



Evaluating Health-promoting Radio Programs

**A Toolbox for HAFY Radio
Stations in Kyrgyzstan**

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Cover Photographs

FRONT COVER



Airing of Besedka at Tatina Radio Station. Besedka is a weekly radio program. Youth Volunteer Evgeny and his Dad, Sergei, discuss problems of youth in Kyrgyzstan, modelling inter-generational communication.



Ulan, Nargiza and Darigul from Radio Tenir Too in Naryn write objectives for their HAFY radio program at a training workshop in Naryn, 2003.



Ulugby, Maksuda and Sultan from Radio Salam in Batken on air in a radio program where letters from listeners are presented.



Rustam, Urmil and Alexandra from Radio LW in Karakol write objectives for their HAFY radio programs at a training workshop in Naryn, 2003.



Elmira from Radio Almaz Yug in Osh on air with a HAFY radio program.

BACK COVER



Radio Salam staff outside Radio Salam, Batken.



Tatiana, Asel and Kalibek discuss findings of the KAP survey at a training workshop in Naryn, 2003.



Ruslan at work in Radio Tenir Too, Naryn.

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Acronyms

HAFY Healthy Airwaves For Youth Project, a project of the YPWP

HCR Health Communication Resources. Serves communication strategy practitioners and planners with consultancy services and training resources for health-promoting radio

KABS Knowledge, Attitude, Behaviour and Skills

KAP Knowledge, Attitude and Practice (or Behaviour). Usually used in this Toolbox for the HAFY Baseline study conducted in 2002

Radio Bishkek An imaginary radio station used for examples in this Toolbox

UNICEF United Nations Children's Fund (in this document it refers to UNICEF Kyrgyzstan)

YPWP Young People's Well-Being Program – Health, Development, Protection and Participation of young people with a special focus on HIV/AIDS prevention

Chapter One

HAFY and The Big Picture

by Marianne Ohlers, Programme Officer, UNICEF Kyrgyzstan

1.1 The Big Picture

The 'Healthy Airwaves for Youth' project (HAFY) is an essential part of UNICEF and its partners' efforts to develop and implement a health promotion communication strategy with respect to risk behaviours among youth (10–19 years of age) in Kyrgyzstan. The project lies within the Young Peoples Wellbeing Program (YPWP) focusing on contributing to young people's health, development, protection and participation in Kyrgyzstan.

The Kyrgyz Republic is facing a growing HIV/AIDS epidemic. As of September 1, 2003, there were 453 HIV infected persons registered in the country, 329 of them being young male injecting drug users (National AIDS Center 2003). However, according to UNAIDS, the actual number of HIV infected people is probably 10 times higher, i.e. up to 3,000 people. In 2001, 4 % of all HIV cases were attributed to heterosexual transmission and in 2002 more than 20 %. Based on the experience of the development of the epidemic in other CIS countries, it can be assumed that Kyrgyzstan has entered the second stage when HIV passes from injecting drug users to the general population through sexual transmission. The most vulnerable groups with respect to HIV/AIDS are sexually active young people, drug users and sex workers. Kyrgyzstan is situated along one of the main drug traffic routes. Drugs are cheap and easily accessible. During the period 1991-2000, drug use incidence increased almost six-fold. The number of drug-users is estimated to be 80,000-100,000. Almost 70% (55,000) are thought to be injecting drug users. A majority of them are young people between 15-30 years. Unsafe injecting practices are common.

In the CEE/CIS and Baltics region UNICEF has committed itself to achieve progress towards the following three goals by the end of 2005, through governmental support and working with a range of national and international partners and very important, with young people themselves:

Information for all young people:

Identifying and quantifying levels of knowledge amongst young people and key duty bearers and ensuring that in every country a communication strategy is developed and implemented to achieve that 90% of adolescents (10–19 years of age) have the knowledge to protect themselves from HIV/AIDS.

Information and life skills for all young people in schools:

Ensuring that all schools are systematically developing and providing quality life skills based health education and information on HIV/AIDS and related issues.

Information, skills and services for YP and targeted interventions for especially vulnerable young people:

Identifying and quantifying groups at high risk of HIV infection and ensuring that at least 60% of young IDU's and commercial sex workers have access to adolescent friendly information and services and opportunities to develop their skills, in order to protect themselves from HIV/AIDS and minimise its impact (UNICEF 2002).

UNICEF in Kyrgyzstan is working on four strategies that support those three UNICEF regional and global goals on HIV/AIDS prevention among youth. These relate to 1) youth friendly services, 2) life

skills-based health education, 3) peer to peer education and 4) the provision of youth-oriented information on protection from HIV/AIDS, STIs and substance use. While the last strategy is directly linked to the HAFY project, the five radio station partners also play an important role in promoting the other three strategies. In addition, they play an equally important role in the promotion of safe and supportive environments, enabling young people to exercise their rights to knowledge, skills-building and changes in attitudes for safer behaviour.

1.2 HAFY Partners

HAFY aims to increase the level of knowledge and awareness of the dangers of HIV/AIDS/STI, drug use and reproductive health among young people in five rural and remote regions of Kyrgyzstan via community based and interactive health promotion radio programming. The main partners are Radio Salam, Batken (Batken Province), Radio Almaz Yug, Osh (Osh Province), Radio Tenir Too, Naryn (Naryn Province), Radio Tatina, Karabalta (Chui Province) and Radio LW, Karakol (Issyk-Kul Province).

Young people cannot protect themselves if they do not know the facts about HIV/AIDS and adolescents should learn the facts before they become sexually active. The information needs to be regularly reinforced both in the classroom and beyond. While knowledge and awareness-raising is essential, it is equally important to aim at building the skills of young people so they know how to protect themselves. In addition a change of attitudes among youth and key adults (such as parents, teachers, health and other service providers), will help to provide a supportive and safe environment for behaviour change. The five HAFY radio stations have an important role to play, especially when it comes to increasing knowledge and raising awareness for behaviour change and supportive environments.

Broadcast media is a powerful weapon against HIV/AIDS as the media can disseminate information among a broad range of youth in ways that can be more effective than teachers in the classroom. It can tackle difficult issues such as how to handle unwanted sexual advances, negotiate condom use and redefine what is 'cool and not cool' among youth. Good radio programming can counter popular misconceptions about adolescents, reveal the discrimination and abuse young people often face and highlight the contributions they make to their communities. Radio programs can also engage parents and teachers (adults) surrounding young people as passive and or active listeners and encourage and support them in establishing a dialogue with youth in their own environment.

Radio stations have a role to play as important change makers in establishing and promoting healthy trends and life styles among youth. In order to be effective it is very important that the programs involve young people at all stages to ensure that what is said will be understood, disseminated in an effective format and accessible to all young people. The radio stations working within the HAFY network are directly involving young people as 'knowledge creators and providers' when HAFY health-promoting radio is on air.

1.3 Where The Toolbox Came From

The HAFY project was initiated in 2002 with financial support from the UK National Committee of UNICEF. Lessons learned from the UNICEF-supported youth radio station, Radio Salam in Batken in remote and Southern Kyrgyzstan, created a platform for the HAFY project. It enabled us to extend the network of youth-based radio station producers. As a first step, four other local and community-based radio stations in four provinces of Kyrgyzstan were assessed as possible partners within the HAFY project, with the aim of creating and implementing a joint 'health promotion communication strategy'. The second step was to conduct a survey on knowledge, attitudes and practice of adolescents with regard to reproductive health, HIV/AIDS prevention, drug use and leisure activities. This survey provided the baseline for the creation of interactive radio programs targeting the real needs of youth in the five regions. The results of the baseline study were available in July 2002. During a first workshop

the radio stations, together with youth volunteers and NGO partners within the project, began to plan their strategies for interactive radio programming.

After four months of radio programming, the partners met again during a 7-day intensive training workshop held in the beginning of December 2002 in cooperation with the Health Communication Resources from Australia on 'Radio Programming for Health Promotion'. Dr. Ross James — a specialist in this area — facilitated the workshop. During this workshop we discussed the need for regular monitoring and evaluation of the impact of HAFY radio programs. While believing that radio can bring about change among its listeners the five radio partners wanted to know when changes occur and how such changes could be measured in a cost-effective and accessible way.

Further discussions on monitoring and evaluation of health-promoting radio programs with the HAFY project partners inspired us to plan for strengthening the capacity of the HAFY partners. Dr. Ross James was invited back to Kyrgyzstan by UNICEF in September 2003 to facilitate two mini-workshops for the HAFY project partners. At those workshops, the participants were led through a series of activities to identify their needs and to gather information and resources. Further information for the Toolbox came from documents such as the HAFY Project Description, the Baseline Study (2002), and the Final HAFY Consultant's Report by Babette Pfanders.

1.4 What The Toolbox Does

Audience research consultant and former head of the research department of the BBC, Graham Mytton, believes that small radio stations with limited funds can do their own surveys: "I believe that they can, provided they follow certain basic guidelines and rules. But remember that poor research can be worse than no research at all! It can give spurious validity to data that can be quite wrong." (1999: 79)

The Toolbox provides "basic guidelines and rules" that match the reality and needs of HAFY's radio stations. HAFY partners do not have a great deal of experience in evaluation, and have limited funds which means they usually rely on volunteers and the pooled resources of local community organisations. Evaluation in this context, then, must be cost-effective.

The chapters of the Toolbox provide guidelines on

- the two phases of the YPWP and where the HAFY project fits in: planning and evaluation (Chapter 2)
- how to write objectives (Chapter 3)
- setting indicators for evaluation (Chapter 4)
- sampling procedures (Chapter 5)
- designing evaluation tools (Chapter 6)
- gathering data, analysing it and reporting it (Chapter 7)

Practical examples and templates are provided for adaptation to your local needs and situation, to help you design evaluation strategies most suited to the objectives of your locally-designed radio programs and activities.

1.5 What The Toolbox Does Not Do

The Toolbox is not a comprehensive Toolbox for evaluating all health-promoting radio activities undertaken by HAFY. The baseline study demonstrates the differences in each location. Obviously, locally-designed radio programs and activities, and evaluation strategies are most suited to the objectives you set.

The Toolbox is not intended to make evaluators and statisticians out of HAFY partners. It doesn't contain detailed guidelines for monitoring and evaluating all aspects of HAFY project and the YWBP. The aim is to provide HAFY partners with ways of monitoring the process of radio program production and implementation, and the impact of your programming on adolescents' knowledge, attitudes, skills

and behaviours. There is a distinct boundary between your role in the evaluation process and that of UNICEF's. UNICEF will conduct large-scale and long-term evaluation and will provide you specialist assistance where you need it. For example, UNICEF expects you to contact them for assistance in designing questionnaires, choosing samples, data and statistical analysis, and data interpretation.

Finally, it is important to remember that changes can occur over a long period of time, sometimes years. The Toolbox does not assume that HAFY will be involved in long-term evaluation and it doesn't assume that the HAFY project will detect such changes in the short term.

1.6 How You Can Use The Toolbox

It is with pleasure that we present this Toolbox to the HAFY partners here in Kyrgyzstan. Dr. Ross James has much experience working with community-based radio stations around the world on health and peace promotion. His involvement as a facilitator and trainer for the HAFY partners has been thorough and dedicated. Without his experience and ability to facilitate the needs of the HAFY project for planning, monitoring and evaluation, this Toolbox would not have been developed.

We urge the HAFY project partners to make use of the Toolbox. It has practical examples and 'ready-to-use' templates. We are convinced that it will help the project to realize the HAFY goal while acknowledging that changes occur over a long period of time, especially behaviour change.

What the HAFY partners can do, with the help of this Toolbox, is to measure the regular impact of their activities and the trends among their target group and the surrounding community. The results of regular monitoring and process evaluation can be used to constantly refine the radio programs and off-air activities so they stay in line with the needs of the target group. In addition, a serious approach to regular monitoring and process evaluation can provide us with much valuable knowledge about local youth, and the findings can add value and understanding to larger-scale evaluations and KABS surveys.

While the Toolbox is designed for the specific use of the radio stations involved in the HAFY project we believe that it can guide and inspire other community-based media working to reduce risk behaviours among young people and other vulnerable groups.

Chapter Two

Planning and Evaluation in HAFY

2.1 Introduction

Although HAFY radio stations are small, with limited funds, they can monitor and evaluate their health-promoting radio programs.

There are two key phases common to a health promotion project. The first is planning and the second is evaluation (Figure 2.1). The purpose of this chapter is to show how those phases relate to the YPWP of which HAFY is one component, and then to be more specific and show how they relate to HAFY.

Phases	
Planning	Assess the needs
	Plan for desired changes
	Assess the resources
	Set a goal
	Set objectives and sub-objectives
	Decide strategy activities
	Set Up Administrative Systems
	Develop Personnel
	Implement the project
Evaluation	Decide what to evaluate
	Design
	Collect data
	Code and analyse data
	Make decisions and write the report

FIGURE 2.1 Two Planning Phases

2.2 Planning

The Planning Phase consists of nine stages (Fig. 2.1).

1. Assess the Needs

A needs assessment identifies a health problem and priorities for intervention. A thorough needs assessment scans and assesses the health promotion environment in terms of — and in relation to — a health issue. A comprehensive picture can emerge if questions are asked of each goal of the Ottawa Charter for Health Promotion (WHO 1986). When UNICEF did this for youth in Kyrgyzstan, it found youth were at the centre of a threatening HIV AIDS epidemic and were also at risk of STIs and substance use. Figure 2.2 shows typical questions to help assess each of the five goals of the Ottawa Charter.

Health Promotion Goals	Kyrgyzstan Youth, HIV AIDS, STIs and Substance Use
1. Build public health policy	What are the public health policies, legislation and statutory laws in relation to this issue? To what extent are they satisfactory or need to be changed? What considerations and action are needed to bring about change?
2. Create supportive environments	What positive or negative social and cultural attitudes and beliefs exist? What macro-level, ecological and environmental factors relate to this issue? What is the inter-relatedness between this issue and other social goals? What are the current and future trends in the economy and society, and to what extent do they positively or negatively impact health outcomes? What partnerships need to be consolidated and expanded in relation to this issue? What is the state of social justice and equity, human rights, access to services and other resources or facilities in relation to this issue?
3. Strengthen community action: empowerment, ownership, control	To what extent can people participate in decision-making and action? What is the degree of social capital—the extent of community cohesion, ownership and unity in relation to this issue? To what degree has the community satisfactory access to information and learning opportunities for health? What education or training is likely to be required? What social, cultural and spiritual resources can be promoted?
4. Develop personal or individual skills	What do people already know and how do they behave in relation to this issue? What should they know and how should they behave? What is the gap? Why? What factors have contributed to this gap in knowledge, attitude and behaviour? What learning is needed in preparation for all stages of life?
5. Reorient Services for Health	To what extent are the various sectors and services oriented to this issue (these can include industry, labour, education, social institutions, commerce, public services, health and allied professions and services)? What is the state of multi-sectoral partnerships? What re-orientation, training and resources are required? What information, in relation to this issue, will inform and improve accountability, organisation, planning, delivery and evaluation? What socio-cultural issues do these services need to take into consideration?

FIGURE 2.2 Assessing the Needs

2. Plan for Desired Changes

The plan is a response to the health problem identified in the needs assessment. Priorities are devised for an intervention in a way that will bring about the desired changes that is appropriate to the people involved with the resources available.

The plan will decide a goal, objectives and activities to achieve those objectives. The plan devised by UNICEF was the Young People's Well-Being Program (YPWP), summarised in Figure 2.3. The left column contains the assessment and the right column the plan, the response to the assessment. An assessment of the problem led to the stated goal; an assessment of the risk factors led to objectives and sub-objectives. UNICEF identified four separate sub-objectives for the YPWP. Each of these sub-objectives led to four projects or activities, and HAFY is one of those activities.

NEEDS ASSESSMENT	THE PLAN
<p>THE PROBLEM</p> <p>Youth are at the centre of a threatening HIV AIDS epidemic in Kyrgyzstan</p>	<p>THE GOAL</p> <p>To minimize the impact of HIV/AIDS / STIs and substance use among adolescents (10-19 years) in the 5 target provinces by 2005 (Batken, Naryn, Chui, Osh and Issyk Kul provinces)</p>
<p>WHY IT IS A PROBLEM (Risk Factor)</p> <p>Despite the high level of awareness and political will in the Kyrgyz government, HIV/AIDS related information is not getting through clearly enough to young people</p>	<p>THE OBJECTIVE TO ACHIEVE THE GOAL</p> <p>To increase knowledge, attitudes and skills in HIV/AIDS prevention to 90% of adolescents (10-19 years) in the 5 target provinces by 2005 (Batken, Naryn, Chui, Osh and Issyk Kul provinces)</p>
	<p>THE SUB-OBJECTIVES TO ACHIEVE THE OBJECTIVE</p> <p>SUB-OBJECTIVE 1 Introduce life skills based health education as a method for HIV/AIDS prevention and promotion of safer sexual behaviours among adolescents within the formal education system</p> <p>SUB-OBJECTIVE 2 Provide peer educational programs and other outreach programs with and for vulnerable youth</p> <p>SUB-OBJECTIVE 3 Strengthen accessible and youth-friendly environments around existing medical and counselling services</p> <p>SUB-OBJECTIVE 4 Provide young people with youth-oriented information through 5 radio stations, on how to protect themselves from HIV/AIDS, STIs and substance use</p>
<p>WHAT UNICEF CAN DO ABOUT IT</p>	<p>ORGANISE ACTIVITIES THAT WILL ACHIEVE THE SUB-OBJECTIVES</p> <p>(Activities shown are for HAFY Sub-Objective 4 only)</p> <p>4.1 Conduct a KAB baseline study in the five regions</p> <p>4.2 Involve and train radio station staff and youth volunteers to conduct the baseline study</p> <p>4.3 Conduct training for radio staff and volunteers in the use of radio for health promotion</p>

FIGURE 2.3 The Young People's Well-Being Program

3. Assess the Resources

This answers the question, What are the available people, agencies, and other community resources to help you run your program? UNICEF did this in Kyrgyzstan and identified non-government and community organisations, government departments and institutions for sub-objectives 1-3 (Fig. 2.3) and five local radio stations that could be mobilised to collaborate and coordinate efforts (sub-objective 4).

4. Set a Goal

While there might be many health issues in a community, it's likely that one of them can be influenced more than others. A goal is the change expected with the combined actions of the objectives. The YPWP has chosen to focus on the goal seen in Figure 2.3.

5. Set Objectives and Sub-objectives

The objectives are realistic estimates of what can be achieved and stated in specific ways that describe a change in the target group. Objectives should be specific, so you can measure the results. Writing specific, measurable objectives is important, because it helps you know if you're on track. It also helps you measure how well you're doing — what the results are. Objectives must be closely linked to the goal, so that the achievement of the objectives causes the goal to be achieved as well. One or more objectives will be needed to achieve a goal, depending on the circumstances. In the case of the YPWP, just one objective was set and the target group is 10-19 year-old adolescents (Fig. 2.3).

In some situations, an objective will sufficiently set the desired change. But in other situations it is necessary to further identify sub-objectives to support an objective. Sub-objectives are one or more things that must be in place or be achieved before the objectives can be achieved. Figure 2.3 shows four sub-objectives identified for the YPWP that, when combined together, will help to achieve the objective.

6. Decide Strategy Activities

An approach is chosen to suit the target group and make all the activities fit together. The decisions to make are what should be included and how much it will cost. Figure 2.3 shows the initial activities planned for HAFY.

7. Set Up Administrative Systems

Administration and record-keeping procedures were set up for activities associated with each YPWP sub-objective. Accurate records must be kept of how money is spent and of the people who are employed or involved in some way. Communication and reporting procedures are included in this category. These procedures conform directly to UNICEF policies or are devised to suit operational requirements.

8. Develop Personnel

Orientation and training is important for volunteers or paid staff.

9. Implement the Project

HAFY, along with activities related to the other YPWP sub-objectives, are now underway. They all are at various stages, but each one has a specific contribution to the achievement of the objective and goal (Fig. 2.3). The completion of the 2002 Baseline study was an important achievement because it meant that locally relevant radio programs and off-air activities could be planned.

2.3 Evaluation

The second phase, evaluation, measures the effectiveness and efficacy of the YPWP activities, including HAFY. UNICEF and HAFY stations will work together to find out answers to such questions as, Has the health problem improved? What changes happened because of the YPWP activities and HAFY's radio programs? And, what could be done differently, next time?

We'll look more closely at HAFY's role in evaluation in the following chapters of the Toolbox but for the moment, look at Figure 2.4 and note the three levels of evaluation, what part of the plan they evaluate and who does it.

THE PLAN	LEVELS OF EVALUATION OR HOW WE MEASURE IT	WHO DOES IT
GOAL	OUTCOME EVALUATION Assess the longer term effects of the YPWP and whether HAFY and other activities had a combined effect to bring about the desired change	UNICEF
OBJECTIVES	IMPACT EVALUATION (Sometimes called Summative Evaluation) <ul style="list-style-type: none"> Assess whether you achieved the targets stated in your objectives and sub-objectives Determine if they were really caused by HAFY's radio programming 	HAFY (with support from UNICEF)
SUB-OBJECTIVES		
ACTIVITIES	PROCESS EVALUATION (Sometimes called Monitoring) <ul style="list-style-type: none"> Find out if your radio programs and off-the-air activities are reaching 10-19 year-old adolescents Monitor operational systems and administrative procedures to see whether your project is being implemented properly and efficiently Assess whether listeners are satisfied with your radio programs Assess the quality of the radio programs Pre-test radio programs 	HAFY (ask for help from UNICEF if you need it)

FIGURE 2.4 The Plan and Levels of Evaluation

2.3.1 Process Evaluation

At the bottom level is **Process Evaluation** because it is the most basic evaluation to conduct. It keeps a check on project operations in your radio station. Process evaluation, sometimes called monitoring, helps you assess whether your programs and off-the-air activities are working or if some changes are needed. This is important because if your activities are not run correctly, then they will fail. That failure will likely have a negative influence on the sub-objective which, in turn, negatively affects the objective and, ultimately, the goal. The focus of HAFY is on process evaluation. Ask for help from UNICEF if you need it.

A necessary action in Process Evaluation is to produce and pre-test your radio programs and any written materials produced by partners to extend your radio programming. Pre-testing finds out whether your radio programs will bring about the desired changes in your target listener-learners. Pre-testing can also discover if your radio program is of good quality, is interesting and so on.

2.3.2 Impact and Outcome Evaluation

The next two levels of evaluation focus on results. The YPWP will want to know whether there has been an increase in knowledge, attitudes, skills and behaviours in HIV/AIDS / STIs and substance use prevention to 90% of adolescents (10-19 years) in the 5 target provinces, and whether that increase has minimized the impact of those risk factors. Impact and outcome evaluation will reveal whether the YPWP has achieved it.

The second level, **Impact Evaluation**, measures short-term results specified in objectives and sub-objectives. HAFY stations will conduct impact evaluation but we fully expect you to seek assistance from UNICEF to do so.

Two ways to assess impact are 1) evaluate before and after your radio program (called pre-and post-evaluation designs) and, 2) on a continuous basis at regular intervals over a period of time (called time-series designs). Time series designs begin evaluating before the radio programs begin, at intervals during the broadcast series, just after the series ends, and at periods for time later. An advantage of the time series method is that it is useful for feedback, allowing program makers to adjust programming if

necessary in response to the findings. Time series designs are generally more useful than pre and post designs. Designs that use control groups (experimental designs) have the greatest potential for evaluation but they have to be well managed and can be expensive. A comparison or control group will involve a community that does not receive the intervention but has characteristics similar to the community that does. The same measurements are made of both groups and the results compared. We assume that, at a minimum, HAFY radio stations will use time series and pre- and post-evaluation designs for evaluation.

Change can be measured at the levels of community, society, institution, organisation or sector, or at the level of individuals. If we are looking for impact at the level of individuals we could ask, Was there an increase in knowledge, attitudes and skills in 10-19 year old adolescents? How much change?

What are the changes we are looking for to assess impact at the level of individuals? **Knowledge** is what listener-learners understand and learn. **Attitudes** are feelings, values and beliefs that listener-learners have about the issues, themselves and others. Attitudinal changes related to HAFY objectives might include motivation, concern for others and a willingness to consider healthy and safe-sex behaviours. **Skills** refer to the ability of listener-learners to handle issues they face. They include communication skills, thinking skills, problem-solving and decision-making, as well as manual skills such as being able to correctly use a condom. **Behaviour** are those actions that listener-learners will actually take when they are in a situation.

The third and highest level of evaluation, **Outcome Evaluation**, is conducted by UNICEF. Your data from the process and impact evaluation will assist UNICEF at this level. Outcome evaluation is concerned with long-term effects and it measures the stated goal. The HAFY project, along with other projects under the YPWP will be evaluated. This evaluation will consider what outcomes can be attributed to the YPWP projects and other factors or events correlated with the outcomes but not caused by the YPWP projects.

2.4 Planning, Evaluation and HAFY

So far we have seen how the two phases of planning and evaluation relate to the YPWP of which HAFY is one component. It is time now to be more specific and show how they relate to HAFY. Figure 2.5 is a summary of a process that is explained in more detail in following chapters. UNICEF has already made planning decisions for the “big picture” YPWP. At the local level, HAFY partners have to conduct their own planning for local goals and objectives, related activities and systems to implement the project. Then, HAFY carries out process evaluation and impact evaluation with UNICEF’s assistance where needed.

PHASES		WHO PLANS AND EVALUATES
Planning	Assess the needs	UNICEF has done these for YPWP
	Plan for desired changes	
	Assess the resources	
	Set a goal	HAFY does these for local priorities
	Set objectives and sub-objectives	
	Decide strategy activities	
	Set up administrative systems	
	Develop personnel	
	Implement the project	
Evaluation	Decide what to evaluate	HAFY: Process Evaluation WITH UNICEF’S ASSISTANCE: Impact Evaluation for local priorities
	Design	
	Collect data	
	Code and analyse data	
	Make decisions and write the report	

FIGURE 2.5 HAFY and the Phases of Planning and Evaluation

2.5 Health-promoting Radio and Evaluation ¹

Do you remember the training course in November 2002 in Bishkek? We looked at the four tasks of health-promoting radio (it's in the Reader if you want to refresh your memory). Health-promoting radio has four tasks: education, information, advocacy, and social learning and dialogue (Figure 2.6). Health-promoting radio has these tasks to perform.

