

Indicator Table II: Program Systems Development and Functioning Indicators


Indicators	Calculations	Data Sources	Notes	Data Collection Instruments
MANAGEMENT				
Existence of workplan for ARH program activities	N/A	Program documents, MIS	Plan includes the following: <ul style="list-style-type: none"> Quantitative or qualitative goals and targets Strategy for scaling up and/or replication of ARH program, if appropriate Realistic timeline that accounts for holiday periods, seasonal weather variations that may affect activities, school schedules, etc. 	N/A
Achievement of workplan targets	N/A	Program documents, MIS	Program workplan targets include quantitative or qualitative goals to be achieved at different points in program progress. In other words, are the activities being accomplished as planned?	N/A
Adequate financial plan and funding for ARH program activities	N/A	Program documents	Plan includes the following: <ul style="list-style-type: none"> Strategy to obtain funds Strategy to cover recurrent capital costs System for financial management and accounting Consideration of long-range sustainability 	N/A

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Existence of monitoring and evaluation plan	N/A	<p style="text-align: center;">MANAGEMENT</p> Program documents	Plan includes these activities: <ul style="list-style-type: none"> • Assessing program needs for evaluation • Specifying program objectives • Deciding focus and scope of evaluation • Selecting indicators • Choosing a research design • Developing a workplan and budget • Collecting and analyzing data • Communicating evaluation results • Reviewing and using evaluation results 	N/A
Existence of clear organizational structure	N/A	Program documents	Structure includes the following criteria: <ul style="list-style-type: none"> • Program leader is committed to the mission/objectives, ensures that the program is result-driven and that appropriate results are being achieved, and sets an example for the organization • Relationships among organizational units are defined • Roles and responsibilities of staff are defined • Lines of authority are defined 	N/A

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Adequate staffing in place	N/A	<p>MANAGEMENT</p> <p>Program documents (especially job descriptions, assessment of current staff and plans for recruitment)</p>	<p>“Staffing” refers to the following:</p> <ul style="list-style-type: none"> • Number and type of staff positions identified to carry out activities and achieve goals • Existence of skills-based position descriptions showing qualifications, competencies and/or characteristics needed for each position • Existence of recruitment plans • Number of staff positions filled as planned • Assessment of staff competency and performance at periodic intervals 	<p>Instrument 6: Inventory of Facilities and Services, Section 8</p> <p>Instrument 8: Interview Guide for Staff Providing RH Services, Questions 20–27</p>
Access to and use of current information on key operational areas	N/A	<p>Program documents, MIS</p>	<p>Management has access to information on the following:</p> <ul style="list-style-type: none"> • Staff • Facilities and equipment • Materials and supplies • Commodities and logistics • Finance • Service statistics <p>(This assumes a functioning system of monitoring and evaluation.)</p>	<p>Adapt Instrument 6: Inventory of Facilities and Services by adding management-related items</p>

 = Time dimension

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PROGRAM SITES, EQUIPMENT AND SUPPLIES				
Adequate facilities and equipment	N/A	Observation checklists, interviews with program managers and service providers	<p>Assessment includes the following:</p> <ul style="list-style-type: none"> No.% of program sites that have types and quantity of equipment sufficient to provide RH services No.% of program sites where equipment is maintained and functioning, both clinic equipment and audiovisual equipment for presentations 	Instrument 6: Inventory of Facilities and Services, Sections 1 and 2
Adequate materials and supplies	N/A	Observation checklists, interviews with program managers and service providers, invoices, MIS	<p>Materials and supplies include items such as pamphlets, flipcharts and videos, as well as clinic supplies such as contraceptives, STI test kits, pregnancy test kits, etc. Assessment looks at the following:</p> <ul style="list-style-type: none"> System for monitoring and maintaining materials and supplies No.% of program sites equipped with needed materials and supplies System to deliver and distribute supplies to program sites Percent of staff (e.g., peer educators, supervisors) who have the necessary materials and supplies Non-burdensome procedures for purchase of supplies (e.g., reasonable number of bids, minimum level of expenditure needing supervisor's authorization) 	Instrument 6: Inventory of Facilities and Services, Sections 1 and 3

