

In order to understand an intervention's effectiveness you must measure progress over time. Indicators define the data points that you will track, and they may be quantitative or qualitative depending on what you're trying to measure.

You will need a mix of indicators that measure both how your intervention is being implemented as well as the progress being made in achieving short, medium and long-term outcomes.

How to Use It

Use this worksheet to structure specific, measurable and time-bound indicators for your inputs, outputs and outcomes.

Consider what you can actually track—qualitative stories from the people that you're designing for can be very powerful, especially where it's not possible or appropriate to capture hard numbers.

What Next?

Go through your mad libs and prioritize a manageable set. Make sure it includes any targets your funder requires you to report to. Fill these into your M&E Framework and continue with the next stage of your measurement plan.

Indicator Mad Libs

Indicators define the type of data that we will track to measure a solution's effectiveness over time. They may be quantitative or qualitative depending on what you're trying to track. This worksheet will help you structure indicators that are specific, measurable and time-bound.

PROCESS INDICATORS

Think about tracking frequency, scale or quality

of _____ that have been _____ during _____ .
resource/activity/product delivered / distributed / accessed period of time

of _____ who have _____ a _____ during _____ .
specific user group / population been reached by / attended / purchased activity / service / product period of time

Examples

Number of financial planning training sessions delivered per quarter.

Number of young women aged 19-24 who attend a financial planning training session per quarter.

Number of young women aged 19-24 who complete four or more financial planning training sessions per year.

OUTCOME INDICATORS

Think about tracking the proportion of solution users that achieve an outcome

% of _____ reached by _____ who _____ .
specific user group / population solution / intervention shift in knowledge / attitude / behavior

Examples

% of women aged 19-24 who have attended a financial planning training session who demonstrate improved knowledge of household budgeting.

% of women aged 19-24 who have attended a financial planning training session who have contributed more than \$20 savings to a women's community savings group.