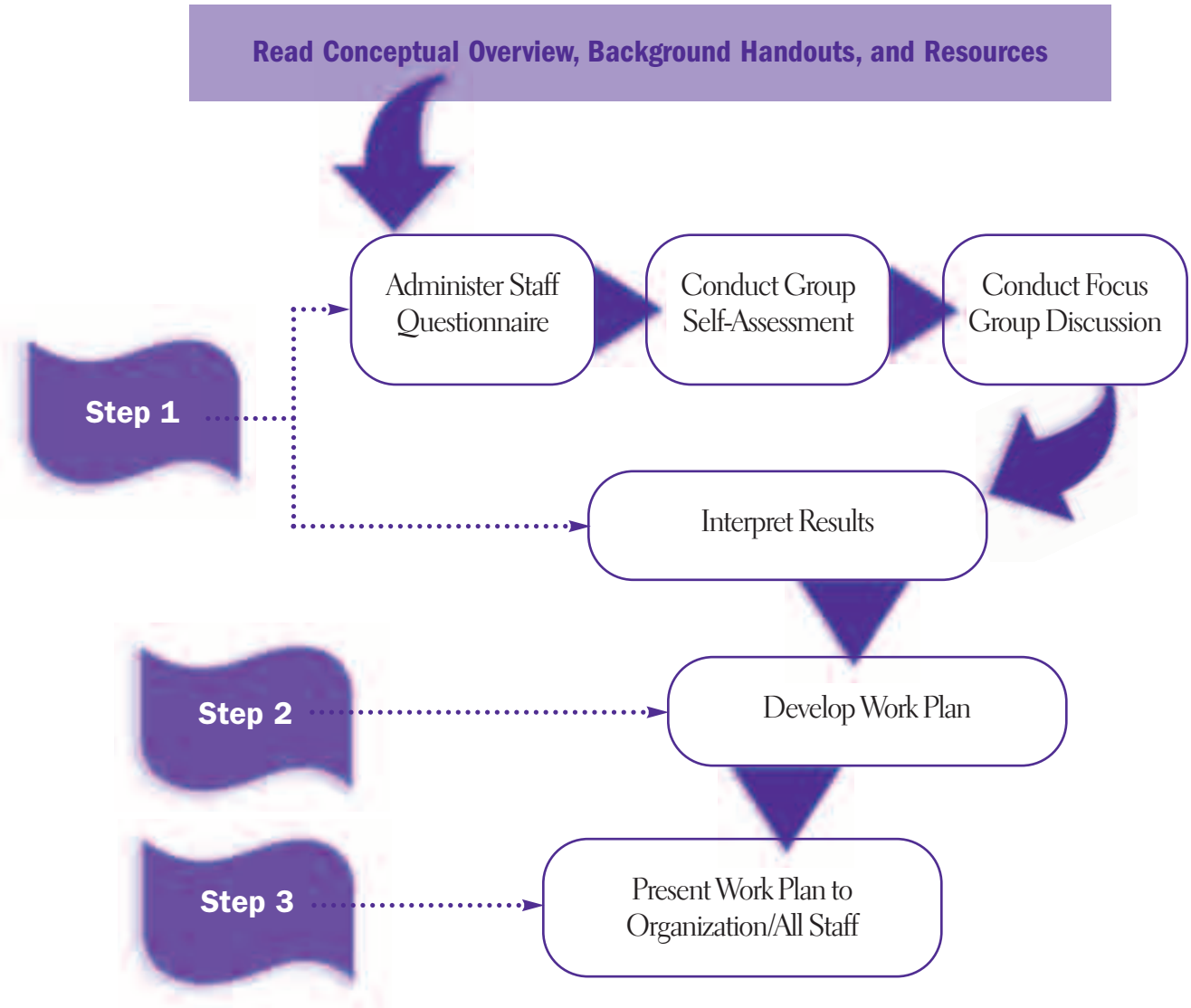
Section III.

Institutional Assessment and Planning Tool

YouthNet/Family Health International

Steps for Using the Institutional Assessment and Planning Tool



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Introduction

The Institutional Assessment and Planning Tool (IAPT) is designed to guide organizations wishing to evaluate the level of youth participation in their institutions and plan for greater youth participation in the future. This tool assumes that readers want to explore meaningful youth participation in their organizations but need guidance on how to go about the process.

It includes two parts: an assessment of institutional youth participation and a process to develop a work plan for involving youth. The assessment includes three methods – a Staff Questionnaire, a Group Self-Assessment, Focus Group Discussion – and a process for interpreting the results of the three methods. The work plan development includes a process for utilizing the results from the assessment.