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STAFF DEVELOPMENT AND SUPERVISION				
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Staff development plan covering pre-service, in-service and refresher training	N/A	Program documents	Plan needs to have specified training objectives to enable monitoring and evaluation.	N/A
Existence of selection criteria for staff training	N/A	Program documents	Criteria cover: <ul style="list-style-type: none"> • which staff to be trained, • what type of training, and • timing of training. 	N/A
Development and testing of training curricula and materials for both training of trainers (TOT) and staff	N/A	Program documents, records, report of pretests	Curricula include: <ul style="list-style-type: none"> • clinical skills, • interpersonal skills, and • innovative counseling techniques. 	N/A
No. of courses that have or cover: <ul style="list-style-type: none"> • specific learning objectives, • methodology that is interactive, involves role playing and is competency-based, and • relevant RH subjects and issues. 	N/A	Review of course curricula or manuals, observations of course presentations	Relevant RH subjects include the following: <ul style="list-style-type: none"> • Basic RH care • Adolescent physical and sexual growth and development • Predictors of adolescent sexual behavior • Contraceptive methods, including emergency contraception • HIV/AIDS • Sexually transmitted infections • Relationship among risk-taking behaviors (e.g., sexual activity, smoking, drugs, alcohol) • Counseling adolescents • Services for adolescent males • Partner counseling with adolescent patients • Youth culture and language (especially related to sex) 	Instrument 1C: Training Course Checklist for ARH Program Staff
No. % of staff trained according to position descriptions	If %: $\frac{\text{No. of staff trained according to position descriptions}}{\text{All staff eligible for training}} \times 100$	Program records, interviews with trainees	Staff include: <ul style="list-style-type: none"> • counselors, • nurses, • doctors, • teachers, and • outreach workers. 	N/A

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STAFF DEVELOPMENT AND SUPERVISION				
Indicators	Calculations	Data Sources	Notes	Data Collection Instruments
No. % of trainees who are competent in working with youth	<p>If %:</p> $\frac{\text{No. of trainees who are competent in working with youth}}{\text{All trainees}} \times 100$	Interviews with trainees, observations of trainees via mystery clients, direct observation of service providers, exit interviews with youth clients	<p>This should be assessed after training has been completed and then reassessed every six months (as resources permit) against the following criteria:</p> <ul style="list-style-type: none"> • Treats youth with respect and dignity • Applies communication and interpersonal skills • Appears comfortable discussing sexual topics with youth • Is culturally sensitive and respectful of different values, beliefs and practices • Responds appropriately to those who have been coerced or abused 	<p>Instrument 7: Observation Guide for Counseling and Clinical Procedures</p> <p>Instrument 8: Interview Guide for Staff Providing RH Services</p> <p>Instrument 9: Guide for Client Exit Interview</p> <p>Instrument 1D: Checklist for "Youth-Friendly" Service Characteristics</p>
No. % of trainees who have mastered relevant subjects	<p>If %:</p> $\frac{\text{No. of trainees who have mastered relevant subjects}}{\text{All trainees}} \times 100$	Interviews with trainees, observations of trainees via mystery clients, exit interviews with youth clients	<p>This should be assessed after training has been completed and then reassessed every six months (as resources permit) against the following criteria:</p> <ul style="list-style-type: none"> • Conveys full and accurate information on counseling topic • Counsels appropriate contraceptive methods • Makes appropriate referrals, as needed 	<p>Instrument 7: Observation Guide for Counseling and Clinical Procedures</p> <p>Instrument 9: Guide for Client Exit Interview</p> <p>Instrument 10: Questionnaire for Debriefing Mystery Clients</p>
No. % of trainees (i.e., providers) who are competent in their service area	<p>If %:</p> $\frac{\text{No. of trainees (i.e., providers) who are competent in their service area}}{\text{All trainees}} \times 100$	Interviews with trainees, observations of trainees via mystery clients, exit interviews with youth clients	<p>Assessment requires competency-based criteria that will be specific to each service area.</p>	<p>Instrument 7: Observation Guide for Counseling and Clinical Procedures</p> <p>Instrument 9: Guide for Client Exit Interview</p> <p>Instrument 10: Questionnaire for Debriefing Mystery Clients</p>

