

## ✓ Checklist 4 Designing SMART indicators <sup>[32]</sup>

A SMART indicator is:	Test questions	Example
<p><b>Specific</b></p> <p><i>The indicator clearly and directly measures a specific result for the objective it is measuring. We only measure one thing at a time.</i></p> <p><i>The indicator statement is clearly specified, terms are clear, and the questions “what”, “for whom” and “where” are answered.</i></p>	<p>Do we all understand the same thing? <input type="checkbox"/></p> <p>Is this indicator understandable by someone who has not participated in the project drafting? <input type="checkbox"/></p> <p>Is there anything missing in the indicator statement? <input type="checkbox"/></p>	<p><b>Outcome:</b> At the end of the project, the resilience of 7,000 children affected by the Syrian crisis has improved thanks to the provision of psychosocial support (PSS), educational services, and legal advice.</p> <p><b>Indicator topic:</b> Improve resilience</p>
<p><b>Measurable</b></p> <p><i>The indicator’s definition is clear and unambiguous. The qualitative and quantitative data needed to report on the indicator is available.</i></p>	<p>Will we be able to collect information on this indicator? If so, where will we get the information from? <input type="checkbox"/></p> <p>My indicator is a percentage: do I have the capacity to calculate the denominator? <input type="checkbox"/></p>	<p>→ <b>Make it specific (quality)</b>  <i>“Children who <b>benefit from PSS, legal advice, informal education and/or life skills show an improvement in their self-esteem.</b>”</i></p> <p>→ <b>Make it specific (target group/area)</b>  <i>“<b>At-risk girls and boys living in XX refugee camp</b> who benefit from PSS, legal advice, informal education and/or life skills show an improvement in their self-esteem.”</i></p>
<p><b>Achievable</b></p> <p><i>The measurement of the indicator is feasible and realistic, within the resources (financial, human) and capacity of the project/programme.</i></p>	<p>Do we really think that we can obtain these results given the resources available as part of our project framework? <input type="checkbox"/></p>	<p>→ <b>Make it measurable (quantity)</b>  <i>“<b>Percentage</b> of at-risk girls and boys living in XX refugee camp who benefit from PSS, legal advice, informal education and/or life skills show an improvement in their self-esteem.”</i></p>
<p><b>Relevant</b></p> <p><i>The indicator provides appropriate information that is best suited to measuring the intended result or change expressed in the objective.</i></p>	<p>To what extent can the results be attributed to your efforts? <input type="checkbox"/></p> <p>Does the indicator focus on the change that we would like to see happening and that will show us that we are on track? <input type="checkbox"/></p> <p>Is it connected with our results? <input type="checkbox"/></p> <p>Does the indicator tell you anything you did not know before? <input type="checkbox"/></p> <p>Does it help the organisation to be accountable to different stakeholders? <input type="checkbox"/></p> <p>Do we really need to collect this information? How are we going to analyse it? How are we going to use it? Will it help you make decisions to improve future performance? <input type="checkbox"/></p>	<p>→ <b>Make it achievable</b>  <i>Information will be collected thanks to the Rosenberg self-esteem scale used at the end and beginning of each activity cycle. <sup>[33]</sup></i></p> <p>→ <b>Make sure the information is relevant</b>  <i>Specialists commonly agree that self-esteem contributes to resilience.</i></p> <p>→ <b>Make it time-bound</b>  <i>“% of at risk girls and boys living in XX camp who benefit from PSS, legal advice, informal education and/or life skills show an improvement in their self-esteem <b>at the end of the project</b>”.</i></p> <p>→ <b>Once the baseline has been established</b> – unless the data is available at the end of the strategic planning phase – a target can be set. The final indicator is therefore: “<b>At least 80%</b> of at risk girls and boys living in XX refugee camp who benefit from PSS, legal advice, informal education and/or life skills show an improvement in their self-esteem at the end of the project”.</p>
<p><b>Time-bound</b></p> <p><i>The period is defined during which this phenomenon can be observed (by when?).</i></p>	<p>Is it in line with the project timeframe? <input type="checkbox"/></p> <p>How often will you have to collect it? <input type="checkbox"/></p>	