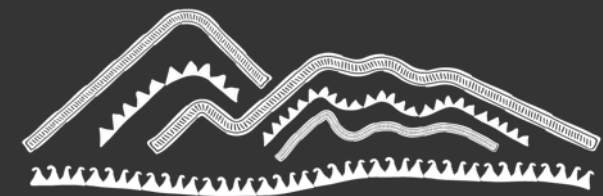




TEPHINET  
Oct 19, 2021

# Impact Evaluation Workshop



**Field Epidemiology**  
*In Action*







## FRONTLINE PROGRAM

- ✓ Summarize and interpret surveillance data
- ✓ Participate in epidemiological field investigation
- ✓ Prepare timely surveillance reports for internal audience
- ✓ Apply principles of community engagement in surveillance and outbreak response activities
- ✓ Co-design surveillance reporting and feedback pathways with communities

## INTERMEDIATE PROGRAM

- ✓ Summarize and interpret surveillance data
- ✓ Design and conduct an operational research study
- ✓ Conduct descriptive analysis and interpret results
- ✓ Describe the steps in an outbreak investigation
- ✓ Design, conduct and evaluate a public health intervention
- ✓ Produce epidemiological reports for written and oral presentation for external audience

## RAPID RESPONSE TEAMS

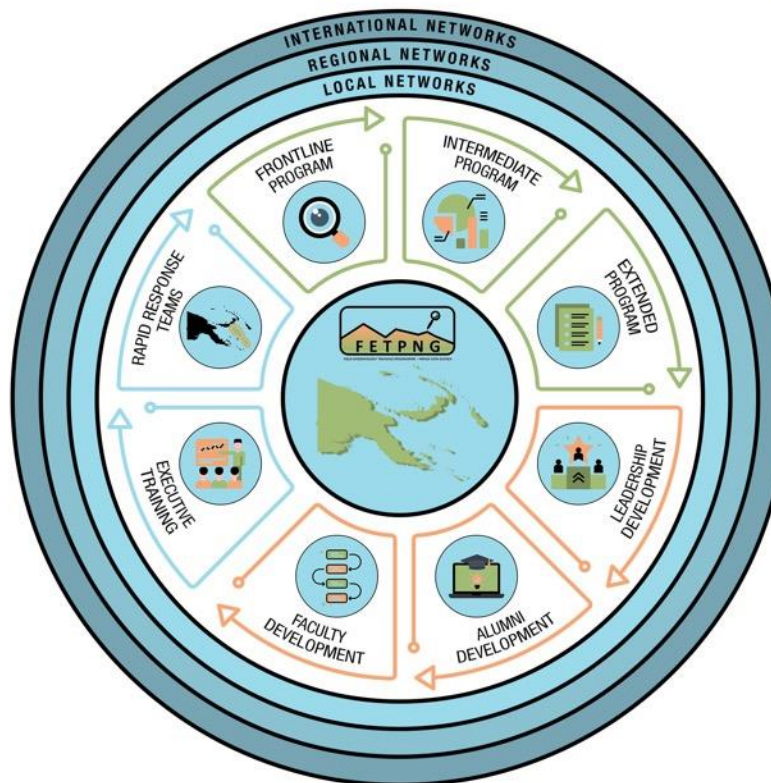
- ✓ Clarify the function, roles and responsibilities of RRT members
- ✓ Articulate when to respond to an alert and conduct a rapid risk assessment
- ✓ Field preparation, communication, engagement
- ✓ Use of personal protective and laboratory equipment needed for a response
- ✓ Conduct a case investigation and contact tracing
- ✓ Produce a report on the response, with recommendations and an action plan

## EXTENDED PROGRAM

- ✓ Critically review a surveillance system and develop recommendations
- ✓ Lead an outbreak investigation and summarize in a report
- ✓ Design and conduct an operational research study
- ✓ Design, conduct and evaluate a public health intervention
- ✓ Conduct descriptive analysis and interpret results
- ✓ Produce a policy brief and epidemiological reports for written and oral presentation