Both the assessment and planning steps should be completed using an *appreciative inquiry process*. This process guides members of an organization first to understand and describe what their organization has done well, and then to apply that information to envisioning what the organization could become – in this case, in terms of youth participation. Most organizations working with youth have some level of youth involvement. These experiences, both positive and negative, provide a base of information.

In some organizations, senior management may need to be convinced to undertake this assessment, particularly if the organization does not currently involve youth in a meaningful way or recognize the value of such involvement. The World Health Organization and other groups have developed useful documents that provide guidance in such situations (see *Youth Participation Guide*, Resources).

Who Can Use the IAPT

The IAPT can be used by a variety of organizations, including community-based, governmental, or nongovernmental. The steps outlined in this tool can serve any institution providing services, offering programming, or conducting research related to youth reproductive health and HIV/AIDS. Using an appreciative inquiry process, organizations can expand upon past successes and improve involvement in their institutions.

Leaders in the fields of reproductive health and HIV prevention have sought to increase meaningful youth contributions in programs that serve youth. Such involvement has the potential for a mutually beneficial relationship: it empowers and trains youth to contribute in the workplace while also providing organizations with access to technical skills and the perspective of their target audience. Substantial anecdotal evidence exists to show the benefits of youth participation, and more rigorous research is under way to assess these impacts (see *Background Handout 3. Building Effective Youth-Adult Partnerships*).

For background information on youth participation, see other portions of the Youth Participation Guide, *especially* Section I. Conceptual Overview *and* Section II. Background Handouts.

How to Use the IAPT

Youth-serving organizations with significant youth involvement already may not find it necessary to use all three assessment methodologies presented here. All organizations, however, can benefit from a periodic assessment of youth involvement, taking the time to interpret findings and plan for increased participation.

The IAPT is designed so that someone with limited facilitation or training experience can follow the step-by-step instructions for assessing and planning for youth participation. Ideally, a two-person, youth-adult team would be the facilitators. They should come from within the organization, but if time is an issue and resources are available, a consultant with training experience could be hired. An outside facilitator should work to involve youth and adults in leading the process. Having youth and adults in leadership positions, working together, helps model how a youth-adult partnership can work.

The facilitators are responsible for leading the exercises as well as reporting on the process and findings from using this tool. This should be in the form of a written report and perhaps a presentation to senior management and those who participated in the assessment and planning process. The facilitators should be persons who allow for open, productive sessions and will not influence the responses of staff.

The amount of time devoted to using this tool will depend on many factors within the organization. Facilitators may choose to distribute various background materials before or during the assessment and planning process (see *Section II. Background Handouts*). Following is a sample agenda for using this tool. Note that the full morning or afternoon is needed for the facilitators to compile the results of each session; the time suggested for each activity is also indicated within each module.

Day 1

Morning

(Module 1)

- Group meeting to introduce IAPT process and facilitators
- Staff questionnaire **(2 HOURS)**
- Review of responses by facilitators

Afternoon

(Module 1, continued)

- Group self-assessment **(2 HOURS)**
- Review of responses by facilitators

Day 2

Morning

(Module 1, continued)

- Focus group discussion **(1 HOUR 15 MIN)**
- Interpreting results

Afternoon

(Module 2)

- Developing a work plan **(2 HOURS)**
- Closing **(15 MIN)**

Module 1. Assessment

Your organization can use three methods to acknowledge your successes and strengthen your weaknesses in youth participation. The methods use different techniques to collect information, which allows for an institution to triangulate results during the interpretation step. The facilitators should adapt the three methods outlined below to the specific needs of the institution.

Staff Questionnaire

This written questionnaire containing open-ended questions allows individuals to articulate personal opinions and ideas and share work experiences. It can be used to collect information from all staff members of a small institution or from diverse key adult and youth staff of a larger organization.

Before beginning the assessment, you may want to introduce the facilitators to participants, provide the schedule of activities, and set ground rules together. Ground rules are a list of agreed-upon rules for participants, such as being on time, respecting opinions, and listening carefully to others. As with all group exercises, facilitators should select a convenient place and sufficient time for the sessions and ensure that all participants have the means to participate fully, such as transportation, materials, and accommodations.

Group Self-Assessment

This method allows for a detailed group discussion on youth involvement, planning, policy, and institutional capacity. It uses closed-ended questions with appropriate follow-up queries. This method generates information on the attitudes and beliefs of staff members, in a group setting, as well as educates staff about different youth involvement activities occurring in their organization.