Tasks of Health-promoting Radio	
Inform About activities or services	<ul style="list-style-type: none"> • Promote campaign or intervention activities • Tell people about services and how to access the services (e.g. phone counselling, health clinics, social welfare activities) • Use advertising, Public Service Announcements and consumer-advice programs to increase peoples awareness about health and social development services
Educate To increase knowledge to influence changes in attitude and behaviour	<ul style="list-style-type: none"> • Educate people about specific behaviours so they will adopt them • Raise the community's awareness and knowledge of specific problems or topics
Advocate Convince of the need for action and change	<ul style="list-style-type: none"> • Redefine the community's feelings about social issues and problems, focusing debate on socio-political or legislative and public policy • Highlight and promote positive aspects of a recommended campaign and the negative aspects of social issues and problems • Influence policy-makers with information and discussion about social issues, focusing debate on remedial changes in policy
Promote social learning and dialogue Contribute to decision-making processes within community systems	<ul style="list-style-type: none"> • Promote consensus building and social capital • Develop a sense of cultural identity, give communities a voice and opportunity for self-expression • Provide opportunities for communication and dialogue between health and social development workers and the community through counselling or consumer-advice segments on talk-back radio programs

FIGURE 2.6 Tasks of Health-promoting Radio

But we know that radio programming is misdirected when limited to personal and individual skills, ignoring other duty-bearers in the family, community, or social, economic and political sectors which have a responsibility for underlying conditions or social issues at the source of poor health.

That is why we use the five goals of the Ottawa Charter for Health Promotion (WHO 1986) as a planning framework (Fig. 2.7). Each of the health promotion goals are different in outcome, content, and intended target group. Health-promoting radio tasks, when applied to all health promotion goals, have greater impact as programming pathways to support social change and improvements in quality of life at the levels of policy, social environment, community empowerment, individual knowledge and services. Radio programming has the task of reaching policy-makers, to raise their awareness of how the consequences of their decisions affect quality of life. More tasks emerge for creating supportive environments. Radio programming can support current health and social development projects, events and activities. Other tasks emerge when we look at the health or social development issue from the viewpoints of strengthening community action, developing personal skills and reorienting services toward health and social development.

¹ Much of this section draws on earlier manuals devised by HCR. Used with permission of HCR.

Health-promoting radio tasks are a valuable planning and evaluation tool. They assist planners to set objectives for health-promoting radio in any health and social development situation. Priorities for communication may be identified for any one, or more, of the health promotion goals, with health-promoting radio tasks balanced and sequenced according to the needs of that situation. Evaluation can be conducted accordingly. Again, however, let us remind ourselves that sometimes it takes years for attitudinal and behavioural change to take effect in societies and communities. Be realistic as to what can be achieved in the short-, mid- and long-term with the resources available to your radio station, and the role you play in the broader, combined efforts of other projects in the YPWP program, campaigns by other NGOs and government policies and initiatives.

Health-promoting Radio Tasks and Health Promotion Goals	
1. Radio programs to build health and social development policy (issues concerning legislation, policy, finance and budgeting priorities etc)	<p>Use radio programming to educate:</p> <ul style="list-style-type: none"> • About the consequences of policy decisions on quality of life • About how health and other social development goals relate to each other <p>Use radio programming to advocate:</p> <ul style="list-style-type: none"> • Approaches in the various sectors to achieve health and other social development goals • For equal opportunity for marginalised groups <p>Use radio programming for social learning and dialogue:</p> <ul style="list-style-type: none"> • By facilitating discussion in all sectors and at all levels to stimulate awareness
2. Radio programs to create supportive environments (reduce barriers to action, make opportunities for behaviour change)	<p>Use radio programming to inform:</p> <ul style="list-style-type: none"> • About and promote events or activities • About current health and social development campaigns or projects <p>Use radio programming to educate:</p> <ul style="list-style-type: none"> • About how health and other social development goals relate to each other • People of the value of change with regard to an issue <p>Use radio programming to advocate:</p> <ul style="list-style-type: none"> • For living and working conditions that are safe, interesting, satisfying and enjoyable <p>Use radio programming for social learning and dialogue:</p> <ul style="list-style-type: none"> • By facilitating discussion through the analysis and interpretation of quality of life issues in society • By facilitating discussion aimed at redefining norms and attitudes
3. Radio programs to strengthen community action (empowerment, ownership)	<p>Use radio programming to inform:</p> <ul style="list-style-type: none"> • About and promote events or activities <p>Use radio programming to educate:</p> <ul style="list-style-type: none"> • Local leaders with advice and training that will empower them and give them a sense of ownership • People how to use existing social, cultural and spiritual resources <p>Use radio programming for social learning and dialogue:</p> <ul style="list-style-type: none"> • By facilitating discussion of how the community and the public can become involved and take action themselves • By giving communities (especially marginalised sectors) access to radio programming and airtime so that they can express themselves • With programs that facilitate social capital (community cohesion and unity to care for each other)

Health-promoting Radio Tasks and Health Promotion Goals	
4. Radio programs to develop personal and individual skills (education to increase knowledge and to change attitudes and to learn behavioural skills)	<p>Use radio programming to inform:</p> <ul style="list-style-type: none"> • About and promote events or activities • About available services • About current health and social development campaigns or projects <p>Use radio programming to educate:</p> <ul style="list-style-type: none"> • To increase knowledge with accurate, relevant and consistent information • Provide counselling (talk-back radio) • With information that will enhance life skills and self-efficacy (the confidence to be able to change and adopt healthy behaviours)
5. Radio programs to reorient services towards health and social development (change the way they work)	<p>Use radio programming to inform:</p> <ul style="list-style-type: none"> • About planning and services that focus on prevention <p>Use radio programming to educate:</p> <ul style="list-style-type: none"> • About how health and other social development goals relate to each other • By spreading information and reporting experiences that demonstrate how to improve planning, the carrying out of actions and evaluation • With training to develop the professional skills of health and social development workers <p>Use radio programming to advocate:</p> <ul style="list-style-type: none"> • For the health and social development professionals and workers in service delivery to be made more accountable <p>Use radio programming for social learning and dialogue:</p> <ul style="list-style-type: none"> • To facilitate opportunities for services to work and network together

Figure 2.7 Health-promoting Radio Tasks

2.6 Summary

This chapter focused on planning and evaluation. Planning has nine phases. The YPWP emerged after the environment in Kyrgyzstan was assessed. Four projects were organised to achieve the goal of “To minimize the impact of HIV/AIDS / STIs and substance use among adolescents (10-19 years) in the 5 target provinces by 2005 (Batken, Naryn, Chui, Osh and Issyk Kul provinces).” HAFY is one of those four projects.

Process evaluation monitors and evaluates local activities put into action by HAFY partners. It is conducted by HAFY partners. Impact evaluation of the short term effects of your programming and off-air activities is conducted by HAFY partners with the assistance of UNICEF. Outcome evaluation is conducted by UNICEF when it evaluates the HAFY and other YPWP projects.

The four tasks of health-promoting radio are a valuable planning and evaluation tool for HAFY partners.

Chapter Three

Write Objectives and Activities

3.1 Introduction

How do the goals and objectives of the YPWP relate to HAFY? And, how are HAFY goals and objectives identified and written? The quick answer is that we undertake three steps. The first of those three steps is to define the scope of the project. The next steps are to set the objective and then write the sub-objectives and activities. The purpose of this chapter is to provide guidelines for each of those steps and to show an example of a Planning Sheet.

First, however, it is absolutely necessary to review the goal of the YPWP, the HAFY Baseline study and the tasks of health-promoting radio, because the scope that you write is based on these.

3.2 Comparing YPWP and HAFY Goals and Objectives

A combination of factors will determine the goal, objectives and sub-objectives planned in response to a health problem. Those factors can include such things as the specialisation of an agency or organisation, what it does well and the resources available to it, the socio-cultural environment and other factors at work in the area where the intervention is being conducted.

And, goals and objectives, will change in different project settings. Figure 3.1 shows a summary of statements contained in Fig. 2.3 for the YPWP goal and objective. Look closely at Fig. 3.1 and notice how the YPWP goal remains the same. It doesn't change. However, the objective for YPWP becomes the HAFY goal. That means the HAFY goal is: "To increase knowledge, attitudes and skills in HIV/AIDS prevention to 90% of adolescents (10-19 years) in the 5 target provinces by 2005 (Batken, Naryn, Chui, Osh and Issyk Kul provinces)."

Also note in Figure 3.1 how YPWP Sub-objective 4, which refers to the HAFY project involving radio programming, changes to become detailed HAFY objectives. There are general objectives based on the 2002 Baseline study which guide your decisions for local programming. Then, there are four objectives for the four areas of special interest that were identified in the training in November 2002 in Bishkek.

Before HAFY stations could develop any objectives and sub-objectives it was necessary to conduct a baseline study. Remember how that baseline study was an activity linked to Sub-objective 4 in the YPWP? Go back and review it in Figure 2.3. With the baseline study complete, each HAFY partner can now make local programming decisions after assessing findings specific to each HAFY location (see Fig. 3.1). Those local programming decisions need to be written up as objectives (and sub-objectives if necessary). You then write activities for each sub-objective.

Guidelines for planning objectives and sub-objectives specific to your local programming come later in this chapter.

YPWP Summary of Statements in Figure 2.3	Local HAFY Stations
Goal Minimize the impact of HIV/AIDS / STIs and substance use among adolescents	
Objective Increase knowledge, attitudes and skills	Goal
Sub-objectives 1. Life skills based health education in schools 2. Peer educational programs with and for vulnerable youth 3. Strengthen youth-friendly medical and counselling service 4. Provide youth-oriented information through 5 radio stations (see Figure 2.3 for the associated activities of the KAP base-line study and training that would make this sub-objective possible)	General Objectives HAFY stations write objectives for local programming decisions based on the 2002 Baseline study Four Objectives for the four areas of special interest that were identified in the baseline study (sample objectives for these are in a section below)
	Sub-objectives HAFY stations write sub-objectives for local programming decisions based on the 2002 Baseline study. To save space here, we have not included sample sub-objectives for the four areas of special interest that were identified in the baseline study (sample objectives for these are in a section below)
	Activities HAFY stations write activities for each sub-objective. To save space here, we have not included sample activities for the four areas of special interest that were identified in the baseline study (sample objectives for these are in a section below)

FIGURE 3.1 Comparing YPWP and HAFY Goals and Objectives

3.3 HAFY Goal

Before defining the scope, familiarise yourself with the goal of the HAFY project. It is:

To increase knowledge, attitudes and skills in HIV/AIDS prevention to 90% of adolescents (10-19 years) in the 5 target provinces by 2005 (Batken, Naryn, Chui, Osh and Issyk Kul provinces)

3.4 Baseline Study

The second thing to consider before writing a scope statement, other than the HAFY goal, is the 2002 baseline study for your local area. Read it and analyse it carefully to identify the implications for your radio programming and off-air activities. Here is a summary of the main findings (Pfanders 2002b).

3.4.1 General findings

The general findings and recommendations are quite broad. Read the full report to discern the implications for your specific situation.

- Data shows that adolescents in Kyrgyzstan are badly informed about issues of reproductive health and HIV/AIDS/STI prevention and are therefore at risk of threatening not only their own, but also their peers' well-being.
- There is a need for clear, action-oriented, locally appropriate, straightforward and understandable information targeted at adolescents.
- In order to make sure that adolescents benefit to a maximum extent, they need to be addressed in the language in which they most easily communicate (i.e. Kyrgyz, Russian or Uzbek).
- Areas where adolescents need further information are:
 - Basic information on reproductive health (puberty, pregnancy, etc.)
 - Means of contraception and safer sex
 - HIV/AIDS and other sexually transmitted infections (ways of transmission, symptoms, potential cure and links to providers of treatment)
 - Information about drugs (including alcohol and tobacco) and elaborating alternative ways of free time enjoyment together with adolescents
- Health promotion targeted at adolescents will have to fulfil the threefold goal of a) providing adolescents with sufficient information about relevant issues of reproductive health and b) fostering the development of adolescents' life skills and c) sensitising the immediate and extended social environment to talk to adolescents about HIV/AIDS and the challenge HIV/AIDS has for existing social structures and norms.

3.4.2 Four areas of special interest

Four areas of special interest were identified in the baseline study. They were:

- a) mothers as sources of information on reproductive health
- b) focus on boys as proactive actors with regard to sexual intercourse and drug use
- c) negotiation skills between boys and girls
- d) the development of alternative leisure activities with and for adolescents

Here is a summary of the KAP study findings and recommendations that relates to those four areas of special interest.

Mothers as sources of information on reproductive health

- At present, the percentage of adolescents who receive information on a person-to-person basis from reliable sources (parents, teachers, medical specialists) is very low.
- Girls would like to get more information from their mothers and medical specialists than they currently do.
- As part of life skills education, adolescents should be equipped with skills to effectively communicate with adults within their immediate social environment.
- At the same time, adults must be sensitised on the advantages of building up a good basis for communication with adolescents and be given practical guidance on how to improve inter-generational communication. The fact that about one third of adolescents involved in the study does not feel understood by their immediate social environment, is reason for concern and must be addressed by health promotion activities.
- Parents, especially mothers should be motivated to take a more proactive role in providing information about reproductive health to their children.

Focus on boys

- Girls are traditionally given more attention with regard to reproductive health, because the onset of their physical maturity is obvious and often of cultural importance and because they are more vulnerable than boys in many ways. However, the baseline data suggests the need of a special focus on boys for the following reasons:
 - Boys become sexually active at a younger age than girls
 - Boys are more proactive with regard to initiating sex (planning for it, pushing girls into it)
 - Boys are those who potentially use condoms, which still is the easiest, most accessible and comprehensive means of contraception available
 - Boys are more attracted by drugs than girls
 - Boys give more often wrong answers to knowledge-based questions than girls

- Fathers take hardly any initiative to educate their sons on issues related to reproductive health.
- As part of life skills education, adolescents should be equipped with skills to effectively communicate with adults within their immediate social environment.
- At the same time, adults must be sensitised on the advantages of building up a good basis for communication with adolescents and be given practical guidance on how to improve inter-generational communication.
- The fact that about one third of adolescents involved in the study does not feel understood by their immediate social environment, is reason for concern and must be addressed by health promotion activities.
- Parents are key figures in the immediate social environment of adolescents and so they have the potential to contribute to adolescents' health.
- Boys, at least as much as girls have to be shown the advantages of e.g. delaying first sex, using a condom, delaying first childbirth or reducing the number of children.
- Information targeted at boys must facilitate behavioural change and thereby enable boys not only to protect their own health, but also their peers' health.

Negotiation skills between boys and girls

- Boys are more proactive with regard to initiating sex (planning for it, pushing girls into it)
- In order for boys to contribute to joint decision-making on safe options for all people involved, they need to understand the potential benefit for themselves as well as for their partner.
- Boys need to be sensitised to become equal partners with girls when deciding about issues of reproductive health.
- It is not enough to aim at an empowerment of girls and ask them to become more assertive without at the same time sensitising boys about the benefits of joint decision-making.
- Boys give more often wrong answers to knowledge-based questions than girls

Alternative leisure activities for adolescents

- Lack of interesting leisure activities is often mentioned as a factor negatively influencing the well-being of adolescents in Kyrgyzstan and boredom, as well as idleness are acknowledged as major reasons for adolescents starting to smoke or drink.
- Guiding adolescents to spend their leisure time safely, usefully and interestingly is one of the major challenges of guiding them through adolescence.
- Very often adolescents behave according to existing role models and or do what their older peers already did, because they are not aware of alternative options of how to use their free time.

3.4.3 What To Do If The Baseline Study Doesn't Have Data

What do you do if the baseline study doesn't have data for an issue you wish to plan for? For example, in the sub-objectives above, Radio Bishkek wanted to "Increase the numbers of adolescents who can correctly list the available leisure activities in Bishkek". The baseline study did not ask that question so we don't know whether adolescents can list available leisure activities or not. There are three reliable ways to deal with this.

Firstly, you can start from zero and assume that 0% can list available leisure activities now. However, when you analyse and report the findings you need to state that you assumed 0%. It would be incorrect to claim 60% can now list leisure activities because of your programming when you don't really know whether 0% or 40% were able to do so when you began.

A second way to deal with it is to conduct several focus groups or intercept interviews. If sampled correctly, that would give you a valid starting point for your assumptions.

A third way to deal with it is to collaborate with a HAFY radio partner in a control evaluation. You look at the HAFY baseline study to find a HAFY station with findings similar to yours. For this example I looked at Table 9: Free Time Activities of Adolescents – by Age and Sex. I limited myself to the figures for 9-11 boys who reported sports activities, for the purposes of this example (in a real situation there would be some statistical problems if I limited myself to just one factor in Table 9). The percentages range from 34% (Naryn) up to 56% (Osh). I'm assuming that I am in Batken. The Batken

findings of 45% are the same as that of Karakol (45%). For the purposes of this example, I am assuming that Karakol has similar characteristics to Batken. I would ask HAFY Karakol whether they are promoting leisure activities for youth. If they are not, then I would ask them to insert a question into their next survey asking adolescents in Karakol to list the available leisure activities. By comparing the results in the two locations, one with programming promoting leisure and the other not, you can determine whether your radio programming contributed to an increase in the numbers of adolescents who can correctly list available leisure activities in Batken. I stress that this is a simple example to make a point. That point is: you may be able to overcome a gap in the baseline data by enrolling a partner HAFY station in an evaluation which may be able to give you some baseline data.

A fourth suggestion is to contact the leisure activity centers and ask if they have any way of knowing the use of the leisure activities before the campaign began. They might have records of usage such as entry fees, registries and so on. Or, they might be able to give a reasonable estimate from memory. Obviously, this latter example does not give an accurate measurement. As long as your analysis, report and recommendations take into account the imprecision of the methods suggested here, they could be a helpful starting point for your analysis.

Again, we recommend you contact UNICEF for help and consultation on what institution could assist you with these decisions.

3.5 Health-promoting Radio Tasks

The third thing to consider before writing a scope statement, other than the HAFY goal and the 2002 Baseline study are the tasks of health-promoting radio. As we saw in Chapter Two, health-promoting radio tasks have a role for each of the health-promotion goals. They are a valuable planning and evaluation tool. They assist planners to set objectives for health-promoting radio and evaluation can measure whether those objectives have been achieved.

Step 1: Define the Scope

Having considered the HAFY goal, the 2002 baseline study and the tasks of health-promoting radio, define the scope of what you intend to do about a particular finding from the baseline study that is relevant to your situation. A scope statement, discussed fully with your programming and production teams, will focus your thinking, planning and effort. A one-sentence scope statement should contain a **“want”** (what you want to do), a **“support”** (such as an increase or decrease) and a **“hope”** (a resulting outcome for the health or social problem being addressed by your radio programming and off-air activities).

Here is a sample scope statement for one of the four areas of special interest identified in the baseline study. Use these as a model for your own scope statements. “Radio Bishkek” is an imaginary HAFY radio station used only for examples in this Toolbox.

SAMPLE SCOPE STATEMENT 1

Radio Bishkek wants to use radio programming and off-air activities to support an increase in the numbers of adolescents participating in leisure activities in the hope that it will prevent boredom and minimise early sex, the uptake of drugs and alcohol use.

Step 2: Set Objectives

Having defined the scope of your programming and off-air activities, set realistic estimates of what can be achieved. These statements are called Objectives. There could be one or more objectives, depending on the need and action to be taken. Objectives must be closely linked to the goal because the achievement of the objectives should contribute to the achievement of the goal. Objectives are best formed during discussion and planning with health and related NGOs because you will usually need to form collaborative links with those agencies to achieve objectives related to the HAFY project.

State objectives to describe a change in the target group in specific ways. They should be specific so you can measure the results to know if you're on track and how well you're doing. Specify the activity (What?), the target listener-learners (Who?), a measurable quantity of change (How much?), a location (Where?), a period of time or deadline (When?).

EXAMPLE

(What?)	participation in leisure activities
(Who?)	adolescents (10-19 years)
(How much?)	increase by 10%
(Where?)	Bishkek
(When?)	by mid-2004

Objective: Increase by 10% the number of adolescents (10-19 years) who participate in leisure activities in Bishkek by mid-2004.

Step 3: Sub-objectives and Activities

In some situations, an objective will sufficiently set the desired change. But in other situations it is necessary to further identify **sub-objectives** to support an objective. Sub-objectives are one or more things that must be in place or be achieved before an objective can be achieved.

It helps to go take the following five actions in order to formulate sub-objectives.

ACTION 1

Look at the objective and brainstorm what your radio station can realistically do. Consider the four tasks of health-promoting radio: education, information, advocacy, and social learning and dialogue (see Figure 2.7), and opportunities for networking. Remember that it sometimes takes years for attitudinal and behavioural change to take effect in societies and communities. For example, in some international studies projects have **not** been able to increase parent-child communication, however they did see increases in a desire and the likelihood that adolescents would talk with an adult caregiver about sexuality issues. So, while it is highly likely that HAFY radio will increase awareness and acceptance, change in attitudes and behaviours may take time.

ACTION 2

List your ideas for activities your radio station can do. Don't spend too much time on the wording because you will soon reformulate them anyway. Consider the Where?, Who?, When?, What? and How much? of the objective you have just written. Also consider how much each activity will cost and whether you can afford it, whether the necessary staffing and other resources will be available to you.

ACTION 3

Now ask of each activity: What is the purpose for our radio station to do this activity in relation to the objective? Why do we want to do this in terms of the objective? What do we want to achieve in terms of KABS measures? **Knowledge** is what listener-learners understand and learn. **Attitudes** are feelings, values and beliefs that listener-learners have about the issues, themselves and others. Attitudinal changes related to HAFY objectives might include motivation, concern for others and a willingness to consider healthy and safe-sex behaviours. **Behaviour** are those actions that listener-learners will actually take when they are in a situation. **Skills** refer to the ability of listener-learners to handle issues they face. They include communication skills, thinking skills, problem-solving and decision-making, as well as manual skills such as being able to correctly use a condom.

ACTION 4

Now write your sub-objectives. Make sure that they, together, are consistent with the Where?, Who?, When?, What? and How much? of the objective.

ACTION 5

Now re-formulate your radio station activities so that they, in turn, support all of the sub-objectives.

This set of five actions was followed for the three examples below of areas of special interest identified from the baseline study.

EXAMPLE (Leisure Activities)

The scope:

Radio Bishkek wants to use radio programming and off-air activities to support an increase in the numbers of adolescents participating in leisure activities in the hope that it will prevent boredom and minimise early sex, the uptake of drugs and alcohol use.

The objective:

Increase by 10% the number of adolescents (10-19 years) who participate in leisure activities in Bishkek by mid-2004.

The Bishkek radio station decided it was possible to conduct the following **activities** in support of the objective:

1. Broadcast information, interviews and spots about the different leisure activities available in Bishkek
2. Conduct one city champion ship on street ball
3. Make programs to support and develop a break dance festival at the province level
4. Try to get 2 interest clubs in the children's centre, Kele Chek, resumed
5. Get at least 5 well-known local identities (role models) to support a Healthy Lifestyle promotion
6. Have programs to convince local authorities to agree to increase their investment in youth leisure activities

The radio station activities were written as **sub-objectives** with the answer to these questions:

What is the purpose for our radio station to do this activity in relation to the objective? Why do we want to do this in terms of the objective? What do we want to achieve in terms of KABS measures?

Sub-objectives:

1. (based on activity 1 above) Increase the numbers of adolescents who can correctly list the available leisure activities in Bishkek
2. (based on activity 2, 3, 4 above) Organise opportunities for adolescents to participate in leisure activities
3. (based on activity 2, 3, 4 above) Promote with relevant programming opportunities for adolescents to participate in leisure activities
4. (based on activity 2, 3, 4,5 above) Increase the numbers of adolescents participating in local leisure activities
5. (based on activity 2, 3, 4,5 above) Increase the proportion of adolescents who like to participate in leisure activities
6. (based on activity 6 above) Local authorities and other important duty-bearers agree to increase resources for adolescent leisure activities
7. (based on activity 6 above) Local authorities other important duty-bearers are involved in conducting joint action on leisure activities for adolescents

Each sub-objective is now ready to be re-formulated into radio station activities so that they, in turn, support each sub-objective.

Activities:

Finally, activities for the radio station to do are identified to achieve related sub-objectives. In the example below, the number of the activity corresponds to a sub-objective written above.

1. (from sub-objective 1 above) Broadcast information, interviews and spots about the different leisure activities available in Bishkek

2. (from sub-objective 2, 3, 4 above) Conduct one street ball championship in the city
3. (from sub-objective 2, 3, 4 above) Conduct a competition in the Manas Sport Club
4. (from sub-objective 2, 3, 4 above) Provide on-air support for an province break dance festival
5. (from sub-objective 2, 3, 4 above) Mobilise local theatres to reduce prices for one film once a day for adolescents
6. (from sub-objective 2, 3 above) Mobilise interested people to resume 2 interest clubs in the children's centre, Kele Chek
7. (from sub-objective 1, 2, 3, 4, 5 above) Mobilise volunteer School News Correspondents from five city schools to prepare radio programs devoted to leisure time
8. (from sub-objective 2, 3, 4, 5 above) Involve at least 5 well-known local identities (role models) in on-air programming and off-air events to support a Healthy Lifestyle promotion
9. (from sub-objective 2, 3, 4, 6 above) Broadcast education, social learning and dialogue programs related to youth leisure
10. (from sub-objective 6, 7 above) Broadcast advocacy programs for local authorities and important duty-bearers to invest in youth leisure activities
11. (from sub-objective 2, 3, 4, 6, 7 above) Collaborate with local authorities and important duty-bearers in Bishkek who are providing youth leisure activities

EXAMPLE (Drug awareness related to leisure activities)

The scope:

Radio Bishkek wants to use radio programming and off-air activities to support an increase in the numbers of adolescents participating in leisure activities in the hope that it will prevent boredom and minimise early sex, the uptake of drugs and alcohol use.

The objective:

Increase awareness of the harmful effects of drug use by 10% in Bishkek by mid-2004

The Bishkek radio station decided it was possible to conduct these **activities** in support of the objective:

1. Broadcast interactive radio programs on drug addiction problems
2. Broadcast radio spots on drugs
3. Promote discussion clubs at schools
4. Organise films to be shown at cinema halls with drug awareness spots before and after the film
5. Organise special low prices for adolescents who attend films to be shown at cinema halls
6. Organise a public event against drugs
7. Broadcast a special radio program with duty-bearers involved with adolescents and drugs

Sub-objectives:

In this case there appears to be little need for **sub-objectives** because the objective is quite clear: to increase awareness. As no other achievements or effects are sought other than awareness-raising, all that remains is to simply re-formulate the radio station activities with more details.

Activities:

1. Broadcast radio spots on drugs (5 spots per day)
2. Promote discussion clubs at 12 schools which meet once per week to discuss issues related to the harmful effect of drugs
3. Organise for three films per week to be shown at cinema halls with drug awareness spots before and after the film and organise special low prices for adolescents who attend
4. Organise joint action against drugs at a public event on 1 December at Manas Stadium, together with the city and stadium administration
5. Broadcast a 30-minute program, "Children's Room" once a week. It is a special radio program based on the Children's Room in the police station. Presenters will include law enforcement bodies, psychologists, drug specialists and therapists

EXAMPLE (Inter-generational communication)

The following is a general outline for either mother-daughter or father-son communication, identified as an area of special interest in the Baseline study.

