

NYC/CDC/ORC/Macro Evaluation 101 Training Model: What Works in Owerri Nigeria

by

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BACKGROUND

In December, 2003, the Program Evaluation and Training Unit of the New York City Department of Health and Mental Hygiene/CDC/ORC/MACRO put together a training outfit under the title Evaluation 101 as a guide for new evaluation practitioners. The outfit was utilized in the evaluation of the effects of HIV/AIDS awareness training program among college students in Owerri, Imo State of Nigeria, West Africa. This paper presents what works, what does not work, and what was substituted during the evaluation of the training program, all within the context of an 'external environment'.

COMPONENTS OF THE EVALUATION 101 PROGRAM

The Evaluation 101 training program included definition of evaluation, and its various components (Formative, Process, Outcome, and Impact), and utilized a combination of modules and protocols including such theoretical framework as SMART(Specific, Measurable, Appropriate, Realistic, and Time-based) objectives; data collection and data analysis methods; and Logic Model for HIV Prevention. The aim of the training unit was to provide a step-by-step guide in the planning and implementation of evaluating an HIV and other health programs.

WHAT WORKS IN OWERRI

The SMART theoretical framework of the Training program was easily applicable as follows:

Specificity was obtained through the stated objectives of the HIV Awareness Training Program, and the clarity of the program outcome questions contained in the evaluation instrument.

Measurability was achieved through the use of a pre- and post-intervention questionnaire that compares baseline knowledge on HIV/AIDS with post-intervention scores.

Appropriateness of the Awareness Training Program and the evaluation instrument were achieved through appropriate readability and pilot tests.

Realism of objectives was achieved by making the HIV/AIDS Awareness Training Program and its evaluation, a low-budget program, and through the use of an existing evaluation data collection instrument with adaptations.

Time-base and expectations as to when the objectives of the training program will be achieved, was tagged to the beginning and ending of the training program.

The principles outlined in the Evaluation 101 training model of data collection and data analysis were also easily applicable.

WHAT DOES NOT WORK

The Evaluation 101 Implementation Logic Mode

The Logic Model of the Evaluation 101 Training Outfit provides an overview of the implementation inputs, activities, outputs, immediate and intermediate outcomes, and impacts of the program being evaluated.

Integrating the flow of the Evaluation 101 Logic Model into the protocols and systems of the evaluation of the HIV Awareness Training Program would have been very useful in verifying that the intervention was implemented as planned, and to ascertain whether or not, the training program achieved its objectives (Fig. 1).

Evaluation 101 Training: Logic Model

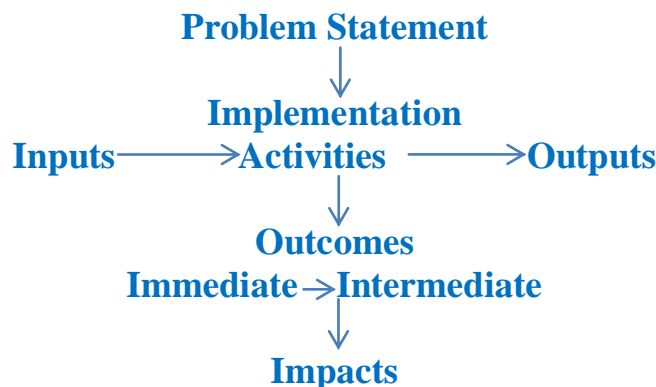


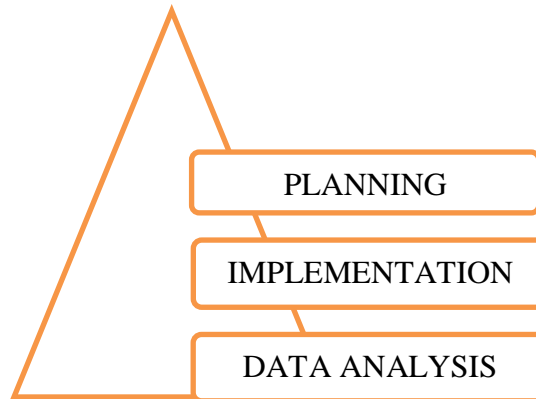
Fig. 1

Attempt to utilize the Logic Model of Fig. 1 within the context of external evaluation revealed, however, that lack of input in the development and implementation activities of the Awareness Training Program by the external evaluator created pre-disposing barriers which might affect accuracy of measurements of the outputs, outcome, and results of the effectiveness of the Awareness Training Program.

On site field activities of the program evaluation suggested that the problems and priorities of the target population, as influenced by their quality of life, were not considered in the development of the Awareness Training Program, outputs were outside the control of the evaluator, and the resources to influence outcomes. Since those factors which could determine the impacts of the program were under the control of other major stakeholders of the program, a Decision Balance assessment indicated more benefits (pro) for changing the Logic Model compared with the cost (con) of continuation with the Model.

WHAT WAS SUBSTITUTED

Fig. 2



The implementation strategy of the HIV/AIDS Awareness Training Program in Owerri, Imo State in Nigeria lacks input and oversight of the external evaluator in the planning, development and implementation of the activities of the intervention which might influence the output and outcome of the Training Program. Based on the outcome of the pros and cons of the Decision Balance the Logic Model of the Evaluation 101 was modified to cover Planning, Implementation, and Data Analysis (Fig. 2).

CONCLUSIONS

The field experience generated the following conclusions:

- (a) Behavioral theories do not work in all cases.
- (b) Collaborative effort in program design and program evaluation is vital for a successful use of the models and theories.
- (c) External evaluators need to pay attention to the values which are commonly expressed by the range of local communities
- (d) Decision to Balance assessment for procedure costs, time, and resources is vital whenever Changes are necessary at the field.
- (e) Changes at the field have to be empirically and scientifically justified before introducing and implementing them at the field.
- (f) The NYC/CDC Evaluation 101 Training Model needs review to accommodate variations.

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