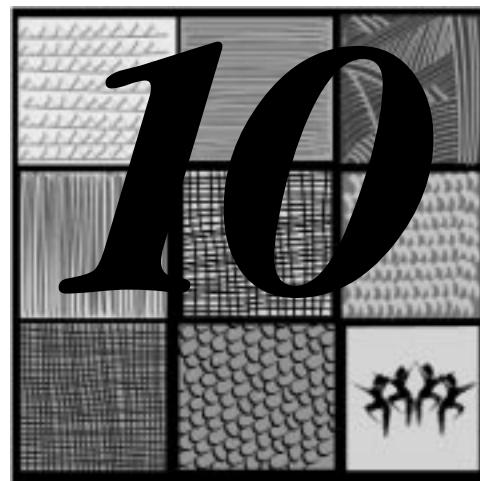


TABLES OF ARH INDICATORS



CHAPTER AT A GLANCE

- ▶ Presents four tables of ARH indicators
- ▶ Features indicators for each phase of a program (program design, program systems development and functioning, program implementation and program intervention outcome)
- ▶ Describes how to use the Indicator Tables

Where Are the Indicators in the Tables From, and How Can I Use Them for My Program?

The tables in this chapter aim to be comprehensive. They include more than 200 indicators from youth programs all over the world, collected during a FOCUS on Young Adults' review of published and unpublished evaluations of youth programs.¹

The tables offer a wide variety of indicators that must be selected and adapted to your program. In selecting indicators, refer to the Logic Model in Chapter 2 and to your program design. Only measure indicators that you think are relevant and workable for your target community.

What Kinds of Indicators Will I Find in Each of the Four Tables?

The four Indicator Tables offered in this section are based on the different stages of a program that you can measure throughout the course of an M&E effort. These stages (or aspects), introduced in Chapter 3, include:

- ▶ Program Design,
- ▶ Program Systems Development and Functioning,
- ▶ Program Implementation, and
- ▶ Program Intervention Outcome.

Boxes on the next page describe each table in more detail.

¹ The bibliography cites the published results.

**Indicator Table I:
Program Design Indicators**

These indicators are related to standards of quality and efficacy.

Youth programs should be designed based on standards of quality. Standards of quality, while not yet well-tested, are often based on the international experience of youth programs, lessons from the field of family planning and your own intuition and experience. Design indicators will measure whether, and to what degree, quality standards are used to design youth programs.

Examples of design indicators include the following:

- Existence of clearly defined goals and objectives (Yes/No)
- Local stakeholders involved in program planning (Checklist)
- Assessment of needs and preferences of target youth audience for reproductive health services (Yes/No).

**Indicator Table II:
Program Systems Development
and Functioning Indicators**

These indicators are related to program objectives and activities.

Program objectives state results in terms of the structure, management or operations of a program; their corresponding activities are related to the development and functioning of your systems. Systems development and functioning indicators measure whether a program's systems are operating and how effectively they have prepared program personnel for implementation. Examples of systems development and functioning indicators include the following:

- Number of peer educators trained to provide youth counseling
- Existence of a clear organizational structure
- Number of partnerships, networks or coalitions established to support the ARH program

**Indicator Table III:
Program Implementation Indicators**

These indicators are related to both program and population objectives and activities.

Both program and population objectives can be fulfilled with the implementation of activities. Implementation indicators measure whether and how many planned activities have been conducted. Examples of implementation indicators include the following:

- Number of youth who seek peer counseling services
- Number and type of involvement by stakeholders in the ARH program
- Number and type of communication products developed for target audience

**Indicator Table IV:
Program Intervention Outcome
Indicators**

These indicators are related to population objectives.

Population objectives are measurable statements that state results in terms of the program participant. They measure the changes in outcomes that your program is trying to produce in the target population. Examples of outcome indicators include the following:

- Average age at sexual debut
- Percentage of youth who say they would advocate healthy behaviors among their peers and friends
- Pregnancy rate among female youth during a specified time period
- Incidence rate of STIs for youth during a specified time period

What Other Information Will I Find in the Indicator Tables?

Each table includes the following five columns of information:

Indicators	Calculation*	Data Sources	Notes	Data Collection Instruments
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*This column does not appear in Indicator Table I, as no calculation is required.

Below we explain the information that is contained in each column and provide an example.

The first column specifies the *Indicators*.