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STAFF DEVELOPMENT AND SUPERVISION				
No./% of trainees who apply new skills to subsequent work	If %: No. of trainees who apply new skills to subsequent work _____ x 100 All trainees	Interviews with trainees, observations of trainees via mystery clients, exit interviews with youth clients		Instrument 7: Observation Guide for Counseling and Clinical Procedures Instrument 9: Guide for Client Exit Interview
No./% of trainees who remain active by type of staff	If %: No. of trainees (of a given staff type) who remain active _____ x 100 All trainees (of a given staff type)	Staff records, observation	Efforts should be made to keep youth-dedicated staff in post for duration of program, if they are performing well.	Instrument 10: Questionnaire for Debriefing Mystery Clients N/A
No./% of staff who receive information to keep up-to-date on relevant subjects	If %: No. of staff who receive information to keep up-to-date on relevant subjects _____ x 100 All staff	Interviews with staff; surveys of staff; documentation such as newsletters; technical updates, directives from Ministry of Health or sponsoring institution		Instrument 8: Interview Guide for Staff Providing RH Services, Questions 24 and 25
No./% of staff who receive supervisory visits ^(a)	If %: No. of staff who receive supervisory visits _____ x 100 All staff in need of supervision	Supervisor's records, log books, interviews with supervisors and staff		N/A

^(a) = Time dimension

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COMMUNITY MOBILIZATION				
No. of local leaders/stakeholders recruited for ARH program	N/A	Program documents	This includes all local leaders (e.g., teachers, health personnel, religious leaders) who will assist the program in whatever capacity.	Instrument 2C: Tally Sheet for Stakeholder Involvement Instrument 4: ARH Coalition Questionnaire
Establishment of a coordinating body (e.g., ARH committee) to support ARH program activities	N/A	ARH committee records, calendar of past and planned activities, interviews with members of coordinating body and other key informants	This refers to the formation of a group of local leaders and other community members to help plan and implement ARH activities at the local level.	Instrument 14: Assessing Coalition Effectiveness Worksheet, Section I Instrument 2C: Tally Sheet for Stakeholder Involvement Instrument 4: ARH Coalition Questionnaire Instrument 14: Assessing Coalition Effectiveness Worksheet, Section II

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COMMUNITY MOBILIZATION				
No. of partnerships, networks or coalitions established to support the ARH program	N/A	Interviews with key informants (e.g., local leaders), participant observation	Users of this indicator should try to go beyond a simple count of such links to examine whether there is a strategic sharing of resources. For example, if information, materials or messages are shared across organizations in a network, the overall use and effectiveness of the materials should increase. This is done by assessing partnerships against the following criteria: <ul style="list-style-type: none"> • Organizations volunteer their own funds or sponsor activities • Existing groups expand their mission to include RH for youth • Groups formerly operating separately now collaborate with other groups to further program goals • Collaboration and consensus are the predominant means of decision making • Each group has a specified role • Groups communicate regularly with one another 	Adapt Instrument 2C: Tally Sheet for Stakeholder Involvement Instrument 4: ARH Coalition Questionnaire Instrument 14: Assessing Coalition Effectiveness Worksheet
HEALTH FACILITY PROGRAMS				
Facilities conveniently located for youth	N/A	Baseline assessment reports, mapping	“Conveniently located” depends on perceptions and needs of youth, determined through needs assessment. It could mean being near schools, universities, recreation centers and/or affordable transportation. It could also mean a place where youth feel like they have privacy.	Instrument 9: Guide for Client Exit Interview, Questions 53, 54 and 62

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HEALTH FACILITY PROGRAMS				
Facilities with separate and/or convenient hours for ARH	N/A	Observations of facilities; baseline assessment reports; interviews with managers, service providers and youth	Convenient hours may be before or after school, early evenings and/or weekends.	Instrument 6: Inventory of Facilities and Services, Question 1i Instrument 1D: Checklist for "Youth-Friendly" Service Characteristics
RH service protocols adapted for youth needs	N/A	Program documents, records, review of baseline assessment reports	Protocols should recommend appropriate contraception (e.g., condoms and/or pills as opposed to IUDs); protocols should not require parental or spousal consent in order to provide RH services to youth.	Instrument 9: Guide for Client Exit Interview, Questions 50–52 Instrument 6: Inventory of Facilities and Services, Section 5
Private consultation or examination rooms for youth included in facilities	N/A	Observations of facilities, mystery clients, exit interviews, interviews with managers and service providers		Instrument 9: Guide for Client Exit Interview, Questions 23 and 41 Instrument 1D: Checklist for "Youth-Friendly" Service Characteristics
Adequate quality of RH counseling by staff	N/A	Observations of staff by expert, mystery clients, exit interviews	Adequate quality includes the following criteria: <ul style="list-style-type: none"> • Coverage of essential points in ARH service protocol • Demonstration of appropriate counseling techniques • Development of rapport with target youth audience • Explanation of potentially frightening medical procedures, such as medical exams, both in advance and throughout the procedure • Availability/use of quality IEC materials 	Instrument 5A: Index on Quality of Counseling Instrument 7: Observation Guide for Counseling and Clinical Procedures

