, including hygiene promotion, prevention of violence, etc.</li> <li>• Refer youth and adolescents, who need PSS counseling to PSS counselors.</li> <li>• Establish a youth network in the target communities.</li> <li>• Prepare and submit reports to the MYC coordinator on timely manner</li> </ul>

Qualification and other requirements (experience, skills):	<p><b>Qualification Background:</b></p> <ul style="list-style-type: none"> <li>• Bachelor's degree preferably in relevant discipline (General Psychology, Social Worker, Education, Counseling)</li> <li>• Additional qualification or certification in Health Education, Psychology, Counseling or in another relevant field is highly desirable.</li> </ul> <p><b>Required Experiences, Skills, and Competencies:</b></p> <ul style="list-style-type: none"> <li>• Minimum 3 year of working experience</li> <li>• Ability to manage a large number of youths and adolescents.</li> <li>• Strong understanding of youth education and hygiene promotion</li> <li>• Excellent communication skills both in writing and oral including presentation and interpersonal skills: Pashto, Dari and basic English.</li> <li>• Excellent computer, MS office skills</li> <li>• Should be familiar with the area's cultural traditions.</li> <li>• Keep confidentiality</li> </ul>
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<p><b>Job Title: Job Development/ BDS Counselor</b></p> <p><b>No. of positions: 1 Person</b></p>	
Purpose/ Summary of the Job:	<p>The Job Development/ Business Development Service Counselor will be responsible for providing training on job placement, job development, education and counseling on employability skills, access to employment, providing computer education such as CV preparation, interview skills etc.</p>





<p>Key duties and responsibilities:</p>	<ul style="list-style-type: none"> <li>• Review, refine and develop training modules on BDS support and counseling.</li> <li>• Prepare BDS support and counseling lesson plan.</li> <li>• Conduct assessment of adolescents and youth applying for BSD services</li> <li>• Conduct BDS training for adolescents and youths on different topics such as CV preparation, interview preparation skills etc.</li> <li>• Provide education and counseling on employability skills to adolescents and youths.</li> <li>• Mapping of service providers working in vocational training and referral of adolescents and youths meeting the criteria for their possible further advance training, future collaboration etc</li> <li>• Conduct a market assessment in project location/operational areas for potential employment of graduate trainees.</li> <li>• Develop, and maintain an updated excel database (soft copy) of all enrolled youths for job placement.</li> <li>• Record monthly results and report back to the MYC Coordinator/ Project Manager</li> <li>• Ensure proper filling of attendance sheets, business plans etc.</li> </ul>
<p>Qualification and other requirements (experience, skills):</p>	<p><b><i>Qualification Background:</i></b></p> <ul style="list-style-type: none"> <li>• Bachelor's Degree in relevant discipline (e.g., TVET, Education, Business Administration, Economics)</li> <li>• Additional qualification or certification in TVET, BDS, Business Plan Development, promotion of employment or another relevant field is highly desirable.</li> </ul> <p><b><i>Required Experiences, Skills, and Competencies:</i></b></p> <ul style="list-style-type: none"> <li>• Minimum 3 years of working experience in BDS and TVET</li> <li>• Capacity to work efficiently within a multidisciplinary team.</li> <li>• Strong ability to work independently.</li> <li>• Excellent communication and interpersonal skills</li> <li>• Strong VT business development and marketing skills</li> <li>• Excellent computer, MS office skills</li> </ul>

Job Title: Computer/ English Language Trainer	
No. of positions: 1 Person	
Purpose/ Summary of the Job:	Computer and English Language trainer will train adolescents and youths in MYC on computer programs such as MS Office, internet use, installation of software etc and as well as on basic English Language program.
Key duties and responsibilities:	<ul style="list-style-type: none"> <li>• Review, refine and develop training materials for computer and basic English language courses.</li> <li>• Assess the youth's capacity related to computer programs and as well as basic English Language</li> <li>• Prepare a lesson plan based on the assessment findings.</li> <li>• Organize computer training as well as basic English Language courses to adolescents and youths selected.</li> <li>• Assess the trainees on a regular basis and provide feedback to trainees for improvement.</li> <li>• Check computer hardware to ensure functionality and update computer related software.</li> <li>• Support technical troubleshooting and support as needed.</li> </ul>
Qualification and other requirements (experience, skills):	<p><b>Qualification Background:</b></p> <ul style="list-style-type: none"> <li>• Bachelor's Degree preferably in relevant disciplines (e.g., Computer Science, Information Technology, Education, English Literature)</li> <li>• Additional qualification or certification in IT, computer programs and Diploma in English Language</li> <li>• In-depth understanding of diverse computer systems and network</li> </ul> <p><b>Required Experiences, Skills, and Competencies:</b></p> <ul style="list-style-type: none"> <li>• Minimum of 3 years of working experience in computer and as well as English Language program</li> <li>• Capacity to work with young people from diverse cultural background</li> <li>• Good knowledge of internet security and data privacy principles</li> <li>• Excellent communication skills in local languages and English</li> <li>• Should be familiar with the area's cultural traditions.</li> <li>• Good Communication and interpersonal skills</li> </ul>

## Annex 2 – Sample Activity Plan

MYC Daily Calendar					
14 December 2023					
Time	PSS Room	Multipurpose Room 1	Multipurpose Room 2	Life Skills Education Room	Computer Lab
8:00-9:30	PSS: Group Counseling	BDS: Group Counseling	English Language: Basic Level	Life Skills: Group Education	Computer Training: Basic Level
9:30-11:00	PSS: Individual Counseling	BDS: Group Counseling	English Language: Basic Level	Literacy: Basic level	Computer Training: Basic Level
13:30-15:00	PSS: Individual Counseling	BDS: Individual Counseling	English Language: Intermediate Level	Life Skills: Group Education	Computer Training: Intermediate Level
15:00-16:00	PSS: Group Counseling		Literacy: Intermediate Level	Life Skills: Group Education	Computer Training: Intermediate Level



