

Indicators and Developing Indicators

By

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Overview

- Indicators stage is when details are added to the change framework.
- Focuses on how to measure the implementation and effectiveness of the initiative.
- Used to assess the state of a program by defining its characteristics or variables, and then tracking changes in those characteristics over time or between groups
- They are measured to validate the success and achievements of the intervention

Overview

- Indicators provide data that can be measured to show changes in relevant
- Indicators are used to create targets that allow program staff to measure up-to-date characteristics of the program's success
- Assess whether those results are in line with program expectations.
- Indicators themselves are vital to this process, as they are the key for successful tracking of program changes or problems.
- It alerts managers to any needed mid-course adjustments if it is found that the program is having unexpected difficulties or going off track

Indicator

- An indicator is ***a specific, observable and measurable characteristic that can be used to show changes or progress a programme is making toward achieving a specific outcome.***

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- But you can forget the jargon. Simply put, for each indicator you want to ask:
- Who is changing? (women enrolled in the program)
- How many do we expect will succeed? (perhaps 90% of the enrolled women)
- How much is good enough? (a Ushs 10,000 per hour job for at least six months?)
- By when does this outcome need to happen? (perhaps within two months of graduation)

Indicator

- Each indicator has four parts: population, target, threshold and timeline.
- **Indicator** is the actual variable being measured, such as average test scores or proficiency in a particular skill.
- **Population** is the group that you are measuring, such as a program's clients.
- **Threshold** represents the minimum for the outcome to be successfully achieved. (E.g. the threshold for a successful election between two candidates is 51% of the vote; if there were three or more candidates, the threshold would be lower, because only a majority of the votes would be required to be successful.)

Process Developing

1. Collect ideas

- a) The project's objectives, which were determined for the various levels of the logic model, and
- b) The question to be addressed in the social-impact analysis.

Objective	Dimension	Indicator
After project participation youths have apprenticeships (directly verifiable)	countable	<ul style="list-style-type: none">• Number of youths that have a job within six months after participation in the project
Youths have better job-application skills (not directly verifiable)	countable	<ul style="list-style-type: none">• Number of participants in training sessions• Number of youths hired after applying for a job
	describable	<ul style="list-style-type: none">• Youths know how a good job application is constructed• Youths have a clear career perspective• Quality of the job application documents produced (appearance, formulation, completeness)• Youths produce job-application documents independently

Step 2: Structure and refine ideas

- Ideas are given a further structure
 - a) Some project objectives can be captured using a **single indicator**, for instance using quantitative characteristics e.g. *number of youths who have secured a position in a vocational-training program following participation in the project.*
 - b) By contrast, more complex project objectives will usually **require more indicators**, often drawing on qualitative and quantitative indicators simultaneously.

e.g., how can achieving a goal like “Youths have better job-application skills” be expressed? How can it be described? Are there countable dimensions?

When developing your indicators, you can refer to the work of other organizations or use previously developed sets of indicators, however projects will not have similar indicators.

Indicators are an important project development step

3. Formulating Indicators

- a) In order to make sure that an indicator is both meaningful and measurable, like the objectives, should be formulated so as to be SMART
- b) Formulate the indicator so that it is clear what results are to be reached within what target group, and in what time frame.
- c) However, pay attention to the following:
 - i. Be sure to develop indicators that in sum capture both the **quantitative and quantitative aspects** of the situation.
 - ii. The central goal of the social-impact analysis is to learn from the results, and if necessary to make changes in the project. Indicators should cover the following questions:
 - What information do you need to determine whether the project participants have undergone the desired transformation?
 - What information will help you determine how to improve or adapt your project?
 - What would you need in order to tell that something is going wrong?

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iii). Choice of indicators also plays an important role for reporting requirements. Involve your stakeholders, your funders, as early as possible. Consider together which indicators will be the most useful to support with data.

iv). Consider what form or unit of measure will be most useful in presenting the indicator. Possible options include: absolute figures, sums, averages, percentages of a whole, percentage changes, and so on.

v) SMART indicators, particularly at the output and results levels, it can be tempting to focus on countable indicators. Therefore, try to find a good mix of indicators that illuminates both the quantitative and qualitative aspects of the project.

4. Selection of indicators to collect

- The goal is to have a small but meaningful set of indicators.
- You'll need at least one indicator per objective and analysis question; however, you'll sometimes need more indicators.
- You'll have to assign **target values** to the indicators.

Goal

10% increase in the number of Grades 6 primary students continuing on to high school within 3 years



Indicator

Percentage of Grades 5-6 primary students continuing on to high school

Outcome

Improve reading proficiency among children in Grades 5-6 by 20% within 3 years



Average reading proficiency among children in Grades 5-6

Output

1. 500 Grade 5-6 students with low reading proficiency complete a reading summer camp



Number of students completing the reading summer camp

Group work

On the M & E framework

- Insert a column next to Outcome and develop indicators for each of the them

Group Work - Theory of Change

1. What do you understand by the Theory of Change?
2. Why the Theory of change?

Thank You