## EXECUTIVE TRAINING

- ✓ Sensitisation of Provincial Health Authorities and line managers on FETPNG competencies
- ✓ Scenario based activities that demonstrate core learnings in FETPNG programs
- ✓ Development of a communication strategy to provide regular updates on FETPNG activities



## LEADERSHIP DEVELOPMENT

- ✓ Recognise leadership styles and own preferred style
- ✓ Apply effective communication strategies
- ✓ Demonstrate strategies for improving team cohesion
- ✓ Produce a reflective practice piece
- ✓ Identify strategies for conflict management

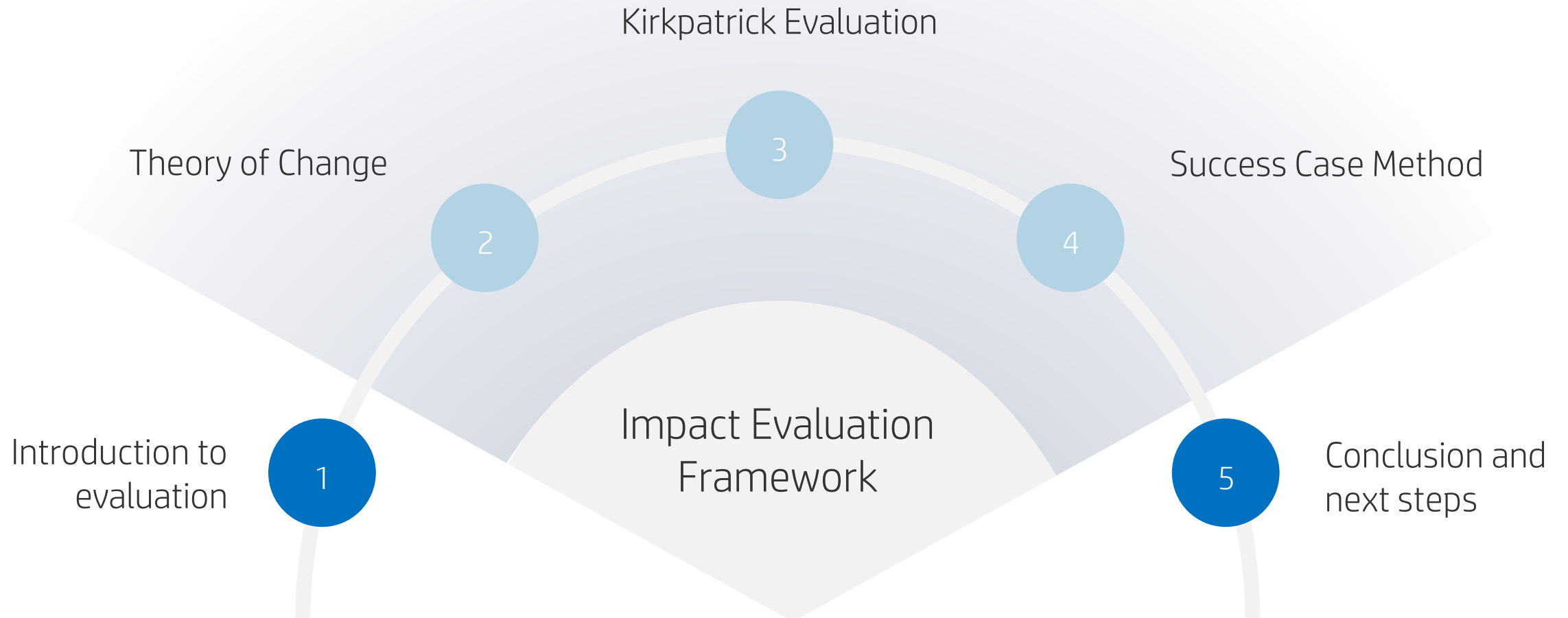
## FACULTY DEVELOPMENT

- ✓ Clear strategy for ongoing professional development with optional pathways
- ✓ Targeted training on mentoring and supervision
- ✓ Targeted training on development and delivery of adult education
- ✓ Enhanced training on advanced epidemiological principles
- ✓ Access to mentorship for projects and assistance with grant writing
- ✓ Opportunities to develop leadership skills

