Foundations of Global Health

Elements of Effective Health Programs
Learning Objectives

- Understand what a situational analysis is and why they are used
- Discuss factors that influence the successfulness of programs
- Understand elements of SMART goal setting
- Understand how sustainability effects health programs
- Understand health needs
Situational Analysis

• 2 reasons for performing a Situational Analysis
  – Improve understanding of current situation
  – Provide knowledge on how to prioritize health problems
Situational Analysis

- Population Characteristics
  - Demographics
  - Religious, educational, cultural characteristics

- Area Characteristics/Infrastructure
  - Geographical situation
  - Socio-economic situation
  - Infrastructure
  - Political environment
Situational Analysis

- **Health Needs/Services**
  - Quality of service
  - Equity

- **Resources**
  - Financial
  - Personnel
  - Facilities
Tools For Situational Analysis

• Previous reports / Statistics
• Interviews
• Questionnaires
• Surveys
• Group discussions
• Case studies
1000. Respondent’s Socio Demographic Characteristics

I would like to start by asking you some background questions before asking you questions on your health. This information is confidential and will only be used for research purposes.

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1000 What is your mother tongue?</td>
<td></td>
</tr>
<tr>
<td>S1001 Record sex as observed</td>
<td>1. Female</td>
</tr>
<tr>
<td>S1002 How old are you? (Years)</td>
<td>2. Male</td>
</tr>
<tr>
<td>S1003 If you don’t know/don’t want to tell me your age could you tell me the age range if I read the different options to you (choose what is most appropriate)?</td>
<td>1. 18-19</td>
</tr>
<tr>
<td>(READ THE OPTIONS TO THE RESPONDENT)</td>
<td>2. 20-29</td>
</tr>
<tr>
<td></td>
<td>3. 30-39</td>
</tr>
<tr>
<td></td>
<td>4. 40-49</td>
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<td></td>
<td>5. 50-59</td>
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<tr>
<td></td>
<td>6. 60-69</td>
</tr>
<tr>
<td></td>
<td>7. 70+</td>
</tr>
<tr>
<td>S1004 Your weight in Kilos?</td>
<td></td>
</tr>
<tr>
<td>S1005 Your weight in Pounds?</td>
<td></td>
</tr>
<tr>
<td>S1006 Your height in Centimeters</td>
<td></td>
</tr>
<tr>
<td>S1007 Your height in Feet / Inches</td>
<td></td>
</tr>
<tr>
<td>S1008 What is your current marital status?</td>
<td>1. Never Married</td>
</tr>
<tr>
<td></td>
<td>2. Currently Married</td>
</tr>
<tr>
<td></td>
<td>3. Separated</td>
</tr>
<tr>
<td></td>
<td>4. Divorced</td>
</tr>
<tr>
<td></td>
<td>5. Widowed</td>
</tr>
<tr>
<td></td>
<td>6. Cohabiting</td>
</tr>
<tr>
<td>S1009 What is the highest level of education that you have completed?</td>
<td>1. No formal schooling</td>
</tr>
<tr>
<td></td>
<td>2. Less than primary school</td>
</tr>
<tr>
<td></td>
<td>3. Primary school completed</td>
</tr>
<tr>
<td></td>
<td>4. Secondary school completed</td>
</tr>
<tr>
<td></td>
<td>5. High school (or equivalent) completed</td>
</tr>
<tr>
<td></td>
<td>6. College / pre-university / University completed</td>
</tr>
<tr>
<td></td>
<td>7. Post graduate degree completed</td>
</tr>
<tr>
<td>S1010 How many years of school, including higher education have you completed?</td>
<td></td>
</tr>
</tbody>
</table>
The Household Questionnaire is to be administered to the "Household Informant", identified in Q0501.

