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 hour) 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

1. **What is being measured and why is it being measured?**
2. **How is the indicator being defined, e.g. % change in academic results.**
3. **Where does the data come from and how often is it measured?**
4. **Will the data measure absolute numbers/ proportions?**
5. **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

1. **% of learners that improve by 2% from term 1 - 4 reports, based on their average performance %**
2. **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 %; is 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.”

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