Focus Group Discussion

The facilitators guide this discussion using suggested topics to generate a dialogue among staff members about the potential for involving more youth and strengthening current involvement and institutional capacity.

Staff Questionnaire

2 HOURS

The Staff Questionnaire collects information on a series of nine questions with related sub-questions *(Participant Handout 1. Staff Questionnaire)*.

Objective: To identify

⇛ Positive work experiences

⇛ Previous institutional accomplishments involving youth

⇛ Possible changes

Materials:

- ✓ **A copy of the Staff Questionnaire for each participant** (*Participant Handout 1. Staff Questionnaire*)
- ✓ **Pens or pencils**

Instructions:

1. Decide who should get the questionnaire

- ❍ This questionnaire should be administered to a maximum of 15 to 20 staff, representing a range of positions in the organization: senior and junior staff, adults and youth, male and female.
- ❍ Participants should be able to participate in follow-on activities (both assessment and planning) and should represent a mixture of the institution's opinions and backgrounds.
- ❍ Within a small organization, include nearly all personnel for a cross section of views. In a large organization, include a balance of people from different departments.

No youth in your institution?
An adult-only institute can complete the questionnaire, but it may need to be adapted so that staff are more focused on recalling examples of youth participation from their previous work experiences, as adults and as youth.

For example, in an organization of more than 100 staff, you may only be trying to improve youth involvement in one department. In this case, you will only administer the questionnaire to the staff in that department. Or, if you want to increase youth participation throughout a large organization, you could have volunteers in key positions from all departments.

2. Distribute the questionnaire

- ❍ Distribute paper copies to be completed at each staff member's convenience, or reserve a room and have all staff members complete it simultaneously. The facilitators should discuss preferences with the group.
- ❍ Inform participants that their responses will be used in the analysis but will be anonymous, so no names should be put on the questionnaires.
- ❍ The facilitators will compile the results.

3. Give directions to complete the questionnaire

Prior to beginning, participants should know:

- ❍ The objectives of the exercise.
- ❍ The questionnaire should be completed individually.
- ❍ It generally takes up to an hour to complete.
- ❍ These are all open-ended questions, and there are no right or wrong answers.
- ❍ The facilitators will use this information for analysis purposes, but no identifying information will be included in any reports. Participants are encouraged to provide ideas and examples that do not reveal their identity.
- ❍ Handwriting must be legible.

4. Ask the participants to complete the questionnaire

5. Collect the questionnaire

Group Self-Assessment

2 HOURS

Objective: To explore as a group

⇛ Current youth involvement in your institution

⇛ The institutional planning process for participation by young people

⇛ Policies related to youth employment

⇛ Opportunities for institutional capacity building

Materials:

✓ **A copy of the *Group Self-Assessment Guide* for each participant** (*Participant Handout 2. Group Self-Assessment Guide*)

✓ **Flip chart and markers**

Instructions:

❍ The same participants who completed the Staff Questionnaire should participate in the Group Self-Assessment (see step 1 of the *Staff Questionnaire* for details).

❍ The facilitators should encourage contributions from every participant and discourage domination by any single person or subset of participants.

❍ Before starting, the facilitators should find a nonparticipant to take notes during the session. Notes should capture the feelings of the group and issues or items on which the group came to a consensus. It is not necessary to record every detail.

1. Introduce the exercise

Prior to beginning, participants should know:

❍ The objectives of the Group Self-Assessment.

❍ This is a group exercise. Everyone should participate.

❍ There are no right or wrong answers. Participants should feel open to express their views and offer suggestions freely. Refer to ground rules if needed.

- The *Group Self-Assessment Guide* is a table of 14 closed-ended questions. Each one should elicit a "yes" or "no" answer from the group. After each closed-ended question, a corresponding open-ended, follow-up question should be discussed by the group. The open-ended questions are designed to gather further information.
- Before beginning to answer questions, the facilitators should ask participants to introduce themselves, tell the group how long they have been with the institution, and their role and title.

Reaching consensus: Though every effort should be made to agree on the answer to the closed-ended questions, the group may not come to a consensus or majority decision. In this case, the group can split up and answer each of the follow-up questions separately. Then each side should come back together and present their answers. The facilitators should take this time to see if the group can eventually agree on the original question. The degree of consensus will play a role in creating the future framework and work plan for youth participation.

2. Complete the group self-assessment

- The role of the facilitators is to lead the group through each question, summarizing group answers, guiding the group through the follow up questions, eliciting further details if possible, and then moving on to the next question. To help the note-taking process, the facilitators can also use a flip chart to summarize and clarify decisions for participants.