Indicators are the measures that are suitable to use in monitoring or evaluating your program. Some of the indicators in the tables are accompanied by *symbols*. The following list explains what each symbol means:

- *Ch* reminds you to consider collecting information on the characteristics of the individuals specified in the indicator, such as age and gender of youth or the educational status and residence of family members of youth.
- *G* reminds you to collect information separately based on the gender of youth. Obviously, some indicators refer only to females (e.g., “% of youth who dropped out of school because of pregnancy”). Other indicators are stated in a way that includes both males and females (e.g., “% of youth who ever were pregnant or caused a pregnancy”). For the indicators that have this symbol, however, it is recommended that data be recorded separately for males and females.
- *TD* is a reminder for you to consider adding a time dimension to adapt or specify a given indicator.
- *Cy* reminds you to consider collecting information on the characteristics of youth specified in the indicator, such

as age, gender, residence, marital and educational status or group membership. For example, the indicator “% of sexually active youth who have ever used contraception” might be modified as “% of sexually active unmarried girls between 15 and 19 who have ever used contraception.”

Calculation is specified in the second column.

The calculation column shows the information needed and the formula for calculating percentages and rates for particular indicators. For example:

This formula might be given to calculate the

$$\frac{\text{No. of youth who have had sex}}{\text{All youth in target population}} \times 100 \quad \begin{array}{l} \text{(numerator)} \\ \text{(denominator)} \end{array}$$

percentage of youth who are sexually active. If an indicator does not require calculation, “N/A” (not applicable) appears in this column.

Data Sources are specified in the third column.

The Data Sources column suggests different sources from which you may be able to collect information on the indicator, or suggests that you may need to calculate an indicator.

Notes are specified in the fourth column.

The Notes column clarifies or provides additional information about the indicator, or asks you to consider particular issues or topics related to the indicator. This column frequently provides a list of categories or

topics related to one of the terms in the indicator, suggesting that you should consider the topics listed and select those that fit your needs.

Indicators	Calculation	Data Sources	Notes	Data Collection Instruments
% of youth who can identify risk-taking behaviors	$\frac{\text{No. of youth who have had sex (numerator)}}{\text{All youth in target population (denominator)}} \times 100$	Self-reported responses from surveys, interviews with youth	Risk-taking behaviors include: <ul style="list-style-type: none"> • early age at sexual initiation, • multiple sex partners, and • unprotected sex. 	

The last column offers one or more possible *Data Collection Instruments* for a given indicator.

Samples of each type of data instrument are provided in Part II of this Guide. This column also indicates if there are specific questions you can use or adapt to get information on a particular indicator. If the indicator is so straightforward that no data collection instrument is necessary, this column will state “N/A.”

Indicator Table 1: Program Design Indicators

Indicators	Data Sources	Notes	Data Collection Instruments
CROSS-CUTTING DESIGN PROCESS ELEMENTS			
Baseline assessment to identify ARH issues, needs and target audiences	Program log books, program records	Needs of different types of youth should be considered: those not sexually active, those sexually active before marriage, and those who are considered high risk. Also, assessment should seek to identify risk and protective factors for youth and look at contexts for risk-taking (e.g., frequent unprotected sex) and health-seeking behaviors (e.g., use of traditional health services).	For assessment: Resnick et al. (1997): Findings from the National Longitudinal Study on Adolescent Health Instrument 1A: Program Design Checklist
Political feasibility analysis	Program log books, program records	Analysis includes the following: <ul style="list-style-type: none"> • Assessment of stakeholder and gatekeeper support • Review of policies and regulations that might limit ARH programs and activities: <ul style="list-style-type: none"> – Are there overall national/district/local adolescent health policies? – Are these policies supportive to program activities? – Are they strictly enforced? – Do these policies need to be changed in order for the program to begin? – Do new policies need to be developed? • Assessment of collaborative arrangements with other ARH programs and activities and/or between education and service programs 	Instrument 1A: Program Design Checklist
Existence of clearly defined mission statement that contributes to the achievement of program goals	Program documents	A mission statement contributes to the achievement of program goals if it: <ul style="list-style-type: none"> • is consistent with institutional/local/regional policies and priorities regarding RH, • provides a vision of the future, • defines the program's services and products, • defines the program's target audience/clients, and • is sufficiently clear and detailed in that it provides a meaningful basis for developing operational plans. 	Instrument 1A: Program Design Checklist