The scope:

Radio Bishkek wants to use radio programming and off-air activities to support an improvement in inter-generational communication in the hope that more mothers / fathers will take a proactive role in providing information about reproductive health to their daughters / sons.

The objective:

Increase the number of girls / boys (13-17 years) who are receiving information about adolescent, puberty and sexuality issues from their mothers / fathers by 15% by mid-2004

The Bishkek radio station decided it was possible to conduct these **activities** in support of the objective:

1. Broadcast programs and spots to change knowledge, attitudes and behaviour
2. Broadcast programs and spots related to mother-daughter / father-son interaction
3. Organise information lessons related to mother-daughter / father-son interaction
4. Organise public events for mother-daughter / father-son to participate together
5. Organise special times for mother-daughter / father-son to visit counselling services together
6. Broadcast programs to promote confidential relationships between adolescents and health professionals
7. Organise discussion clubs

The radio station activities are now written as **sub-objectives** with the answer to these questions:

What is the purpose for our radio station to do this activity in relation to the objective? Why do we want to do this in terms of the objective? What do we want to achieve in terms of KABS measures?

Sub-objectives:

1. Increase knowledge of strategies for mothers and fathers to discuss with daughters / sons cultural issues related to adolescent, puberty and sexuality issues
2. Increase knowledge of strategies for daughters / sons to discuss with mothers and fathers cultural issues related to adolescent, puberty and sexuality issues
3. Increase knowledge of strategies for mothers and fathers to resolve disagreements with their daughters / sons amicably
4. Increase knowledge of strategies for daughters / sons to resolve disagreements with their mothers and fathers amicably
5. Increase the number of daughters / sons who self-report they discuss with mothers and fathers cultural issues related to adolescence, puberty and sexuality
6. Provide four opportunities for parents to learn more about adolescent, puberty and sexuality issues that their adolescents face
7. Increase the number of opportunities for mother-daughter / father-son interaction in a non-threatening environment
8. Increase awareness of the rights of female / male adolescents to confidential relationships between themselves and health and service providers.

Activities:

Each sub-objective is now ready to be re-formulated into radio station activities so that they, in turn, support the sub-objectives.

1. Broadcast social clips three times a day every day until mid-2004 in order to facilitate changes in knowledge, attitude and behaviour
2. Broadcast a 15-minute program every day to promote social learning and dialogue, with themes related to mother-daughter / father-son interaction
3. With other important duty-bearers, organise information lessons in 5 schools, with more than 100 mothers-daughters / fathers-sons participating

4. Establish discussion clubs in 8 schools to promote inter-generational understanding and dialogue
5. With other important duty-bearers, conduct four public events up to mid-2004 with 8000 mothers-daughters / fathers-sons participating
6. Mobilise partner NGOs to offer special times on one day a week for mothers-daughters / fathers-sons to visit counselling services together
7. Broadcast advocacy programs to promote confidential relationships between adolescents and health professionals

3.6 A Planning Worksheet

In the working examples above we set an objective, sub-objectives and activities for three areas of special interest for programming in HAFY: leisure activities, drug awareness related to leisure activities and inter-generational communication.

You might find it helpful to do your planning with a worksheet similar to Figure 3.2 below. The worksheet is quite simple with cells for the goal, area of special interest, scope statement, objective, sub-objectives and activities. The advantage of using columns is that your working group members can easily see how the objective, sub-objectives and activities relate to each other. Later, we will add more cells to the worksheet with additional information.

Goal:

To increase knowledge, attitudes and skills in HIV/AIDS prevention to 90% of adolescents (10-19 years) in the 5 target provinces by 2005 (Batken, Naryn, Chui, Osh and Issyk Kul provinces)

HAFY area of special interest:

Leisure activities for adolescents

Scope Statement:

Radio Bishkek wants to use radio programming and off-air activities to support an increase in the numbers of adolescents participating in leisure activities in the hope that it will prevent boredom and minimise early sex, the uptake of drugs and alcohol use.

Objective

Increase by 10% the number of adolescents (10-19 years) who participate in leisure activities in Bishkek by mid-2004

Sub-objective

1. Increase by 60% the numbers of adolescents who can correctly list the available leisure activities in Bishkek

2. Organise opportunities for adolescents to participate in leisure activities

3. Promote with relevant programming opportunities for adolescents to participate in leisure activities

4. Increase the proportion of adolescents who like to participate in leisure activities

5. Local authorities and other important duty-bearers agree to increase resources for adolescent leisure activities

Activities

1. (from sub-objective 1)
Broadcast information, interviews and spots about the different leisure activities available in Bishkek

2. (from sub-objective 2)
Conduct one street ball championship in the city

3. (from sub-objective 3)
Provide on-air support for an province break dance festival

4. (from sub-objective 2, 3)
Mobilise interested people to resume 2 interest clubs in the children's centre, Kele Chek

5. (from sub-objective 2, 3, 4, 5)
Involve at least 5 well-known local identities (role models) in on-air programming and off-air events to support a Healthy Lifestyle promotion

6. (from sub-objective 2, 3, 4)
Broadcast education, social learning and dialogue programs related to youth leisure

7. (from sub-objective 5)
Broadcast advocacy programs for local authorities to invest in youth leisure activities

8. (from sub-objective 2, 3, 4, 5)
Collaborate with important duty-bearers in Bishkek who are providing youth leisure activities

FIGURE 3.2 A Planning Worksheet

3.7 Summary

This chapter described how the goal and objectives of the YPWP relate to HAFY. It provided guidelines and an example of a Planning Sheet for identifying and writing HAFY goals and objectives. The three steps were: define the scope of the project, set the objective and then write the sub-objectives and activities. The scope is based on a review of the goal of the YPWP, the HAFY Baseline study and the tasks of health-promoting radio.

Finally, the chapter discussed ways of obtaining data if the HAFY baseline study doesn't have data to help you plan.

We recommend (again) you contact UNICEF for help and consultation on what institution could assist you with planning.

Chapter Four

Set Indicators for Process and Impact Evaluation

4.1 Introduction

This chapter will provide guidelines for using indicators for process evaluation and impact evaluation.

An indicator is a marker which indicates (shows) whether you have made progress or not. It is a bit like a sign post on a road that tells you how many kilometres you will travel from Bishkek to Osh and how many kilometres remain before you arrive at Osh. Indicators can be used for activities (evaluated by process evaluation), objectives and sub-objectives (evaluated by impact evaluation) and for goals (evaluated by outcome evaluation).

4.2 How To Use Indicators

Indicators are developed in two ways: from the literature and in the process of planning.

4.2.1 Indicators From the Literature

Researchers, implementing NGOs and bi-lateral donor agencies conduct studies to identify indicators for all types of issues related to health and social development. They publish their findings in reports or handbooks. UNICEF and other agencies are likely to have reports which you can apply to your situation. Contact UNICEF for guidance on what is available locally, from the Internet, and from elsewhere.

4.2.2 Indicators Generated by Planning

Indicators are also generated from the objectives, sub-objectives and activities of specific projects. An example is in Figure 4.1. If the sub-objective is a 60% increase of adolescents who can list leisure centres, then the indicator will be stated as a marker to indicate what was achieved. Similarly with the activities; indicators will be stated as a marker to indicate what was achieved. Indicators, by the way, also guide the framing of questions you will ask when you monitor process and evaluate impact. But we'll come back to that in Chapter 6 with practical examples.

Sub-Objective	Example Indicator
1. Increase by 60% the numbers of adolescents who can correctly list the available leisure activities in Bishkek	60% more adolescents can correctly list the available leisure activities in Bishkek

Activities	Example Indicator
1. (from sub-objective 1) Broadcast information, interviews and spots about the different leisure activities available in Bishkek	Interviews and spots were broadcast

FIGURE 4.1 Example of Indicators

The generation of indicators can be completed on the Planning Worksheet first seen in Figure 3.2 but now in a revised form (Figure 4.2). It now includes cells for the indicators below the sub-objectives and activities. We have provided just one indicator for the first sub-objective and activity as an example.

Goal: To increase knowledge, attitudes and skills in HIV/AIDS prevention to 90% of adolescents (10-19 years) in the 5 target provinces by 2005 (Batken, Naryn, Chui, Osh and Issyk Kul provinces)		
HAFY area of special interest: Leisure activities for adolescents		
Scope Statement: Radio Bishkek wants to use radio programming and off-air activities to support an increase in the numbers of adolescents participating in leisure activities in the hope that it will prevent boredom and minimise early sex, the uptake of drugs and alcohol use.		
Objective	Sub-objective	Activities
Increase by 10% the number of adolescents (10-19 years) who participate in leisure activities in Bishkek by mid-2004	1. Increase by 60% the numbers of adolescents who can correctly list the available leisure activities in Bishkek	1. (from sub-objective 1) Broadcast information, interviews and spots about the different leisure activities available in Bishkek 2. (from sub-objective 2) Conduct one street ball championship in the city 3. (from sub-objective 3) Provide on-air support for an province break dance festival 4. (from sub-objective 2, 3) Mobilise interested people to resume 2 interest clubs in the children's centre, Kele Chek 5. (from sub-objective 2, 3, 4, 5) Involve at least 5 well-known local identities (role models) in on-air programming and off-air events to support a Healthy Lifestyle promotion 6. (from sub-objective 2, 3, 4) Broadcast education, social learning and dialogue programs related to youth leisure 7. (from sub-objective 5) Broadcast advocacy programs for local authorities to invest in youth leisure activities 8. (from sub-objective 2, 3, 4, 5) Collaborate with important duty-bearers in Bishkek who are providing youth leisure activities
	2. Organise opportunities for adolescents to participate in leisure activities 3. Promote with relevant programming opportunities for adolescents to participate in leisure activities 4. Increase the proportion of adolescents who like to participate in leisure activities 5. Local authorities and other important duty-bearers agree to increase resources for adolescent leisure activities	
	Indicators related to each sub-objective. Example only for Sub-objective 1 1. More adolescents can correctly list the available leisure activities in Bishkek	Indicators related to each activity. Example only for Activity 1 1. Interviews and spots were broadcast

FIGURE 4.2 Indicators in the Planning Worksheet

4.3 Indicators for Process Evaluation

The previous section explained the purpose of indicators and how they are generated and used. The purpose of this section is to list indicators for **process evaluation** in the HAFY project. There is also a description of a PEPMeet — a method of conducting process evaluation. Process evaluation is another term for monitoring. Process evaluation assesses the weaknesses and strengths of all activities, the

resources required to carry out those activities, and the quality of work or performance or products and materials created while carrying out the activities. The central questions are:

Are we doing it right, according to the plan? (This is **Evaluation**.)

Are we doing it the best way? (This is **Process** because it looks at what happens and asks why it works or doesn't work; it takes place during the project.)

Process evaluation focuses on the systems we have in place for radio programs, administration of the station, work schedules, budgets and the interim tracking of listener-learners levels of knowledge, acceptance and practices. In other words, it is all about efficiency and the best use of available resources and facilities.

EXAMPLE 1

Sometimes we cannot keep up with our achievements. A series of talkback programs for adolescents on reproductive health became very popular. The program makers became local stars. They were constantly invited to youth clubs to talk in person to adolescents. But now they are so busy visiting youth clubs they don't have enough time to prepare their program — especially the well-liked dramatic segments they used to provoke discussion. They had time to be creative and plan but now they are so busy their production is rushed. Also, the radio station felt that it had to give small gifts to the adolescents when the program makers went to the clubs. Souvenir stickers, key-rings and T-shirts, featuring the station logo, were made. But the programming budget has been affected. All in all, a side-effect of their popular program is that programming quality has declined.

EXAMPLE 2

The Pakistan Child Survival Project (1993) broadcast a 25-minute radio drama once a week in six regional languages. The drama included popular actors and was aired in a time-slot favoured by rural female audiences. During the project process evaluation found that the radio drama was reaching a much smaller rural audience than anticipated. Of the 51% of rural respondents who owned radios only 40% of owners listened to the radio and only 28% of listeners listen to the radio drama. The decision was made to move the time-slot for the drama to ensure a wider audience, advertise the radio drama on television and hold focus groups to learn ways of improving the drama.

EXAMPLE 3

It is useful to keep track of costs so that the cost per person-reached can be estimated. Adam and Harford (1999) describe the cost-reach ratio of a radio drama series in Zimbabwe on family planning. The drama cost US\$92,000 to produce. According to a survey the program reached 41% of males aged 18 -55. When the findings from the survey sample were generalised to the national population of men the cost was calculated at US\$0.11 per man reached and \$1.12 per new family planning user.

Process evaluation helps to prevent or resolve or understand such issues. Figure 4.3 contains a list of activities typical of a health-promoting radio station. Indicators for process evaluation are listed in the second column. Process evaluation discussion and decisions can be made at HAFY partnership and station program meetings. Figure 4.3 is a simple worksheet. A tick in the Yes or No column records the current status of each indicator on the date the evaluation was conducted (the date is recorded in a cell at the top). The "Action" column on the right can be used to record decisions or instructions. Design your own worksheet for your own needs. Add or modify the indicators to suit your local needs.

PROJECT: HAFY			DATE: 2 September 2003		
RADIO STATION ACTIVITIES	PROCESS EVALUATION INDICATORS	STATUS		ACTION	
		Yes	No		
Time-frame	<ul style="list-style-type: none">Deadlines are being met.				
Human Resources	<ul style="list-style-type: none">Our staff numbers are adequate.Their responsibilities are clearly defined for efficiency and effectiveness.They have received all available training / do not require further training.The division between paid staff and volunteers is equitable in terms of the level and quality of participation and decision-making.				
Partnership Considerations	<ul style="list-style-type: none">Relevant and necessary health or community groups are supporting the radio program.The partnership with NGOs and donor agencies works effectively.The division of responsibilities between partners is equitable.Unity and purpose is being maintained.Coordination between partners exists.				
Programming Effectiveness and Change	<ul style="list-style-type: none">The radio program and its collateral components are being implemented and are proceeding as planned.Programming content is consistent with the project objectives.Listener-learners have access to a working radio.Listener-learners are listening to the working radio they have access to.The radio programming is reaching the target group of Listener-learners.The programming is being broadcast at a time when Listener-learners can tune in.Listener-learners are satisfied with the radio component.Listener-learners understand the radio programming messages.There is evidence of Listener-learner change in terms of the objectives.The messages are still relevant at this stage or phase of the project.We know how the programming and off-air activities changed the way Listener-learners think about this issue.Listener-learners have other channels of communication or services to go to for further information or help.				
Production and Production Team	<ul style="list-style-type: none">Facilities and equipment are adequate.The production process is proceeding smoothly.The team is fulfilling its mandate.The team is meeting production deadlines and requirements.Listener-learners are continuing to participate in the production process.				

PROJECT: HAFY			DATE: 2 September 2003		
RADIO STATION ACTIVITIES	PROCESS EVALUATION INDICATORS	STATUS		ACTION	
		Yes	No		
Administration and Management	<ul style="list-style-type: none">• Management and administration procedures facilitate smooth implementation of the project.• Materials and supplies are being distributed efficiently.• Staff and volunteers are satisfied with administration and management procedures related to personnel.• Project departments and partners are satisfied with administration and management procedures related to their areas and responsibilities.				
Budget and Finance	<ul style="list-style-type: none">• Income and expenditure is on target.• Accountability controls are in place.• Financial reports are meeting deadlines.• All possible means of reducing expenses have been made.• Monitoring is in place to detect unnecessary over-expenditure and over-spending.				
Sustainability	<ul style="list-style-type: none">• Monitoring is in place to identify sustainability issues.• Regular decision-making is taking place to ensure project sustainability.• Resources have been identified or are being acquired to sustain the project.• Sustainability is being prepared for with possible partners being identified, discussions taking place and partnership agreements being signed.				
Grants and Sponsorship	<ul style="list-style-type: none">• We know whether or not further funding is required to complete the project.• Donors and partners are satisfied with expenditure, financial reporting and accountability.• We know the information we need to convince donors for further funding.• Donors and sponsors are being identified, discussions are taking place and agreements are being signed.				
Documentation	<ul style="list-style-type: none">• Data is being gathered that is relevant and necessary for decision-making and reporting.• The data-gathering procedures are efficient for all involved in collecting it.• Data is being analysed, interpreted and reported. Data is being reported in a timely manner to all who need the information.				
Communication and Coordination	<ul style="list-style-type: none">• Information is being given to those who need it when they need it.• Information is being given in the form required by those who have to use it for decision-making.• Meetings and procedures are in place for departments and partners to coordinate decision-making and project activities.				

PROJECT: HAFY			DATE: 2 September 2003		
RADIO STATION ACTIVITIES	PROCESS EVALUATION INDICATORS	STATUS		ACTION	
		Yes	No		
Publicity and Promotion	<ul style="list-style-type: none">• The project is receiving the promotion it requires.• Information is being gathered regularly.• Existing and potential publicity and promotional channels and opportunities are being assessed regularly for efficiency, impact and value.• Existing publicity and promotional materials are being updated regularly.				
Quality Control	<ul style="list-style-type: none">• Quality control monitoring systems and evaluation procedures are in place to gather information needed for timely decision-making.• Quality targets are being achieved at all levels.• Radio programming and broadcasting standards are being achieved.• Training and other processes are in place to sustain or improve quality.				
Legal Obligations	<ul style="list-style-type: none">• We know what our legal requirements are.• Monitoring and review processes are in place to identify any changes in legal requirements.• Relevant advisors and resources or documentation has been located.• All staff, partners and donors at all levels have been advised of their legal obligations.• All staff, partners and donors at all levels have acknowledged or confirmed that they have been advised of their legal obligations.• Adequate signage or notices have been posted in relevant locations to remind people of their legal obligations.• Operations, staff and procedures conform to legal requirements.				

FIGURE 4.3 Process Evaluation Indicators for HAFY Stations

4.4 The PEPMeet ²

The PEPMeet (Program Evaluation and Planning Meeting) is well-suited to the needs of HAFY radio partners as a tool for the process evaluation of programming and production indicators. The PEPMeet has been used with great success for process evaluation of programming indicators in radio stations worldwide. In one studio, over half the program makers had never heard their colleagues' programs. Working under tight deadlines, radio management and producers often struggled to monitor broadcast standards and develop new programming ideas. When program makers began using the PEPMeet for process evaluation of programming, they discovered and maintained new levels of output and enthusiasm.

4.4.1 What is the PEPMeet Process?

Producers meet regularly to assess and discuss each others' programs, with the help of the PEPMeet checklist for programming indicators. The checklist can be adapted to suit local requirements and current needs. Colleagues suggest to the producer improvements and ideas or topics for future programs. Finally, the producers discuss ways the program could be linked or combined with other programs in the radio station.

4.4.2 Why do PEPMeets Work?

- The PEPMeet checklist contains indicators for process evaluation.
- Time is often made to assess programs and plan new ones.
- Each producer learns new things as they listen to, discuss and evaluate their colleagues' programs.
- PEPMeets are efficient. Time is saved and more is achieved when producers suggest a wide range of ideas.
- A sense of community develops as producers become familiar with each other's programs and understand these programs' aims. Producers get a sense of where their own program fits into or contributes to the whole project.
- Producers can share resources.
- PEPMeets strengthen a programming schedule as producers coordinate topics and programs, which avoids overlap.

4.4.3 The Eight PEPMeet Steps

1. When to meet?

Decide the best time for all producers to get together. A session of one-to-two hours once a week is preferred. Choose someone (not that program's producer) to manage the session. Give everyone a copy of the checklist containing the process evaluation indicators.

2. Play a program.

All producers should have the opportunity to present their program every few weeks. How often this happens depends on how many programs are produced. Programs can be randomly chosen. Or, you may want to consider evaluating in the same PEPMeet any programs with similar themes. The advantage of such an approach is that you get an overall point of view of creativity, producers' skills, content and accuracy of content in that thematic area.

In this step, all who take part evaluate the program use the indicator checklist as they listen.

Note: Steps 3-8, that follow, should be quick and quite easy. Make sure, though, that the job is still thorough. Fifteen or 20 minutes is usually enough time. The aim is to raise ideas and issues. Each

² Adapted from earlier manuals devised by HCR. Used with permission of HCR.

producer can have a longer discussion with colleagues after the PEPMeet. Any emerging issue of a serious nature should be dealt with later.

3. What was liked?

Ask participants to say what they liked in the program and why they liked it. Comments can relate to checklist items or other parts. Invite anyone to state anything they might have learned about production or scriptwriting techniques (e.g., "I liked the way you asked that question in the interview. I'll shape my question like that in future...". Or, "I now know that...." or "I learned...." etc).

4. What could be improved?

The aim of this step is to find those things in the program can be improved. The indicator checklist will help find the weaknesses. However, the team manager **must** restrict the respondents to only stating their views in positive ways. Negative, uncontrolled criticism of the program or producer will stop the PEPMeet being helpful. The team manager should insist that respondents begin in ways such as these: "If I were to make this program I would (positive suggestion)" or "Next time, you might want to think about (positive suggestion)."

5. The producer responds.

The producer quickly responds to the previous comments, explaining why some decisions or actions were taken. The producer gives details of troubles and problems with making that program. The team manager encourages discussion, questions and answers, and the sharing of ideas or experience.

6. Brainstorm (suggest ideas).

Allow several minutes for respondents to suggest to the producer, new themes or topics, resources, people to contact and any other ideas or suggestions linked to the program. We have found the producer is kept busy writing!

7. What cross-program links are possible?

The program producer should mention future programs he or she is planning. Are other producers thinking of a similar topic? What resources can be shared? How can themes be coordinated to be consistent and reinforce each other with unified programming across a broadcast week? In one studio, three producers did not know they were all planning the same topic at the time of a PEPMeet. Coordinated efforts saved preparation time and showed unity within a program schedule. Encourage producers to cross-promote each other's programs, especially when their topics balance, support and complete each others' programs.

8. Continue the process.

Return to Step 1 to evaluate another program or arrange the next PEPMeet. Another team manager and different programs to evaluate should be chosen for the next PEPMeet.

4.4.4 The PEPMeet Checklist

Use this checklist of indicators to evaluate the radio program as you listen to it. Add to or alter the indicators to suit your needs.

1. Who are the Listener-learners?

2. Program overview

For each of the items below, circle the score that you think matches the broadcast standard:

Above average broadcast standard	ABS
Broadcast standard (This is the normal standard)	BS
Just broadcast standard (This item needs improvement, but the program can still be aired)	JBS
Not broadcast standard (The standard of this item is so poor it prevents the entire program from being aired)	NBS

2.1 The Listener-learner will find this program easy to understand	ABS BS JBS NBS
2.2 This program provides a precise expression of the Listener-learner's situation	ABS BS JBS NBS
2.3 This program shows enough research of the topic	ABS BS JBS NBS
2.4 All relevant themes or benefits or disadvantages seem to have been used	ABS BS JBS NBS
2.5 Listener-learner response was encouraged	ABS BS JBS NBS
2.6 This program had enough preparation time	ABS BS JBS NBS
2.7 The program is well organised. Thoughts flow clearly	ABS BS JBS NBS
2.8 Technical quality is good	ABS BS JBS NBS
2.9 The music (if any) suits the program	ABS BS JBS NBS
2.10 The purpose is clear (or does the content make the purpose unclear?)	ABS BS JBS NBS

3. Landmarks for Learning

Discuss and decide any suitable action for the Landmarks for Learning:

Associated Information — Is new information linked with what is familiar, known and understood?
Believable Sources of Messages — Are sources of information and messages used that people trust and believe?
Ability to Change — Does the program show listener-learners how they can overcome barriers to change?
Motivation to Achieve a Goal — Are listener-learners' personal or family goals addressed?
Sources that Extend Radio Messages — Does the radio programming need to be supported with other information sources that can give more details or follow up?
Program "Fit" — Is the format and style of this radio programming the best "fit" in this situation?

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4.5 Indicators for Impact Evaluation

Impact evaluation measures the immediate effects of the project in terms of its stated objectives. The central question here is, Did we do what we said we would do? Measures are made of objectives and sub-objectives relating to knowledge gain, attitude and behavioural change. Other stated objectives related to health promotion goals are evaluated as well.

An evaluation of a radio soap opera in Tanzania is a good example of impact evaluation (Rogers et al. 1996). Seven radio stations broadcast the program, Let's Go with the Times. An eighth radio station in another area acted as a control by broadcasting alternative programming from 1993 to 1995. To determine the impact of the program, three thousand respondents were surveyed. Data was also gathered from family planning adopters who attended health clinics and from demographic and health surveys. The evaluation found radio programming and interpersonal communication influenced listeners' behaviour.

- The radio soap opera motivated listeners to adopt family planning methods, and thus to convert existing knowledge and favourable attitudes into overt behaviour change.
- Twenty-four percent of new family planning adopters said they were directly influenced by the radio soap opera (when unaided in their recall of the influence of the radio program) while 41 percent of the new adopters reported that the radio soap opera influenced their adoption of family planning when responding to an aided recall question.
- The radio program influenced listeners' adoption of family planning methods and safer sex practices was by stimulating interpersonal communication about family planning especially between husbands and wives. Some 61 percent of the listeners reported that they told someone else about the program while 38 percent of the listeners talked with their peers about the family planning content, rather than about some other aspect of the radio soap opera.
- The study also concluded that listeners who talked with others about the radio program were much more likely to adopt HIV/AIDS prevention methods.

This is a large-scale impact evaluation and HAFY stations are not expected to conduct an impact evaluation of this size. Never-the-less, with UNICEF's assistance you will need to evaluate impact of your radio programming at your local level.

The following list of indicators is indicative of indicators that can be used to help you plan and evaluate your programming and off-air activities. The indicators, while general, are important indicators which you can build on or modify for your local needs and situation. Some of the indicators are borrowed from Annex 5, "List of Indicators", in an analysis of family planning and HIV/AIDS activities by Pruyn and Cuca (2002).