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HEALTH FACILITY PROGRAMS				
No./% of program sites with trained health care providers or formal links to nearby providers	If %: No. of program sites with trained health care providers or formal links to nearby providers _____ x 100 All program sites	Observations of program sites, interviews with managers and service providers		Instrument 6: Inventory of Facilities and Services, Section 8
Clinic's existence, location and hours promoted/publicized to potential youth clients	N/A	Surveys, interviews with youth clients and clinic managers, sign board, records of notices, articles, ads on clinic services		Instrument 8: Interview Guide for Staff Providing RH Services, Questions 22–27 Instrument 6: Inventory of Facilities and Services, Question 1h Instrument 9: Guide for Client Exit Interview, Question 21
CURRICULUM DEVELOPMENT (IN SCHOOL-BASED AND PEER EDUCATION PROGRAMS)				
Teaching curriculum and materials developed and tested	N/A	Program records		N/A
Curriculum based on students' needs, interests, sexual experience, ages and cultures	N/A	Baseline assessment reports, observations of curriculum, presentation of curriculum	Curriculum includes the following topics: <ul style="list-style-type: none"> • Negotiation skills development • Self-esteem • Basic RH care • Adolescent physical and sexual growth and development • Contraceptive methods, including emergency contraception • HIV/AIDS • Sexually transmitted infections • Services for male and female youth 	Adapt Instrument 1A: Program Design Checklist for curriculum development

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CURRICULUM DEVELOPMENT (IN SCHOOL-BASED AND PEER EDUCATION PROGRAMS)				
<p>No. of courses that have or cover the following:</p> <ul style="list-style-type: none"> • Particular teaching methods to involve participants and personalize the information • Competency-based exercises • Relevant subjects • Activities to address and/or practice key issues and skills • A minimum of 14 hours of instruction • Small-group work with a leader for each group 	N/A	Observations/evaluations of course materials and course presentations	<p>This indicator should act as an index of the bulleted points. Some things to consider:</p> <ul style="list-style-type: none"> • Does participant involvement include such activities as role playing, group discussions and participatory learning for action methods? • Do relevant subjects include reducing sexual behaviors that lead to unintended pregnancy or HIV/STIs, as well as basic RH, risks and methods to avoid risk? • Do key issues include dealing with social influences and pressures via communication, negotiation and assertiveness skills? 	Adapt Instrument 1C: Training Course Checklist for ARH Program Staff for curriculum development
MASS MEDIA AND SOCIAL MARKETING PROGRAMS				
No. of communication products that are pre-tested among the intended population	N/A	Program log books	Communication products include radio spots, TV story lines, advertising images and slogans, logos, photovovellas, etc.	Adapt Instrument 2B: Tally Sheet for Communication Products for mass media products
No. of promotional products developed and/or procured	N/A	Program records	Promotional products include key chains, T-shirts, caps, etc.	Adapt Instrument 2B: Tally Sheet for Communication Products for mass media products
No. % of distributors trained in ARH issues and contraceptive use	<p>If %: $\frac{\text{No. of distributors trained in ARH issues and contraceptive use}}{\text{All distributors}} \times 100$</p>	Program records, interviews with or surveys of distributors	Distributors should be sensitive to youth concerns in order to influence sales outlet owners and plan appropriate promotional events.	Instrument 1D: Checklist for "Youth-Friendly" Service Characteristics Instrument 1E: Checklist of Selection Criteria for Peer Educators
No. of contacts with media representatives, policymakers and other stakeholders as ARH program developed	N/A	Program documents, records	This is important as a means of building consensus, engaging potential opponents in constructive dialogue early in the process.	Adapt Instrument 2C: Tally Sheet for Stakeholder Involvement for mass media and social marketing programs