## ALUMNI DEVELOPMENT

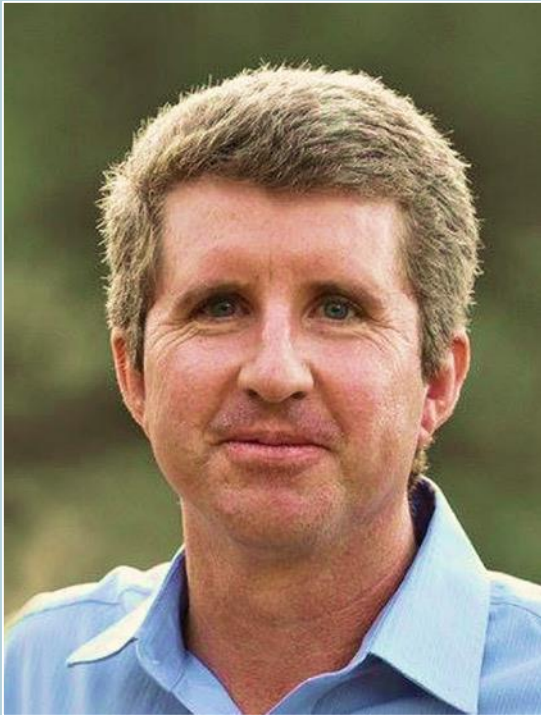
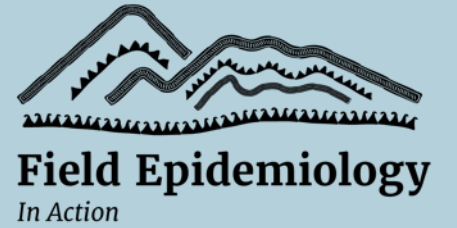
- ✓ Opportunities for ongoing professional development
- ✓ Access to self-directed and moderated E-learning
- ✓ Development of a regular webinar series to showcase alumni projects
- ✓ Access to mentorship for projects and assistance with grant writing
- ✓ Communication network strengthened through social media groups and activity
- ✓ Access to micro-grants to support ongoing field epidemiology projects & operational research

# Structure of today's workshop





# Your Facilitators



James Flint



Rachel Mather



Tambri Housen



Steph Wheeler

# Introductions

1. Your Name
2. FETP program you are affiliated with
3. One interesting fact about yourself







## Pre-Workshop Poll

- No one has evaluated impact of an FETP
- ~50% have conducted some sort of evaluation of a training program
- 70% Most found the evaluation to be useful or very useful – 30% not useful

*“To understand how we can better design evaluation which can lead to real action and change”*

*“Ideas of processes and frameworks for evaluation”*

*“apply impact assessment to improve the quality of programs I work or have worked on”*