4.5.1 General Awareness Indicators

1. Adolescents are aware of the radio programming components, off-air activities, and other channels of communication such as printed materials (list all components and measure exposure to and awareness of each)
2. Adolescents report hearing at least one spot or program
3. Adolescents can correctly recall the main message of radio programs

4.5.2 General Access Indicators

1. Adolescents have access to a working radio
2. Adolescents listen to someone else's radio if they can't listen to the program on their own radio
3. Adolescents give priority to listening to the radio program

4. Adolescents participate in HAFY radio programs
5. Adolescents are able to access hot lines and counselling centres
6. Adolescents have access to telephones in order to access hotlines
7. Campaign posters were sighted
8. Adolescents received copies of campaign pamphlets and other written materials
9. Adolescents read campaign pamphlets and other written materials
10. Adolescents talked to a peer educator
11. Adolescents were able to attend an off-air public event or activity

4.5.3 General Knowledge Indicators

1. Adolescents can name the types of (a topic — for example, contraceptives etc) available to male / female adolescents
2. Adolescents learnt that the use of (a product — for example, condoms) can (an outcome / effect; for example, protect you from STIs and HIV infection)
3. Adolescents know how to conduct a personal risk assessment
4. Increase in knowledge about safer sexual practices
5. Increase in adolescent males knowing about gender equality, safer sexual practices
6. Adolescents learnt that it was acceptable for (a behaviour; for example, adolescents to buy condoms)
7. Adolescents learnt correct information to overcome misconceptions around HIV/AIDS and STIs
8. Adolescents learnt correct information to overcome myths and attitudes that prevent the adoption of safer sex behaviour by adolescents
9. Improved knowledge of available health services
10. Knowledge increased about how STIs and HIV/AIDS are contracted
11. Increased knowledge on when and how pregnancy occurs
12. Knowledge increased about how (an effect) occurred
13. Lister-learners learned that you can be infected with HIV/AIDS or STIs by a healthy looking person
14. Adolescents can correctly recall the main message of radio programs

4.5.4 General Attitude Indicators

1. Approval of (a topic) increased
2. Increase in acceptance of safer sexual practices
3. There is less acceptance and approval of beliefs and cultural practices that contribute to the spread of HIV/AIDS (for example: business entertainment customs such as visits to brothels or massage parlours)
4. There is less acceptance of myths and attitudes that prevent the adoption of safer sex behaviour by adolescents
5. Adolescents were willing to conduct a personal risk assessment
6. Young people report positive/negative attitudes in their communities towards specific behaviours (such as condom use, sexually active adolescents, people living with HIV/AIDS)
7. Increase of adolescents who agree that condoms are appropriate and necessary for use within "sweetheart" and casual relationships
8. Adolescents feel understood by adults they live with
9. Adolescents are told about issues of sexuality from their parents at the time of puberty
10. Adolescents receive their first information about issues of love and sexuality from parents
11. Adolescent females believe that they have the right to refuse unwanted sex
12. Adolescent females believe they know how to negotiate to refuse unwanted sex
13. Increase in adolescent males willing to regard females as equals with the right to refuse unwanted sex

4.5.5 General Behavioural and Skills Indicators

1. Adolescents talk to others about what they heard on the radio station
2. Community dialog around adolescent issues and reproductive health increased
3. Adolescents called talkback radio programs to discuss personal problems
4. Adolescents called talkback radio programs to discuss general problems

5. Adolescents telephoned the hotline or helpline
6. The number of adolescents who attended campaign events
7. Discussions with others increased about (topic or issue)
8. An improvement in partner communication skills
9. Adolescents conducted personal risk assessments
10. Increased self-efficacy to protect oneself against HIV/AIDS and unwanted pregnancies
11. More couples began to use (a product or service)
12. More adolescents said they abstained from sex
13. More young women reported having said no to sex
14. More adolescent males and single people visited a counselling centre
15. An improvement in skills of adolescent clients in condom negotiation techniques
16. More adolescents who had sex within the past 6 months reported using (for example, safe sex practices or contraceptive methods)
17. Adolescents self-report having first sexual intercourse at an older age
18. Health-care seeking behaviour among high-risk groups increased
19. Increase in consistent use of condoms, particularly among high risk groups
20. Increase in demand for condoms
21. Adolescents obtain (buy or collect free condoms) before they go to (activities such as night clubs)
22. The adolescent pregnancy rate dropped

Note: the volume of sales of products such as condoms is commonly used as an indicator of impact. It may not be a specific indicator for measuring impact, however, especially as a measure of the effect of radio programming or other media. Factors that can influence sales volume might include the availability of money and whether the sales environment was supportive or not of those who may be embarrassed about purchasing condoms.

4.5.6 General Indicators for Services and Facilities (Partnering NGOs)

1. The number of new adolescent clients grew
2. Adolescent clients believe most services are youth-friendly
3. Adolescent clients felt satisfied with the services they received
4. Adolescent clients felt they were well treated
5. Adolescent clients felt the waiting time was acceptable
6. Adolescent clients felt that privacy was observed during their visit
7. Local authorities and other important duty-bearers agree to increase resources for adolescent issues

4.6 Radio Station Indicators

It is important to evaluate the impact of your radio station as a whole on the community. Indicators should be developed to evaluate the role and contribution of programming, journalists, management and listener-learners in a radio station's profile, as well as the service and contribution of the radio station to the community.

4.6.1 Programming Indicators

1. HAFY programs promote local issues related to HIV/AIDS, STIs and substance use
2. HAFY programs critically discuss social inequalities related to HIV/AIDS, STIs and substance use
3. HAFY programs include the perspectives of vulnerable and marginalised groups related to HIV/AIDS, STIs and substance use
4. HAFY programs encourage respect for and learning from traditional sources and skills of community knowledge
5. HAFY programs facilitate open discussion of problems related to HIV/AIDS, STIs and substance use
6. HAFY programs give opportunities for listener-learners to participate in and contribute programming related to HIV/AIDS, STIs and substance use

7. HAFY programs encourage listener-learners to engage in dialogue for the resolution of community problems or misunderstanding
8. HAFY programs encourages respect and understanding of all duty-bearers related to HIV/AIDS, STIs and substance use
9. HAFY programs emphasize personal values and integrity related to HIV/AIDS, STIs and substance use
10. HAFY programs promote opportunities for adolescents to participate in off-air activities

4.6.2 Journalists and Programmers (JPs) Indicators

1. JPs train adolescent listener-learners from marginalised groups to contribute to HAFY programs
2. JPs train people from community organisations to contribute to HAFY programs
3. JPs regularly participate in HAFY community off-air activities and projects
4. JPs regularly update their knowledge and information resources related to related to HIV/AIDS, STIs and substance use
5. JPs initiate on-air discussion related to HIV/AIDS, STIs and substance use
6. JPs support listener-learners in defending their human rights related to HIV/AIDS, STIs and substance use
7. JPs encourage creative, active learning in their HAFY programs
8. JPs advocate for youth in their HAFY programs
9. JPs advocate for wealthier and more influential sectors of the community to be more socially responsible for the prevention of HIV/AIDS, STIs and substance use and to become committed to this cause

4.6.3 Listener-learner Indicators

1. Listener-learners are provided opportunities to participate in off-air community events
2. Listener-learners are encouraged and assisted to participate in public campaigns that advocate for issues related to HIV/AIDS, STIs and substance use
3. Listener-learners are encouraged to discuss related issues within their communities
4. Female listener-learners are encouraged to be more assertive in decision-making related to HIV/AIDS, STIs and substance use
5. Wealthier and more influential sectors of the community are encouraged to recognize and respect the rights and dignity of adolescents
6. Adolescent listener-learners feel they are “being heard and understood” because of their participation in HAFY programs

4.6.4 Community Integration Indicators

1. Adolescent listener-learners are motivated to serve their community in basic needs and social justice through HAFY programs
2. The radio station is recognised for what it does to benefit the community
 - a. The number of volunteers involved in HAFY programs
 - b. The number of listener-learners members who participate in HAFY programs
 - c. The number of community groups assisted with their goals and activities related to adolescents and reproductive health
 - d. The number of training hours
 - e. The local and regional authorities and agencies who have been given airtime
3. The community feels the radio station is an influence for good
4. The community has a sense of belonging that this is “our” radio station
5. Other media are commenting on our programming
6. Other radio stations are interested in and model our HAFY programs
7. Radio station and HAFY products are seen in the community (e.g., station stickers, posters etc).

4.6.5 Station Management Indicators

1. Adolescent listener-learners are represented on the station's program policy decision-making body

2. The station networks through joint HAFY projects and linkages with local NGOs and services
3. The station management advocates for and supports the station's involvement in social issues that affect adolescents and the community
4. Management has policies or mechanisms that allow JPs to initiate or participate in off-air activities that promote a supportive environment

4.7 Sample Indicators for HAFY Areas of Special Interest

The following indicators are devised from your input in the 2-day workshop in October 2003 in Osh and Naryn. The indicators are for the following areas of special interest: leisure and inter-generational issues. Build on or modify them for your local needs and situation.

4.7.1 KABS Indicators for Leisure

Access and Awareness

- Awareness of radio programs about leisure time
- Listener-learners have heard about Breakdance clubs in our city
- Adolescents can afford to participate in leisure activities
- More leisure clubs reduce their fees to allow adolescents to participate
- More leisure clubs organise more activities for adolescents

Knowledge

- Listener-learners can list the radio programs that spoke about leisure
- Listener-learners can recall the types of leisure activities mentioned in the radio programs
- Listener-learners can list the clubs available in Bishkek

Attitudes

- Listener-learners like the leisure activity they are engaged in
- Listener-learners want to learn Breakdance
- Listener-learners believe leisure activities will help young people refrain from using drugs and early sex
- Listener-learners self-reported their intention to participate in street ball competitions if they are organised
- Increase in those who say they like to do break dance and play street ball
- An increase in those who believe the city authorities give sufficient attention to the leisure activities of youth

Behaviour and Skills

- Listener-learners visited at least one leisure activity because of what they heard
- Listener-learners have continued to participate in the leisure activity they visited
- Listener-learners tell their friends about the leisure activity they are engaged in
- Listener-learners are joined by their friends in leisure activities
- Increase in self-reported behaviour change after participation in Breakdance and street ball
- Suggestions given by youth on ways to prevent young people from drug use and having early sex
- Suggestions given by youth on ways city authorities can improve leisure activities for youth

4.7.2 KABS Indicators for Inter-generational Issues

The following indicators are relevant to either mother-daughter or father-son issues.

Access and Awareness

- Mothers and fathers / daughters and sons heard HAFY radio programming (spots etc)
- Mothers and fathers / daughters and sons listened to the radio programs on (Inter-generational issues)

Knowledge

- Mothers and fathers / daughters and sons correctly recalled the key messages of the radio programming
- Mothers and fathers / daughters and sons could list what they learnt personally from the radio programming
- Mothers and fathers / daughters and sons could list what they learnt personally from the off-air events
- Mothers know puberty and sexuality issues their daughters are experiencing
- Fathers know puberty and sexuality issues their sons are experiencing
- Mothers and fathers know strategies to discuss with daughters / sons cultural issues related to sexuality such as, Who chooses a partner for children, whether their child could use a condom or other safe-sex behaviour, whether the child should remain a virgin until marriage
- Parents know how to provide appropriate support to their daughters
- Parents recognize the importance of taking the opinion of the girl into consideration in case of teenage pregnancy

Attitudes

- Mothers and fathers / daughters and sons believe the knowledge gained (at off-air activities or on-air programming) changed their relationship in a positive way with mother / daughter or father / son
- Mothers and fathers / daughters and sons are satisfied with the knowledge gained during off-air events
- Mothers and fathers / daughters and sons like attending off-air events
- Mothers and fathers are willing to discuss adolescence, puberty and sexuality issues with their daughters / sons
- Daughters / sons are willing to discuss adolescence, puberty and sexuality issues with their mothers and fathers
- Mothers and fathers are willing to discuss adolescence, puberty and sexuality issues with their daughters / sons
- Daughters / sons are willing to discuss adolescence, puberty and sexuality issues with their mothers and fathers
- Mothers and fathers believe they have enough time for each of their children
- Daughters / sons believe their mothers and fathers have enough time for each of their children
- Parents believe they should support their daughters
- Parents are willing to take the opinion of the girl into consideration in case of teenage pregnancy
- Daughters / sons believe it is important to discuss with mothers and fathers cultural issues related to adolescence, puberty and sexuality such as, Who chooses a partner for children, whether their child could use a condom or other safe-sex behaviour, whether the child should remain a virgin until marriage
- Mothers and fathers would feel comfortable discussing with daughters / sons cultural issues related to adolescence, puberty and sexuality
- Daughters / sons would feel comfortable discussing with mothers and fathers cultural issues related to adolescence, puberty and sexuality
- Mothers and fathers self-report they are satisfied with the amount of time they set aside or spend discuss with daughters / sons issues related to adolescence, puberty and sexuality
- Daughters / sons self-report they are satisfied with the amount of time they set aside or spend discuss with mothers and fathers issues related to adolescence, puberty and sexuality
- Mothers and fathers believe disagreements with their daughters / sons are resolved amicably
- Daughters / sons believe disagreements with their mothers and fathers are resolved amicably

Behaviour and Skills

- Mothers and fathers / Daughters and sons put into action the desired behaviours mentioned in the radio programming
- Mothers and fathers / Daughters and sons discussed the topic / issue mentioned in (Inter-generational related) radio programming with their male / female friends

- Mothers and fathers / Daughters and sons could describe how they used the knowledge gained from radio programming
- Mothers and fathers / Daughters and sons participated in off-air events organised by (HAFY radio partner)
- Mothers and fathers discuss adolescence, puberty and sexuality issues with their daughters / sons
- Daughters / sons discuss adolescence, puberty and sexuality issues with their mothers and fathers
- Mothers and fathers self-report their daughters / sons discuss or seek advice on adolescence, puberty and sexuality issues regularly
- Daughters / sons self-report they discuss or seek advice on adolescence, puberty and sexuality issues regularly from mothers and fathers
- Mothers and fathers self-report they discuss with daughters / sons cultural issues related to adolescence, puberty and sexuality such as, Who chooses a partner for children, whether their child could use a condom or other safe-sex behaviour, whether the child should remain a virgin until marriage
- Parents provide appropriate support to their daughters in case of teenage pregnancy
- Parents take the opinion of the girl into consideration in case of teenage pregnancy
- Daughters / sons self-report they discuss with mothers and fathers cultural issues related to adolescence, puberty and sexuality such as, Who chooses a partner for children, whether their child could use a condom or other safe-sex behaviour, whether the child should remain a virgin until marriage
- Mothers and fathers self-report they are actively engaged in the lives of their daughters / sons through attending such things as school meetings, sports events in which their children are involved etc
- Daughters / sons self-report they are actively engaged in the lives of their mothers and fathers through attending such things as school meetings, sports events in which their children are involved etc

4.8 Summary

This chapter explained how indicators are generated from the objectives, sub-objectives and activities of specific projects.

A process evaluation worksheet was provided to assess indicators for activities typical of a health-promoting radio station. The process of conducting a PEPMeet, a tool for the process evaluation of programming and production indicators was described.

A list of general indicators to help you plan and evaluate your programming and off-air activities was provided. An important set of indicators was provided to help you evaluate the impact of your radio station as a whole on the community. Indicators included the role and contribution of programming, journalists, management and listener-learners in a radio station's profile, as well as the service and contribution of the radio station to the community.

Finally, a set of indicators was provided for two HAFY areas of special interest: leisure and inter-generational issues. Those indicators were devised from your input in the 2-day workshop in October 2003 in Osh and Naryn.

These indicators are not exhaustive for each situation. Build on or modify them for your local needs.

Chapter Five

Get Ready to Evaluate and Select a Sample

5.1 Introduction

You've set the objectives, sub-objectives and indicators for your radio program. They give you a direction. Now you need to decide how you will find out what you want to know.

But when is your project ready for evaluation? In this chapter you will find nine questions to ask before deciding whether you are ready to evaluate.

The chapter also introduces you to sampling which is an important, if complex, part of evaluation.

Sampling for large-scale impact evaluation and KABS surveys will in most cases be carried out by professional research agencies which will develop the questionnaires, sampling methods and analysis, based on inputs from HAFY and UNICEF.

The purpose of this chapter is not so much to explain in detail how to find a sample, but to give you enough information

- to understand the importance of sampling
- to know why and how a poorly-selected sample will badly affect your data
- to discuss sampling with a specialist

In most cases we advise you to get advice from a sampling specialist and do it in consultation with UNICEF.

5.2 Are You Ready to Evaluate?

Before deciding what to evaluate, think about what you realistically can do. Evaluation results may not be conclusive because you have conducted the evaluation before your radio program or off-air activities have had time to take effect. Or, the conditions were not right for the radio programs to have had any effect.

5.2.1 "Radio Bishkek": An Example

Here is an extreme example of a fictitious HAFY radio station. It makes the point that it is possible for a radio station to not be ready to evaluate programming. Let us say that Radio Bishkek broadcast a spot every day for one week encouraging mothers to talk to their adolescent daughters about sexuality. Two weeks after airing the spot, Radio Bishkek set out to evaluate impact to detect changes in the knowledge, attitudes and behaviour of mothers of adolescent daughters. A journalist is given a week to design a questionnaire and administer it to 100 respondents. The journalist is already working 10 hours a day at the station. The only opportunity for him to ask the questions would be in the evening at the kiosk near his apartment.

Why is this radio programming intervention not ready for evaluation? Here are four main reasons.

Firstly, one spot a day for one week is unlikely to be heard by enough listeners to generate a climate of awareness and community support for the desired behaviour. Listeners tune in at different times of the day. The spot needs to be scheduled several times throughout a day. **Secondly**, even if a spot was scheduled frequently and regularly and achieved maximum listener exposure, it is unrealistic to expect

a lonely, single spot to change the generational mindset of most mothers of adolescent daughters in Kyrgyzstan. They have deeply-held socio-cultural values that guide their attitudes and practices, and they may not agree with the ideas of health promoters who argue that detailed mother-daughter discussions about reproductive health is desirable for preventing early sex, unwanted pregnancies and STIs. **Thirdly**, mothers are unlikely to learn strategies for discussion from one spot a day for one week. The radio program needs to be supported by off-air activities such as education courses, telephone hotlines and so on, that enable them to develop skills. **Fourthly**, the design is faulty. The overworked journalist may not have time to carefully construct the questionnaire and pre-test it to make sure that questions are logical, understood and that they capture the required information. The reliability of the evaluation data is suspect because the research location is restricted to the kiosk in his own neighbourhood at a certain time of the night; this decision will very likely limit the sample profile of mothers (demographics etc).

It is an exaggerated and over-simplified story but it demonstrates the need to be sure that the circumstances and timing is right for evaluation. We talk a bit more about this in the section, **When to evaluate**, further on in this chapter.

5.2.2 Nine Questions to Ask Before Evaluating

The first step to deciding what to evaluate is to assess whether you and the radio program are ready to be evaluated. Ask yourself the following nine questions. Some of these questions are adapted from Hawe, Degeling and Hall (1990:86-100)

1. Who will use the evaluation data? What do they need to know?

Your radio station management and staff, local authorities, community groups, partnering organisations and UNICEF may need different information. If so, those requirements will determine the shape of your evaluation.

2. Are the goal and objectives clear to all?

The HAFY goal and some objectives and sub-objectives have already been set (Figure 3.1). But is everyone clear as to what is supposed to happen, the expected affects and what changes will be measured and how they will be measured? And, if you have developed further objectives and sub-objectives specific to your HAFY location, do they specify a location (Where?), the target listener-learners (Who?), a period of time or deadline (When?) and a measurable quantity of change (What? or How much?)

3. Are our assumptions valid?

Radio Bishkek, our fictitious HAFY radio station, assumed that mothers would talk to their adolescent daughters about sexuality if they were educated to do so by broadcasting one spot every day for one week. The assumption was that a lack of education was the cause of undesired female adolescent sexuality. Causal linkages between radio programming and positive changes in adolescent reproductive health and drug use should be guided by the reliable evidence of research conducted elsewhere, the experience of specialists and field workers, as well as common sense.

Here is a way to test your assumptions. It involves four questions to guide the discussions that you, as health-promoting radio practitioners, should have with your non-radio partners.

YOUR FIRST QUESTION: What is the problem or current situation?

EXAMPLE ANSWER FROM NGO: Too many female adolescents are contracting STIs

YOUR SECOND QUESTION: What should the current situation be?

EXAMPLE ANSWER FROM NGO: Fewer female adolescents are contracting STIs

YOUR THIRD QUESTION: Why is it a problem?

EXAMPLE ANSWER FROM NGO:

- Female adolescents aren't getting enough information and education about these matters
- Female adolescents are vulnerable to contracting STIs due to lack of knowledge, skills and attitudes
- Female adolescents believe that they have nowhere to go and no one to talk to if they encounter a problem related to STIs

YOUR FOURTH QUESTION: What can be realistically done to resolve this situation by our radio station and the NGO partners?

POSSIBLE ANSWERS FOR RADIO AND NGOS:

- Raise awareness with a series of radio spots linked with talkback and other radio programs over a 12-month period
- Provide a counselling clinic and hotline for mothers and daughters
- Provide opportunities for mothers and daughters to develop closer relationships in non-threatening environments
- Etc

4. Do we agree on what can be measured, how and when?

It might not be possible to measure everything. For example, we know from international studies that adolescents active in leisure activities and volunteer work are less likely to use drugs. Given the complex factors involved in drug addiction, however, it is unlikely that you could draw a direct causal link between your radio programs, participation in leisure involvement and long-term drug users coming off drugs only after a few months of radio programming.

Then, it is important to agree **when** the evaluation should be conducted and how frequently; your data may be misleading if you evaluate too soon or too late. Here are three examples of what might happen if we evaluate **just after** the radio program series is ended.

EXAMPLE 1

Evaluating a radio program **just after** the series has ended is typical practice. However it tells you only what listener-learners know, how they feel and how they behave at that time. We don't know what knowledge, attitudes and behaviour existed before the radio program. Therefore we can't measure whether any changes have occurred, only what the situation is after the radio program. It is possible to evaluate listener-learners after the radio program to assess change, but only if you have a comparison or control group. In other words, you evaluate adolescent listeners to your radio program, as well as adolescents who were not exposed to your program (the comparison or control group). By comparing the results of the two groups it is possible to say for certain that your radio program did or did not have impact.

EXAMPLE 2

Let us say that we are satisfied with the data obtained by evaluating just after the radio program. In other words, we are satisfied with knowing what the situation is at that time and not interested in whether there was any change from before the radio program began. We learn that male adolescents say they now use a condom as a result of the program. Do you decide your radio program had impact? To a degree, yes but only in terms of attitudes or knowledge at that point in time. A more accurate measure of impact would be obtained if you conducted a further evaluation a few months later because you can then measure the numbers of male adolescents who say they have continued using condoms — or have they returned to their old ways without ongoing reinforcement from radio programming and off-air activities?

EXAMPLE 3

Finally, you might evaluate **just after** the series has ended and seek to measure changes in attitudes. But it might take weeks or more for word to spread about your radio program and before more adolescents start tuning into your station. Changes in attitude may not be detected for months or more because the community has not had enough time to process the information before forming an opinion.

Two reliable ways of assessing impact and change are 1) evaluate before and after your radio program (called pre-and post-evaluation designs) and, 2) on a continuous basis at regular intervals over a period of time (called time-series designs). In the case of time series designs, start before the radio programs begin, at intervals during the broadcast series, just after the series ends, and at some time later. Another advantage of the time series method is that it is useful for feedback, allowing program makers to adjust programming if necessary in response to the findings. Evaluation designs that track effects over extended time periods (time series designs) are generally more useful than those that compare periods

before and after intervention (pre and post designs). We assume that, at a minimum, HAFY radio stations will use time series and pre- and post-evaluation designs for evaluation.

5. What will it cost?

What resources have you got and what can you do realistically? “Cost” is not only a financial cost but the drain on staff time, energy and the resources pulled away from regular programming in order to conduct the evaluation.

6. Will we face any resistance?

Evaluation activities may be affected by sensitivities affecting the subject, gender, age, language, culture, and religious issues. For example, HAFY Baseline study questionnaires were not administered to a younger age group in one area because the local government judged the questionnaire to be culturally inappropriate for that age in that area.

7. Do we agree on what should be evaluated?

What are the important things to measure so that you can make good decisions about future radio programs and off-air activities? For example, it might be kind of nice for you to know that listeners thought the person answering your studio telephone was friendly, but is it really worth the time and effort to include such a question in your HAFY evaluation? Is it really important? Professor Peter Howat at Curtin University in Australia advises evaluators to interrogate every question on a questionnaire with this simple but profound query: What decisions can I make with the data? If you can't answer that question to the satisfaction of your partners, delete the question.

The indicators that will be measured must be clearly defined to obtain consistent, reliable measurements. If necessary, define with your NGO partners what you mean by such concepts or terms as “adolescent reproductive health”.

Hawe, Degeling and Hall (1990) describe a good suggestion to help you to decide what should be included and evaluated:

In our experience, a good way to help people to appreciate what an evaluation will and will not show is to make up dummy tables, graphs and illustrations of what your results could show. By ‘dummy’ tables we mean tables that show the title and dimensions of your data but for which the actual data or results are missing or fictitious... . These give quick impressions of the nature and intricacies of the data you are about to produce.

8. Is the project working properly?

If the radio programs and off-air activities are not working as intended, do not proceed with an evaluation. You can only evaluate impact if your radio programs and off-air activities are fully implemented. A carefully conducted process evaluation should alert you to any problems.

9. Has someone else done it?

Some of your monitoring and evaluation questions may have been asked in someone else's survey. Or, another agency may be just about to conduct an evaluation and you might be able to have one or more of your questions added to their evaluation instruments. Check for news stories that might summarize a larger research project. Also, be sure to ask UNICEF to help locate surveys similar to yours or to put you in contact with someone who can help.

5.3 Key Words and Concepts in Evaluation

It is important that the information from evaluation is of good quality and trustworthy. Four key words guide ethical practices in evaluation: objectivity, reliability, validity and confidentiality

Let us demonstrate this with the example of Radio Bishkek, the fictitious HAFY radio station. Remember how it broadcast a spot every day for one week encouraging mothers to talk to their adolescent daughters about sexuality? Two weeks after airing the spot, Radio Bishkek set out to evaluate impact to detect changes in the knowledge, attitudes and behaviour of mothers of adolescent daughters. A journalist is given a week to design a questionnaire and administer it to 100 respondents.

The journalist is already working 10 hours a day at the station. The only opportunity to ask the questions would be in the evening at the kiosk near his apartment.

5.3.1. Objectivity

Objective evaluation means not imposing values, judgements and methods on your respondents in a way that might restrict or distort their response. What if the Radio Bishkek journalist asked this question:

There is a lot of explicit talk about sex on the radio, which is in conflict with our culture and which is offensive to mothers. Do you think that the morals of your children will be affected by this immoral talk?

This is a biased question. It is not objective because it reveals the values, fears and prejudices of the one asking the question. Objectivity demands that we be sensitive to our own perspectives. Objective ways of asking that question might be something like this:

If people said that talk about sex on the radio is in conflict with our culture, would do you:
Agree Strongly? Agree? No Opinion? Disagree? Strongly Disagree?

Or

Explicit talk about sex on the radio is offensive. Do you:
Agree Strongly? Agree? No Opinion? Disagree? Strongly Disagree?