### Malaria Prevention: Use of (bed) nets

<table>
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<tr>
<td>Q0560 Do you have a mosquito (bed) net in the house?</td>
<td>1. Yes</td>
</tr>
<tr>
<td>Q0561 Were the (bed) nets treated with insecticide, a product that kills insects?</td>
<td>1. Yes</td>
</tr>
<tr>
<td>Q0562 If Yes: When was the last time the (bed) nets were (re-) treated with this product?</td>
<td>1. Within the last 6 months, 2. 7 months-12 months ago, 3. More than 1 year ago, 8. DK</td>
</tr>
<tr>
<td>Q0563 Can you please tell me how many children aged under 5 years live in this household?</td>
<td>88. DK</td>
</tr>
<tr>
<td>Interviewer: Enter the number of children in the box. If no child under age 5 in household, enter &quot;0&quot;. Correct number of children in household and update roster if necessary.</td>
<td>88. DK</td>
</tr>
<tr>
<td>Q0564 How many of these children slept under a mosquito (bed) net last night?</td>
<td>88. DK</td>
</tr>
<tr>
<td>Q0565 Can you please tell me how many women who live in this household are currently pregnant?</td>
<td>88. DK</td>
</tr>
<tr>
<td>Interviewer: If no women are currently pregnant, enter &quot;0&quot;.</td>
<td>88. DK</td>
</tr>
<tr>
<td>Q0566 How many of the pregnant women in this household slept under a mosquito (bed) net last night?</td>
<td>88. DK</td>
</tr>
<tr>
<td>Q0567 How many other persons who live in this household slept under a mosquito (bed) net last night? (That is, all the other household members except for young children or pregnant women.)</td>
<td>88. DK</td>
</tr>
</tbody>
</table>
Factors of Program Failures

• Changes in program priorities
• Resistance to change
  – Health professionals
  – Community

Change Management
Factors of Program Failures

- Lack of essential resources
- Imprecise project goals and objectives
- Lack of management/structure
Factors of Successful Programs

• Focused Priorities
• Measurable outcomes
• Instill “ownership”
• Sustainability
• Understanding health needs
Must be focused

• Goals
  – Broad statements
    • Example: Health for all by the Year 2000

• Aims
  – Specific to particular health problems
    • Example: Raise the nutritional status of women and children
Measurable Outcomes

• Objectives
  – Need to be specified in measurable terms
    • Example: To ensure that 95% of children under 5 are adequately nourished by the year 2010

• Targets
  – Specify various points on the way to the attainment of the objective
    • Example: To ensure the 75% of children under 5 are adequately nourished as pre-defined by the year 2008
Measurable Outcomes

• Needed to determine successfulness
• Can compare with similar programs
• Allow you to see where your money went
• Provides opportunity for improvement
SMART Goal Setting

- Specific
  - What exactly do you want to achieve

- Measurable
  - How are you going to track your progress

- Attainable
  - Is your goals realistic

- Relevant
  - How does this goal relate to your desired outcome

- Time bound
  - Goals must have a deadline
“Ownership”

• Foster feelings of ownership among local health professionals and the community

• Include the community in the planning process
  – People are more likely to support something they helped create
“Ownership”

• Anticipate opposition
  – Who will oppose the program?
  – How will they oppose?

• Help locals identify with the program
  – Do they see the benefits?
  – Do they see themselves participating?
Sustainability

• According to the U. S. Agency for International Development (1999), “to be sustainable, a product, idea, or institution is adopted within a country’s cultural and organizational context, takes on a life of its own, and supports itself independently of external funding by donors.”
Sustainability

Social Structure

Economic  Environment
Components of Sustainability

• Local support

• Stake holder involvement
  – Stake holder = individual or company with interest in the project

• Delegation of power/decision making
Components of Sustainability

• Adaptability
• Gradual resource/financial adjustment
• Technical training
Health Needs

• Need is a relative term, not absolute
  – Differences of opinion
  – Change over time
  – Depends on demographics
Needs Perceived By The Community

Health Professionals

Community

A

B

C

D

E
Main Messages

• Situational Analysis is an important step to ensure a health programs successfulness

• There are many different factors that contribute to a successful program

• Sustainability is essential for long-term programs

• Develop a program based on mutual needs of the community
Practice Questions

• Why should you do situational analysis? What activities are part of situational analysis?
• Describe 3 situational analysis tools.
• What factors lead to program failure?
• What factors lead to program success?
• What does SMART stand for?
• What is ownership?
• What are the key elements of sustainability?