**Step 4:** Define Evaluation Questions, Objectives, and Indicators

**Tool: Question and Indicators Template**

**Instructions: Moving from left to right, fill in each cell with questions, outcomes, and indicators for your evaluation. Compare anticipated outcomes with those you identified in Step 1. For detailed instructions and a sample, see pg. 2-5 below.**

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| Questions and Indicators Template |
| General EvaluationQuestions | **More Specific Evaluation Questions** | **Very Specific Evaluation Questions** | **Anticipated Outcomes** | **Outcome Indicators** |
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**Overview:**

After completing the Training Evaluation Framework Template, the Situational Factors Worksheet, and the Evaluation Considerations Tool, you should have in mind the outcome(s) of interest for your evaluation. Now you are ready to complete the Questions and Indicators Template.

**Instructions for Completing the Questions and Indicators Template:**

This template can help you define your evaluation questions, anticipated outcomes, and indicators.

* Begin at the left-hand column (column 1) and fill it in with a broad question related to your outcome evaluation.
* Then, complete columns 2 and 3, which will guide you towards greater specificity in your questions.
* In column 4, translate the “very specific evaluation questions” into anticipated outcomes.
* Finally, note potential outcome indicators for your evaluation in column 5.

As with other steps in the TEFT, knowing how to write a good evaluation question and choose good indicators takes time and experience. This tool and accompanying instructions are not intended as a comprehensive guide. Rather, they can provide you with some key concepts and guidance. For more information, you may wish to consult with another evaluator or use some of the resources available to you online (a list of resources is available on the TEFT website).

**The following key concepts may help you choose evaluation questions and indicators:**

1. For in-service training outcome evaluation, the evaluation questions will likely be centered on a few basic themes:
	* **What was the outcome of the training (at the various levels and categories in the Framework)?**

**Examples:**

* + - Did the health care workers learn from the training? What did they learn? Did it improve their knowledge? Did the training change their on-the-job performance? In what ways? Did the training result in improvements in patient health?
	+ What factors resulted in the greatest outcomes?
	Examples:
		- Did longer training sessions result in greater outcomes? Which cadres of health care workers were best able to apply their new knowledge on the job?
	+ What were the costs and benefits associated with the training?
	Examples:
		- Did costlier trainings result in greater outcomes? Which trainings had the most “impact per dollar” in terms of outcomes?
1. The focus of your evaluation questions should be driven by your intended use of the evaluation information and your reason for conducting the evaluation.
Examples:
	* + Will the evaluation results be used to make decisions regarding future funding? Will the findings guide revisions to the training program to yield better outcomes?
2. An indicator is *a data point which helps to measure change in a phenomena or process.* Indicators should be carefully selected to ensure that they answer your evaluation question.
	* The indicator should be a good reflection of the outcome you are evaluating.
		+ It should have “validity”: It should make logical sense in relation to the outcome you want to evaluate. For example, imagine that you choose to administer written pre- and post-tests for health care workers who are trained to provide good HIV counseling and testing. The tests may accurately measure how much knowledge they gained from the training. However, if you’re evaluating the change in health care workers’ on-the-job performance, these pre- and post-tests won’t give you the data you need: they do not have “validity” for measuring a performance outcome. In the complex environments that comprise our global health systems, the link between knowledge and performance can’t be assumed, so this concept of validity is good to keep in mind.
		+ It should be important and relevant. Because of the resources required to collect, manage and analyze data, your indicator should contain information that you will use. Avoid the temptation to collect data on unnecessary indicators.
	* An indicator often requires a numerator and denominator, to give a proportion or percentage of a phenomenon being studied.
	Example:

Proportion of trainees achieving 90% or better on a competency test

* + - Numerator = Number of trainees assessed who achieved 90% or better on competency test
		- Denominator = Total number of trainees assessed

**On the following page, you will find a completed sample of the Question and Indicators Template**

* The example here follows the hypothetical case study “Amanga” (available on the TEFT website), which describes an evaluation of a national antiretroviral treatment (ART) training for multiple cadres of health care workers, with a focus on changes in the national guidelines regarding first-line ART regimens.

 **(Sample): Question and Indicators Template**

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| Questions and Indicators Template |
| General Evaluation Questions | **More Specific Evaluation Questions** | **Very Specific Evaluation Questions** | **Anticipated Outcomes** | **Outcome Indicators** |
| Did Amanga’s training on new national guidelines result in improvements in health care workers’ knowledge and on‐the‐job performance in correctly prescribing antiretroviral treatment (ART)? | *Did the trained health care workers (“trainees”) show increases in knowledge of the new guidelines on first‐line ART regimens?* | *Did the trainees show improved scores between pre‐ and post‐test knowledge tests on the new guidelines on first‐line ART regimens?* | *Improved scores on questions related to new guidelines on first-line ART regimens.* | *% increase in trainees’ post‐training test scores compared with pre-training scores.* |
| *Did the trained health care workers show improvements in correctly prescribing first-line ART regimens?* | *Did the trainees show improved on‐the-job performance of prescribing first‐line ART regimens?* | *Increased proportion of health care workers performing correct prescribing of first-line ART regimens.* | *% of trainees who are rated on an observation checklist as correctly performing first-line ART prescription at least 80% of the time* |
| *Were there differences in knowledge and performance based on cadre?* | *Did some cadres show greater improvement than others in pre‐ and post-tests and in on‐the‐job performance?* | *Differences among cadres in % improvement on pre‐ and post‐test and observation scores.* | *Differences among health care worker cadres in % improvements on pre‐ and post‐test and observation scores related to prescribing first‐line ART.* |

**(END SAMPLE)**