5.3.2. Reliability

Reliability in evaluation means trying to reduce the influence of anything that might influence the results. This relates to evaluation in two key ways. The first is to do with the reliability of the instruments used. The Radio Bishkek journalist was so busy he wrote down his questions and asked a colleague to look at it over a beer at the café. He didn't pre-test it so he cannot be sure that his questionnaire will get reliable responses. Reliability can be tested by asking the same questions of different people and being able to judge, from the responses, that they understood the intent of the question. I remember an amusing anecdote that my research lecturer used to illustrate this point. A questionnaire was given to three people. It contained the question: "Sex? ____" One person wrote "male", another wrote "female" and the third person wrote, "Yes please; I'm available on the weekend."

A second consideration here is the sample chosen for the evaluation. The Radio Bishkek journalist, for example, is asking questions of people only in the evening at the kiosk near his apartment. Although this is correctly a "sampling error" reliability is affected because the results are influenced by who-ever arrives at the kiosk in the evening. In other words, the sample may be only adult males and might not represent the sample you want to (or need to!) evaluate. If you cannot minimise factors that might influence results, then keep them in mind when you analyse the evaluation findings and report them.

5.3.3. Validity

Validity means reducing errors to ensure you find out what you intended. For example, our fictitious Radio Bishkek journalist wants to know if mothers heard the spot that encouraged them to talk to their adolescent daughters about sexuality. He asks female adults who come to the kiosk:

Mothers should to talk to their adolescent daughters about sexuality. Do you:
Agree Strongly? Agree? No Opinion? Disagree? Strongly Disagree?

Let us say that most mothers said "Agree" or "Agree Strongly". The journalist concluded they heard the spot on Radio Bishkek. But this conclusion might not be valid because it doesn't prove exposure to the spot. The journalist would need to ask several other questions to determine whether the respondents heard the radio spot on Radio Bishkek and whether that Radio Bishkek radio spot influenced their thinking.

Validity is a concern in surveys where interviewers are interviewing respondents in their homes. To ensure validity, it is usual for a supervisor to contact the respondents by phone, or visit personally, and ask the respondents whether the questionnaire was actually administered to that person.

5.3.4. Confidentiality

Evaluation involves asking sensitive questions and collecting personal information. Lock questionnaires and other completed instruments away in a safe place. Interviewers should be well-trained in matters of confidentiality and should be able to assure respondents that information will be kept anonymous and confidential. Interviewers should also be informed to respect the decision of any people who decline to be interviewed. Some researchers recommend that a consent form be given to respondents to sign. The form will explain the purpose of the study and include a section for the respondent to sign agreement to participate in the interview. This might not be appropriate where respondents feel their signature might compromise their anonymity.

5.4 Sampling

The purpose of this section is to provide you with enough information to consult with UNICEF and to discuss sampling needs with a specialist.

Let us say a cotton farmer just outside of Osh goes to his field to determine whether the cotton is ready for harvest. He goes to the north-east corner of the field and inspects the cotton on two bushes. Then he walks ten paces down the southern fence line and evaluates a bush there. The cotton farmer has sampled three bushes of his crop to determine whether the entire field is ready to harvest. My farming friends tell me the only reliable way for a farmer to assess a crop is to walk throughout the entire field to sample a range of bushes at many different points.

The evaluation technique of a cotton farmer is no different to that of a health-promoting radio practitioner. Samples have to be chosen with care. In the following sections is advice to a) define the universe, b) select the sample size, d) identify the sampling frame, and choose the sampling method.

5.4.1 Define the Universe

The purpose of sampling is to remove bias as much as possible. The goal is to select a group of people (the sample) who are as representative of the larger group (called a universe) as possible. In other words, the universe becomes a specific grouping that we wish to describe by evaluating a sample of those people. If the Radio Bishkek journalist wants to know whether mothers have heard his radio station's programming, he would select a sample of "mothers-of-adolescent-females" (a smaller grouping) from "all mothers-of-adolescent-females" in Bishkek (the universe). The sample would not be representative of the target listener-learners (that is, "mothers-of-adolescent-females") if the journalist defined his universe as "mothers of 3-9 year old girls" or "mothers with children who have married already" or "Bishkek mothers".

In other words, define the "universe" carefully, determined by

- a) the purpose of your evaluation and
- b) the people targeted in some way by the objectives, sub-objectives and activities.

Figure 5.1 shows some possible universes for the four areas of special interest that were identified in the baseline study.

HAFY Four Areas of Special Interest (Baseline Study)	Possible Universes From Which To Select Samples
Adolescents participating in leisure activities	Adolescents aged 10-19, local authorities, staff of leisure services/facilities, youth service/counselling NGOs, law and order institutions, education authorities
Boys taking equal responsibility for reproductive health	Male and female adolescents aged 10-19, youth service/counselling NGOs
Inter-generational communication (mothers and daughters)	Mothers of aged 10-19 year old female adolescents, and female adolescents, youth service/counselling NGOs
Negotiation skills between male and female adolescents	Male and female adolescents aged 10-19, youth service/counselling NGOs

FIGURE 5.1 Possible Universes for the Four Areas of Special Interest

5.4.2 Select the Sample Size

Estimating sample size is one of the most important factors for an accurate evaluation. An explanation of the formulae for estimating sample size is beyond the scope of this Toolbox. The purpose of this section, then, is to discuss some of the basic factors that affect sample size. We also provide a table of possible sample sizes for impact evaluations that HAFY stations will conduct. But we stress, consult with UNICEF before you start.

Sample size depends on the purpose of the evaluation and what you want to do with the results. It is generally true to say that the larger the size of the sample then the more accurate the data will be. But that is not always so. The only reliable way for our cotton farmer to assess his crop is to walk throughout the entire field to sample a range of bushes at many different points. On the other hand, if you want to determine whether a cup of tea is sweet enough you need take only one sip, not drink the entire cup.

Obviously, the Radio Bishkek journalist could determine the impact of his station's radio spot with great precision if he had the time and resources to visit every mother of an adolescent female in Bishkek. But that is impracticable and costly. So, he needs to select a sample size that is manageable and which will reliably and statistically show the true situation of the whole universe.

Texts on research and evaluation contain excellent descriptions of how to generate samples so that high degrees of confidence can be placed in the results with acceptable standards of error. As we have said already, estimating sample size is a science so be sure to consult with UNICEF and obtain advice from a sampling specialist if you want to use a universe or sample size not included in Figure 5.2. Provided the sample is selected carefully no more than a thousand people would ever be necessary in a HAFY survey. We assume that HAFY radio stations need a simple but reliable way of estimating sample sizes. Table 5.1 shows the universe and sample size to satisfy yourself and a statistician that you can be confident with your results. In the following table if your universe is 1000 mothers, and you want a confident result with plus or minus 5% error, then your sample will be 440. Note the emphasis, above, however: provided the sample is selected carefully.

TABLE 5.1 Suggested Sample Sizes for HAFY Evaluations

Universe	Sample size for 95% confidence level with 5% error
10	10
20	20
50	47
100	89
200	160
300	217
400	265
500	306
1 000	440
2 000	563
5 000	678

5.4.3 Identify The Sampling Frame

The most important concept to grasp about sampling is that it is a process of selecting people who will represent those who are not selected. It is a grouping (sample) that is manageable but which will tell us something about the larger group (universe). In order to do this you need a sampling frame (Figure 5.2). Simply, this is a list of people included in the universe. It might be a list of students in a classroom or school, or clients who attended a counselling centre, or adolescents apprehended by the police, or a listing of teachers or officials in a local authority.

Universe	Possible Sampling Frames
Students	Class or school enrolments
Adolescents engaged in leisure activities	Membership rolls of sport or leisure clubs
Teachers	List of teachers employed in schools
Local authority officials	Staff employment list
Adolescents taken into detention by police	“Children’s Room” detention records
Listeners to a radio station / program	List of callers (telephone numbers or addresses taken from letters)
Doctors and medical personnel	Lists published by their hospital / institution or professional body

FIGURE 5.2 Examples of Sampling Frames

It might not be possible to obtain a ready-made sampling frame. A good example is where adolescents meet in a public park because they have little else to do. In such cases, devise your own sampling frame. Draw a rough map of where groups of adolescents are gathered and the approximate numbers in each group. The same could be done to devise a sampling frame for street-ball players except the map would be village-wide or of the areas of a town where street-ball is played. Similarly, if you needed to talk to drug addicts or “street-children”, find out where they sleep or congregate and estimate the numbers in each location.

Robert Fortner (Survey Research Manual) recommends these questions to ask in order to evaluate a sampling frame for reliability:

1. Does the frame cover the universe needed for the purposes of the evaluation?
2. Will the frame eliminate the possibility that a person might be included more than once? (It is possible for a person to be included more than once in the non-probability method in 1.1 below)
3. Is the sampling frame accurate?
4. Are people in the sampling frame accessible — are they likely to be at school or other locations when you want to interview them?

5.5 Choose The Sampling Method

Two sampling methods are appropriate for the type of evaluation being conducted in the HAFY project. The **non-probability** sampling method means that the sample is selected more or less by your own judgement. The **probability** sampling method is the opposite and it means that every person within your universe starts off with an equal and known or probable chance of being selected for the sample.

5.5.1. Non-probability Sampling

We recommend three **Non-probability Sampling** procedures as being appropriate for HAFY evaluation but remember that the results cannot be generalised to an entire universe because the respondents will not have been randomly selected from that universe.

1. Convenience Sampling

You sample the respondents on the basis of the convenience of the location to yourself but the respondents are self-selecting in that they themselves have chosen to be in that location. In essence, those available at the location become a self-selected sampling frame and your sample is drawn from that frame. You need to take precautions with this method, to eliminate the possibility that a person might be included more than once. Here is a list of locations identified by the HAFY radio stations as convenient locations for an evaluation sample.

- Airports
- Bazaars and markets, Breakdance meetings
- Café, Cemeteries, Cinema halls, Clubs, Concerts
- Department stores, Discos, During lunch at cafes
- Game clubs
- Hairdressers, Hospitals, Hostels, health professionals or medical specialists in medical institutions
- Internet-café
- Parks, Places where adolescents hang out, Pre-detention centres, Public events, Public transport (mini buses and trolley buses)
- Radio station visitors and callers, Read out the questions on the air and ask to answer by letter
- Saunas, School meetings for the children and parents, Sherinee (visit), Sport complexes and sports clubs, Streets, Summer camps, Swimming pools
- Taxi-drivers, Telephone calls at radio station (during radio programs or off air), Tourist locations (such as Suleiman Mountain)
- Visitors to NGO partners
- Worship centres of religious groups
- Youth clubs
- Zoo

Using this method, approach people as they enter or exit a location, or while inside a club or park and so on. The questionnaire is usually short (maximum of 5 minutes) because you don't want to inconvenience the person who, after all, has gone there for another purpose. The selection of the respondents or sample can be based on your own judgment, but they could be selected randomly. Random selection would mean that you approach a person at a pre-determined interval, such as every third or fifth person, for example.

You can also survey those who attend an event such as a concert, disco or theatre by asking for a show of hands to one or two questions. This is not statistically reliable but you will obtain an indication of a trend which can be verified by other methods.

2 Call-back Panel

Select a group of 6-10 people who are representative of those you want to evaluate. Those same people remain on the panel for the duration of the project. Call them back at regular intervals for evaluation (time series design). See the section on Focus Groups for more discussion on this.

3 Snowball Sampling

Use this method:

- a) if it is difficult to find a sample
- b) if you can't do random samples in the normal way
- c) if you cannot obtain a list (the sampling frame) of members of a universe

A snowball becomes bigger as you roll it along the ground. In the same way, a snowball sample will become bigger through contacts or information given by each person included in the sample. For example, it would be very difficult to gain a list of all drug users in your area. But you might know one drug user so you go to that person and administer a questionnaire. If that person is willing to give you the contact details of a second drug user, you go to that second person, and so on. This method is likely to have high levels of bias and some members of your sample may be reluctant to give the names of other people without their permission or knowledge. Use snowball sampling carefully and validate the findings with other methods.

Your report should always state clearly that you used this method and include your assessment as to how reliable you think the findings are. One way to infer this is to include in your questionnaire the following questions aimed at recording data:

- Do you know how many drug addicts there might be in Bishkek? (note the respondent's comments and estimate of total numbers)
- Would you be willing to give me the name and contact details of one or two of those people? (if not, would this respondent ask personally those addicts known to him to contact the researcher).

Your report then makes a comment by comparing the estimates of all drug addicts with the numbers you interviewed, and the results of the question asking for further names to be given. In this way you can show a ratio of those who were willing and able to be interviewed against some estimate of those who could not or would not be interviewed. That information will help you place a cautious value on the information you have.

5.5.2. Probability Sampling

Probability Sampling means every person within your universe starts off with an equal and known or probable chance of being selected for the sample.

Before explaining probability sampling, let us remind ourselves that this method will be used, in most cases, by research agencies which carry out large-scale impact evaluation and KABS surveys based on inputs from HAFY partners and UNICEF. They may appear complex, but they are important for impact evaluation in HAFY. These procedures are likely to be employed by researchers who conduct large-scale impact evaluation and KABS surveys for HAFY. It is important, then that you are able to discuss them with researchers who will need your inputs when they develop the questionnaires, sampling methods and analysis for their large-scale studies.

Never-the-less, the three probability sampling procedures below are also highly relevant to the conditions and requirements of evaluation in your local situation. The procedures below can be used without too much difficulty as long as you consult with UNICEF before starting, and obtain advice from a sampling specialist.

1. Simple Random Sampling

Use this method:

- a) if your universe is located in one area such as a school, or are enrolled members of a club
- b) if you can obtain a list (the sampling frame) of all members of the universe so that you can assign a number to every individual on that list
- c) if the universe has similar characteristics such as all being 15 year old females, or all being teachers of adolescents and so on.

There are four simple procedures for obtaining a sample.

Procedure 1

A table with random numbers can be used to select the sample. Use the table below (Table 5.2) or use one from a statistics book. Suppose our Radio Bishkek journalist wanted to get a random sample of 40 adolescent females from a universe of 200 adolescent females who are enrolled in a large school (the universe). He would obtain a list of names (the sampling frame) of the 200 adolescent females and assign a number to each student: Number 1 for the first student, 2 for the second student and so on. With Table 5.2 below he then randomly selects a row or a column as a starting point. Let's say the journalist put the column numbers 1-10 onto 10 slips of paper, put the slips into a container, closed his eyes and drew out column number 3. He then selects all the numbers in that third column below 200 (the size of the sampling frame): 100 (skip 421, 366, 279, 356, 461), select 196 (skip 210) select 185, 26, 46, 73, 9, 101, 182, 145. The students whose numbers on the list match those numbers selected in column 3 are included into the sample. The journalist then goes to the next column (column 4) and continues the same procedure until the required 40 adolescent females are selected for his sample. You'll notice in Column 4 in Table 5.2, below, that the first two numbers are 120, even though the table was randomly generated by a computer. In cases such as this, simply skip the second occurrence of a number and go to the next applicable number (which is 142 here because the sampling frame is of 200 students).

TABLE 5.2 List of 250 Random Numbers Between 1 and 500

	1	2	3	4	5	6	7	8	9	10
1	459	495	100	120	371	330	55	77	358	320
2	349	9	421	120	310	17	431	437	381	65
3	134	411	366	417	13	461	403	484	72	124
4	83	115	279	404	27	86	64	22	344	75
5	153	254	356	234	270	303	392	235	310	53
6	226	322	461	460	314	294	35	338	316	430
7	218	209	196	436	207	199	482	233	299	32
8	266	139	210	448	281	121	277	241	138	16
9	249	39	185	354	56	317	96	199	46	154
10	483	128	26	355	245	121	408	374	364	474
11	234	395	330	328	138	282	438	177	473	299
12	204	146	391	142	233	79	320	132	95	291
13	168	464	433	396	441	351	292	18	7	449
14	489	111	420	3	135	378	372	206	194	493
15	288	192	46	5	115	158	199	18	355	322
16	75	233	316	488	221	442	154	367	487	119
17	426	411	73	64	346	221	152	289	15	364
18	482	486	285	94	424	433	398	249	367	195
19	120	317	318	353	304	252	465	434	82	218
20	157	205	9	117	116	497	491	52	227	371
21	53	309	101	120	492	35	332	194	33	467
22	422	30	420	210	421	462	366	314	371	349
23	339	81	269	400	376	290	491	428	193	241
24	211	122	182	429	165	10	304	248	223	127
25	119	34	145	26	79	304	65	409	493	379

Procedure 2

Let us say the Radio Bishkek journalist followed the same procedure as above to randomly select Row 6. Clearly, he could not use the numbers 226, 322, 461, 460, 314 etc because only 200 female adolescents are listed in the universe. What he can do is to use just the last two digits of each cell: 226 is not acceptable but 26 is; 322 becomes 22 and so on. At the end of Row 6 he drops to Row 7, continuing until 40 students are selected for the sample.

Procedure 3

A third procedure would be to number 200 slips of paper from 1–200, place them into a container and then draw out 40 slips. They become your sample.

Procedure 4

A fourth simple procedure for sampling is the Sampling Interval. Let us use the sampling frame of the list of 200 female adolescents for a sample of 40. Assign a number of 1-200 to the 200 students. Divide 200 by $40 = 5$ so the sampling interval is 5 which means every fifth student will be selected. Randomly select one number inside the sampling interval. That is, randomly select 1 or 2 or 3 or 4 (because they are inside the sampling interval of 5). Let us say we randomly selected 2. So student number 2 on the list of 200 adolescent female students goes into the sample, then the seventh person (five up from number 2) then the twelfth person (five up from the number 7) and so on.

2. Multi-stage Random Sampling

This is useful for three reasons:

- a) if your universe is spread over a wide area such as 50 groups of male adolescent street-ball players who regularly play in 50 locations throughout a city, or a number of schools spread throughout a city or rural area
- b) if you do not have a list of all members of the universe
- c) if the universe has similar characteristics such as they all are 15 year old females, or they all are teachers of adolescents and so on.

It is a way of randomly reducing a large universe into smaller sub-samples (or stages) before randomly selecting the sample needed. Here's an example for street-ball in Bishkek. The first stage might be to randomly select 30 localities out of 50 where male adolescents play street-ball. The second stage is to randomly select 20 street-corner playing areas out of the 30 localities. The final stage is to select 40 street-ball players from the 200 players who gather regularly at those street corners.

Another example: let us say the Radio Bishkek journalist wanted to administer a questionnaire to a random sample of 100 females aged 16 years from a universe of 1 000 females spread throughout 50 schools in Bishkek with an average of 20 females aged 16 in each school. The first stage would be to randomly select, say, 20 schools from the 50 in the universe. That creates a sub-sample of 400 females aged 16 spread throughout 20 schools. The next stage is to randomly select the sample of 100 females from the 400 females in the sub-sample.

3. Stratified Random Sampling

This is useful

- a) if your universe is divided into small groups or strata with different characteristics such as each of the age groups between 10 and 19 years of age

The key rule of this method is to ensure that the percentage of strata in the universe is represented in the sample. In other words, if your universe of 1 000 students was comprised of 15% of 10 year olds, 20% of 11 year olds, 30% of 12 year olds and so on, then your sample of 150 students would be comprised of 15% of 10 year olds and so on. The selection of the sample is by random selection and a random start as described above.

One cautionary note: there may be times when strata in a sample are too small to be statistically significant. This will require other processes called “over-sampling” and “weighting” and, at that point, definitely contact UNICEF for advice!

5.6 Summary

This chapter detailed nine questions to ask before deciding whether you are ready to evaluate.

The chapter also introduced you to sampling procedures and the importance of the sample selection. A badly-selected sample will seriously affect your data.

Three **non-probability procedures** were described for your use in your situation. We also described three **probability procedures** which may have seemed complex, but which are important for impact evaluation in HAFY. They can be used for your local impact evaluation. Certainly, these procedures are likely to be employed by researchers who conduct large-scale impact evaluation and KABS surveys for HAFY. It is important, then that you are able to discuss them with researchers who will need your inputs when they develop the questionnaires, sampling methods and analysis for their study.

The chapter stressed the importance of consulting with UNICEF when selecting your sample.

Chapter Six

Design The Evaluation Tools

6.1 Introduction

Having worked through sampling issues, it is time to design the evaluation. There are different ways to design an evaluation.

The following case study shows the wide range of data or information gathering tools and methodologies available. Notice how multiple methods were employed to test and correlate messages coming from different sources of information. It is the emerging pattern or consistency of information from different sources taken together that matters in evaluation.

Research and evaluation guided The Youth Variety Show (YVS) in Kenya, a radio talkback program for young people on sexuality and sexual behaviour. The research consisted of:

- a national **baseline survey** of youth and parents (6300 interviews)
- **process evaluation** conducted with a panel of adolescents and a separate panel of parents listening to every program (their evaluation guided planning of the next program)
- **focus group discussions** with about 350 adolescents and parents
- **in-depth interviews** with opinion leaders
- a **review** of the legislation and policy environment
- a **content analysis of newspaper coverage** of youth issues
- **content analysis of letters** from adolescents after the program started
- a follow up **household survey** conducted among adults and adolescents to assess listener-learners exposure to the program

Results showed that 53% of 15-24 year olds listened. Surveys at clinics showed that increasing numbers of youth attending the clinics had listened and, along with friends, the radio program was the most important source of referral to those clinics. Content analysis of letters and radio listener panel studies corroborated this finding.

(Summarised from Adam and Harford 1998: 87)

The purpose of this chapter is to explain six data or information gathering tools and methodologies that are appropriate for monitoring and evaluation in the HAFY project. They include interviews, observation, documents, content analysis, questionnaires and focus groups.

6.2 Interviews

Interviews are conducted with listeners and others targeted by the radio programming such as NGO partners, project staff and with individuals in other agencies. Figure 6.1 shows the three main types of interviews and their key characteristics.

TYPES OF INTERVIEWS	KEY CHARACTERISTICS	TIPS
Key Informant Interviews Conducted with people who have specialist or detailed or unique knowledge of the target group	<ul style="list-style-type: none"> Can be structured (with pre-selected questions) but are usually unstructured to allow you to explore the main issues 	Be sure to include questions that explore the depth of contact they have with the target listener-learners Prepare for the interview by <ul style="list-style-type: none"> Assessing the information you currently have identifying the gaps in your knowledge setting objectives for your interview with the key informant
Intercept Interviews Stop and interview people who are conveniently located in some sort of public place: a bazaar, a theatre, café etc. We include in this category interviews administered to visitors and callers to your radio station.	<ul style="list-style-type: none"> Explain the purpose of the interview and request a few minutes of the person's time Usually 5-minutes in length Usually structured 	Ask screening questions to ensure the respondent is from the target group Limit the questionnaire to: <ul style="list-style-type: none"> The most important demographics (age, gender, occupation (if adult) or class (if student)) have you heard about (topic)? where did you hear about it? What was the main thing that it said (or told you to do)? Have you (done what was recommended)? Have you talked with anybody else about this? If so, who? how do you feel about (topic)? Why? What questions do you still have about (the topic)?
Exit Interviews Interview people leaving some form of public event (disco, educational meeting etc) or appointment in a health or medical clinic etc	<ul style="list-style-type: none"> Usually conducted immediately after the activity 	Limit the questionnaire to: <ul style="list-style-type: none"> the most important demographics (age, gender, occupation (if adult) or class (if student)) their impressions of what took place, what they learned, what they feel about what they heard or what happened

FIGURE 6.1 Interviews and Key Characteristics

Using Your Radio Station

There is an available source of potential respondents to interview close by: your listeners. Obviously, the data from listeners needs to be treated with care because they listen to the station and are motivated enough to contact your station. If you triangulate (cross-check) findings from this source with other sources to verify the findings, the data can be quite helpful. Encourage listeners to contact you by:

- broadcasting your address or phone number
- organising competitions

A short intercept interview can be administered by your telephone receptionist, by programming assistants who take down music requests or who process talkback callers before transferring them to the on-air studio.

Another possibility is to prepare a short questionnaire that can be left on the counter of a shop or business that advertises with your station. Offer the client a discount on advertising if they agree to

keep short self-completion questionnaires in a convenient location in their store. The client's customers can fill in the questionnaire in a few minutes and drop the questionnaire into a drop-box which you collect weekly. The advertiser may be willing to sponsor a competition by offering a small prize to a customer whose questionnaire is drawn from the drop-box.

The intercept interview at the radio station should also record the listening patterns of the telephone caller or visitor. A questionnaire could include a simple chart such as in Figure 6.2. The listening times would cover your on-air hours. Ask the telephone caller, "Were you listening now when you made the telephone call?" Insert a cross in the TC (telephone caller) column at that time. Then ask for other times of other days they usually listen and tick those times in the TC column. Ask the visitor to the radio station the question, "When do you usually listen each day?" Tick those times in the V column.

Over a period of time the data will indicate listening patterns throughout the week for both telephone callers and visitors. Again, don't rely only on this data because it is from only one source. Test it with data from a couple of other sources. If there is consistency between all sources as to listening times then you could use it with some confidence to describe your station's listening profile. If the listening profile of the visitors was different from the telephone callers, you would need to investigate the reasons.

Listening times	Mon		Tue		Wed		Thu		Fri		Sat		Sun	
	TC	V	TC	V	TC	V	TC	V	TC	V	TC	V	TC	V
0500														
0600														
0700														
0800														
0900														
1000														
1100														
1200														
1300														
1400														
1500														
1600														
1700														
1800														
1900														
2000														

FIGURE 6.2 Simple Listening Chart for Callers

6.3 Observation

In evaluation, the method of observation does not mean simply "looking". It means the act of identifying patterns of behaviour in a systematic and structured way.

One disadvantage of this method is that people are unlikely to behave normally in the short-term, because they know you are observing them. Only when (and if) they become comfortable and familiar with your presence are they likely to behave normally.

A method is needed to capture information based on your observations. One method involves selecting a period of time (say every 10 minutes) and note what people in a group are doing at that particular time. Another way is to decide on one or two of the most important behaviours that need to be observed and look only for those behaviours in a certain period of time, such as for 10 minutes at the same time in every hour. For example, if you were positioned in a park all day on Saturday, you would note what adolescents are doing from, say, 10-20 minutes past each hour from 0800-1800 hours.

Don't forget that, for the data to be usable, it's often necessary to also count non-occurrences of observation. Dennis List says:

. . . so two counts need to be made at the same time. Without knowing the total number of people in a group, the number who were doing one type of activity is meaningless.

For example, you might want to count the proportion of people using hand phones in a market. To be able to calculate the proportion, you need to count (1) the people using hand phones, and (2) the people not using hand phones. (List 2002: 13)

List recommends the observer use a sheet of paper ruled into two areas, divided by a line. Record those performing an observable behaviour with a tick on one side of the line and record those NOT performing that behaviour at that time with a tick on the other side of the line.

Here are some suggestions for using the observation method.