Getting off topic: If the group gets off topic or spends an excessive amount of time debating an answer, the facilitators should help move the group to the next step or question. A facilitator might arbitrate by saying, "This seems like a hot topic, but we have a lot of questions to get through right now. How about continuing your discussion after the exercise?"

Focus Group Discussion

1 HOUR 15 MIN

The focus group discussion uses group interaction and exchange to generate information and insights. Discussions and diverse views among participants are just as important as answering the questions.

Objective: To facilitate a dialogue on

⇛ Current youth involvement in your institution

⇛ Future youth involvement in your institution

Materials:

✓ *Facilitator Resource 1. Focus Group Discussion Topic Guide*

Recording focus group discussions: Sometimes facilitators are worried that participants will feel less comfortable with an outside note-taker present and opt to use a tape recorder. The level of confidentiality or the necessity of transcripts for analysis purposes should be considered. Using a tape recorder often takes longer, since the facilitators will need to listen and take notes again after completing the discussion, and requires a high-quality recorder to pick up voices from across the room. Assuming the participants are already familiar with the topic by the time they get to the FGD, there is less need for a transcript, and a note-taker should suffice.

Instructions:

1. Make adequate preparations

- ❍ Each focus group discussion (FGD) should have a maximum of 10 participants. (This may mean holding more than one FGD in order to include everyone participating in the IAPT.)
- ❍ Before the FGD, the facilitators should decide how to record the discussion.
- ❍ Participants should sit in a circle so they can make eye contact with everyone in the room.
- ❍ The FGD should take place in a private room so that participants feel that they can express their ideas openly. (At this point, the facilitators should be familiar with all participants, as they have taken part in the Staff Questionnaire and Group Self-Assessment. If not, make introductions before beginning.)

- Ground rules should be reiterated because an open dialogue is especially important. Facilitators should help the participants to feel relaxed, not stressed.
- Unlike the Group Self-Assessment, during the FGD the note-taker should pay more attention to specific comments made by each participant. In general there should be more emphasis on the process of coming to a decision and individual views, rather than the decision itself.

2. Introduce the focus group discussion

Prior to beginning, participants should know:

- The objectives of the FGD.
- This is not a structured question-and-answer session; all ideas are welcome. The point is to have a dialogue, an exchange of thoughts and opinions.
- The facilitators will only interfere with discussion to bring the group back on subject, segue to another topic, or probe for more details.

The FGD Topic Guide should serve only as a guide and should not restrict a free-flowing conversation. The discussion should progress naturally from one question to another. The lack of structure is thought to enhance the ability of participants to genuinely react and reflect their true attitudes about the subject.

3. Moderate the focus group discussion

- In this exercise, the facilitators moderate a dialogue among participants.
- While facilitating a dialogue, the facilitators are also responsible for probing to elicit further details on a subject. The facilitators should be **careful not to lead** the group in any one direction. Potential probing questions are provided in the FGD Topic Guide to ease the transition from one topic to another and elicit more specific information.

Facilitators typically end an FGD by summarizing what has been said. This is a chance to restate points and for participants to clarify any misunderstandings. The facilitators could finish by saying, "Since we only have a few minutes left, I will go over what you have discussed today."

4. End the focus group discussion

Usually the end of the FGD comes when the allotted time is over. Even if all questions have not been answered, it is important to honor the time frame.

Interpreting Results

The facilitators should go through notes and results from all three of the assessment methods and group similar information and findings. Comparing information across methods provides opportunities for triangulating results, seeing what information is most valuable, and identifying repetitive themes. The findings should be grouped into four categories: goals, existing framework, potential capacity, and roles of youth and adults. This information will help guide the institution in developing a work plan and should be included in the final report.

1. Goals

Where to find information from the assessment on how youth involvement can help an institution to accomplish its goals:

- ❍ **Staff Questionnaire** – *Question 1*
- ❍ **Group Self-Assessment** – *Questions 1-4 (Involvement)*
- ❍ **Focus Group Discussion** – *Review notes*

2. Existing framework

Where to find information from the assessment on what framework components exist within an institution to support youth involvement:

- ❍ **Staff Questionnaire** – *Questions 4, 5, 7, 8*
- ❍ **Group Self-Assessment** – *Questions 5-10 (Planning, Institutional Policy)*
- ❍ **Focus Group Discussion** – *Review notes*

3. Potential capacity

Where to find information from the assessment on what potential capacity components exist within an institution to support youth involvement:

- ❍ **Staff Questionnaire** – *Questions 1, 3, 5-7, 9*
- ❍ **Group Self-Assessment** – *Questions 11-14 (Capacity Building)*
- ❍ **Focus Group Discussion** – *Review notes*

