EXTERNAL EVALUATION COMMITTEE REPORT
SEEPHI Project Years 2021-2022[1]

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1. Purpose and scope of the evaluation plan

The EU Erasmus funded SEEEPHI Project leadership decided to have an external evaluation (WP8) to detail the evaluation steps and activities planned. For the sake of the grant we defined an evaluation as: "*An evaluation is an assessment, as systematic and objective as possible, of an ongoing or completed project, programme or policy, its design, implementation and results. The aim is to determine the relevance and fulfilment of objectives, development efficiency, effectiveness, impact and sustainability.*"

The goal of having an external evaluation was to:

- Improve the design and implementation of the 3 year SEEEPHI program.
- Reach informed decisions on the allocation of existing limited resources, thereby increasing program performance and effectiveness.
- Identify factors that influence educational and training outcomes.
- Generate knowledge about what works and what does not.

Notably, we agreed that:

- Developing the evaluation plan should be a collaborative process that takes place over time with the SEEEPHI PI and WP leaders.
- An evaluation plan is a dynamic tool and can change and be refined as we make decisions about how best to evaluate the SEEEPHI program.
- An evaluation plan facilitates the process of keeping diverse stakeholders on the same page with regards to the actual implementation of the evaluation and the goals of SEEEPHI.

2. Objectives of SEEEPHI Monitoring:

- To provide information on the functioning of the SEEEPHI program:

  a) Is it progressing according to plan?

  b) Identify problems for correction.

- To track key program elements over time (to assess changes).

3. Program background:

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[1] Including addendum for interim reporting- covering the period through 2/2021 to October 2022.

A program logic model is a detailed visual representation of a program and its theory of change. The graphic below communicates how the SEEPHI program works by depicting the intended relationships among program components.

Exhibit 2.1 - Basic Program Logic Model
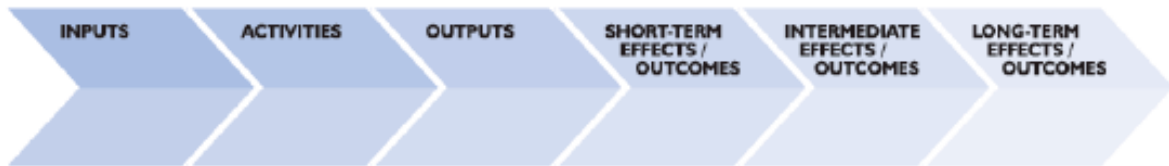
The two "sides" of a program's logic model align with the two types of evaluation designs: process evaluation and outcome evaluation.
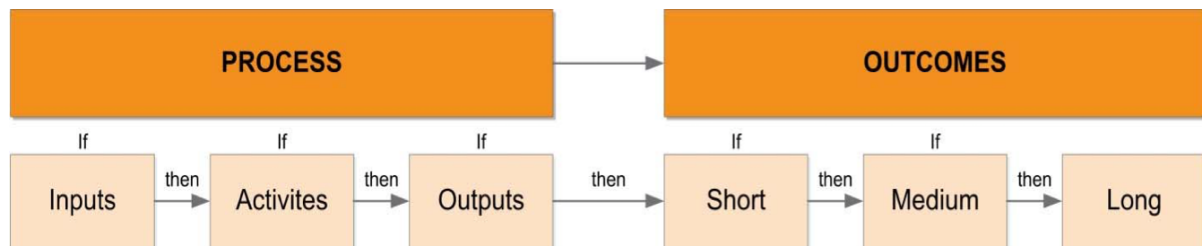
The SEEEPHI Consortium agreed on a modest evaluation scheme, more accurately, a review of SEEEPHI's stated aims and procedures, whose appropriateness and success would be tested against collected evidence for input, process and output.

The External Evaluation Project Team—Professors Walter Ricciardi, Orly Manor, and Paul Barach, proposed working with the Internal Evaluation Commitee: Mariusz Duplaga, Janas Harrington, Keren Dopelt, Nadav Davidovitch, Lore Leighton, and Robert Otock , choose to use a "logic model", as both appropriate and useful in locating areas for improvement.

