

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".