4. Roles of youth and adults

Where to find information from the assessment on what roles adults and youth play in an institution:

- ❍ **Staff Questionnaire** – *Questions 2, 4, 8*
- ❍ **Group Self-Assessment** – *All questions*
- ❍ **Focus Group Discussion** – *Review notes*

Module 2.
Work Plan Development

The scope of youth participation in reproductive health and HIV/AIDS institutions can be broad – whether a community-based organizations, nongovernmental organizations, or governmental agencies. Young people of diverse backgrounds, ages, educational levels, and other characteristics can play roles in many aspects of program planning, implementation, design, and evaluation. They can also help build institutional capacity. An institution needs to decide on the roles they would like youth to fill and the characteristics of youth who could play those roles. Institutions also need to have the capacity to provide adequate support for youth working in a professional context. Only then can a meaningful work plan for youth participation be developed.

Depending on the design of the agenda, participants would move from *Module 1. Assessment* directly into *Module 2. Work Plan Development*. Depending on the institution and staff involved, participants may need time and resources to gain a more thorough background in youth participation issues, using background information

from *Section II* of the *Youth Participation Guide*. Of particular importance for this module are *Background Handouts 2. From Youth Participation to Youth-Adult Partnerships, 4. Targeting Diverse Youth,* and *5. Where to Involve Youth in an Institution*. The table below summarizes several of the areas those handouts discuss in more detail.

Depending on proposals reached by the IAPT participants, the facilitators may want to introduce to the group the possibility of holding at some future date a youth-adult partnership training workshop (see *Section IV. Youth-Adult Partnership Training Curriculum* of the *Youth Participation Guide*).

WHO? Characteristics of Youth	**WHERE? Potential Places in an Institution**	
	Structural	Programmatic
✦ Age ✦ Sex ✦ Gender identity ✦ Educational level ✦ Socioeconomic status ✦ Religious affiliation ✦ Ethnicity ✦ Location (urban/rural) ✦ HIV status ✦ Marital status	✦ Governance ✦ Administration ✦ Human Resources ✦ Program Coordination ✦ Financial Development	✦ Planning and Design ✦ Implementation ✦ Evaluation ✦ Research
HOW and WHAT? Detailed in the Work Plan		

Developing a Work Plan

2 HOURS

Objective: To develop

⇛ A work plan for how an institution might involve youth

Materials:

- ✓ **Results from Staff Questionnaire, Group Self-Assessment, and Focus Group Discussion**
- ✓ *Facilitator Resource 2. Sample List of Goals and Activities*
- ✓ *Facilitator Resource 3. Sample Work Plan*
- ✓ *Facilitator Resource 4. Work Plan Grid*
- ✓ **Flip chart and markers**

Instructions:

Before beginning the work plan development, the facilitators should consult with participants to determine if background reading is necessary, especially on types of youth to include in the institution and types of work they might do (see *Background Handouts 4. Targeting Diverse Youth* and *5. Where to Involve Youth in an Institution*.) After this background step is completed, if needed, the group can proceed to develop the work plan for youth participation.

1. List any goals to maintain or improve youth participation in your institution

Decide on a few concrete ways to continue and advance promising goals and activities, using the "add," "maintain," and "increase" columns from the *Sample List of Goals and Activities*.

How many goals can we realistically achieve? This depends on the level of commitment from your institution. If you have just received funding devoted to youth participation, you may be able to create many new activities and improve on existing programming. Otherwise, you may identify fewer goals or a long-term goal.

2. Evaluate each goal by answering eight subsequent questions

Some goals will be more realistic than others, so the group will have to establish priorities. The eight questions shown below, applied to each goal, can help your institution create a sensible work plan for youth involvement (see the *Sample Work Plan*).

- **How will this goal benefit the institution/project/activity?** This question should help clarify why each goal is important and how meaningful participation for youth can be practical. Institutions should not assign youth to token positions or positions that demand skills and expertise that go beyond their training.
- **What are the challenges?** A wide variety of obstacles may need to be addressed. Sometimes staff attitudes (extremes in favor of or opposed to youth involvement), time, or financial constraints can arise. Money and time will be needed to recruit and manage staff, pay salaries, conduct trainings, monitor progress – everything involved with hiring any new employee, plus the extra attention needed to youth-adult partnership issues (see *Background Handout 6. Challenges to Building Effective Youth-Adult Partnerships*).
- **What are the steps to achieve the goal?** This question helps you outline how your institution will attain the expected result. Detailing these steps can help identify the activities required for each goal, which helps comparisons between possible goals.
- **What resources are currently available?** By assessing the existing capabilities of your institution, the framework for success can be identified. Often this process begins with senior management making a commitment to provide funding to support youth involvement. Once this is accomplished, staff time can be allocated to manage the process.
- **What gaps need to be filled?** Recognize the places where further commitment is needed.