[www.menti.com](http://www.menti.com)  
Code: 8826 6844





## Zoom Breakout Discussion

7-min

1

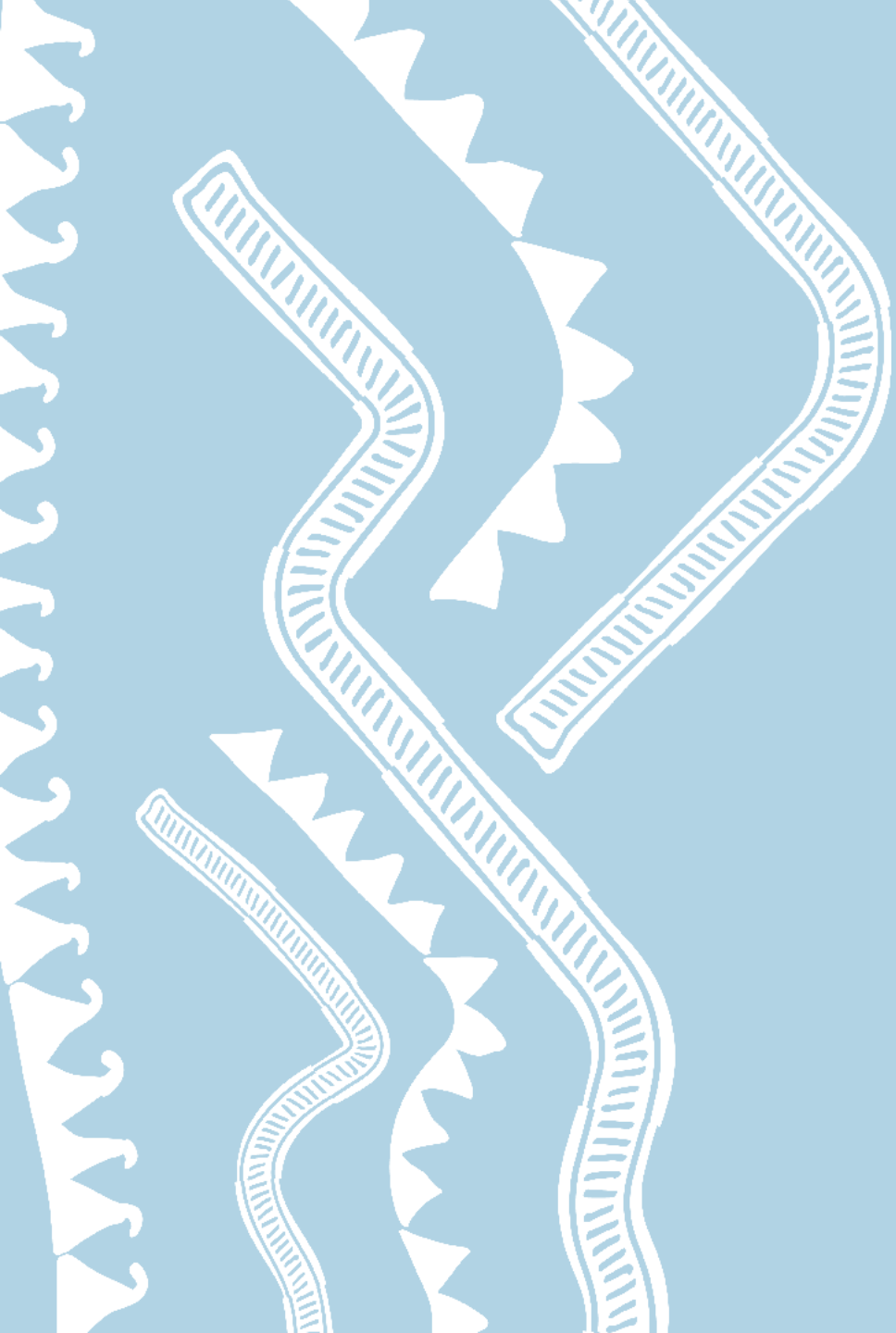
What do you understand by impact evaluation?

2

What challenges have you experienced, or anticipate you will experience, when conducting an impact evaluation?

3

Record your groups discussion here:  
<https://tinyurl.com/w5ruw3z6>



# Introduction to Evaluation



# FETP Diversity

- >86 FETPs serving more than 160 countries
- Various models, curriculums and governance structures
  - FELTP, FETPV, FETP-One Health, Frontline, Intermediate, Advanced
  - MOH embedded, University affiliated
- United by a common approach and core set of competencies
- Standardized-rigid evaluation approach difficult
- Common framework that can be adapted to the diverse FETPs would be valuable

# FETP Evaluation

The quantity, and even quality, of outputs, does not necessarily equate to public health impact.

Outputs ≠ Impact

- Many publications giving examples of outputs
  - Outbreak investigations
  - Surveillance system evaluations
  - Prevention and control activities
  - Papers published
- Some published FETP evaluations (primarily process & output indicators)
- Very few FETP evaluations focused on outcomes & impacts





## Published FETP Evaluations

[www.fieldepiinaction.com](http://www.fieldepiinaction.com)

### EIS 1991-1996

outcome measures = publications and job choices

### Multistate FETP evaluation 1996

interviews with trainees, staff, program managers, political decision makers and donors

### Multistate FETP evaluation 2012-2013

scorecard approach + expert review of abstracts

### Multistate FETP evaluation 2014

process and short-term outcome indicators

### UK FETP 2018

qualitative focus to studying impact – focus groups and online survey

### Tanzania, 2021

pre-post, exit interviews

### Eastern Mediterranean, 2021

Kirkpatrick Level 3 & 4

# Training Evaluation

1

Kirkpatrick's model

2

Kirkpatrick derived

CIRO Model

Hamblin's model (5 levels)

Kaufmans model (6 levels)

Scriven's Model (12 point checklist)

WHO Training Evaluation Framework

New World Kirkpatrick Model (2016)

3

Alternate models

CIPP Model

Learning Outcomes approach

Responsive Evaluation Model

Anderson Model



## Defining Impact

“positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended.” (OECD-DAC 2010).

