Use of Logic Model in Evaluating the Training Program of Babiker Badri Scientific Association for Women Studies

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Abstract

Use of models is a common practice in management thinking and it is significant. This research used logic models in evaluation processes and dissemination of the culture of program evaluation. It also evaluated the impact of training programs on women trainees at by Babiker Badri Scientific Association for Women Studies (BBSAWS). Forty (40) well trained women out of 200 women were selected based on the snow ball non-random sampling technique. Primary data were collected using a comprehensive structured questionnaire however; secondary data were collected from the organization's reports and relevant published sources. The results of the descriptive statistics revealed that the majority of respondents who attended the training program were below the age of 40 years, had low educational attainment and most of them been married. With respect to program quality most women reported their satisfaction with the program content, decided that they applied what have been taught and agreed that training period was sufficient. Most of the beneficiaries attended the 6 month period which indicated their interest and commitment to forward the outputs to the rest of the community. Regarding the input part of the Logic model funding, class room space, program staff and educational material showed satisfaction situation. The main provided soft activities were educational groups for illiteracy classes, food processing techniques, handicrafts, and business oriented actions. Nevertheless, immediate outcomes represented in level of awareness of skills and improved educational courses. The study revealed that intermediate outcomes were educated women, practicing their acquired knowledge in all aspects of life. However, the long term outcomes found in changing of family life such as improving family nutrition, ability to read and write, establishing income generating activities in food processing and handicrafts and ability market their products profitably. The research recommended conducting TNA before training take place, concentrating on income generating schemes and evaluating the training impact of beneficiaries.

Keywords

Women Empowerment, Logic Model, Handcrafts, Youth Projects, Service Science

1. Introduction

Evaluation is defined as systematic assessment of the

operation and/or the outcomes of a program or policy, compared to a set of explicit or implicit standards. It is a mean of contributing to the improvement of the program and policy [8]. The term 'evaluation' has also been defined by several authors within a wide range of disciplines. Just as there is no one definition for evaluation, there is no single correct way to evaluate that, but it is the best suited for all situations. It is likely that a particular evaluation approach using certain methods and techniques provides better answers to specific questions than some other approaches [3]. Evaluation and monitoring mechanism should be a built-up component of the training. With this mechanism, it is possible to analyze what the participants do after the training, what is the impact of the training, and what problems they faced in implementing the training. An independent monitoring and evaluation task force usually established to conduct this element of training [4]. The program theory approach has also been taken on board by those who advocate logic models or logical frameworks that link outcomes with program activities and processes. This is an important development which brings the power of logic models in the world of evaluation. The logic model or Log frame defined as a program management technique used by the World Bank since 1997 and other development organizations to manage the complete project cycle from design, implementation, monitoring, and evaluation. The log frame is a "cause and effect" model of project interventions to create desired impacts for beneficiaries [2].

The use of models is common practice in management thinking. Models are useful because various aspects of the structures can be viewed from different positions that can then lead to new perspectives. The goal of modelling is to achieve an accurate yet relatively simple representation of a system, complex entity, or reality usually on a smaller scale. It implies both structure and change. An important aspect of model building is collecting and preparing data. Information gained from the data is the foundation of the model [6].

This logic model's core parts of inputs, activity, output, and outcomes divided into immediate, intermediate and longterm activities. In general, these parts of an evaluation respectively ask what is needed to be done, how should it be done? Is it possibly being done? And did it succeed? The core elements of the logic models also defined as process refers to the internal working of the program itself. Understanding the operations of the program and how it can be improved is a core issue for successful operations [8]. Outcomes refer to the results of the program undertaken while inputs defined as any resources or materials used by the program to provide activities (e.g. money, staff, volunteers, facilities, equipment, and supplies). Activities refer to any services or treatments provided by the program however, outputs known as the amount of activity provided or described in quantifiable terms (e.g., number of classes taught, number of people served, amount of educational materials distributed and number of hours of service delivered). Outcomes are also described as any characteristics of the participants according to the program theory which are expected to change as a result of the participant's receiving services [10]. The model emphasizes that evaluation's most important purpose not to prove but to improve the focused situation [1]. Human ecologists would

hypothesize that women's capacity to improve their healthrelated behaviors influenced by their levels of informal support for adaptive change. The involvement of other family members, friends, and mothers' partners is especially important in helping women practice contraception, finish their educations, and find their work [5]. The main objectives of this research were to use logic models in evaluating processes as well as disseminating the culture of program evaluation. It also aimed to evaluate the impact of training programs on women trainees conducted by Babiker Badri Scientific Association for Women Studies (BBSAWS) during the year 2015.