- **What is the timeline?** Plan when each step needs to occur in order to attain the goal.
- **What is the monitoring and evaluation plan?** You need a strategy to review both processes and results associated with involving youth. This is critical for future decisions relating to youth involvement (see *Background Handout 9. Monitoring and Evaluation*).
- **Who in the institution could or will take responsibility to achieve this goal?** Perhaps there is a logical point person for maintaining an existing activity, but such a person may not be easy to identify for a new activity. You should, therefore, think carefully about where the goal fits into the institutional structure.

3. Transfer information for each goal from the flip chart to the *Work Plan Grid*.

Depending on the number of goals, you may need more than one copy of the *Work Plan Grid* to complete this step. The facilitators will be responsible for transferring the goals from the flip chart to the *Work Plan Grid*.

4. Decide which goals to implement

Of all the goals discussed, which ones are to be implemented? As a group, you may not be able to make the official decision, but you can at least prepare a case for proposing these activities to senior management. The facilitators will be responsible for taking these ideas to senior management, as well as to those who participated in the assessment and planning process, when delivering the final report (and presentation, if needed).

5. Revisit the work plan periodically

Once or twice a year, evaluate how well your institution is implementing the work plan. For suggestions on how to monitor this process, see *Background Handout 9. Monitoring and Evaluation*.

15 MIN

Closing

The facilitators should thank the group for participating in the exercise and explain the process that will follow — a report, presentation of findings, recommendations, or other steps. The timeline for reporting to decision-making bodies should also be explained. The group receiving the report should include various levels of management within the institution, as well as those who participated in the assessment and planning process.

After the development of the work plan, participants should complete a *Participant Evaluation* (see *Participant Handout* 3).

After implementing the IAPT, the facilitators should also provide feedback on their experience in using this tool to the project coordinators (see *Facilitator Resource* 5).

IAPT Facilitator Resources

1. **Focus Group Discussion Topic Guide**
2. **Sample List of Goals and Activities**
3. **Sample Work Plan**
4. **Work Plan Grid**
5. **Feedback on the Institutional Assessment and Planning Tool**

Focus Group Discussion Topic Guide

1. How does or would your institution benefit from having youth participation?
    - **a.** What roles do youth fill?
    - **b.** What do youth excel at in the workplace?
2. Why would an institution **NOT** benefit from having youth participation?
    - **a.** What work is best suited for adults and not for youth?
3. How well do youth and adults work together in this institution?
    - **a.** In the office?
    - **b.** In the field?
    - **c.** At meetings, conferences, trainings, etc.?
4. What are the areas for improvement?
    - **a.** In the office?
    - **b.** In the field?
    - **c.** At meetings, conferences, trainings, etc.?
5. How can you create better partnerships between youth and adults?
    - **a.** In the office?
    - **b.** In the field?
    - **c.** At meetings, conferences, trainings, etc.?
6. What types of youth are participating in your organization?
    - **a.** In the office?
    - **b.** In the field?
    - **c.** At meetings, conferences, trainings, etc.?
7. Are these the right types of youth for your organization? Are they constituents of programming?

Sample List of Goals and Activities

Place activities in proper columns, depending on whether they are being added, maintained, or increased.

GOALS	ADD youth participation	MAINTAIN current level of youth participaton	INCREASE current level of youth participation
Activities	**1.** Institution's staff – begin an internship program **2.** Institution's board of directors – add youth members	**1.** Monitoring and evaluation phase of program **2.** International conferences and meetings	**1.** Voluntary counseling and testing services – use youth counselors **2.** Information, education, and communication – involve youth in developing materials