Indicator Table 1: Program Design Indicators

Indicators	Data Sources	Notes	Data Collection Instruments
CROSS-CUTTING DESIGN PROCESS ELEMENTS			
Existence of clearly defined goals and objectives	Program documents	Goals must define the target audience and the ultimate achievement of the program. Objectives must be specific, measurable and time-bound.	Instrument 1A: Program Design Checklist
Intervention goals and strategy based on conceptual model of behavior change	Program documents	Refer to Chapter 2.	Instrument 1A: Program Design Checklist
Local stakeholders involved in program planning	Program log books, records	Stakeholders include the following groups: <ul style="list-style-type: none"> • Youth • School administrators, teachers and staff • Parents, relatives, caretakers and guardians (referred to as “families or family members” in the rest of the tables) • Community elders/leaders • Policymakers/local government leaders (whatever level is appropriate) • Key social-group representatives (e.g., age-mates in certain cultures, members of religious community, YWCA/ YMCA/Red Crescent, other youth clubs) • Service providers (e.g., nurses, counselors, physicians, social workers) 	Instrument 1B: Checklist of Stakeholder Involvement Instrument 2C: Tally Sheet for Stakeholder Involvement Instrument 4: ARH Coalition Questionnaire
Existence of plan to mobilize community	Program documents	Plan includes these activities: <ul style="list-style-type: none"> • Identify and recruit local stakeholders and community leaders to participate in community activities • Establish a coordinating body (e.g., a committee) to support ARH program activities • Schedule community activities (e.g., community meetings, fairs, festivals) that include ARH messages and information about ARH program activities 	Instrument 1A: Program Design Checklist

Indicator Table 1: Program Design Indicators

Indicators	Data Sources	Notes	Data Collection Instruments
CROSS-CUTTING DESIGN PROCESS ELEMENTS			
Assessment of staffing needs and related training requirements	Program documents	<p>Assessment criteria include the following:</p> <ul style="list-style-type: none"> • History of training for present staff position • Number of existing staff • Staff's competence and confidence with youth • Staff's knowledge in relevant RH subjects • Future training needs and training selection criteria 	Instrument 1A: Program Design Checklist
Financial feasibility analysis	Program documents, surveys, budgets	<p>Analysis includes these activities:</p> <ul style="list-style-type: none"> • Estimating costs • Assessing potential clients' ability and willingness to pay through baseline assessment • Review of financial support sources (e.g., client fees, MOE or local school's operating budget, MOH's budget, NGOs, international and local donors) 	Instrument 1A: Program Design Checklist
PROGRAM-SPECIFIC DESIGN PROCESS ELEMENTS			
HEALTH FACILITY PROGRAMS			
Assessment of needs and preferences of target youth audience(s) for RH services	Surveys, exit interviews, interviews with key informants, observations of health facility	<p>Assessment criteria include the following:</p> <ul style="list-style-type: none"> • Clinic hours and locations • Constellation of services (i.e., what RH and other services and activities are available; for family planning and STI prevention, the range of contraceptive methods available, including condoms) • Services separated for adolescents or combined with other age groups • Characteristics of providers (e.g., gender, age, knowledge, trustworthiness, communication skills) • Type of counseling services (e.g., peer and/or adult, directive or non-directive) • Cost of services 	<p>Adapt Instrument 1A: Program Design Checklist for health facilities</p> <p>Instrument 1D: Checklist for "Youth-Friendly" Service Characteristics</p>