2. Materials and Methods

2.1. Background About the Organization

Babiker Badri Scientific Association for Women Studies (BBSAWS) is a national nongovernmental, not political, nonprofit- making voluntary organization. It was established in the year 1979 as fulfillment of a recommendation of the symposium on" the changing status of Sudanese Women" organized by Ahfad University for Women. BBSAWS named after Sheikh Babiker Badri, the pioneer of women education in Sudan since 1907.

2.2. Population

There were fourteen participants who were directly involved with the training program. These participants attended training courses in literacy courses, food processing, handicrafts and marketing organized by the association during the year 2015. The organization targeted all women in the area about 200 women in ten classes 20 women in each class.

2.3. Sampling Method and Sample Size

Snow ball non-random sampling was used and accordingly (40) women were selected from the targeted areas namely *Alsalha Hijelija, Alsalha Gadain, Alsalha Elwiday* from West Omdurman. The organization targeted all women in the area about 200 women in ten classes 20 women in each class. Training Need Assessment (TNA) survey was conducted according to the organization policy and accordingly beneficiaries' selected their needs. Organization staff monitors the activities, the society used the Participatory approach while the evaluation result was submitted to course instructors.

2.4. Data Collection

Social survey was conducted for data collection. Structured questionnaire was the instrument to gather the information right during a year after the training lectures of the organization. It comprised of two parts: Part 1: Questions on basic characteristics of trainees. Part 2: Perception of participants on the level of usefulness and level of implementation on the program monitoring and evaluation. The questionnaire was used for the collection of primary data through individual direct interview, the organization reports and direct interview with staff were conducted for secondary data collection.

2.5. Data Analysis

The SPSS program was used where descriptive statistics was done for the data. Frequency distribution tables were crated. The logic model was used as a new analytical technique to study the impact of the program on target beneficiaries.

3. Results and Discussion

3.1. Distribution of Trainees by Age Groups

Table 1 shows that the majority of women respondents (75%) who attended the training program were below the age of 40 years, which was within the productive and active age of women. During this age women accept new ideas. The rest (25%) were over the age of 40.

Table 1. Frequency distribution of trainees by age groups.

| Age group | Frequency | % | |
|--------------|-----------|------|--|
| Less than 30 | 13 | 32.5 | |
| 31 - 40 | 17 | 42.5 | |
| 41 - 50 | 7 | 17.5 | |
| More than 50 | 3 | 7.5 | |
| Total | 40 | 100 | |

3.2. Distribution of Trainees by Education Level

Table 2 shows that although most women trainees had low educational attainment, they attended the training activity of the organization; this might be attributed to the content of the training courses, satisfying their urgent needs to improve household food security and realize a new income generating to meet other life expenses. The high percentage of the illiterate women reflects that the main objective of the program is aimed to illiteracy training in addition to other programs focusing on income generating activities.