Sample Work Plan

GOAL: Increase youth participation	**ACTIVITY:** Increase the number of youth counselors in voluntary counseling and testing services
1. How will this goal benefit the institution/ project/activity?	✦ Youth participation in the provision of VCT will help make VCT services more youth-friendly ✦ Increased use of VCT services will reduce stigma and fear related to the use of the centers that provide such services
2. What are the challenges?	✦ Fear and stigma attached to the use of VCT services or going to centers that provide such services ✦ Making services more youth-friendly ✦ Fear among youth that VCT is compulsory rather than voluntary
3. What are the steps to achieve the goal?	✦ Create awareness through youth education on the principles of VCT ✦ Renovate counseling office to ensure it meets standards of professional counseling ✦ Train health care providers on youth-friendliness and needs of young people ✦ Involve diverse youth, youth peer counselors, community leaders, and parents
4. What resources are currently available?	✦ Organizational infrastructure, including VCT services and providers ✦ Potential youth and adult counselors ✦ Existing network of youth counselors ✦ IEC materials on VCT services and youth involvement
5. What gaps need to be filled?	✦ Understand youth perception and needs ✦ Mobilize and educate the community and parents on the importance of youth involvement in reproductive health and HIV prevention ✦ Educate adult counselors to understand that youth can make good counselors too ✦ Train the youth and adults to be competent in counseling
6. What is the timeline?	✦ 8-12 months
7. What is the monitoring and evaluation plan?	✦ Develop indicators specific to program goals and identify organization to do evaluation ✦ Identify feedback mechanism ✦ Communicate indicators and goals to all stakeholders ✦ Conduct feasible base- and end-line evaluation
8. Who in the institution could/will take responsibility to achieve this goal?	✦ Program's VCT team and other internal services departments, in collaboration with external organizations ✦ Program coordinator ✦ Staff and volunteer youth peer counselors

Work Plan Grid

GOAL:	ACTIVITY:
1. How will this goal benefit the institution/ project/activity?	
2. What are the challenges?	
3. What are the steps to achieve the goal?	
4. What resources are currently available?	
5. What gaps need to be filled?	
6. What is the timeline?	
7. What is the monitoring and evaluation plan?	
8. Who in the institution could/will take responsibility to achieve this goal?	

Feedback on the Institutional Assessment and Planning Tool

Use additional sheets or space, if necessary. Thanks so much for your input! Please complete and fax to: 703-516-9781 or e-mail to: youthnet@fhi.org.

CONTACT NAME _____ TITLE _____

ORGANIZATION _____

ADDRESS _____

CITY, STATE, POSTAL CODE, COUNTRY _____

TELEPHONE NUMBER _____ E-MAIL ADDRESS _____

Which age group do you belong to?

☐ Less than 15 ☐ 15-19 ☐ 20-24 ☐ 25-29 ☐ 30-34 ☐ 35 or older

1. Were youth involved in your organization prior to using this assessment and planning tool?

_____

_____

2. When did you start using this tool (include an approximate date)?

_____

_____

3. Have you successfully integrated youth into your institution? ☐ Yes ☐ No
If yes, how do you know you have been successful?

_____

_____

If no, what aspects of the effort have been most difficult?

_____

_____

4. Has involving youth in your organization contributed to the effectiveness of your programs? If yes, how? If no, why not?

_____

_____

5. Which sections of the Institutional Assessment and Planning Tool did you find most useful?

_____

_____

Least useful?

_____

_____

6. What tips, stories, references, Web sites, etc. would you like to share with others working on involving youth in reproductive health and HIV prevention?

_____

_____

7. Do you need any assistance in moving this initiative forward? ☐ Yes ☐ No
If yes, please describe your needs.

_____

_____

IAPT Participant Handouts

1. **Staff Questionnaire**
2. **Group Self-Assessment Guide**
3. **Participant Evaluation**

Staff Questionnaire

Before completing the questionnaire, please be aware that this information will be collected and analyzed by your facilitators. No identifying information will be released. Do not write your name on the questionnaire. Please use additional paper if needed.

1. What attracted you to work for this institution?
   - **a.** What impressed you the most when you first started working here?
   - **b.** What are the major strengths of this institution?

2. Think back to any time when you made a special contribution to a project that was successful. What was the situation?
   - **a.** How did you contribute to the success? Who else was involved in the project and how did they contribute to its success?
   - **b.** What conditions in the institution made your successful contribution possible?

3. Which of the institution's values do you appreciate the most, personally?
   - **a.** When do you feel most positive about your work?
   - **b.** What is the most important thing this institution has done for you?

4. There may be times when someone else has recognized potential in you that you were unable to see in yourself. They provided a supportive environment for you by helping you to learn, experiment, and take risks. Can you think of a situation where this happened (to you or someone you know well)? Describe the situation.
   - **a.** How did the person who recognized your potential support you?
   - **b.** What did you like best about what this person did for you?

5. Some institutional conditions are more supportive of youth involvement than others. Think of the best work your institution has done with youth. Describe the work.
   - **a.** What were the results of the work?

b. Describe the conditions that made this work a success.

6. Where else could youth make a special contribution in your institution, given the opportunity and support to do so?

7. For successful teamwork, all members of an organization need to contribute. Think of the strongest teams on which you have worked. Which ones have involved both youth and adult members?