Indicator Table 1: Program Design Indicators

Indicators	Data Sources	Notes	Data Collection Instruments
PROGRAM-SPECIFIC DESIGN PROCESS ELEMENTS			
HEALTH FACILITY PROGRAMS continued			
Assessment of physical infrastructure for ARH services	Surveys; interviews with key informants, observations of health facility, checklists	<p>Assessment criteria include the following:</p> <ul style="list-style-type: none"> • Dedicated space or rooms for ARH services • Policies, procedures and space to ensure privacy and confidentiality • Space for audiovisual presentations, counseling and peer education • "Youth-friendly" decor 	<p>Adapt Instrument 1A: Program Design Checklist for health facilities</p> <p>Instrument 1D: Checklist for "Youth-Friendly" Service Characteristics</p>
Existence of plan to create "youth-friendly" environment for ARH services	Program documents	<p>Aspects of a "youth-friendly" environment include the following:</p> <ul style="list-style-type: none"> • Convenient clinic location(s) (e.g., at or near schools, recreation centers or youth centers) • Reachable by affordable transportation • Convenient clinic hours (e.g., before/after school, evenings, weekends) • Policy and procedures to permit drop-in clients 	<p>Adapt Instrument 1A: Program Design Checklist for health facilities</p> <p>Instrument 1D: Checklist for "Youth-Friendly" Service Characteristics</p>
Existence of plan to select providers/staff with "youth-friendly" characteristics	Program documents	<p>"Youth-friendly" characteristics include the following:</p> <ul style="list-style-type: none"> • Sex • Age (this should not be a primary selection criterion, as an older, confident person may be a better choice than a younger, inexperienced one) • Knowledgeable of youth needs • Friendliness and responsiveness to youth • Trustworthiness • Good communication skills with youth 	<p>Adapt Instrument 1A: Program Design Checklist for health facilities</p> <p>Instrument 1D: Checklist for "Youth-Friendly" Service Characteristics</p> <p>Instrument 1E: Checklist of Selection Criteria for Peer Educators</p>
Existence of plan to train providers/staff to serve youth clients	Program documents	<p>Training plan includes the following:</p> <ul style="list-style-type: none"> • Selection criteria • Appropriate curriculum that is competency-based • Timing/scheduling 	<p>Adapt Instrument 1A: Program Design Checklist for health facilities</p> <p>Instrument 1D: Checklist for "Youth-Friendly" Service Characteristics</p>

Indicator Table 1: Program Design Indicators

Indicators	Data Sources	Notes	Data Collection Instruments
PROGRAM-SPECIFIC DESIGN PROCESS ELEMENTS			
HEALTH FACILITY PROGRAMS continued			
Assessment of advisability and level of fees for ARH services	Consumer surveys, exit interviews, interviews with key informants	Youth, clinic managers and service providers should be involved in assessment of fees. Data include the following: <ul style="list-style-type: none"> Youth's willingness to pay Disposable income of youth Number of youth in target population who have regular income Whether youth have control over their income 	Adapt Instrument 1A: Program Design Checklist for health facilities
Existence of plan to coordinate clinic services with outreach activities	Program documents	Plan includes the following: <ul style="list-style-type: none"> Criteria for referrals for inter-/intra-organizational linkages Calendar of activities/events 	N/A
SCHOOL-BASED PROGRAMS			
Mission statement and goals of the program supported by school policies	Institutional records, interviews with school officials and staff	Policy examples include the following: <ul style="list-style-type: none"> School RH program is officially endorsed No eligibility requirements for program activities or services School supports program for students who are pregnant or parenting 	Adapt Instrument 1A: Program Design Checklist for school-based programs
Placement of ARH curriculum in the overall school program, based on review of strategies by key stakeholders	Institutional records, interviews with key stakeholders	Key stakeholders include the following: <ul style="list-style-type: none"> School administrators Teachers Other school staff Parents Community leaders Students 	Adapt Instrument 1A: Program Design Checklist for school-based programs Instrument 1B: Checklist of Stakeholder Involvement
ARH curriculum of adequate duration to meet program goals	Institutional records; interviews with school officials, teachers and staff; observation of curriculum	"Adequate duration" will vary from place to place; 14 hours is considered a minimum.	N/A

Indicator Table I: Program Design Indicators

Indicators	Data Sources	Notes	Data Collection Instruments
PROGRAM-SPECIFIC DESIGN PROCESS ELEMENTS			
<p>MASS MEDIA AND SOCIAL MARKETING PROGRAMS</p> <p>Communication strategy design that applies marketing and communication methods</p>	<p>Program documents</p>	<p>Strategy includes the following:</p> <ul style="list-style-type: none"> • Formative assessment of target audience • Segmentation of target audience • Analysis of behavioral practices (e.g., age of first sex, use of contraceptives, unplanned pregnancies, unsafe abortions) • Analysis of factors influencing youth behavior (e.g., opinions of peers, media images of sexuality, access to contraception) • Development of messages specific to youth and other sub-groups • Pre-testing of messages • Development of plan for contact with media, policymakers and other stakeholders • Use of reinforcing channels of communication (e.g., radio, television, computers, newspapers, magazines, billboards, direct mail, telemarketing systems) 	<p>Adapt Instrument 1A: Program Design Checklist for mass media and social marketing programs, using the information from the preceding Notes column</p>