- Do you know how feasible and easy it is for a young person to purchase a condom? Go to a local pharmacy and purchase a condom yourself. Observe the responses and behaviours of the shop assistant. Assess your own reaction and feelings. This is called **participant observation** because you are participating in the activity to gain a deeper understanding of the process and issues.
- Go to a local pharmacy and observe the behaviour of a person wishing to purchase a condom. Does the person act embarrassed or hesitant at first? Does the person wait until the shop is empty before hurriedly approaching the sales assistant to purchase a condom? How confident or at ease does the person appear?
- Observe the interactions and behaviours between mothers and daughters, or fathers and sons, as they enter a public event. What seems to be the nature of their relationship and how do they show it in their actions? Then, over the course of the public event, observe whether any changes might take place in their relationship and the ways they express those changes through their behaviours and actions. For example, how are daughters and mothers behaving toward each other when they arrive at a meeting, and when they leave?
- To assess whether health services are youth-friendly, walk around with a checklist and observe adolescents interacting with the staff and the environment. How do they speak to each other? What signage is in place? Do youth appear to get lost or uncertain when attempting to locate a service? Are decorations and furnishings suitable for young people?
- People involved with adolescents in youth clubs often overhear or see how male and female adolescents interact. Formulate a mental checklist they can use to assess the nature of the interaction.
- Go sit in a place where young people gather and observe how they spend their leisure time. What are they doing? Why are they doing it? What patterns of behaviour do you see? Capture various aspects of their typical activities or behaviours.
- Ask to spend time with families to observe the interactions between mothers and daughters, fathers and sons. Do not talk during the observation period but, if appropriate, arrange a later time for de-briefing with the family members. Ask questions to clarify observations, the most important being, "Why did you do that?"

Here are six ways to improve observation techniques.

1. Decide what will be observed, when and where.
2. Develop a checklist or reporting form. If observing from a distance complete the document right away. If you are using participant observation techniques and are involved in the activity with those you are observing, however, find an opportunity to complete the document when you are on your own.
3. Practice the technique and gain familiarity with the reporting document first before going “live”.
4. Analyse the observations with others, especially key informants who have indepth knowledge of those being observed.
5. As you form ideas or assumptions or theories about the observed behaviours, triangulate it (test it) with evidence from, elsewhere. Do you see it repeated or occurring in other situations?
6. Observe behaviours repeatedly over a period of time to assess whether changes have taken place.

6.4 Documents

Existing data may already exist to help your evaluation. This may come as **processed data** in monthly or annual reports with data already summarised, analysed and reported. Or, it may be **raw data** — daily entries in a diary or log sheet which have yet to be summarised and analysed. Processed and raw data can be compared with other sources of information such as key informants or through observation. Figure 6.3 shows the most helpful types of documents in evaluation and some examples of how they might be of use in HAFY.

Document Types	Examples of Use in HAFY
Records and Service Statistics	<ul style="list-style-type: none"> • A record of appointments or daily flow of clients to health or medical institutions or partner agencies offering counselling • Numbers who attend Breakdance or public events (or ticket sales etc) • Consumption of items at public events such as the numbers of written pamphlets taken by attendees • Numbers of people who participate in radio station competitions and the percentage who achieve correct answers • Attendance records at sports or leisure clubs • Details of telephone callers to the radio stations programs and the information or help requested • In larger cities it is useful to keep records of the telephone numbers of callers to a radio station. The prefix of the number will often denote a specific locality. Those prefixes can be analysed to assess where clusters of listeners live and their likely socio-demographics • Sales figures (e.g., sales of condoms)
Internal Documents	<ul style="list-style-type: none"> • Agreements • Planning documents related to the development of the project • Reports and correspondence • Minutes of meetings • Budget documents
Daily Diaries of Talkback Programs	<ul style="list-style-type: none"> • Keep daily diaries of talkback program discussions. The purpose is that your on-air presenter can say "our listeners tend to think...." as a mechanism of breaking down embarrassment or a reluctance to talk about sensitive issues. The radio station can show that the community is ready to talk about such issues, and avoid being accused of airing inappropriate topics or discussion.

FIGURE 6.3 Document Types

6.5 Content Analysis

Content analysis is an inexpensive way of getting information. It is an evaluation technique that counts and assesses items in written or spoken or visual form. In HAFY we can use content analysis to measure people's opinions as expressed in talkback radio programs or through the letters they write. Content analysis tries to learn something about the people who write letters or who call into talkback programs.

On the other hand there are problems with content analysis. One problem is that we end up with a series of numbers (because we are counting items) but we have to find a way of interpreting those numbers. A second problem is that letter writers and telephone callers are not generally representative of the target group. They are simply only those people who contact the radio station and we know nothing else about anyone else. Any themes emerging from a content analysis of talkback radio or letters should be tested in a randomised survey before taking action or making conclusions. There are many dangers in making inferences about those people merely by counting or recording things that they say or write. As someone once said, "We can never be sure that what researchers 'find' in content analysis is the same as what the writer 'put' into it" (I tried unsuccessfully to find the source of this quote).

The challenge is to find measurable units, standardised categories of information, readily intuitive and logical to the coders and evaluators. A few units of measurement are easily observed, such as the gender of the writer or caller, the purpose of the communication (request, giving suggestions, asking advice for a problem and so on) or attitudes or comments about preferences (what they want or like, what they don't want or like). Other units, such as age or occupation, are more difficult to discern in a letter or telephone call unless specifically mentioned. A final set of units that needs to be standardised for the type of content analysis that will be useful for HAFY are those that show progression in attitudes or knowledge. In Cambodia evaluators of a talkback radio program logged the quality of questions being asked about HIV/AIDS. Questions at the beginning of the project were more about HIV/AIDS itself (What is it?). A few weeks later they observed the quality of the questions changing to prevention (How do I protect myself and others?). The content analysis at a later stage revealed another change in quality (How can we help those with HIV/AIDS?). The radio program was shown to have impact with content analysis detecting shifts in knowledge, attitudes and awareness of HIV/AIDS over the duration of the talkback radio project.

HAFY radio stations have not used content analysis. That is why it is difficult to provide measurable units specific to the HAFY project at the time of writing this Toolbox. As a beginning, then, it would be useful to collect raw data in the form of detailed narrative. In the future we will code the content into measurable units by listing words and phrases and counting how frequently each is used and then grouping them together in order to locate themes. To start the process, we have devised a Content Analysis Coding Table as a start. An example is in Appendix A.

Each column from Column C onwards has an information category and codes for measurement units. Program A is coded 1, Program B is coded 2 and so on. The codes resume at number 1 for each column to enable sorting and analysis at a later stage.

In this example, we have arbitrarily decided on 6 radio programs (A-F), 6 Off-air Public Events (A-F) and 6 locations (Villages A-F). Please modify these to be relevant to your situation, however be sure to correct the codes accordingly.

It is best for two or three coders to work together in the initial stages, to agree on which categories content should be assigned to. When there is a high degree of consistency in decision-making between the coders, they could then work alone, but with frequent cross-checking of each other's work.

Column A: ID

A number or code to assist with locating a particular case.

Column B: Date of communication

It could be helpful for confirming data in Columns C and D, for tracking response patterns to radio programming and off-air activities.

Column C: Program

Insert the actual names of radio programs here.

Column D: Off-air Public Event

Insert the public events conducted.

Column E: Mode

The codes are for the different modes of response: talkback, letter, phone call or visitor to your radio station.

Column F: Gender

If it is not possible to identify the gender of a letter-writer use “unknown”. There may be clues such as, “I have a wonderful female-female relationship with my mother” (assumes a female writer).

Column G: Age

It may not be possible to identify the age of a letter-writer (or talkback caller, unless asked) so use “unknown”. There may be clues such as, “My sixth-grade teacher said....”.

Column H: Location

Insert the actual names of locations from which the letter is written. If it is possible to identify a location from the prefix of a telephone number, use that.

Column I: Contact Status

If it is possible to collect the information, it is useful to know the history of a person’s response patterns. This may be evident from the content such as, “When I wrote to you before” or “This is the second time I’ve called to talk about this issue”. It is easier to verify repeat responses by keeping a record of previous letter writers in alphabetical order. To verify the contact status of talkback callers or visitors, you could ask a simple question: “Have you called/visited before?”

Column J: Topic or Issue

The first four topics are coded for the four areas of special interest that were identified in the baseline study. The remainder are suggested topics that HAFY radio stations and partners will likely deal with. As with other categories, we arbitrarily decided on those topics. Change them to be relevant to your situation however alter the codes accordingly so that they continue in sequence into Column K.

Column K: Question

What is the question they asked? At the moment, write this in narrative form. When we are ready to analyse this raw data we will code the responses into measurable units. If this category is not relevant, place a zero in the cell.

Column L: Problem

What is the problem they had? At the moment, write this in narrative form. When we are ready to analyse this raw data we will code the responses into measurable units. If this category is not relevant, place a zero in the cell.

Column M: Attitude Coded

In the workshops in Osh and Naryn we identified some measurable attitude units and those can be coded. Change them to be relevant to your situation if you wish, however alter the codes accordingly so that they continue in sequence into Column N.

Column N: Attitude narrative

At this point in the HAFY project we need to collect raw data to help our coding and analysis to be more precise. In this column write in narrative form the actual sentences used which

express the person's attitudes. When we are ready to analyse this raw data we will code the responses into measurable units. If this category is not relevant, place a zero in the cell.

Column O: Knowledge

At this point in the HAFY project we need to collect raw data to help our coding and analysis to be more precise. In this column write in narrative form the actual sentences used which express the person's knowledge. When we are ready to analyse this raw data we will code the responses into measurable units. If this category is not relevant, place a zero in the cell.

Column P: Behaviour

At this point in the HAFY project we need to collect raw data to help our coding and analysis to be more precise. In this column write in narrative form the actual sentences used which express the person's behaviour. When we are ready to analyse this raw data we will code the responses into measurable units. If this category is not relevant, place a zero in the cell.

Column Q: What they like

At this point in the HAFY project we need to collect raw data to help our coding and analysis to be more precise. In this column write in narrative form the actual sentences used which express what the person likes. When we are ready to analyse this raw data we will code the responses into measurable units. If this category is not relevant, place a zero in the cell.

Column R: What they don't like

At this point in the HAFY project we need to collect raw data to help our coding and analysis to be more precise. In this column write in narrative form the actual sentences used that express what the person does not like. When we are ready to analyse this raw data we will code the responses into measurable units. If this category is not relevant, place a zero in the cell.

Column S: Suggestions for improving radio program

At this point in the HAFY project we need to collect raw data to help our coding and analysis to be more precise. In this column write in narrative form the actual sentences used which express what the person suggests. When we are ready to analyse this raw data we will code the responses into measurable units. If this category is not relevant, place a zero in the cell.

Column T: Requested materials

It is helpful to know whether listeners have responded to giveaways or written information materials. Insert the actual titles of those materials and code them accordingly, following the sequence of Column S.

Column U: Other

Use this column to record other information that cannot be placed in any other category. When we are ready to analyse this raw data we will code the responses into measurable units. If this category is not relevant, place a zero in the cell.

6.6 Questionnaires

Questionnaires are a familiar instrument in evaluation. Some questionnaires can be completed by individuals on their own and anonymously, while other questionnaires are administered by an interviewer. Self-completion questionnaires are less expensive and quicker to administer than questionnaires with an interviewer. One problem is that a respondent may answer a questionnaire in a careless way, giving incorrect answers. On the other hand an interviewer is able to explain questions which are not clear, probe for more information or check any answers that seem unclear. One problem is that the interviewer may unintentionally influence the answers.

6.6.1 Questionnaire Design

There is no simple formula to follow for designing questionnaires but there are some basic rules.

6.6.2 The Tool

Don't reinvent the wheel. If a questionnaire measures variables of interest to you, has been used elsewhere and demonstrates reliability and validity—use it! Pre-test it in your context however, to ensure translation, wording, concepts and formats are suitable.

6.6.3 Indicators Shape Questions

It is time to return to a subject noted first in Chapter 4. Indicators, generated from objectives, sub-objectives and activities guide the framing of questions.

Figure 6.4 illustrates an indicator and questions for one sub-objective and one activity. The examples for questions used below are in draft form — they would need to be formulated and formatted more precisely when inserted into a questionnaire.

Sub-Objective	Example Indicator	Example Question
1. Increase by 60% the numbers of adolescents who can correctly list the available leisure activities in Bishkek	60% more adolescents can correctly list the available leisure activities in Bishkek	<p>Question 1A Do you know what leisure activities are available in Bishkek? __No (If No go to Question 2. __ Yes (Go to Qu. 1B)</p> <p>Question 1B (If yes) Please list them</p> <p>Question 2 (Show respondent the Showcard of all leisure activities in Bishkek). Please look at the leisure activities on this card. Tell me which, if any, you remember.</p>

Activities	Example Indicator	Example Question
1. (from sub-objective 1) Broadcast information, interviews and spots about the different leisure activities available in Bishkek	Interviews and spots were broadcast	<p>Question 1A Have you heard any radio programs about leisure activities in Bishkek? __No (If No go to Question 2. __ Yes (Go to Qu. 1B)</p> <p>Question 1B (If yes) * What were the main messages?</p> <p>Question 2 (Show respondent the Showcard with the scripts of the two spots broadcast). Please read these scripts silently. Tell me which, if any, you remember hearing on the radio.</p>

FIGURE 6.4 Example of Questions Formulated from Indicators

The generation of questions can be completed on the Worksheet first seen in Figure 4.2 but in a revised form, which you can see in Figure 6.5. It now includes cells for the questions below the indicators.

Goal: To increase knowledge, attitudes and skills in HIV/AIDS prevention to 90% of adolescents (10-19 years) in the 5 target provinces by 2005 (Batken, Naryn, Chui, Osh and Issyk Kul provinces)

HAFY area of special interest: Leisure activities for adolescents

Scope Statement: Radio Bishkek wants to use radio programming and off-air activities to support an increase in the numbers of adolescents participating in leisure activities in the hope that it will prevent boredom and minimise early sex, the uptake of drugs and alcohol use.

Objective

Increase by 10% the number of adolescents (10-19 years) who participate in leisure activities in Bishkek by mid-2004

Sub-objective

1. Increase by 60% the numbers of adolescents who can correctly list the available leisure activities in Bishkek
2. Organise opportunities for adolescents to participate in leisure activities
3. Promote with relevant programming opportunities for adolescents to participate in leisure activities
4. Increase the proportion of adolescents who like to participate in leisure activities
5. Local authorities and other important duty-bearers agree to increase resources for adolescent leisure activities

Indicators

1. More adolescents can correctly list the available leisure activities in Bishkek

Questions

Question 1A

Do you know what leisure activities are available in Bishkek?

- ___ No (If No go to Question 2.)
___ Yes (Go to Qu. 1B)

Question 1B

(If yes) Please list them

Question 2

(Show respondent the Showcard of all leisure activities in Bishkek). Please look at the leisure activities on this card. Tell me which, if any, you remember.

Activities

1. (from sub-objective 1) Broadcast information, interviews and spots about the different leisure activities available in Bishkek
2. (from sub-objective 2) Conduct one street ball championship in the city
3. (from sub-objective 3) Provide on-air support for an province break dance festival
4. (from sub-objective 2, 3) Mobilise interested people to resume 2 interest clubs in the children's centre, Kele Chek
5. (from sub-objective 2, 3, 4, 5) Involve at least 5 well-known local identities (role models) in on-air programming and off-air events to support a Healthy Lifestyle promotion
6. (from sub-objective 2, 3, 4) Broadcast education, social learning and dialogue programs related to youth leisure
7. (from sub-objective 5) Broadcast advocacy programs for local authorities to invest in youth leisure activities
8. (from sub-objective 2, 3, 4, 5) Collaborate with important duty-bearers in Bishkek who are providing youth leisure activities

Indicators

1. Interviews and spots were broadcast

Questions

Question 1A

Have you heard any radio programs about leisure activities in Bishkek?

- ___ No (If No go to Question 2.)
___ Yes (Go to Qu. 1B)

Question 1B

(If yes)

* What were the main messages?

Question 2

(Show respondent the Showcard with the scripts of the two spots broadcast). Please read these scripts silently. Tell me which, if any, you remember hearing on the radio.

FIGURE 6.5 Worksheet With Questions Below the Indicators

Brainstorm on questions for each indicator. Write down every idea that comes to you. At this point, don't discuss or evaluate or limit any ideas. After you have exhausted ideas begin to edit out or organise questions into groups. And, remember the advice in Chapter 5 to appreciate what to evaluate and what not to evaluate:

- make up dummy tables with missing or fictitious data based on your ideas; these give quick impressions of whether and how you can actually use the data
- interrogate every idea or question with this simple but profound query: What decisions can I make with the data? If you can't answer that question to the satisfaction of those who will see the results of your evaluation, don't include it

Apart from questions related to indicators, the questionnaire will more than likely contain other sections and questions that seek information about:

- Demographic data (e.g., gender, age, marital and employment status, occupation, income level, educational attainment)
- Technical data (Did they have any comments about production?)
- Recommendations for change (How could HAFY programming be improved in their opinion?)

6.6.4 Relevance

Formulate questions that relate to the interview location. For example, respondents at a swimming pool could be asked, How do you feel about swimming in the same swimming pool as a person with HIV/AIDS?

One HAFY radio partner formulated questions about drugs to relate to the setting in which the questionnaire was to be administered. The questions below assume that screening questions were asked first such as, "Do you take drugs?", "What drugs do you usually use?" and "How often?" etc)

Disco

- Why do you take drugs:
 - To enjoy your dancing more?
 - Because your friends take it?
 - Etc?
 - Other reason?
- Do you think alcohol / drugs / hashish is okay or harmful for you while dancing?
- Is nasway a drug?
 - Do you think there are any dangers associated with taking it?

Sport complex

- Do you take drugs:
 - To improve your sports performance?
 - Etc?
- In what ways do you think taking drugs improves your sports performance?
- Do you think alcohol / drugs / hashish is okay or harmful for you while playing sport?

Schools

- Why do you take nasway:
 - To improve your ability to concentrate at school or during exams?
 - Etc?
- Are there classes at school about alcohol and drugs?

Yards

- Where do you find money for alcohol, drugs?

Religious sects

- Do you know anyone in your sect who uses drugs?
- Is there any discussion or teaching in your sect about alcohol and drugs?
- What is taught in your sect about alcohol and drugs?

Pre-detention centre

- How often are you placed in here?
- Does it relate to drug / hashish use?
- If yes: How will you cope without drugs / hashish while you are in here?

6.6.5 Format and Flow

Keep the questionnaire **short**.

Keep the questionnaire **free of clutter**. Make it visually appealing. Use empty space.

Vary the format with scales, multiple choice, yes/no etc. Vary the question format. Too many consecutive questions of the same type can lead to bias.

The **written introduction** should establish the credibility of the researcher and inform the respondent what he or she is being asked to do.

Demographic questions can be placed at the end, although some prefer to place them at the beginning. If demographic questions are placed at the end, use several **neutral questions** at the beginning of the questionnaire.

Ensure **instructions** are clear for each question. Do not assume that people know whether to tick or circle a response. It is acceptable to state instructions at the beginning of a section similar to the following:

For each of the following questions in Section 6, place a tick next to only one option that is closest to what you think.

Write clear instructions on what the respondent should **do** with the questionnaire when completed. Give a mailing address if they are to return it by mail.

It is useful to be able to **check for reliability** by asking cross-checking questions that can cross tabulated. For example, if you are asking a respondent whether they telephoned a hotline or counselling service, it would be useful to have a question somewhere else in the questionnaire that asked, Do you have access to a telephone? If so, whose? And, another question asking where they live would be helpful. An example of where checking questions is helpful might be if you have a sizeable group of respondents saying they didn't ring a telephone hotline even though they heard the number mentioned on your radio station. You can then cross-tabulate checking questions and you would then find that those people lived in rural areas with limited access to telephones. That would explain the lower-than-expected response to the hotline.

6.6.6 Coding

There are two considerations for including coding in the questionnaire at the design stage. The first is that, at some point you will need to analyse the raw data. To do that, the data needs to be translated into a numeric form in order to be inserted into a computer for analysis. The second consideration is that interviewers need an efficient way to gather data.

Coding satisfies both of these needs. There are two types of coding. The first type provides a code for a series of choices, as in the example of Question 5 below. In Question 5 below, the interviewer would ask the question and then circle the appropriate code for the respondent's reply. When it is time for the data entry team to enter the raw data into the computer they simply enter the code for that question. The data is then ready for analysis.

Q5 *Could you please tell me your age?*

	CODE HERE:
15-19	1
20-29	2
30-39	3
40-49	4
50-59	5
60-69	6
70-79	7
80+	8
Refused to answer	88
Don't Know	99

It is normal to start all codes from the number 1 in each question. In the example above the options for Q5 are coded 1-8 and the codes for Q6 might be coded 1-12 for 12 available choices in that question. Note the choices of “refused to answer” and “don’t know” and their respective codes of 88 and 99. Many questions many include those two choices, so it is normal to standardise the codes for those choices for every question where they are available. It is more efficient for the data entry team to have a consistent code of 99 for “don’t know”, for example.

The second type of coding is where the code is actually a quantity. In Question 6 below the code refers to the number of times the respondent listens to Radio Bishkek each week.

Q6 *How many days a week do you listen to Radio Bishkek?*

DAYS	CODE HERE
One day a week	1
Two days a week	2
Three days a week	3
Four days a week	4
Five days a week	5
Refused to answer	88
Don't Know	99

6.6.7 Avoiding Common Mistakes

One idea—questions should contain one idea, not two as this does:

“Do you need health information and prefer to get it on the radio?”
 ___ Yes
 ___ No

No matter how the respondent answers, you’ll never know whether the one answer allowed refers to the need of health information or the preference for radio.

Ambiguity—words that can be interpreted in various ways. “Often,” and “sometimes” are not specific. If you mean “often” to mean “four or five times a week” and “sometimes” to mean “Once or twice a week” then say so because we all will know what is meant.

Misperception—words, phrases or concepts outside of the realm of experience of the respondent. For example, “Does this program fit your way of thinking?” a standard question recommended by some researchers, was not understood by respondents in an Asian context. Perhaps it was the translation itself that was in error.

Loaded questions—the wording favours or influences the answer. For example, "Have you told anyone about the useful information in the program that will benefit their family?" tends to suggest that the respondent should have done so. It might elicit the answer "yes" when the respondent in fact did not. Similarly, the question, "Who have you told about?" wrongly assumes the respondent has spoken to someone. A better strategy is to ask a series of questions such as this:

- a) Do you think the information was of benefit to other families?
- b) Did anyone tell you about this information?
- c) Did you tell anyone about this information?

Duplication—avoid duplicating items in categories. For example, both respondent and researcher will be confused if they wanted to nominate 20 in these categories: 10-20, 20-30. Better to construct the categories in this way: 10-20, 21-30.

6.6.8 Types of Questions

What types of questions are possible? Here is a summary of the main types.

Screening

Provide a logical screening procedure. Respondents should have the opportunity to bypass questions that cannot be answered. For example, a person who does not have an FM-stereo radio receiver cannot answer a question asking for his listening preferences on FM-stereo radio. A screening question should be included such as, "Do you have an FM-stereo radio receiver? __Yes __ No". Instructions should then direct the respondent in this way: "'If YES go to Question X. If NO go to Question Y.'" Question X would then ask, "What radio station do you listen to every day?"

Closed and open questions

Closed questions limit the response options. Generally, "Yes/No" or scales such as "agree/no opinion/disagree" are more likely to be answered than open-ended questions. Open questions, however, are important for qualitative information—particularly to elicit motivations. Open questions allow the respondent to explain a response. A "Why?" after a "yes/no" option usually provides qualitative information that is useful for analysis.

Scales

Scales should always include a "no opinion" category to allow responses from those who cannot decide for some reason, or who may misunderstand the question.

There is debate on the number of items to include in scales. The common advice is for a maximum of five items. Six or more tends to be unnecessary and can be confusing. Some argue that five-item scales can easily be reduced to three-item scales without losing meaning. For example,

"strongly agree/agree/no opinion/disagree/strongly disagree"

could be reduced to

"agree/no opinion/disagree"

based on the argument that if a person agrees with a statement, then that is all you really want to know; "strongly agree" may be an unnecessary addition. This makes sense because evaluation reports often cluster or combine "strongly agree and agree" responses. If the evaluators think it is not worth showing the reader the separate findings for "strongly agree" and "agree" then don't ask the respondent to decide one or the other.

Types of Scales

Numeric opposites scale — "With 5 being most important and 1 being least important, "How important is it to wear a condom if you have sex with multiple partners?" Also, Good - Bad, interesting - not interesting, believe - do not believe, like - dislike, credible - not credible, good - bad, relevant - not relevant, favour - do not favour etc

Agreement scale—"It is important to wear a condom if you have sex with multiple partners": Agree / Don't know (or No opinion) / Disagree

Opinion scale—poor, good quality, loud etc

Other

When asking respondents to select certain categories, include the option, "___ Other (please specify) ____". It allows for a response you may not have considered.

True or False or Don't Know (or No Opinion)

"You can get HIV/AIDS by sharing a cup of tea". TRUE / FALSE / DON'T KNOW

Unprompted and Prompted Responses

To find the salience of awareness it is sometimes useful to ask for unprompted responses first: "On what radio station or stations did you hear information about condoms?" Follow it up with a Showcard that lists all of the stations heard in the area (Showcards are explained below). Ask, "On which radio stations from this list did you hear information about condoms?" Both questions would include a "Don't know" option. The unprompted question would be screened with questions such as "Do you have a radio?" and "Do you remember hearing radio programs about condoms?"

Showcards

A Showcard contains a list of items that the respondent is shown, to be reminded (prompted) for answers. They normally contain a number of items that would be too difficult for the respondent to remember before making a choice. Showcards are specific to an evaluation but are commonly:

- A list of local radio stations or newspapers (if there are many) that you wish the respondent to consider as a source of information
- Key messages of HAFY-related radio spots or other programs
- Periods of time to assess the last time the respondent listened to the radio (e.g., Yesterday, Within the last 7 days, Within the past 4 weeks, Within the past 12 months, Longer than 12 months ago, Never)

The wording of the question will mention the Showcard and instruct the interviewer which Showcard to display. In the example below the instructions to both respondent and the interview are clear. The Showcard is a separate piece of card that can be handed to the respondent to view.

Question 12

Which health topics do you want to have more information about? Please put the topics on this Showcard in order of importance, giving '1' to the most important one, '2' to the next important one, and so on. [SHOWCARD: HEALTH TOPICS]

HEALTH TOPICS	CODE HERE
Hygiene, nutrition	1
Reproductive health	2
Common children's disease	3
Vaccination	4
Other (PLEASE SPECIFY)	5
Refused to answer	88
Don't Know	99

Forced choice or Don't Know (or No Opinion)

"You can get HIV/AIDS by a) sharing a cup of tea or b) having sex without using a condom".

