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# Adolescent Health and Development

## Measuring risk and protective factors





## Some background from the international scene

### WHO/UNFPA/UNICEF Study Group on Programming for Adolescent Health(1995)

- what to do for adolescents?
  - major interventions – information, skills, counselling, health services, *safe and supportive environment*
- what to do for programmes?
  - Building political commitment, assessing priorities for action, maintaining implementation, *monitoring and evaluation*



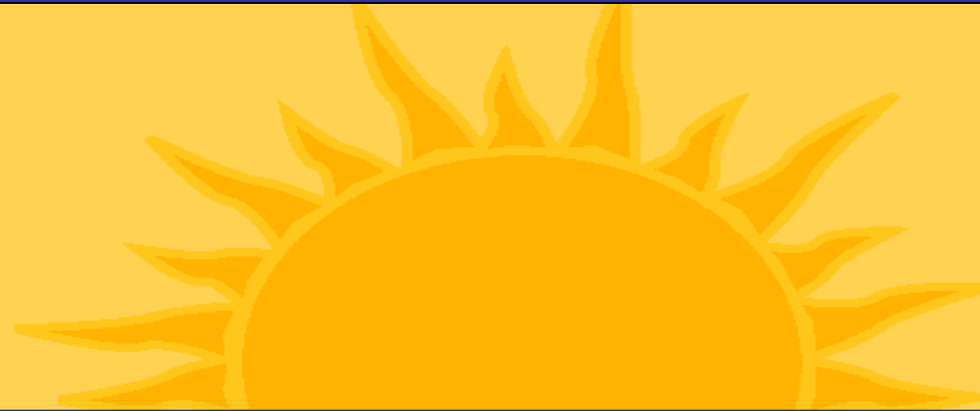
## How the Study Group influenced our agenda of work

- Adolescent health problems have common roots & are interrelated – exploring the data for determinants
- Monitoring & evaluation – indicators & framework for programming & measurement
- Safe and supportive environment – indicators & interventions
- Health services – what is & how to make them adolescent friendly



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# Broadening the Horizon


















Balancing protection and risk for adolescents

UPDATE



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# Evidence of Common Roots\*

| Risk & Protective factors for adolescents            | Early Sex   | Substance Use   | Depression  |
|--|---|---|---|
| A positive relationship with parents                 |    |    |    |
| Conflict in the family                               |   |    |    |
| A positive school environment                        |    |    |    |
| Friends who are negative role models                 |   |   |   |
| A positive relationship with adults in the community |   |   |  |
| Having spiritual beliefs                             |  |  |  |
| Engaging in other risky behaviours                   |  |   |   |

*\*"Broadening the Horizon" Evidence from 52 countries*



## CONCEPTUAL PROPERTIES OF PROTECTIVE FACTORS

- n Provide social **models** for positive behaviors, i.e., prosocial and/or health promoting
- n Provide personal or social **controls** against engaging in risk behavior
- n Provide social **supports** for positive behaviors: prosocial and/or health promoting

# Programming & Measurement Framework

|                                | <b>Interventions</b>                       | <b>Determinants</b>                                      | <b>Behavioural Outcomes</b>        | <b>Health Outcomes</b>          |
|--------------------------------|--|--|------------------------------------|---------------------------------|
| <i>Quality, Coverage, Cost</i> | ○ Improve health services to be "friendly" | ○ Access to friendly health services                     | <i>Clusters of risk behaviours</i> |                                 |
|                                | ○ Teacher Training                         | ○ Life skills developed<br><i>Capacities</i>             |                                    | Reduced:                        |
|                                | ○ Parent/Family Education                  | ○ Relationships to adults, peers<br><i>Connectedness</i> | Risky sexual behaviour             | Unwanted pregnancies/ Abortions |
|                                | ○ Community mobilization                   | ○ Policy, media, gender roles<br><i>Context</i>          | Substance use                      | STDs/HIV                        |
|                                | ○ Improving opportunities for adolescents  | ○ Adolescent participation<br><i>Contribution</i>        | Violence                           | Injuries                        |



## Safe and supportive environment

### Immediate environment

#### Indicators of protective factors

- connection & regulation
- literature review
  
- Parents
  - review of interventions in developing countries

### Distal environment

#### Factors & intervention review



## Key protective factors in adolescents' immediate environments – parents

§ Connection - a stable, positive, emotional bond between the adolescent and a key caregiver

§ Regulation - the structure a caregiver places around an adolescent's behavior, by way of guiding, training, monitoring, supervising, etc.



## Developing indicators of connection and regulation

- Connection – review of instruments & data
- Regulation – expert meeting; focus group discussions of new instrument
- Field testing of combined instrument



## Domains of indicators of connection and regulation

- Connection – comfort, trusting relationship, spending time, (companionship), some physical affection, able to talk about problems
- Regulation – expectation, monitoring and enforcement of behaviours



## Use of the indicators of connection and regulation

§ use this tool to monitor levels of Connection and Regulation in the lives of adolescents,

§ identify those aspects of the constructs that are most predictive of protection from specific behaviours , which can then be inserted in other existing tools (e.g. the GSHS)

§ review existing "parenting programmes" for the existence of such constructs

§ recommend that these "evidence based" constructs be included in further intervention development for enhancing these protective conditions in the lives of adolescents



## What to do to create safe and supportive environments

### Parents

- review of interventions in developing countries – just starting

### Distal environment

- abundant literature on factors but various conceptual frameworks
- Little focus on interventions and few evaluations



## Health services for adolescents

- Global Consultation (2001) – consensus on characteristics
- Health services interventions for HIV (2003) – effectiveness and delivery strategies
- Indicators of quality, coverage and cost



## Implications for research and programming

- Programme focus – beyond the individual; aim at more than one outcome; protective factors (in addition to mitigating the effect of risk)
- Intervention development – immediate & distal environment
- Research – stimulate measures & means to assess effect of interventions on determinants; improve evaluation of efforts to influence the distal environment;