- **a.** Describe the best team experience you can recall that involved youth and adults.
- **b.** What contributions did the youth make to the success of the team's work?
- **c.** What contributions did the adults make to the success of the team's work?
- **d.** What types of work could support youth involvement and would be more successful if youth were involved?

8. Youth may require some special consideration when working in institutions, which are traditionally designed by and for adults. Think of the different types of support youth may need to work in an institution that are different from those provided to adults. List any special support youth (e.g., males versus females) need to work in an institution. Does your institution already provide this support to youth?

9. Sometimes we are too busy with our daily work to share some of our best ideas for the future. Think of the ideas that you have had since the institution started discussing involving youth.

- **a.** What is your best idea for involving youth in the institution and how would this idea contribute to the institution's mission?
- **b.** What types of support would you need to make this idea a reality?
- **c.** What small change could make your institution a better place in which youth can work and be involved?
- **d.** What large change could make your institution a better place in which youth can work and be involved?

Group Self-Assessment Guide

Ideally, each group would come to a consensus to answer Yes or No to each question. If this does not happen, the group could split into two groups to answer both follow-up questions.

Question	Yes	No	Follow-up Questions
Involvement			
1. Do youth currently play a role in your institution?			**If yes,** list and describe titles and responsibilities for staff, board members (voting/nonvoting), volunteers, or others. **If no,** what kind of roles do you envision youth would play in your institution?
2. Has your institution spent time reflecting on lessons learned from past experiences involving youth?			**If yes,** describe the roles youth had. What were some successes and challenges to involving youth? **If no,** take a few minutes to reflect on the roles youth played and accompanying successes and challenges.
3. Have discussions about involving youth in your institution been held with all staff, board members, supervisors, and youth?			**If yes,** is there consensus at all levels at this time? **If no,** why has it not been discussed yet?
4. Does your institution want to involve youth in its work to further its goals?			**If yes,** describe these goals and how involving youth will contribute to achieving them. **If no,** describe the reasons for not involving youth.

Question	Yes	No	Follow-up Questions
Planning			
5. Is there a framework and work plan to guide your institution on how to involve youth?			**If yes,** in what ways does the framework involve youth? Are youth included in planning, decision-making, implementation, and monitoring and evaluation? **If no,** does your institution intend to create a framework and work plan?
6. Has the institution assessed the demographics of the youth involved?			**If yes,** what types of youth are targeted (by age, sex, marital status, education level, socioeconomic status, ethnicity, etc). **If no,** what types of youth should your institution target?
7. Has an effort been made to consider ways to recruit youth that are representative of the population your institution serves?			**If yes,** describe the recruitment process. **If no,** how do youth come to work at your institution? What can be done to engage appropriate youth who are representative of this population?
Institutional Policy			
8. Has your institution researched and incorporated national laws or guidelines for involving youth?			**If yes,** describe the laws and related institutional policies. **If no,** does your institution intend to research and incorporate such laws?
9. Do all staff, board members, and volunteers (youth and adult) receive written job descriptions and the necessary support to perform the job as expected?			**If yes,** list examples of positions, expectations, and accompanying support provided at your institution. **If no,** what happens?

Question	Yes	No	Follow-up Questions
Institutional Policy, *cont.*			
10. Do all staff, board members, and volunteers (youth and adult) receive the same training and orientation when coming to work for your institution?			**If yes,** list the types of training and components of the orientation. **If no,** describe the differences.
Capacity Building			
11. Is there a mentorship program to foster youth-adult partnerships?			**If yes,** describe the mentorship program and the training for adults to be mentors and supervisors. **If no,** is your institution interested in this type of training?
12. Do youth receive training to lead discussions, participate in decision-making meetings, and represent your institution externally?			**If yes,** what kind of training and how much time is allocated for this? **If no,** does your institution intend to incorporate these types of training?
13. Are there opportunities (time and funding) for youth to network with partner institutions?			**If yes,** list the types of opportunities and networking situations. **If no,** are there opportunities for adults?
14. Are youth encouraged to make plans for career advancement as they gain skills and experience in the institution?			**If yes,** describe the career planning and development process. **If no,** where do youth go after they leave your institution?

Participant Evaluation

Please complete and return this form to the workshop facilitators at the end of the work plan development.

1. What did you like most about this process?

2. What did you like least about this process?

3. Since participating in this institutional assessment and planning process, do you feel differently about youth participation? How has your attitude or knowledge changed?

4. What would you change about the process?

a. What would you add?

b. What would you omit?

5. Would you recommend this process to other institutions?

If so, which institutions?

If not, why?