Open choices

"Circle any of the following ways that you can get HIV/AIDS from a person: sharing a cup of tea; sharing needles with drug addicts; not wearing a condom; swimming in the same swimming pool; other (please list: _____), Don't Know (or No Opinion).

Yes, No, Don't Know (or No Opinion)

"I heard the information about wearing condoms on the radio"

Written answers

“Please comment on how you feel about . . . “

“Please list (or name) . . . “

“Please explain / describe how . . .

Fill in the blank

“HIV/AIDS can be contracted by _____.”

Behavioural Intention Questions

Behavioural intention questions ask respondents to state the likelihood of behaving in certain ways.

While quite reliable, respondents might not accurately report their intentions, but what they think is the acceptable response. Two examples of behavioural intention questions are:

“If you are asked for sex by your boyfriend would you say no?”

“If you thought you had a sexually transmitted infection, would you go to a health centre?”

6.6.9 Three Rules for Pre-testing Questionnaires

Pre-test the questionnaire with 3-6 people representative of your sample.

Revise and pre-test it again.

Revise and pre-test it until it is right.

6.6.10 Training Interviewers

Interviewers should be able to demonstrate friendliness, courtesy, sincerity, familiarity with the purpose and background of the study.

Each interviewer should be able to demonstrate what he or she is required to do. They should be able to demonstrate how they will

- handle unanticipated problems
- respond when questionnaires are returned wrongly completed or incomplete
- manage anxious or suspicious respondents
- avoid "helping" the respondent to answer a question
- maintain objectivity

6.7 Focus or Discussion Groups

Focus groups are small groups of people with similar interests or characteristics who are gathered together to be asked questions about, and to discuss, a specific topic or a radio program. The PEPMeet, described in Chapter 3 is a form of focus group with radio program makers participating. The PEPMeet was placed in Chapter 3 because it was directly linked with Process Evaluation indicators. This section considers focus groups with listener-learners.

This section contains the key principles for organising and designing focus groups.

6.7.1 Key Characteristics

1. They are limited to 6-12 people
2. Members usually share the same characteristics
3. They meet in a neutral location, away from the radio station
4. A Focus Group Facilitator plays a radio program or introduces a subject or issue
5. The Facilitator encourages participants to give their views about the radio program or issue
6. Ideas, issues, insights, knowledge, experiences raised by the participants are recorded and later evaluated by the radio program production team to make decisions
7. Members are encouraged to comment or elaborate on views expressed by others

8. The Facilitator often uses a discussion guide to make sure she/he covers the relevant points
9. An assistant to the Facilitator, usually called the Recorder, takes notes during the discussion.

6.7.2 Advantages

1. Allow narrow and detailed focus on a specific topic or program
2. Rapid gathering of information (views of up to 12 people at the same time rather than 12 separate interviews or lengthy field work)
3. Economical - don't require a lot of people or materials to gather and collate information
4. Wider expression of views—people will often say things in groups that they won't say on their own; can obtain a general consensus of opinion rather than one-sided/biased views of individuals
5. The group process generates fresh ideas and insights, and stimulates recall of matters individuals may not otherwise have thought of
6. Allows probing for clarification

6.7.3 Disadvantages

1. The Facilitator can bias the group
2. A few people can dominate the group so that the Facilitator mistakes the opinion of a few for that of the group
3. Less control than one-on-one interview
4. There is a risk of closing in on a consensus rather than exploring alternative ideas
5. A Facilitator unfamiliar with the cultural context may arrive at the wrong conclusion or misunderstand other communicational cues
6. Cannot provide precise, exact numbers or information. For example, a focus group could only agree on an estimate of household radio ownership based on their limited knowledge. A survey of households asking "How many radios do you have?" would give more exact data.
7. Participants may not be representative of the listener-learners or familiar with the listener-learners context

6.7.4 Roles Of A Focus Group Facilitator

1. Introduces the program or topic
2. Keeps discussion going using probing techniques
3. Tries to prevent a few from dominating the discussion
4. Leads participants through the questionnaire
5. Learns and facilitates

6.7.5 Skills Required Of A Focus Group Facilitator

1. Be able to give clear instructions
2. Be competent in the use of the cassette player
3. Know what he wants to get out of the session by having listened to and understood the radio program ahead of time
4. Be prepared and familiar with questions and discussion guide
5. Good listener. Quick with responses to comments
6. Be unbiased/neutral/non-judgmental
7. Ask opened-ended questions
8. (Start with Why? What? How? Who?)
9. Avoid closed questions
10. Inquisitive and must believe in what he is doing
11. A good planner
12. Good at summarising and clarifying participants' comments: "Is this what you mean:?" or "What do you mean by that?" etc

6.7.6 The Recorder

1. A careful listener
2. Is able to take fast, accurate and brief notes, recording on one side of his note paper what participants actually say and on the other side his observations
3. Is able to discern what information is important to achieve the purpose of the evaluation
4. Understands why a recorder is needed at the evaluation and the importance of that role

6.7.7 Projective Techniques to Stimulate Discussion

While focus groups aim to have small groups of people with similar interests or characteristics discuss a specific topic or a radio program, use various activities to stimulate discussion.

Of course, if you are seeking information about a radio program you will play a recording of the radio program.

Other ideas include projective techniques, designed to help the focus group participants “project” or visualise aspects of a topic or issue. Discussion then follows the activity. The time to organise this in the focus group is indicated in Figure 6.8 below, in sequence 5.

Mapping

Ask participants to make a simple map of the key features of their community (the main features recognised as local landmarks, such as a river, public buildings, factory, school etc). Then ask them to place on the map the representations related to your topic. If you wanted to know whether they know where to find local health centres or leisure activities etc, ask them to mark where the organisations are located. Mapping is also useful if you want to find out where adolescents meet informally for any reason. You could use mapping to identify attitudes; for example you could ask them to locate relevant adolescent health or social services or organisations, then ask them to draw a happy or sad face next to that agency to identify how they feel about it. The possibilities for mapping to stimulate discussion are endless and are limited by only your imagination. All you need are flipcharts (if the exercise will be for small groups of three or four participants) or large pieces of paper (for individual exercises), marker pens and tape to post the maps to the wall to help with discussion.

Role play

Ask for volunteers to act out a typical situation or scene. You might ask one group to role-play a positive aspect of the topic and other participants to role-play negative aspects.

Story Completion

Tell the beginning of a story and let the focus group discuss how it should end. For example: “Once upon a time there was a 17-year old girl who obeyed her parents in every way. They were very proud of her. At school she was very popular and passed her exams with high grades. One day, she met a boy and started to meet him secretly, without her parent’s knowledge. After some time he talked her into having sex with him. She didn’t want to, but she wasn’t able to stop herself from agreeing, albeit reluctantly. A few weeks later she started to feel ill. She wondered if she was pregnant. What was she going to do next?” The task of the focus group facilitator at this point is to draw out the possible scenarios to end the story, and what the focus group participants feel about those scenarios.

Build a Bridge

Use several flipcharts and small pieces of paper for this activity. The participants can generate a list of problems related to the topic or issue on one set of flipcharts and post them onto a wall. Then the participants generate what they believe to be the goals or responses to those problems. Post those flipcharts a metre or so away from the “problem” flipcharts. Then, on smaller pieces of paper, participants can write the solutions or messages or actions that will resolve the problems and achieve the goals. Those small pieces of paper are posted between the two sets of flipcharts in such a way to form a “bridge”. Now discuss the “solutions” to determine their feasibility and the degree of consensus in the group as to whether they are correct solutions.

Personification

In this activity an object takes on a personality. You could use children's dolls to represent a mother and daughter; ask focus group participants to "speak" for the "mother" and "daughter". Ask participants to go outside of the focus group venue to find an object that can be brought back to represent an aspect of the topic or issue or solution or their attitude towards it. It could be a dead leaf of a tree ("I feel as though my family has let me drop away and wither on my own because they have disowned me for becoming a drug addict") a cigarette butt ("I was a desirable person but when I had sex with my boyfriend he cast me away and now I feel useless and unwanted") And so on. I was once in a group asked to do this and the participants were very creative. Some brought back a ladder, a couple of men had taken a wheel off their car to bring back to the group, and a couple of ladies had brought back another lady walking her dog!! I don't remember the "personality" or the point of these objects but I certainly remember that dog and the owner coming into our focus group for a few minutes!!

Picture Drawing

Some groups may be willing to draw pictures that represent how they feel about a particular topic or issue. Ask them to explain the drawing then begin the focus group discussion to draw out emerging themes.

The Speech

Ask focus group participants to prepare a speech for a wedding, or a funeral. The speech deals with the subject. Then the focus group facilitator leads a discussion on points raised in the speeches.

Word Association

Another technique is to use word association. Examples might be:

"Tell me the first thing that comes to mind when I say CONDOM"

OR

"Tell me the first thing that comes to mind when I say DRUGS ARE HARMFUL"

The focus group facilitator leads a discussion on the responses.

Projective techniques are found in a wide range of handbooks and guides. Ask UNICEF to help you locate any if projective techniques appeals to you and is right for your setting.

6.7.8 Variations of Focus Groups

Focus group members are usually asked ahead of time to be involved in the activity on a one-off basis. But there are some useful variations.

Call-back Panel

Select a group of 6-10 people who are representative of those you want to evaluate. Those same people remain on the panel for the duration of the project. Call them back at regular intervals for evaluation. This variation of a focus group is very good for radio programming projects over a long period of time.

Listening Panel

This panel listens to the radio program while it is on-air. Observe the group and note their behavioural responses during the broadcast: when they seem more interested, distracted, laugh and so on. Discussions after the program is broadcast will explore their behavioural reactions and their comments and ideas. The findings are then fed into the next program to improve it. Use a chart similar to the following to record your observations of how the listening panel behaves. A tickmark can be placed in the appropriate cell to record the attention level given to each program sequence. If the listeners laughed at a certain point you could write "laughed" in a cell in the comments column that relates to an item in the program sequence.

Program Sequence	High Attention	Normal Attention	Low Attention	Comments
Opening Theme				
Welcome				
Drama				
Song				
Spot				
Closing theme				

FIGURE 6.6 Listening Panel Observation Chart

Community Interactivity Sessions

Convene a meeting of community members and facilitate a discussion of the radio program or issue.

Rolling Group Discussions

Dennis List (2002) describes another focus group variation. He had organized a group discussion for a Saturday morning in a local public meeting place. Passers-by began dropping in to see what was happening and joined in the group discussion. Some made a few comments and left while others stayed longer. Throughout the day something like 30 people came and went. List says, "One of the main benefits of the rolling format is that ideas brought up by early participants can be checked with later participants, e.g. 'Some people have said so-and-so - what's your reaction to that?' "

List says there are four hints for organising Rolling Group Discussions:

- Place a person at the door to ask people a few screening questions to determine whether they are representative of the target listener-learners, before inviting them to participate
- Hire a venue at a public event such as a concert or fair
- Remain in the venue and keep the discussion going for the duration of the public event
- Administer a simple, short self-completion questionnaire to everyone who participates

Informal Focus Groups

If possible, recruit members from people who are at a restaurant or cafe, a chai khana, or at a swimming pool or other sports event, or attending a club activity. Facilitate a 15-20-minute discussion of the radio program or issue. An informal focus group should not be as lengthy as a formal focus group because its members have been recruited while doing something else.

Group Method

Feuerstein (1986: 78) recommends the Group Method as an alternative form of focus group but with a questionnaire as a structured instrument to guide the discussion and responses. An interviewer sits with a group of people in one place and explains the questions. The group then discusses and clarifies the answers and is involved in completing the questionnaire. Feuerstein notes a key disadvantage is that some questions of a personal nature can't be discussed in this environment, and some cultures may feel that some topics should not be discussed in mixed-gender groups.

6.7.9 Forming a Focus Group

Membership

- From the target listener-learners as well as those who may have some influence over or specialist knowledge about those you wish to reach. However, don't alienate any who wish to participate and be involved.
- They should be interested in the radio program. The more interest, the more discussion.
- If you select radio program listeners, you will have to decide whether to select focus group participants from your potential listener-learners (those you hope to reach), your actual listener-learners (those known and unknown people you are actually reaching), or your known listener-learners (the ones you know you are reaching because they contact the program in some way).

Selection

- Your study purpose will determine whether the participants have similar or different characteristics (age, income level, educational qualification, etc). The key issue is how comfortable they will feel with each other.
- Use random sampling techniques or convenience sampling techniques to recruit participants.
- The recommended size of focus groups is 6-10 participants but 8-12 are common.
- How many groups and how widely dispersed they are depends on the purpose of your evaluation and the outcome you want.

Invitation

- Apart from details such as location and time, the invitation should clearly state the purpose of the gathering, length of the evaluation and the basic process of activities.

6.7.10 Guidelines for Facilitators

- Be balanced and impartial
- Listen more and speak less
- Use ACTIVE listening methods that ensure that you understand: "So, do you mean that..." "Let me see if I've understood you. You think that...."
- Ask questions
- Avoid interrupting or finishing a participant's sentence or thought
- Convince the participants that you really do want their views
- Explain that there are no "right or wrong" answers
- Assure the participants that you want their frank opinions and comments
- Clarify anything you don't understand ("Why is that...?")
- Use summary methods to make sure you understand the general feeling of the participants:
- "Is this the situation? Some of the group feel that * but the majority think *" etc
- Pursue points until you understand why some participants feel the way they do
- Promote discussion by asking participants to respond to another's comments and by referring back to previous statements
- Be a "devil's advocate" by providing alternative points of view or suggestions to test reaction

6.7.11 The Discussion Guide

The discussion guide (Figure 6.7) in a focus group is just that—a guide to the facilitator to use to prompt discussion not to follow as if delivering a questionnaire. To develop a focus group discussion guide, it is helpful to list the broad areas of focus (eg., 'comprehension') or specific feature components (eg., music, etc.) then list associated ideas. For example:

Focal areas	Associated ideas
Comprehension	<ul style="list-style-type: none"> • What words or ideas were not understood? • How well do the thoughts flow clearly? • What appear to be the objectives of the program? How well does the program achieve them? Could anything else be done? • How practical are the suggestions, lessons, advice for the listener? • Anything hard to believe? • What other ideas, themes, suggestions, advice, implications have been left out and which should be included? •
Interest and relevance	<ul style="list-style-type: none"> • What type of person is this program for? • What was most interesting? • How interesting or important is this topic (or feature) likely to be to our listeners? • Did you learn anything new? What did you learn? Do you need this advice? • How does this program acknowledge the questions and problems and difficulties that are likely to be in the listener's mind?
Likes/dislikes	<ul style="list-style-type: none"> • What was liked? What was not liked? Anything you didn't like or which bothered you? • Was there anything that may have offended anyone? What appealed least? • Do you agree with it? • What effect do you think this radio will have on (target listener-learners)?
Key message	<ul style="list-style-type: none"> • Describe the message. • What was the most important thing to remember from this program? • (Ask specific questions related to the key message such as, What were the instructions for using a condom, etc.) • What does it ask people to do? • Can you do what was recommended? Will you try it?
Music	<ul style="list-style-type: none"> • Appropriate?
Framing of the message	<ul style="list-style-type: none"> • How accurate is this program in providing a picture of what really happens? • What content shows that there is enough/not enough research about the topic? • What illustrations or scenes or presenters/characters are suitable and which are not? • How creative or imaginative was this program? How could it be made more creative or imaginative?
Technical	<ul style="list-style-type: none"> • Give examples of unsatisfactory technical quality.
What can be changed?	<ul style="list-style-type: none"> • Give examples of unsatisfactory elements • What could be done to improve this program?
Etc.	<ul style="list-style-type: none"> • Etc.

FIGURE 6.7 Focus Group Discussion Guide

6.7.12 Procedure

The procedure for a focus group is quite simple. The nine sequences in Figure 6.8 are useful as a guide but modify the sequences to your own needs.

Sequence	What You Need
1. Introduction <ul style="list-style-type: none"> Explain purpose of meeting Allow participants to introduce themselves (if appropriate) Explain you are a neutral facilitator, not directly associated with the program or production team 	<ul style="list-style-type: none"> Organise the seating (participants should have their backs to open windows or distractions and sources of noise other than cassette player; chairs in circle or semi-circle; leader is also seated in the circle) Name cards for participants (if appropriate)
2. Outline how the session will proceed <ul style="list-style-type: none"> Briefly explain activities of Sequences 3-10 Explain role of Recorder in Sequence 6 Advise that tape recording and notes of discussion will remain confidential 	
3 Ask if participants have any questions	
4.1 (If evaluating a radio program) Explain program in relation to radio schedule, why it is being considered; when likely to be aired, etc	<ul style="list-style-type: none"> Distribute program schedule
4.2 (If seeking other program-related information) Explain what type of information; how you will use it; why it is important	
5. Play feature if evaluating a feature or program. If seeking other information, provide any appropriate activity to stimulate the imagination or discussion	<ul style="list-style-type: none"> Feature on CD/cassette with backup copy CD/Cassette player with extension cord Batteries for electricity backup
6.1 Discussion	<ul style="list-style-type: none"> Recorder/ note paper/ pen Cassette, cassette recorder Your discussion guide
6.2 Summarise main points	
7. Ask if participants have any questions	
8. Thank participants. If appropriate give a small gift (in some cases a group photograph has been appreciated)	<ul style="list-style-type: none"> Small gift (or camera for photos) if appropriate
9. Offer refreshments if appropriate	<ul style="list-style-type: none"> Refreshments if appropriate

FIGURE 6.8 Nine Sequences for a Focus Group

6.7.13 Using the Recordings

Cassette recordings should be compared with the Recorder's notes to identify similarities and to clarify differences. Note and interpret cues such as tones of voice (surprise? anger? uncertainty? firmness? etc) and length of discussion about a particular aspect.

For in-depth analysis, transcription of the cassette recording is usually a wise action to take. The process should include checking for accurate transcription. If the recording was in a different language and translation is necessary, use 'back-translation' techniques to ensure accuracy.

6.7.14 The Recorders Notes

A form similar to Figure 6.9 can be designed for the Recorder's notes. It has two sections and three columns. The first section contains details of the focus group: the location where the group meets, the date of the activity, the names of the facilitator or moderator and recorder. Note the gender and

quantities of the participants. The second section contains the questions asked by the facilitator and the responses of the participants. The contents of Figure 6.9 are based on one of four focus groups in an evaluation for a community radio station conducted in Mongolia by HCR.

CODING	DETAILS	OBSERVATIONS
	Location: First Focus Group Session of DE Village	The majority of participants arrived on time. The meeting place was ready for the FG discussion.
	Facilitator: Gansukh	
	Recorder: Soyolmaa	
	Date: April 24 th 2002	
	Time: 10.00am	
	Participants: 11 (9 female, 2 male)	
	EVENTS: QUESTIONS AND RESPONSES	
G1Q4	What are the main problems in your community?	
G1A4.1	Lack of public schooling.	People appeared interested.
G1A4.2	Lack of enough Kindergartens.	
G1A4.3	Lack of public bath houses and sauna.	People were listening intently.
G1A4.4	Lack of public services.	
G1A4.5	Lack of public places to spend free time.	
G1A4.6	Unemployment.	3 people nodded their heads.
G1A4.7	Lack of hairdressers.	
G1A4.8	Drinking water supply.	
G1A4.9	Family hospitals.	
G1A4.10	Lack of small family loans to build houses.	
G1A4.11	Air pollution.	
G1A4.12	The need to plant more trees and bushes.	Several people disagreed and said this was not important

FIGURE 6.9 A Form for Recorder's Notes

For the moment, ignore the codes in the first column on the left of Figure 6.9. The middle column is where the Recorder notes the questions or comments of the facilitator and responses from group participants. This is done in sequential order, as questions or discussion points occur in the group. In the third column, the Recorder should try to capture the mood of the group at any time by noting any observations. When analysing the data, it could be useful to know that others supported someone's idea by nodding their heads in agreement, or that several people disagreed with a person's comment. Of course, a facilitator would draw out further discussion on any expressed differences of opinion.

6.7.15 Coding and Analysis

It is now time to look at the coding information in the column on the left of Figure 6.9. The coding works like this:

G1Q4	<ul style="list-style-type: none"> • G1 is the identification of the first focus group. Recorder's notes for subsequent focus groups will be coded G2, G3 etc. • Q4 is the code for the fourth question that the facilitator asked in the focus group. Previous and subsequent questions or comments would be sequenced Q1, Q2, Q3, Q5 etc
G1A4.1	<ul style="list-style-type: none"> • Once again, G1 is the identification of the first focus group. • A4 is the code for participant's responses or answers to the fourth question that the facilitator asked in the focus group. Previous and subsequent responses or answers would be sequenced G1A1, G1A2, G1A3, G1A5 etc • The "point-one" in G1A4.1 is the code for the first response to the fourth question. Subsequent responses would be sequenced G1A4.2, G1A4.3 etc

The first step is to enter the codes after the focus group session, during the comparison of the Recorder's notes with the cassette recording, and before the data is sorted and categorised into themes. Next, group or re-structure comments or key words that refer to the specific categories of information you wanted. This might include comprehension of the key message or whether they liked or disliked the music and so on. The analysis of the information obtained from the focus group evaluation depends on the depth of information needed. Computer programs, based on ethnographic techniques, will allow you to rapidly group sentences and key words. Other methods include entering sentences or words into a computer database or spreadsheets and re-organising them into categories. Be sure to identify those responses that you did *not* expect or did not identify before the evaluation session, but which emerged as the evaluation progressed.

The purpose of the coding now becomes apparent in Figure 6.10. With the raw data from several focus groups sorted and categorised into one document for analysis the codes help identify the original source of a comment or theme. In the category "Education" below, the coding tells us that while Question 4, asking about "Problems", was the seed question for all focus groups, Group 2 raised the problems of "education" and "lack of schools and kindergartens" in response to a sixth question that the facilitator asked. This suggests the salient importance of these issues is lower than Group 4, which raised it immediately the seed question was asked. On the other hand, we can see that Group 3 raised issues of schooling in response to a third question, prior to the specific seed question relating to "problems". This suggests that the salience of these issues is higher for those in Group 3.

The point is that while the actual comments and themes were very helpful in deciding programming topics that might be helpful across all communities surveyed, it was the coding that alerted us to structural issues in a specific community, which influenced our decisions and priorities for communication strategies.

Focus Group #	Male / Female	# Participants
1	2/9	11
2	3/6	9
3	5/5	10
4	2/4	6
TOTALS	12/24	36

	What Problems Are In Your Community?
	Education
G1A4.1	Lack of public schooling.
G1A4.2	Lack of enough Kindergartens.
G2A6.6	Education
G2A6.17	Lack of public schools and kindergartens
G3A3.1	Public Schooling
G3A3.2	Lack of Kindergartens
G4A3.2	Public schools
	Health
G1A4.8	Drinking water supply.
G2A6.23	Water supply
G3A3.4	Drinking Water
G1A4.9	Family hospitals.
G4A3.5	Hospital
G1A4.11	Air pollution.
G2A6.3	Pollution
G2A6.5	Health issues
G2A6.8	Information on how to live a healthy lifestyle.
G2A6.15	Alcoholism
G2A6.28	Alcoholic beverages that are sold in 24-hour stores.
G2A6.11	Children and Elderly Health Issues.
G2A6.20	Food security
G2A6.21	Mother and child health
G2A6.22	Reproductive health and family planning
G2A6.24	Rubbish, junk yard

G3A3.7	Rubbish
G2A6.25	Outhouse, hole for waste water.
G2A6.29	Lack of drug stores

FIGURE 6.10 Focus Group Data Sorted for Analysis

6.8 Summary

A wide range of data or information gathering tools and methodologies are available for evaluation. Multiple methods test and correlate messages coming from different sources of information and establish an emerging pattern of consistent information.

This chapter explained six information gathering tools and methodologies appropriate for monitoring and evaluation in the HAFY project. They included three types of interviews, observation, three document types, content analysis, questionnaires and focus groups, with an explanation of six alternative forms of discussion groups. Practical tools such as a Content Analysis Coding Table (found in Appendix A) and discussion guides were provided also.

Chapter 7

Gather, Analyse and Report the Data

7.1 Introduction

It is all very well to select a sample and design questionnaires. But how is the processing of the data managed? That is the purpose of this chapter: to describe practical ways to manage data gathering, data analysis and reporting.

7.2 Manage Data Gathering

7.2.1 The Evaluation Plan

Manage the evaluation with a document that describes the evaluation and has a timeline for evaluation events. A sample evaluation plan is in Appendix B. It is adapted from the plan for an evaluation of a community radio station in Mongolia in 2002, designed by research consultant Eila Murphy.

The plan in Appendix B and accompanying details are quite clear. This section will comment further on some aspects of the plan.

The **statements of purpose, objectives, method, sampling method and quality control** act as briefing notes for others who become involved in the project. The evaluation plan is also a reference point for project meetings and discussions.

The **timetable** can be as specific as you need it to be for your purpose. A monthly breakdown of activities is the minimum required for a timetable but a week-by-week breakdown is better by far.

A **project manager** is a must for decision-making and over-seeing the evaluation. If radio station staff members are assigned to any evaluation task readjust and clear away existing workloads so they can focus on the evaluation.

The **Showcards** have been described in Chapter 6. Design them so that respondents can easily read them. Place each Showcard into its own plastic folder to protect them from being damaged by constant handling. Each interviewer is given a package of all Showcards.

Arrange for the **pre-testing of the questionnaire**. It is usual to pre-test the questionnaire with 3-6 people representative of your sample. Check that all questions have been answered and yielded the information you expected. Ask the pre-test respondents whether they had any difficulties comprehending any instruction or question.

Decide whether you want to pay a printer to **print the questionnaires** or do it yourself. There will be a last minute rush between the final draft (completed after the interviewers have been trained and pre-tested the questionnaire in the field) and the start of the evaluation. Your schedule and the printer will need to accommodate this. In one large-scale evaluation we decided the cost of printing was too high for the budget and our schedule was too demanding for the printer to meet. We decided to purchase our own laser printer and assigned three staff to work overtime printing and collating the questionnaires. We saved money and the radio station had an extra printer!

Assess **security** issues for interviewers. In some situations it might be unwise or unacceptable for female interviewers to enter certain locations. In other situations it may be better for a pair of interviewers to accompany each other as a safety precaution. And, you may need to seek permission to enter a domain, such as an area used by drug addicts. Interviewers should dress themselves appropriately for the situation they visit. It has been claimed that male interviewers should not wear ties and go in pairs because they may be mistaken for religious missionaries and potential respondents may not cooperate.

The **interviewers** should not be associated with the radio station, nor known to the respondents. Final year university sociology or psychology students are often suited for this work. An **identification card** with a photograph of the interviewer should be used.