## Defining Impact Evaluation

“a systematic and empirical investigation of the impacts produced by an intervention – specifically, it seeks to establish whether an intervention has made a difference in the lives of people” (DFAT, 2012)



# Linear approach to evaluation

INPUTS



ACTIVITIES



OUTPUTS



OUTCOMES



IMPACTS



# Establishing causality

## Factual Assessment

[Theory based] The extent to which the actual results match what was expected; is what was observed in the program / intervention and the broader environment consistent with the theory

## Counterfactual Assessment

[Experimental based] An estimate of what would have happened without the program or intervention



Most Significant Change

Kraiger's Decision Based Evaluation

CIPP Evaluation Model

Responsive Evaluation Model

Success Case Method

Kirkpatrick

Qualitative Comparative analysis

The Learning Outcomes Approach

Which evaluation model?

KPMT model

The Organizational Elements model

The Learning Outcomes Approach

Halton's Evaluation Research and Measurement Model

Scriven's Model

New World Kirkpatrick Model

Hamblin's 'five-level' Model



# Choosing your Evaluation Method

KEY EVALUATION QUESTION	UNDERLYING ASSUMPTIONS	SUITABLE DESIGNS
To what extent can a specific impact be attributed to the intervention?	<ul style="list-style-type: none"> <li>Expected outcomes and the intervention itself clearly understood and specifiable</li> <li>Likelihood of primary cause and primary effect</li> <li>Interest in particular intervention rather than generalisation</li> </ul>	<ul style="list-style-type: none"> <li>Experimental</li> <li>Hybrids with case-based and participatory designs</li> </ul>
Has the intervention made a difference?	<ul style="list-style-type: none"> <li>Several relevant causes need to be disentangled</li> <li>Interventions are just one part of a causal package</li> </ul>	<ul style="list-style-type: none"> <li>Experimental</li> <li>Theory-based evaluation</li> <li>Case-based</li> <li>Contribution Analysis</li> <li>Success Case Method process</li> </ul>
How has the intervention made a difference?	<ul style="list-style-type: none"> <li>Interventions interact with other causal factors</li> <li>It is possible to clearly represent the causal process through which the intervention made a difference – may require ‘theory development’</li> </ul>	<ul style="list-style-type: none"> <li>Theory-based evaluation especially ‘realist’ variants</li> <li>Contribution Analysis</li> <li>Success Case Method process</li> <li>Participatory approaches</li> </ul>
Can this be expected to work elsewhere?	<ul style="list-style-type: none"> <li>What has worked in one place can work somewhere else</li> <li>Stakeholders will cooperate in joint donor/ beneficiary evaluations</li> </ul>	<ul style="list-style-type: none"> <li>Participatory approaches</li> <li>Some Experimental and Theory-based approaches</li> <li>Realist evaluation</li> </ul>



# Key Evaluation Questions & Outcomes

## Assess:

Extent to which FETP contributed to increased knowledge and skills

Extent to which FETP graduates translate knowledge and skills into public health action

Extent to which the FETP graduates impacted public health in the communities they serve

## Identify:

Common enablers and barriers to knowledge translation

Unintended positive and negative consequences of the FETP training model on trainees

Specific areas where FETP can be improved to maximise outputs, outcomes and impact



