



## **METHODOLOGY FOR**

**Assessing capacity Learning and skills in social  
program design and delivery**

**SUBMITTED BY**

**Georges Nicette**

**August 2019**

---

### Disclaimer

*"This project (or this document) is supported by Agence Française de Développement [the French Development Agency]. However, the ideas and opinions presented in this document do not necessarily represent those of the AFD."*

## INTRODUCTION

Implementing evidence-based intervention social programs can have meaningful effects on important life outcomes, such as health, employment, educational outcomes and other social issues. Social programs are based on intervention with the aim of purposive change strategies. It is characterized by both the design and development of interventions. Design involves the specification of an intervention. This includes determining the extent to which an intervention is defined by explicit practice principles, goals, and activities. One of CEPs strategic goal is to build the capacity of its members in social program design and delivery. Helping strategies for vulnerable populations should be based on best evidence. Interventions are based on three possible outcomes: positive change; no change; does harm. Therefore, this project has been designed to provide an analysis of members' capacity and skills of designing and implementing social programs with the intention of ensuring the implementation of evidence-based interventions that do no harm.

This document provides the methodological framework that will inform the issues to be addressed with participants (members) involved in the assessment process

### **Project Objectives:**

The Overall objective of the project is to enhance the operational and human capacity of CEPS Commissions to effectively deliver social programmes and better represent and serve the interest of vulnerable groups.

## AIM OF THE ASSESSMENT

The overall aim of the assessment is thus to:

***'provide an analysis of knowledge and skills of NGO's (In Seychelles) in designing and delivering social intervention programs as a prerequisite to formulating evidence-based integrated intervention and training to achieving the best outcomes for service users, their families and communities.'***

The assessment meets the overall aim by answering the following questions

Assessment Question	Method of enquiry
What are the social programs already available or intent to offer? <ul style="list-style-type: none"> <li>• Target population</li> <li>• Program context</li> <li>• Program implementation</li> <li>• Program effect/expected effect</li> <li>• Program resources</li> </ul>	Semi-structures interviews Short survey (questionnaire)  Focus groups
How is the program evaluated? Type of evaluation How often is the program evaluated? By whom? The results/effect	Semi-structures interviews Short survey (questionnaire) Focus groups
What are the challenges in designing and implementing the program? <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Difficulties</li> </ul>	Semi-structures interviews Short survey (questionnaire) Focus groups
What can be proposed or is lacking in implementing good evidence-based social programs?	Semi-structures interviews Short survey (questionnaire) Focus groups

## METHODS

### Semi-structured interviews supplemented by quantitative data:

The semi structured interview (c. 15-30 minutes) has been chosen as the main method of data collection because it offers a way of 'interpreting what events mean, how people adapt, and how they view what is happening *to* them and *around* them' (Rubin and Rubin 1995, p34-35). At the same time, interviewers can improvise with follow-up questions to explore meanings and areas of interest that emerge'. (Arksey and Knight, 1999, p7). The data collected can provide us with 'thick and rich descriptions' that help to reconstruct and understand a situation from the point of view of the interviewee (Rubin and Rubin, 1995 p35). We shall, however, also design a short quantitative survey that we will ask the participants to complete in front of the interviewer before they begin the semi-structured interview. Some of the issues to be explored are:

- Their views about social programme intervention
- the barriers and challenges they encounter in designing and implementing social programme
- their thoughts regarding implementing best evidence-based social programme
- their experiences of the support structures that are available to them
- their hopes and expectations of the future

- their suggestions for improving effective design and delivery of social programme
- their perceptions of skills/knowledge expected to deliver social programme

**Focus groups**

Following an analysis of the results of the interviews, two focus groups will be conducted to further explore the issues that have emerged through the semi-structured interviews with participants. Focus groups have been chosen as an appropriate method for establishing the reliability of the findings (triangulation)

**APPENDIX**

**QUESTIONNAIRE TO ASSESS SOCIAL PROGRAMME DELIVERY AND DESIGN**

**GENERAL INFORMATION ABOUT THE PROGRAMME**

1. NAME OF PROGRAMME: .....
2. RESPONSIBLE ORGANISATION: .....
3. CONTACTDETAILSOFRESPONSIBLEPERSON(S):  
.....
4. ANYOTHERPATNERSINVOLVED(Y/N)?:  
.....  
.....

**EVIDENCE ABOUT THE TARGET POPULATION**

1. Who is the project for?  
.....
2. What is the age of the target population?  
.....
3. Gender (M/F/both)  
.....
4. What will be the level of intervention?
  - a. Primary (general population)

- b. Secondary (those at risk)
- c. Tertiary (those with an existing problem)

**EVIDENCE ABOUT THE PROGRAMME CONTEXT**

1. What are the Risk and Protective Factors for the social problem being address or intend to address?  
.....  
.....
2. What organisation is responsible for the programme area?  
.....  
.....
3. What relevant training (s) has been provided for staff delivering the programme?  
.....  
.....
4. In your opinion, what kind of training are needed for staff to delivery social programme?  
.....  
.....

**EVIDENCE ABOUT EXISTING PROGRAMME AND ITS IMPLEMENTATION**

1. What services and activities does the programme deliver?  
.....  
.....
2. What model or concept or philosophy that the programme follow?  
.....  
.....  
.....
3. What is the status of the programme? Is it based on an existing programme?  
.....  
.....

4. Has the programme been evaluated? If yes, what are the strength of the programme?

.....  
.....  
.....

5. What is the involvement of users, families, and/or carers? How is their engagement facilitated?

.....  
.....  
.....

**EVIDENCE ABOUT THE PROGRAMME’S EFFECTS**

1. What are the evaluation methods of the programme?

.....  
.....

2. What are measurable effects of the programme and what has it achieved?

.....  
.....  
.....

3. What are the anticipated or ‘aspirational’ effects of the programme?

.....  
.....  
.....

4. Is the programme sustainable? (Y/N)

a. What are your plans to sustained the strengths and the effective effects of the programme?

.....  
.....  
.....

5. Could the programme be transferable? If yes, How?

.....  
.....  
.....

**EVIDENCE ABOUT THE PROGRAMME'S RESOURCES**

1. What are the costs of running the programme?  
.....  
.....  
.....

2. On which other relevant resources does the programme rely?  
.....  
.....  
.....

3. How is the programme funded?  
.....  
.....

4. Is there funding available specifically for evaluation?  
.....  
.....

5. What are the estimates of costs and benefits for running this programme successfully?  
.....  
.....  
.....

6. What other challenges that the organization are facing in running the programme?  
.....  
.....  
.....