Using this "logic model", we describe the procedures of which the SEEEPHI programme consists, in order to suggest any needed changes over life of the grant. This description was made by synthesizing the main programme elements into a picture of how the programme was supposed to work, e.g. by asking the following questions:

- Where do we intend to go – or, what is already invested, i.e.: input;

- How will we get there – or, what is being done, i.e.: process; and

- What will tell us that we've arrived – what are the results so far, i.e.: output, outcome, and impact

In the present evaluation, we will concentrate on input, process and output; outcome and impact will only be briefly touched upon, as 'post-output' aspects. We are focusing on the SEEPHI program's inputs, activities, and outputs, and are documenting what the program is doing and the extent to which the program has been implemented as intended.

NOTE: All of the project activities have been impacted due to the ongoing COVID-19 pandemic and travel restrictions. Travel for many planned partners, working meetings and dissemination events could not be carried out as planned during the first 2 years. Online meetings were held to keep up the work, but trust building among WP leaders, integration across PH competitive training programs, and synergies between partners and WPs would have been better if face to face meetings had been possible throughout the project period. Much has improved in the past 6 months.

4. **SEEPHI Stakeholders:**
   Some question to consider about who are the main SEEPHI stakeholders and how best to understand their needs and engage them throughout the life of the project.

Engaging our Stakeholders

Standard	Questions
Utility	▪ Who will use these results?
Feasibility	▪ How much time and effort can be devoted to stakeholder engagement?
Propriety	▪ Which stakeholders need to be consulted to conduct an ethical evaluation, for example, to ensure we will identify negative as well as positive aspects of the program?
Accuracy	▪ How broadly do we need to engage stakeholders to paint an accurate picture of this program?

5. **Description of the SEEPHI Program**

- Objectives

  1. Analyze PH field qualifications as assessed by employers - with adaption of the WHO-ASPHER Competency Framework for the Public Health Workforce in the European Region (CFPHW) tool.

  2. Map the matching competencies provided by HEIs using ASPHER's European List of Core Competencies' for the Public Health Professional (ECCPHP) providing a

pathway to HARMONIZE programmes between HEIs at all education levels and with employer needs.

3. Increase EMPLOYABILITY of graduates with the creation of an online platform for practical placement, employment and career development modeled on the European Public Health Reference Framework (EPHRF).

4. Empower student capacities by training of Faculty on LEADERSHIP and problem-based learning methodologies at a PH leadership academy modeled on Leaders for European Public Health (LEPHIE).

5. Valorize and professionalize the PHW through OUTREACH activities to PH system stakeholders and related health professions with awareness campaigns such as "I am PH". Work will primarily be in English with local resources produced in Hebrew and other languages as needed.

- Expected outcomes: The project addresses transversal competences developing training on how to teach leadership and problem-solving soft skills needed to improve the employability of public health graduates and their readiness to tackle real-world challenges.

  1. Detailed analysis of field qualifications content to understand different professional roles in the Israeli PH system-**completed**

  2. Mapping of the corresponding profiles of the Israeli schools and programmes of PH to guide harmonization between PH education and practice-**completed.**

  3. Introduction of a dynamic online interface to enable PH education/training – practice/workforce collaboration, supporting employability and continuing professional development in the Israeli PH system-**partially completed, piloted.**

  4. Building leadership capacity via cutting edge training in the Israeli PH schools and programmes, including peer-to-peer and train the trainers offerings—**pilot completed, ramping up ongoing.**

  5. Stakeholder engagement to secure key outreach (community, inter-professional, cross-sectoral…) needed to sustain the proposed solutions—**ongoing.**

- Target population—Public Health students, graduates, teachers, public health employers.
- Mechanism(s) to deliver services (the intervention): The project aims to encourage cooperation between the EU and Partner Countries and support Israel in addressing challenges in the management and governance of its HEIs offering programmes in public health (PH). This includes improving the quality of higher education, developing new and innovative education programmes, modernizing higher education systems through reform policies as well as fostering cooperation across different regions of the world through joint initiatives.