Development of a impact  
evaluation framework for  
FETP

Simple enough to be used by FETP  
faculty and staff

Cost effective

Flexible to allow for contextually and  
culturally appropriate application

Use existing, accepted, validated  
methods



# Selected Framework



## Theory of Change

*Guides what to evaluate*



## Kirkpatrick

*Determine what and how much*



## Success Case

*Explores how and why*

THEORY OF CHANGE

KIRKPATRICK EVALUATION METHOD

**LEVEL 1**  
REACTION

- Engagement
- Relevance
- Satisfaction

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**LEVEL 2**  
LEARNING

- Knowledge
- Skills
- Attitude
- Confidence
- Commitment

KNOWLEDGE / SKILLS  
**CREATION**



KNOWLEDGE / SKILLS  
**APPLICATION**



**LEVEL 4**  
RESULTS

- Leading indicators
- Desires outcomes

KNOWLEDGE / SKILLS  
**IMPACT**

NON-SUCCESS CASES

SUCCESS CASES

**BARRIERS**  
to knowledge & skills use

**ENABLERS**  
to knowledge & skills use

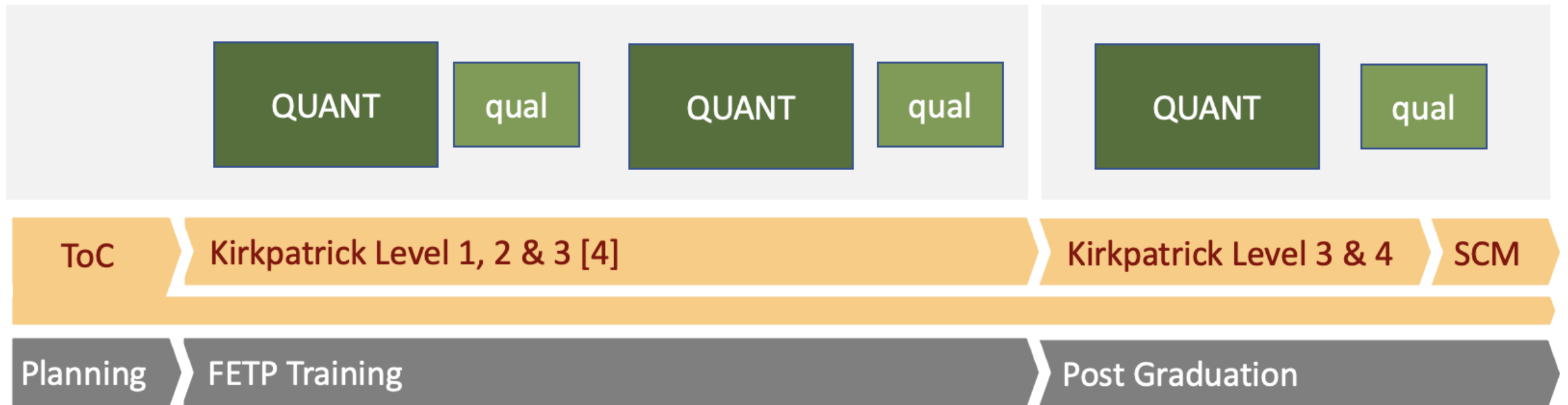
**EVIDENCE OF IMPACT**

SUCCESS CASE METHOD

THEORY OF CHANGE

# Proposed FETP Impact Evaluation Framework

Sequential explanatory mixed methods



*QUANT = dominant quantitative study component;*

*qual = sequential qualitative study component;*

*ToC = Theory of Change*

*SCM = Success Case Method*



# Alignment of KEQ with methods and tools (example)

2. To assess the extent to which FETP graduates translate field epidemiology knowledge and skills into public health action

	QUAL	Document review (mentors handbook)	KP3
	QUAL	Document review (fellows' portfolio)	KP3-4
QUANT	QUAL	Survey (2 months post-graduation)	KP3-4
QUANT	QUAL	Survey (9 months post-graduation)	KP3
QUANT	QUAL	Interview (12 months post-graduation)	SCM

3. To assess the extent to which the FETP graduates impacted public health in the communities they serve

	QUAL	Document review (fellows' portfolio)	KP3-4
QUANT	QUAL	Survey (9 months post-graduation)	KP4
	QUAL	Interview (12 months post-graduation)	SCM



Theory of Change  
Kirkpatrick  
Success Case