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OUTREACH AND PEER EDUCATION PROGRAMS				
No. of peer educators recruited and trained	N/A	Program records, log books		N/A
Adequate quality of youth counseling by peer educators	N/A	Observations of peer educators by expert, mystery clients, exit interviews	<p>"Adequate quality" is assessed by the following:</p> <ul style="list-style-type: none"> • Coverage of essential points in ARH service protocol • Demonstration of appropriate counseling techniques • Coverage of essential information during counseling sessions • Development of rapport with target youth audience • Availability/use of quality IEC materials 	<p>Adapt Instrument 5A: Index on Quality of Counseling for peer educators</p> <p>Instrument 7: Observation Guide for Counseling and Clinical Procedures</p>
YOUTH CENTER PROGRAMS				
Youth center conveniently located for youth	N/A	Baseline assessment reports	"Conveniently located" depends on perceptions and needs of youth, determined through needs assessment. It could mean being near to schools, universities, recreation centers and/or affordable transportation. It could also mean a place where youth feel like they have privacy.	Adapt Instrument 9: Guide for Client Exit Interview, Questions 53 and 54, for youth centers
Existence of trained staff, facilities, equipment and supplies for planned youth activities	N/A	Baseline assessment reports, program records, observations of youth center		Adapt Instrument 6: Inventory of Facilities and Services for youth centers
Youth center's existence, location and hours promoted/publicized to potential youth clients	N/A	Surveys, interviews with youth clients and youth center managers, sign board		<p>Instrument 6: Inventory of Facilities and Services, Question 1h</p> <p>Adapt Instrument 9: Guide for Client Exit Interview, Question 21, for youth centers</p>

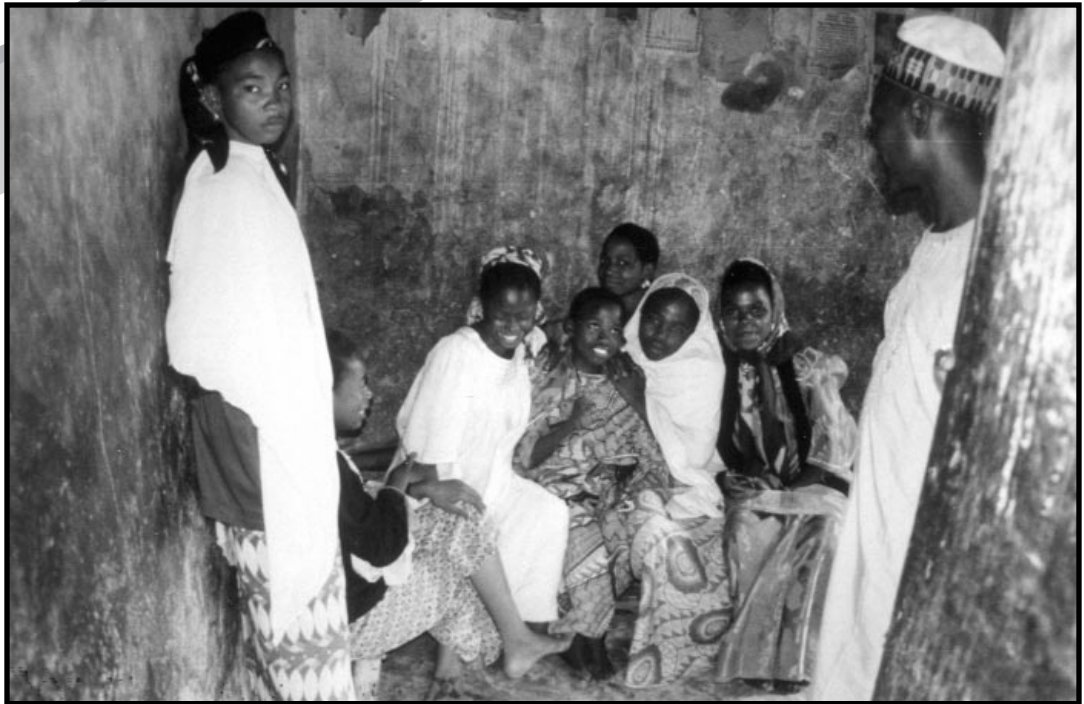


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