Standard	Questions
Utility	• Thinking about how the model will be used, is the level of detail appropriate or is there too much or too little detail? • Is the program decisions/description intelligible to those who need to use it to make evaluation planning
Feasibility	• Does the program description include at least some activities and outcomes that are in control of the program?
Propriety	• Is the evaluation complete and fair in assessing all aspects of the program, including its strengths and weaknesses? • Does the program description include enough detail to examine both strengths and weaknesses, and unintended as well as intended outcomes?
Accuracy	• Is the program description comprehensive? • Have you documented the context of the program so that likely influences on the program can be identified?

6. Remedial actions recommended to PI and WP leaders

a)   Improve communication, coordination and Work Package alignment (especially WP 2 and WP 3) which led to more regular correspondence and more data sharing between WP leaders and improved publications;

b)   Recommendations to schedule face-to-face meetings of WP leaders in Israel to build trust, data sharing and cooperation over years 2 and 3;

c)   Important to share with External Evaluation committee the draft WP reports early (at least 2 weeks) before External Committee meetings, to ensure better material review, and deeper learning and cross WP improvement;

d)   Working closely with leaders of WPs to enhance publication of project results; this has led to 2 peer review publications.

7. Detailed description of the work plan (project tasks, requirements, and deliverables)

INPUTS	ACTIVITIES	OUTPUTS	Outcomes		
			Short-Term	Medium-Term	Long-Term
What we was planned	What they did	Direct products from program activities	Changes in knowledge, skills, attitudes,opinions	Changes in behavior or action that result from participants' new knowledge	Meaningful changes, ofte in their condition or statu in life

| WP2 | WP2 completed a preparatory analysis of employer and community expectations of PH field qualifications using a survey instrument developed from the 'WHO-ASPHER competencies framework for the public health professional' which is designed to be used by working professionals, HR managers, employers, etc to evaluated competency level at the entry, competent and expert level.

The WHO Essential Public Health Operations (EPHOs) were used as a bridge to compare the competencies mapped for the workforce and the HEI programmes.

The preparatory WP activities were fully in line with the proposed activities. There was however, some delay starting the work for these activities due to the late arrival of the first pre-payment of the grant.

The work resulted in a report mapping qualifications required of PH workforce in Israel.

Concerns raised and addressed:

Were interviews recorded?

Transcribed? How?

A standardized codebook?

Meeting frequently?

Sharing and comparing results?

Was a pilot analysis done?

What method was use to "data saturation"?

Was Grounded Theory used? | Work packages WP2 completed the analyses planned in the proposal.

<u>Published papers:</u>

1.Bashkin O, Otok R, Kapra O, Czabanowska K, Barach P, Baron-Epel O, Dopelt K, Duplaga M, Leighton L, Levine H, MacLeod F, Neumark Y, Paillard-Borg S, Tulchinsky T, Mor Z. Identifying the Gaps Between Public Health Training and Practice: A Workforce Competencies Comparative Analysis. Int J Public Health. 2022 Dec 22;67:1605303. doi: 10.3389/ijph.

2.Bashkin O, Otok R, Leighton L, Czabanowska K, Barach P, Davidovitch N, Dopelt K, Duplaga M, Emegwa L, MacLeod F, Neumark Y, Peled Raz M, Tulchinsky T, Mor Z. Emerging Lessons from the COVID-19 Pandemic About the Competencies needed for the Public Health workforce: A | | | |

	Was an ongoing internal quality audit done to determine whether the data were collected, analyzed, and reported correctly according to the study protocol? Mays N, Pope C. Qualitative research in health care. Assessing quality in qualitative research. BMJ. 2000;320:50–52. Tong A, Sainsbury P, Craig J. Consolidated criteria for reporting qualitative research (COREQ): a 32-item checklist for interviews and focus groups. Int J Qual Health Care. 2007;19:349–357	Qualitative study. *Frontiers Public Health,* 10.3389/fpubh.2022.990353			
WP3	WP3 completed a preparatory analysis of HEI offerings in PH in Israel using a survey instrument developed from the 'ASPHER Core Competences for the public health professional' which is designed to assess curriculum needs of PH MPH programmes. They provided a report mapping the competency profiles of the Israeli schools and programmes of PH which order masters and bachelors level PH degrees. Concerned raise and addressed: Radar Charts-Looking at a radar chart, viewers could potentially think that the area of the polygons is the most important thing to consider. However, **the area and shape of the polygons can change greatly depending on how the axes are positioned around the circle**. One problem with radar charts is that they **over-encode shape**,	Work packages WP3 completed the analyses planned in the proposal.			