Table 2. Frequency distribution of trainees by education level.

| Education level | Frequency | % | |
|-----------------|-----------|------|--|
| Illiterate | 27 | 67.5 | |
| Primary | 5 | 12.5 | |
| Secondary | 7 | 17.5 | |
| University | 1 | 2.5 | |
| Total | 40 | 100 | |

3.3. Distribution of Trainees by Marital Status

Table 3 shows that the majority of women who attended the training (75%) were married. indicates indicating that the training is built on actual needs, this reflect their desire to improve family situation, as women were known to assign most of their income to the family welfare. Irrespective of marital status few percentage of women (15%, 7.5%) and 2.5%) were either single, widowed or divorced respectively further attended the courses

Table 3. Frequency distribution of trainees by marital status.

| Marital status | Frequency | % | |
|----------------|-----------|-----|--|
| Married | 30 | 75 | |
| Single | 6 | 15 | |
| Widow | 3 | 7.5 | |
| Divorced | 1 | 2.5 | |
| Total | 40 | 100 | |

3.4. Basic Characteristics of Training Program and Number of Attendants

This part of analysis highlights the training content, trainee's responses to program quality, evaluation of trainees to program impact on their livelihoods.

3.5. Distribution of Trainees by Type of Training Attended

Due to the dominance of illiteracy among women trainees table 4 reflected the high frequency and percentages of women attending the literacy courses (57.5%), followed by those who attended the food security courses (25%) as well as handicraft and marketing courses. This result showed high interest from the beneficiaries towards illiteracy training and the other highest interest is in food processing.

Table 4. Frequency distribution of trainees by type of training attended.

| Type of training | Frequency | % |
|------------------|-----------|------|
| Literacy courses | 23 | 57.5 |
| Food processing | 10 | 25 |
| Handcraft | 6 | 15 |
| Marketing | 1 | 2.5 |

3.6. Distribution of Trainee's Responses to Program Quality

Responses of women on program quality were shown by table 5 where 95% reported their satisfaction with the program content, 92.5% decided that they applied what have been taught while 80% agreed that training period was sufficient. Most of the beneficiaries attended the 6 month period and that indicate their interest and commitment. These activities (food processing, handicrafts) were followed up by the organization as indicated by 90% of the respondents.

Table 5. Frequency distribution of trainee's responses to program quality.

| program quality | Frequency (Yes) | % |
|-------------------------------|-----------------|------|
| Training period sufficiency | 32 | 80 |
| Training content satisfaction | 38 | 95 |
| Application of training | 37 | 92.5 |
| Organization Follow-up | 36 | 90 |

3.7. Distribution of Trainees by Program Impact

Every program is evaluated through objectives put forward

in the planning phase. A set of indicators were designed to measure the impact of a program.

Table 6 revealed that 50, 25, 17.5 and 7.5 percent respectively gave their responses of ability to read and write, establishing IGA from food processing, Improving family nutrition and establishing income-generating (IGA) from handcraft respectively.

Table 6. Frequency distribution of trainees by program impact.

| Type of program impact | Frequency | % |
|---------------------------------------|-----------|------|
| Ability to read and write | 20 | 50 |
| Establishing IGA from food processing | 10 | 25 |
| Improving family nutrition | 7 | 17.5 |
| establishing IGA from handcraft | 3 | 7.5 |
| Total | 40 | 100 |

3.8. The Logical Model of Evaluating Training Project of Babiker Badri Scientific Association of Woman Studies



4. Conclusion

Impact evaluation requires a large budget. However, as most SSA countries are poor, impact evaluation studies are underfunded. Due to this, impact evaluators rush to finish the study using small samples, within short periods of time and using less competent professionals [7]. There are several definitions of impact evaluation. For the purpose of this article, impact evaluation is defined as an attempt to create a causal linkage (attribute) for given extension outcomes to extension interventions/inputs using quantitative methods. Many suggest that it is difficult to attribute a change in outcomes to a specific intervention, since there are so many different factors involved [9]. Hence, controlling the extraneous and design effects for estimating the net impact which could be attributed to the interventions is one of the challenges for impact evaluators. The other inherent challenge in impact evaluation is estimating the counterfactual. That is, what would have happened to those receiving the intervention if they had not received the program? This requires control groups which need to be as similar as possible to the treatment group, except for the intervention.

5. Recommendations

- 1. Training Needs Assessment (TNA) should be applied before the training activities.
- 2. The training activity should be monitored and evaluated to assess its impact on trainees.
- 3. To enhance the application of the training, support

services should be made available after the training period.

4. To concentrate on literacy courses and income generation schemes.

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