A **schedule of 2-3 days for training the interviewers** is adequate for most situations, but it depends on the size of the questionnaire. Training should include:

- Briefing on the HAFY project
- Overview of the sampling process
- Detailed instruction on how to select respondents
- Overview of the sections of the questionnaire
- Detailed discussion and instruction on each question
- Ethics of interviewing
- Etiquette and interpersonal communication
- Two practice sessions to administer the questionnaire to fellow-interviewers
- A field pilot test to administer the questionnaire to someone known to the interviewer
- Revision of the questionnaire based on the interviewers' experiences

Organise **coders** into teams of three for data entry. One person will read aloud the code from the questionnaire, a second person will enter it into a computer, and the third person will observe to see that the correct code is read and entered. Rotate the team members' responsibilities every 10 minutes and ensure they all have a 10 minute break every 50 minutes to refresh their bodies and minds. Some researchers recommend entering the data twice to avoid mistakes. This is time-consuming but will improve accuracy where there are hundreds of variables.

7.3 Analyse and Interpret Data

When the information is gathered and the codes entered into a computer, it is time to analyse the data. Data analysis is a process of arranging the data into patterns so that you can see what is going on, to make sense of it. The analysis should do two things:

- Describe what happened
- Explain why it happened

This Toolbox cannot possibly discuss the many different aspects of data analysis, but we can mention six basic rules.

7.3.1. Take Care With Coding

The coding process of the raw data from the questionnaires is critical to the interpretation and decision-making. It is like what they say about computers: "Garbage in, garbage out!" In other words you get back what you put in. We have already explained above how coding is contained in questionnaires and how the coding team operates. In this section we explain how the coding is organised on a spreadsheet.

Let us assume that we have asked 20 respondents for their education level, work status, and age. In the questionnaire it would have appeared something like this. There is a section for the identification number of the respondent (#20 in this case). The questions contain the choices and a code for each choice.

RESPONDENT ID: 20

Q1 *Could you please tell me your highest education level?*

	CODE HERE:
Primary School	1
Secondary School	2
University	3
Refused to answer	88
Don't Know	99

Q2 *Could you please tell me whether you are a student, working regularly, a housewife or unemployed?*

	CODE HERE:
Student	1
Working regularly	2
Housewife	3
Unemployed	4
Refused to answer	88
Don't Know	99

Q3 *Could you please tell me your age?*

	CODE HERE:
15-19	1
20-29	2
30-39	3
Refused to answer	88
Don't Know	99

The coding is organised onto a spreadsheet as shown in Figure 7.1. The left column contains the identification (ID) of the respondents. Three columns contain the education level, four columns the work status categories and three columns contain their ages. Normally an “Other” column would be inserted for each question to contain any “Refused to Answer” or “Don’t Know” responses. Because we want to save space here we did not insert those columns in this example, although we wouldn’t need to in any case because we can see quite easily with 20 respondents that everyone answered, making the “Other” column unnecessary. The raw code from each question for each respondent is entered into the spreadsheet.

ID	Ed Pri	Ed Sec	Ed Uni	WkStat Stud	WkStat RegWk	WkStat Hwife	WkStat Unem	Age 15-19	Age 20-29	Age 30-39
1	0	0	3	1	0	0	0	1	0	0
2	0	2	0	0	0	3	0	0	0	3
3	0	2	0	0	2	0	0	0	2	0
4	0	2	0	0	0	3	0	0	0	3
5	0	2	0	0	2	0	0	0	2	0
6	0	2	0	0	2	0	0	0	2	0
7	0	2	0	0	2	0	0	0	2	0
8	0	2	0	0	2	0	0	0	2	0
9	1	0	3	1	0	0	0	1	0	0
10	1	0	0	1	0	0	0	1	0	0
11	0	2	3	1	0	0	0	1	0	0
12	0	2	3	1	0	0	0	1	0	0
13	0	2	3	1	0	0	0	1	0	0
14	0	2	0	1	0	0	0	1	0	0
15	0	2	0	1	0	0	0	1	0	0
16	0	2	0	1	0	0	0	1	0	0
17	0	2	0	1	0	0	0	1	0	0
18	0	2	0	1	0	0	0	1	0	0
19	1	0	0	1	0	0	0	1	0	0
20	1	0	0	1	0	0	0	1	0	0

FIGURE 7.1 Spreadsheet for Coding Question Responses

7.3.2. Use Your Baseline Study

The 2002 Baseline study is a solid foundation for data analysis because it is a picture of what the situation looked like before HAFY-related radio programming began. The analysis, then, can compare the evaluation with the baseline data to assess whether change has taken place. The challenge is to be able to identify whether the changes took place because of the HAFY radio programming and off-air activities, or because of some other influence such as a highly active NGO, a school-based project or information in other media.

At this point, the analysis is more than what is expected of HAFY partners so consult with UNICEF.

7.3.3. Are the Reasons Obvious?

Findings should be explained accurately.

Describe what happened	Explain why it happened
Fewer than expected adolescents rang the hot line	Is it because they didn't hear the radio spot giving the telephone number? Or, did the sample come from rural areas where there was limited telephone access? (That is why questionnaires should include a code for the location of the interview to assist such analysis)
Sales of condoms did not increase	Is it because adolescents resisted using (or did not want to use) condoms, or because they were too embarrassed to ask for them in the store or they couldn't afford them or the stores were closed when the adolescents were ready to buy them?

7.3.4. Acknowledge Any Difficulties

Explain why you were unable to gather certain data. For example, the Baseline study noted two reasons why some data was missing:

- Due to the timing of the questionnaire administration only few students from Class 11 were included as it coincided with their preparation for the final examinations
- One location was not able to administer the questionnaire to a younger age group because the local government did not give permission. The administration believed that the questions were not appropriate for the age group.

7.3.5. Look For the Unexpected

Adam and Harford (1999: 90-92) cite the case of the BBC radio soap opera from Afghanistan, New Home, New Life. A female character was created to be a vehicle for the symptoms of psycho-social trauma brought about by war. The character had a strong personality and one focus group discussion revealed that listeners did not favour the character and had little sympathy for her situation. However, an objective of the character's role in the drama was to encourage sympathy towards those traumatised by war. Adam and Harford report that "the writers toned down the side of her personality which was causing offence such as the hysterical outbursts and the strident tone of voice. The consequences of war trauma were still apparent, but portrayed in a way which the listener-learners could identify with, and learn from."

An objective of HAFY radio programming is to inform adolescents about HIV/AIDS prevention. We expect knowledge, attitudes and skills to be increased. An unexpected effect, however, might be that parents feel the information being broadcast in a public manner is too explicit or inappropriate, and will refuse permission for their children to listen to your radio programming or attend your off-air activities.

7.3.6. Numbers Can Lie!

You've coded the data and now you are ready to see how it answers your original questions, and decide what it all means. This phase is called "interpretation" and it is where the key word, objectivity, has special meaning. This section does not go into an extensive explanation of how to interpret data and what decisions to make as this is something that needs to be done in consultation with experienced people. Also, HAFY radio stations will have different data which may require specific interpretations.

Here is an example of how a different arrangement of data will lead to a different interpretation. Let us say we have evaluated the penetration (listenership) of two HAFY radio programs from our imaginary HAFY partner, Radio Bishkek: Program 1 and Program 2. We find that of 100 listeners, 20 listened to Program 1, 40 listened to Program 2 and 40 didn't listen at all.

One table of numbers could be presented like this and it shows very clearly that more people listened to Program 2:

TABLE 7.1: Total of Listeners

PROGRAM	Listeners	%
Program 1	20	20
Program 2	40	40
Didn't Listen	40	40
TOTALS	100	100

Can we conclude that Program 2 was the better program and had most impact? It certainly appears that way but you could argue only — from the way the data is presented — that Program 2 reached more people. A deeper analysis means we need to introduce raw data. The following table contains the raw data for listenership by age.

TABLE 7.2 Listenership by Age

AGES	Program 1	Program 2	Didn't Listen	TOTAL IN SAMPLE
11-19	8	2	3	13
20-29	7	5	12	24
30-39	2	5	4	11
40-49	2	12	2	16
50-59	1	12	2	15
60+	0	4	17	21
TOTALS	20	40	40	100

To turn the raw data into meaningful information we have to convert it to percentages. We'll divide listeners by the total sample for that age group to get the penetration by age group. This is the formula:

$$\text{Listeners} / \text{Total in Sample} \times 100$$

When the formula is applied to ages 11-19 it looks like this for Program 1:

8 (listeners to Program 1 aged 11-19)

13 (total in sample)

$$= 8 / 13 \times 100 = 61\%$$

Using the formula for each cell in Table 7.3 it looks like this:

TABLE 7.3 Program Penetration of Age Groups

AGES	Program 1	Program 2	TOTAL IN SAMPLE
11-19	8/13x100=61%	2/13x100=15%	13
20-29	7/24=29%	5/24=20%	24
30-39	2/11=18%	5/11=45%	11
40-49	2/16=12%	12/16=75%	16
50-59	1/15=6%	12/15=80%	15
60+	0	4/21=19%	21
TOTALS	20%	40%	100

Our conclusion is that although 20% of the 100 respondents listened to Program 1, the greatest penetration is 61% in the 11-19 year old group. Of the 40% listening to Program 2 greatest penetration is among the 40-59 year olds with 75%-80%. With this data it is possible to argue only that Program 1 was more effective in penetrating listeners aged 11-19 while Program 2 was more effective in penetrating listeners aged 40-59. What happens if we look at the same table again but assess it from listening behaviour? In Table 7.4 we divide the age groups by the total of listeners to each program, which is 20 for Program 1 and 40 for Program 2.

For ages 11-19 it looks like this for Program 1:

8 (listeners to Program 1 aged 11-19)

20 (total listeners to Program 1)

$$= 8 / 20 \times 100 = 40\%$$

TABLE 7.4 Listenership of Programs

AGES	Program 1	Program 2	TOTAL IN SAMPLE
11-19	8/20x100=40%	2/40x100=5%	13%
20-29	7/20=35%	5/40=12%	24%
30-39	2/20=10%	5/40=12%	11%
40-49	2/20=10%	12/40=30%	16%
50-59	1/20=5%	12/40=30%	15%
60+	0	4/40=10%	21%
TOTALS	20%	40%	100

Our conclusion, from the data in Table 7.4, is somewhat different to that of Tables 7.1 and 7.3. All we can say now is that the proportion of listeners for Program 1 is highest among the 11-29 year olds and among 40-59 year olds for Program 2.

Both tables basically tell us the same thing: younger people tend to listen to Program 1 and older people tend to listen to Program 2. So what is the different ways to use them? With Table 7.3 we can conclude that Program 1 was more effective in reaching 11-19 year olds (61% of the sample of 11-19 year olds) than Program 2 while Program 2 was more effective for reaching 50-59 year olds than Program 1 was. However, Table 7.4 can allow us to say only that more 11-19 year olds (40% of the 20% of Program 1 listeners) listened to Program 1 than any other age group while more 40-59 year olds listened to Program 2 than any other age groups.

However, it is worth paying attention to those 40% who did not listen to either Program 1 and Program 2. Look at Table 7.2 which shows half of the age groups 20-29 (12 of 24 sampled) and 60+ (17 of 21 sampled) did not listen to either of these programs. In this case, 20-29 age olds seem to be the hardest age group to reach with these programs. So, the format of the programs needs to be changed for the 20-29 year olds if we want to reach them with sex education.

The point to make is that each data set tells “the truth”, an accurate story. However care is needed to draw the right conclusion from each “story” because a different story is created by the different methods of analysis. Our advice? Take these three action steps:

1. Consult with UNICEF at this point.
2. Review the HAFY 2002 Baseline study. It produced tables of data and interpreted data that you are likely to be gathering in your own evaluation.
3. Look at the website of the Communication Initiative. It has very useful summaries of evaluation studies (<http://www.comminit.com>)

7.4 Reporting Evaluation Studies

Why do we need to report our evaluation findings? There are four important reasons.

One reason is that those who are funding your radio programming and off-air activities need the information in order to justify their support. Similarly, your partners need regular updates on your activities to remain informed.

A second reason is that many donors, NGOs and practitioners elsewhere are hungry for information about projects such as HAFY. What worked? What didn't work? Why? So use your evaluation results to document best practices and the lessons learned. There is not enough of this information. It is important to remember that what you achieved is as important as what you were not able to achieve. There is no shame in this—it is a part of a process of learning. What were the problems or barriers that

you faced? What needs to be in place before you try again the next time? Your reports will pour valuable information into the thirsty well of knowledge.

A third reason is that your evaluation results can be used to inform future projects. New projects can benefit from your experience to design their starting points based on what you reported.

Finally, your reports demonstrate a track record of experience and expertise. That works well for your future fundraising and partnership opportunities.

The content of the evaluation report is determined by who needs the information. In other words, write to meet the information needs of your readership. While it is true to say there are no "absolutely right" ways to write a report, it is also true that there are "definitely wrong" ways to do it.

7.5 Write a Report

There are six key components of an evaluation report.

1. Executive Summary

- State the purpose of the study
- Briefly outline the key findings
- Briefly outline the key implications for action

2. Introduction

- Give the background to the study (circumstances leading up to it and the reasons why it was conducted)
- Explain the purpose of the study. It is usually posed by a question such as, Have listeners to Radio Bishkek learned how to protect themselves from acquiring HIV/AIDS?
- State the objectives of the study in specific, measurable terms
- Offer operational definitions of important terms or concepts so that readers will know what they mean

3. Method

- Outline all of the steps taken to conduct the study
- State why certain procedures and decisions were taken or, if necessary, not taken
- Report any research problems and how you dealt with them

4. Findings

- Usually reported in the direct sequence of the evaluation objectives
- Use tables or graphics
- Summarise key findings under each table or graph
- Identify the question being analysed

5. Discussion

The point of evaluation is to learn about your project and then use what you learn.

- Draw together or connect the threads of the totality of the findings and discuss them
- Offer explanations about what the findings suggest for your HAFY programming. In general the findings will relate to knowledge, attitude and behavioural changes.
- Report your conclusions. In general the findings will lead you to make conclusions about the content and communication strategies of your radio programs, off-air activities and the inputs of your HAFY partners.
- In evaluation, the information you are unable to get can be as important as the data you gather. If you were unable to find out information, discuss why you couldn't obtain it. What were the

problems or barriers that you faced? What needs to be in place before you can gather it in the next evaluation?

6. Recommendations

Make your recommendations for further action or state the implications of the study. This could be:

- phasing out the radio programs or off-air activities if they didn't work
- strengthening the radio programs or off-air activities after identifying weaknesses
- continuing the radio programs and off-air activities if successful
- modifying the objectives of the radio programs
- developing or revising the existing radio programs or off-air activities
- pinpointing areas that require additional research. In evaluation, the information you are unable to get can be as important as the data you gather. If you were unable to find out information, recommend action needed to obtain it

7.6 Sample Report

UNICEF would like a quarterly report to be submitted together with the quarterly financial report. This sample report contains the categories of information that UNICEF needs.

Reporting Period: (insert here the dates of the period)

Date Submitted: (insert here the date submitted to UNICEF)

HAFY Radio Partner: (insert here your radio station's name)

1. Listener Response to Programming

	Females	Males	Gender Unknown	TOTALS	Age (if known or able to be estimated)
Mail	Insert here the number of females who responded to the radio station by mail	Insert here the number of males who responded to the radio station by mail	Insert the number of any whose gender you don't know		If you think you know the age, tally numbers by groups: Adolescent 10-19 Young adult (20-30) Adult (31-55) Senior citizen (+55)
Telephone calls	As above	As above	As above		As above
Email	As above	As above	As above		As above
Visitors	As above	As above	As above		As above
SMS text message	As above	As above	As above		As above
Other (specify)	As above	As above	As above		As above

2. Requests Made By Listeners

	Females	Males	Gender Unknown	TOTALS
Request for literature	Insert here the actual titles of the literature requested by females. Group any repetitions. Example: 10 listeners asked for “How to avoid HIV/AIDS” 28 listeners asked for “Why Drugs Does Not Help You Study Better”	Insert here the actual titles of the literature requested by males. Group any repetitions.	Insert here the actual titles of the literature requested by any whose gender you don’t know. Group any repetitions.	
Request for advice / counselling	Insert here the actual problems mentioned by females. Group any repetitions.	Insert here the actual problems mentioned by males. Group any repetitions.	Insert here the actual problems mentioned by any whose gender you don’t know. Group any repetitions.	
Request for song	Insert total numbers only	Insert total numbers only	Insert total numbers only	
Other (specify)				

3. Comments Made By Listeners

Negative comments about the programming	<p>Insert here actual comments made but group repetitions. Group them by gender if you prefer.</p> <p>Example (grouped by gender):</p> <p>Males</p> <p>I didn’t like the program (3 comments)</p> <p>The program quality was poor (5 comments)</p> <p>Females</p> <p>I didn’t like the program (4 comments)</p> <p>Example (not grouped by gender):</p> <p>I didn’t like the program (7 comments)</p> <p>The program quality was poor (5 comments)</p>
Positive Comments about the programming	
Comments indicating KABS gains	
Negative comments about the radio station	
Positive Comments about the radio station	
Suggestions	
Other (specify)	

4. On-air Programs Broadcast During Reporting Period

Name of Program	Format and duration	Program Description	Participants	Topic	Time						
					Mon	Tue	Wed	Thu	Fri	Sat	Sun
XXX	Spots										

5. Special Programs conducted during reporting period (please describe)

6. Off-air activities conducted during reporting period (please describe. Include such detail as numbers of participants and percentages of male / female etc)

7. Partnership Activities

New partners: (insert names of any new partners you worked with or contacted)

Activities with partners: (describe the activities you had with any new partners. Include such detail as numbers of participants and percentages of male / female etc)

Comments: (if necessary add here any comments about the relationship or other issues related to the new partners)

8. Process Evaluation

	Radio Station Activities	Programming quality
Method used for Process Evaluation	Insert here the method used to evaluate Radio Station Activities	Insert here the method used to evaluate programming quality
Key findings of Process Evaluation	Insert here the key findings of your evaluation of Radio Station Activities	Insert here the key findings of your evaluation of programming quality
Action Steps to follow the Process Evaluation	Action Steps for your evaluation of Radio Station Activities	Action Steps your evaluation of programming quality

9. Impact Evaluation

What Tools did you use for the Impact Evaluation? (Tick one or more of the following)	Sample Size for the Impact Evaluation?	Sample Method for the Impact Evaluation. Insert the sampling method for each Tool you used. It will be one of the following: ▪ Convenience ▪ Call-back Panel ▪ Snowball ▪ Simple Random Sampling ▪ Multistage Random Sampling ▪ Stratified Random Sampling
Key Informant Interview	(insert here the sample size)	
Intercept Interview	(insert here the sample size)	
Exit Interview	(insert here the sample size)	
Radio station competition or visitors or telephone caller or other	(insert here the sample size for each frame [competition or visitors etc]))	
Observation	(insert here the sample size)	
Documents Review	(list or describe the documents evaluated)	
Content analysis	(list or describe the documents evaluated)	
Questionnaire	(insert here the sample size)	
Focus Groups	(insert here the number and sizes of groups)	

Key Findings of Impact Evaluation			
Knowledge Indicators (list here key findings of the Impact Evaluation related to knowledge indicators)	Attitude Indicators (list here key findings of the Impact Evaluation related to attitude indicators)	Behavioural Indicators (list here key findings of the Impact Evaluation related to behaviour indicators)	Radio Station Indicators: (list here key findings of the Impact Evaluation related to radio station indicators)
PLEASE ATTACH TABLES WITH YOUR INTERPRETATION OF RESULTS			

Action Steps	Action Steps	Action Steps	Action Steps
(list here key action steps related to the knowledge indicator findings)	(list here key action steps related to the attitude indicator findings)	(list here key action steps related to the behavioural indicator findings)	(list here key action steps related to the radio station indicator findings)

10. Stories

Please report any stories about how listeners, other agencies, local government or other people reacted to or responded to your programming or off-air activities. We are also interested in any political or socio-economic incidents that were related to your HAFY programming.

Who was involved? Where did it happen? What happened? What caused it? What was the outcome? What did you learn as a result of this?

Who can we contact to get more details about this story?

Name:

Telephone / Email:

11. What assistance do you need from UNICEF with regard to anything in this report?

12. Documents

Please attach a copy of the questionnaire and any other documentation used in your evaluation.

7.7 Summary

The purpose of this chapter was to describe practical ways to manage data gathering, data analysis and reporting. An evaluation plan is devised to manage the evaluation with a timeline for evaluation events. A sample is provided in Appendix B. The coding process of the raw data from the questionnaires is critical to the interpretation and decision-making. The chapter described how to carefully code the data. The chapter explained how the 2002 Baseline study is a solid foundation for data analysis and how it can be used in your evaluation. And, finally, six key components of an evaluation report were given and a sample HAFY evaluation report was provided. Most importantly, we again reminded you to consult with UNICEF when preparing to analyse your data.

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Appendix A

Content Analysis Coding Table

Content Analysis Coding Table																				
Column A	Column B	Column C	Column D	Column E	Column F	Column G	Column H	Column I	Column J	Column K	Column L	Column M	Column N	Column O	Column P	Column Q	Column R	Column S	Column T	Column U
Listener ID	Date of communication	Program = 1-6	Off-air Public Event =1-6	Mode =1-5	Gender = 1,2,99	Age =1-4, 99	Location =1-6, 99	Contact Status =1,2,99	Topic or Issue =1-8	Question or comment	Problem	Attitude Coded =1-3	Attitude narrative	Knowledge	Behaviour	What they want/like	What they don't want/like	Suggestions for improving radio program	Requested materials =1-5	Other
		Program #A = 1	Event #A =1	Letter =1	Male =1	10-19 years =1	Village #A =1	First time =1	Mother-daughter relationships =1	Narrative	Narrative	Constructive / balanced =1	Narrative	Narrative	Narrative	Narrative	Narrative	Narrative	Pamphlet #A =1	Narrative
		Program #B =2	Event #B =2	Talkback =2	Female =2	20-30 years =2	Village #B =2	Repeat =2	Father-son relationships =2			Negative / angry =2							Pamphlet #B =2	
		Program #C =3	Event #C =3	Telephone call =3	Unknown =99	31-55 years =3	Village #C =3	Unknown =99	Male/female negotiation skills =3			Positive / acceptance =3							Pamphlet #C =3	
		Program #D =4	Event #D =4	Visitor to radio station =4		56+ years =4	Village #D =4		Leisure =4										Pamphlet #D =4	
		Program #E =5	Event #E =5	Other =5		unknown =99	Village #E =5		HIV/AIDS =5										Pamphlet #E =5	
		Program #F =6	Event #F =6				Village #F =6		Condom use =6											
							Unknown =99		STD/STI =7											
									Other =8											
Listener #1	7/10/2003																			
Listener #2	7/10/2003																			
Listener #3	7/10/2003																			
Listener #4	7/10/2003																			
Listener #5	7/10/2003																			
Listener #6	7/10/2003																			
Listener #7	7/10/2003																			
Listener #8	7/10/2003																			

Appendix B

Sample Evaluation Plan

Manage the evaluation with a document that describes the evaluation and has a timeline for evaluation events. The following sample evaluation plan is adapted from a plan designed by research consultant Eila Murphy for an evaluation of a community radio station in Mongolia in 2002.

Evaluation for Radio Bishkek

Evaluation Period: 5-10 November 2003

Coordinator: (name)

Date: 2 October 2003

Document version: 1001

Purpose

The purpose of the evaluation is to measure the impact of HAFY programming in Radio Bishkek. The findings will help Radio Bishkek to make decisions about its HAFY programs and off-air activities for adolescents aged 10-19 years of age.

Objectives

1. determine listening patterns to Radio Bishkek and other radio stations in the city: place, time, type of programming
2. determine awareness of HAFY radio programming
3. determine Radio Bishkek impact on knowledge, attitudes and behaviours related to (the relevant HAFY topic) and Radio Bishkek's radio programs
4. determine other health and social needs typical for this age group
5. write a report and distribute it to UNICEF and other partners

Method

Face-to-face interviews

Sampling Method

Multi-stage stratified probability sampling

Sample size: 750

Quality Control

Interviewers will return their completed questionnaires to the evaluation office for checking by a supervisor. If the questionnaires are completed properly the interviewer will take the next batch of questionnaires. If there is a problem with any questionnaire the interviewer will return to the respondent and correct the problem. A separate Quality Control Unit, independent of the project team, will validate the interviewing procedure by observing 5-10% of the interviews. The unit will also telephone (or visit) 30-40% of other respondents (where possible) to check that the questionnaire was administered in that location to the respondent indicated on the completed questionnaire.

Timetable

January

- Appoint a project manager and staff
- Formulate the budget and timelines
- Meetings with project staff to formalise evaluation methodology, objectives
- Appoint and meet with consultants if necessary
- Identify the method of coding to enable any coding requirements to be included into the questionnaire design
- Desk research to design a draft of the questionnaire or other evaluation instrument
- Design drafts of Showcards
- Purchase folders for Showcards and clipboards for questionnaires

February

- Decide the sample
- Locate and select sampling frames
- Select the sample from the sampling frame
- Design the questionnaire, have it evaluated by consultants (if necessary)
- Make arrangements for pre-testing the questionnaire and Showcards
- Pre-test the questionnaire and Showcards
- Negotiate a printer for the questionnaires
- Assess security issues for interviewers and make appropriate decisions if necessary
- Decide on selection criteria for interviews and recruit them
- Write instructions or guidelines for interviewers
- Decide on selection criteria for a separate Quality Control Unit comprising 4 people, and recruit them

March

- Design and print interviewer identification cards with photos
- Train interviewers (includes practise to use the questionnaire)
- Revise the questionnaire based on outcome of training the interviewers and their practice in the field
- Print the final version of the questionnaires
- Collect the data
- Organise for questionnaire to be returned to the project team for checking that they were completed accurately
- Organise the Quality Control Unit to observe a sample of the interviewers and check that questionnaires were administered correctly

Note: The training of interviewers should include interviewing techniques, research ethics, the evaluation design and sampling method chosen. Before the final face-to-face interviews each interviewer will conduct pilot interviews to demonstrate competence. The pilot interviews will be evaluated by the project team.

April

- Decide on how to code the raw data
- Train people who will code and enter the raw data from the questionnaire into the computer
- Code the data

May

- Analyse the data

June

- Prepare and finalise the report
- Complete financial accounting of the project
- Send report to project partners

Budget Categories

- Printing of questionnaires
- Travelling of interviewers to training and to interviewing
- Meal allowances for interviewers
- Computer for data encoding
- Salary for interviewers, quality control unit members
- Small “thank you” gift for those who are interviewed (such as a pen)

Project Team

Manager: (name)
Project staff (names)
Quality Control Unit (names)
Consultant: (name)
UNICEF Consultant / advisor (name)



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