## Annex 3 – M&E and Reporting Forms

### **MYC Monthly Reporting Format**

- MYC Monthly Reporting Format

### **MYC Registration Sheets for Activities**

- MYC Visitor Registration Sheet
- MYC Referrals Sheet
- MYC Peer Education
- MYC MHPSS Sheet
- MYC Healthy Lifestyle Sheet
- MYC Life Skills Education Sheet
- MYC BDS and Livelihood Sheet
- MYC Entertainment/Recreation Space Sheet
- MYC MHM Sheet
- MYC Capacity Building Sheet

## Annex 4 – Referral System Mapping Tool

### Referral System Mapping Tool

Name and Location of MYC:
Date of mapping:
Staff member(s) completing mapping:
<b>Step 1 – Identifying the needs of adolescents and youth in your community</b> What types of adolescents and youth live in your community?  What makes the adolescents and youth in your community unique?  What unique needs do adolescents and youth in your community have?
<b>Step 2 – Identifying the types of services adolescents and youth need</b> Health Services  Psychosocial Support  Educational and vocational  Other

### Steps 3 and 4 – Services available in your community

#### *Health Services*

Name	Address	Opening Hours	Services Provided	Population(s) served	Other relevant information

#### *Psychosocial Support*

Name	Address	Opening Hours	Services Provided	Population(s) served	Other relevant information

#### *Educational and vocational*

Name	Address	Opening Hours	Services Provided	Population(s) served	Other relevant information

#### *Other*

Name	Address	Opening Hours	Services Provided	Population(s) served	Other relevant information



## Annex 5 – MYC Checklist

### UNFPA Afghanistan Multipurpose Youth Center Checklist

Province	
Name of MYC	
Location	
Date	
Time	

#### Observation Team members:

Subjects	Questions	Response		Observer
Access and infrastructure	1: Are there marked signs and directions to make it easy to find the MYC; its working days; and open hours, and when services and sessions are being held?	Yes	No	
	2: Is the MYC located in a convenient location where adolescents and young people congregate?	Yes	No	
	3: Is there a specific space allocated for psychosocial support and counseling?	Yes	No	
	4: Does the MYC have a reception or check in area?	Yes	No	
	5: Does the MYC have a common area where the young people wait and have access to IEC materials along with other awareness programs?	Yes	No	
	6: Is the MYC area pleasant and comfortable for youth?	Yes	No	
	7: Does the MYC have adequate space and rooms allocated for the different programming?	Yes	No	
	8: What are the opening hours and days of the MYC?	Yes	No	
	9: Computer lab?	Yes	No	
	10: Television?	Yes	No	
	11: DVD player?	Yes	No	



	12: Furniture for the waiting area?	Yes	No	
	13: Equipment for hygiene and drinking water (available and working)?	Yes	No	
	14: Does the waiting area have IEC materials that are geared to adolescents?	Yes	No	
		---- Pamphlets		
		---- Brochures		
		---- Magazines		
		---- Posters		
	15: Does the MYC have sufficient and reliable inventory of IEC materials supplies?	Yes	No	
	16: Are youth focused IEC materials available?	Yes	No	
	17: If there are IEC materials, are they related to these services and available in the local languages?	Yes	No	
Staff and Office procedure	18: How many counselors are assigned in MYC (male/female)?	----- Male	----- Female	
	19: Do the MYC have support staff, including Youth Educator, Life Skills Educators, BDS Counsellor, Computer Trainer and English Trainer, who are orientated on the delivery of youth-friendly programming?			Details
	20: How many staff were present on visit day?			
	21.1: Is there a ToR for the MYC staff?	Yes	No	
	21.2: Does the MYC have a monthly working schedule for staff?	Yes	No	
	22: Is there a registration book in the MYC?	Yes	No	
	23: How many clients were registered in the last four weeks?			
	24: Is the registration book used properly (follow privacy guidelines)?	Yes	No	
	25: Has a referral mapping been undertaken in the last 3 months?	Yes	No	



	26: How many cases have been referred in the last 4 Weeks?	Yes      No      NA	
	27: Do staff have access to the referral mapping?	Yes                      No	
	28: Is a MYC SoP available?	Yes                      No	
	29: Which services are provided to adolescents?	---- Computer Skills ---- Life Skills Education --- Healthy Lifestyles Programming ---- BDS Support ---- Mental Health ---- English language ---- Other (please specify)	
Privacy and Confidentiality	32: Does the counselor counsel one client at a time to ensure confidentiality?	Yes                      No	Observe the counseling room/ cabin, and judge the privacy
	33: Do they use a separate place in the facility to ensure privacy of clients?	Yes                      No	
	34: Do staff use coding systems instead of names?	Yes                      No	
	35: Do staff respect adolescents' wishes about whether or not to provide information to family members?	Yes                      No	Say a relevant scenario to the counselor, and check the response
	36: Are systems/protocols in place to ensure that case files, including registration book are not accessible to everyone except relevant staff members	Yes                      No	



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Feedback and review Comments on the SOPs are welcome at any time and can be sent, along with enquiries, to [qamar@unfpa.org](mailto:qamar@unfpa.org).



# **Multipurpose Youth Center Standard Operating Procedure**

**2023**