	meaning for humans the minor differences on each axis are not prominent, but the weird polygon shape of a single data point is. Radar charts often make spurious connections extremely easy to draw, because their form suggests certain data encoding at work, even when there are none. Misreading 1: Area Misreading 2: Regularity Misreading 3: Directionality Consider when you are using unordered variables, consider looking for other tools to present your data. Which Competencies—KSA?				
WP4	WP4 has developed the online Public Health Reference Framework (PHRF) developed to be an online interface for students, employers and PH system governance structures to use for practical placement and employment opportunities, career guidance, and PHW planning and development.	Ongoing.			
WP5	WP5 has developed the planned leadership train-the-trainer manual as describe in the proposal. Preliminary pilots of leadership and problem based learning training have been carried out.	Ongoing			
WP6	WP6 has begun filming and editing of videos for the on-going I am Public Health "IAMPH" campaign taking advantage of the annual IAPHP conference to collect IAMPH stories from Israel PH professionals.	Ongoing			

7. Maintaining communication with External Evaluation Committee throughout the project

The external evaluation committee has been continually from the project start in 2/2021 monitoring the progress of SEEPHI's plans and actions across the WPs. We reviewed all report drafts and provided feedback by email, regular calls and review of datasets, draft reports, draft manuscripts and review and editing of project deliverables.

The External Evaluation Committee attended and participated in:

- Project kick-off meeting
  – Participated in discussion on tasks outlined in the contract – and reviewed details about upcoming deliverables.

– Project timeline—offered feedback on how best to support milestones over life of the grant

– Questions or challenges to the work—addressed questions with WP leaders and project PI on a regular basis.

- Participated in regular, ongoing SEEPHI meetings to keep the evaluation moving in a timely and efficient manner.

- We actively helped to revise 2 the published 2 manuscripts by Bashkin O et al.[2],[3]

Formal meetings with PI, WP and SEEPHI grant members:

- SEEEPHI Interim Evaluation Committee Meeting for Tuesday 22, June 2021.

- SEEEPHI External Evaluation Committee meeting, Krakow, Poland, Sunday 10 April, 2022.

- SEEEPHI Evaluation Committee Meeting Institute of Public Health, Ashkelon University, Israel, May 15-17, 2022.

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[2] Bashkin O, Otok R, Kapra O, Czabanowska K, Barach P, Baron-Epel O, Dopelt K, Duplaga M, Leighton L, Levine H, MacLeod F, Neumark Y, Paillard-Borg S, Tulchinsky T, Mor Z. Identifying the Gaps Between Public Health Training and Practice: A Workforce Competencies Comparative Analysis. Int J Public Health. 2022 Dec 22;67:1605303. doi: 10.3389/ijph.

[3] Bashkin O, Otok R, Leighton L, Czabanowska K, Barach P, Davidovitch N, Dopelt K, Duplaga M, Emegwa L, MacLeod F, Neumark Y, Peled Raz M, Tulchinsky T, Mor Z. Emerging Lessons from the COVID-19 Pandemic About the Competencies needed for the Public Health workforce: A Qualitative study. *Frontiers Public Health,* 10.3389/fpubh.2022.990353

- SEEEPHI Evaluation Committee Meeting Institute of Public Health, Jagiellonian University, Kraków, Poland 19-20 September 2022.

8. Year 3—Summative Report (part a, to be completed)

Impact Evaluation of Sharing European Educational Experience in Public Health for Israel (SEEEPHI): harmonizaoon, employability, leadership and outreach					
Research question	Outcome of interest	What is collected and how?	From whom / data sources?	When collected and by whom?	How will you analyze the data?
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9. Summative Project Logic Table—Year 3 (part b to be completed)

Goals	Objectives	Activities	Outputs/ Outcomes	Measures