Indicator Table I: Program Design Indicators

Indicators	Data Sources	Notes	Data Collection Instruments
PROGRAM-SPECIFIC DESIGN PROCESS ELEMENTS			
OUTREACH AND PEER EDUCATION PROGRAMS			
Existence of plan to select youth as peer educators	Program documents	<p>Selection criteria include the following:</p> <ul style="list-style-type: none"> • Commitment to good reproductive health • Credibility as a role model, especially in regard to behavior's the program advocates • Respect for peers • Ability to hold confidences • Excellent social skills (e.g., ability to interact with both peers and adults, honesty, caring, trustworthiness) • Communication skills (e.g., ability to speak in public and hold public's interest, ability to be understood) • Age, language, geographic location and ethnicity that are similar to target audience 	Instrument 1E: Checklist of Selection Criteria for Peer Educators
Existence of plan to train peer educators, adult counselors and program managers to address special needs of youth	Program documents	<p>Training plan includes the following:</p> <ul style="list-style-type: none"> • Selection criteria • Appropriate curriculum that is competency-based • Timing/scheduling 	N/A
Existence of refresher training plan to provide new information and strengthen skills	Program documents	<p>Training plan includes the following:</p> <ul style="list-style-type: none"> • Selection criteria • Appropriate curriculum that is competency-based • Timing/scheduling 	N/A

Indicator Table 1: Program Design Indicators

Indicators	Data Sources	Notes	Data Collection Instruments
PROGRAM-SPECIFIC DESIGN PROCESS ELEMENTS			
OUTREACH AND PEER EDUCATION PROGRAMS continued			
Existence of specific objectives and tasks identified for and agreed upon by peer educators	Program documents	Objectives/tasks include the following: <ul style="list-style-type: none"> • Attending a minimum number of peer education sessions/month (both one-on-one and group sessions) • Attending team meetings • Basic record keeping • Keeping up-to-date on topics covered in sessions • Providing referrals • Mentoring other peer educators • Distributing educational materials and condoms 	Adapt Instrument 1A: Program Design Checklist for outreach/peer education programs
Existence of plan for regular supervision and support of peer educators	Program documents	Plan includes the following: <ul style="list-style-type: none"> • Schedule of visits • Identification of responsible person • Goals of supervision • Means of feedback by supervisors 	Adapt Instrument 1A: Program Design Checklist for outreach/peer education programs
Existence of plan to develop educational and presentation materials for use by peer educators	Program documents	Materials include the following: <ul style="list-style-type: none"> • Posters • Brochures • "Tool kits" with demonstration contraceptives • Body maps 	Adapt Instrument 1A: Program Design Checklist for outreach/peer education programs
Existence of plan for presentations/sessions by peer educators that allows for interaction with target audience	Program documents	Interaction activities include the following: <ul style="list-style-type: none"> • Role playing • Group discussions • Participatory learning for action games 	Adapt Instrument 1A: Program Design Checklist for outreach/peer education programs

Indicator Table 1: Program Design Indicators

Indicators	Data Sources	Notes	Data Collection Instruments
PROGRAM-SPECIFIC DESIGN PROCESS ELEMENTS			
YOUTH CENTER PROGRAMS			
Existence of plan to handle turnover of peer educators in program's recruitment, training, scheduling and supervision activities	Program documents	Plan should permit annual or biannual recruitment to accommodate dropouts and peers who "age out" of the program.	Adapt Instrument 1A: Program Design Checklist for outreach/peer education programs
Existence of plan to select youth center staff with "youth-friendly" characteristics	Program documents	"Youth-friendly" characteristics include the following: <ul style="list-style-type: none"> • Commitment to good reproductive health • Credibility as a role model, especially in regard to behavior's the program advocates • Respect for youth • Ability to hold confidences • Friendliness and responsiveness to youth • Gender that matches target audience 	Adapt Instrument 1A: Program Design Checklist for youth center programs Refer to Instrument 1D: Checklist for "Youth-Friendly" Service Characteristics
Assessment of activities and services of interest to both young males and females	Baseline assessment reports	Activities and services include the following: <ul style="list-style-type: none"> • Health services, such as pregnancy testing and STI prevention, diagnosis and treatment or referrals • Contraceptive/family planning counseling and supply • Nutrition counseling • Social services (e.g., counseling for potential school dropout, job seeking, sexual abuse, family conflicts) • Educational services (e.g., academic tutoring, vocational/job skills) • Recreation 	Adapt Instrument 1A: Program Design Checklist for youth center programs
Feasibility analysis of activities and services for young males and females	Review of costs of services, budget, program records	Plan of activities and services must consider program's capacity in terms of staff, facilities or space, timing and costs.	Adapt Instrument 1A: Program Design Checklist for youth center programs



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