

# After School Programme Indicator Guide

Indicators are measures that illustrate the performance of a programme with precision and are required at each level (monitoring, evaluation, and impact) and for all aspects of a project (inputs, outputs, outcomes, and impact).

This guide helps identify key indicators for mapping and advancing the After School Sector and provides practical guidance on how to construct best-practice indicators.



## Within the After School Sector, indicators serve 3 fundamental functions:



### For understanding

To know how the After School space works as a system and how it can improve.



### Performance tracking

To check if the system in its smaller (organisational level) or larger (sectoral level) units is performing to the expected/agreed standard.



### Accountability

In the context of After School programming, indicators allow individuals and organisations to hold themselves up to learners, parents, schools, funders, and other stakeholders alike.

## Types of indicators

### Quantitative

These indicators are typically reported as numbers that can assume different forms including ratios and percentages. Examples of quantitative indicators include:

- The number of After School sessions (in hours) per week.
- The proportion/ratio of learners to facilitators.
- The number of ASP learners with at least 1 or more passes in Math & Science related subjects.

### Qualitative

These often take the form of people's perceptions and judgements and can be expressed as statements, paragraphs, case studies, and reports. Examples of qualitative indicators include:

- Improved organisation's functional capacity.
- Level of learner satisfaction with extra-curricular activities.
- Changes in acceptability of After School programmes in low-resourced communities.

## Questions to consider for indicators

01

**What** is being measured and **why** is it being measured?

02

**How** is the indicator being defined, e.g. % change in academic results.

03

**Where** does the data come from and **how** often is it measured?

04

Will the data **measure** absolute numbers/ proportions?

05

Are there any **disaggregates** e.g. grade, gender, school, etc.

### Example of goal

To improve learner educational outcomes in low-resourced communities.

### Example of indicators

01 % of learners that improve by 2% from term 1 - 4 reports, based on their average performance %

02 Number of grade 10 learners that improve by an average of 10% based on their average academic performance %

## Constructing SMART indicators

Think about framing indicators the **SMART** way, the following would be an example based on the statement "**Improved learner educational outcomes in low-resourced communities**". From this result, the indicator could be, "**Percentage of grade 7 learners advancing to high school in Matatiele, Eastern Cape South Africa yearly**". This is SMART because it is:

**S**

**SPECIFIC:** Identifies grade 7 learners advancing to high school as the target for improvement.

**M**

**MEASURABLE:** Uses a %, i.e. the total grade 7 learners moving to high school divided by the total enrolled for grade 7 multiplied by 100.

**A**

**ACHIEVABLE:** Organisation has the resources required to ensure success and sufficient data points within stipulated timeframes.

**R**

**RELEVANT:** Mapping out the increase in # of learners progressing to the next academic level is relevant to the goal.

**T**

**TIME-BOUND:** Measurement for indicator is once per year based on grade progression, e.g., "yearly".