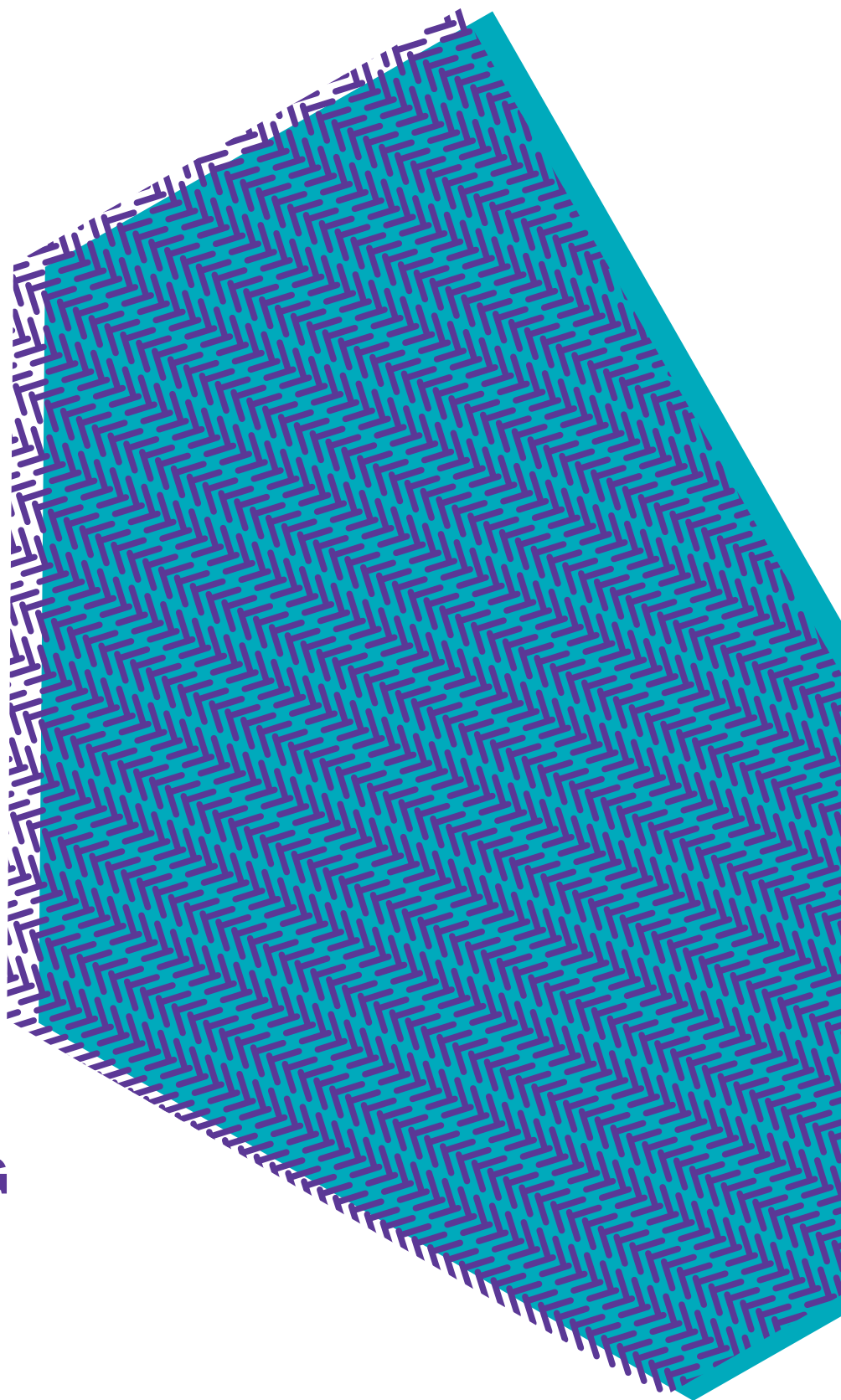


GRANT MONITORING, EVALUATION & LEARNING

Standard Indicator Guidance Document





**WORLD[®]
SCOUTING**

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Indicator foundations

Purpose of this document

The guidance document supports grantees in understanding, selecting, and applying the Standard Indicator list within the Fluxx Grant Management System.

It provides guidance in relation to the following questions:

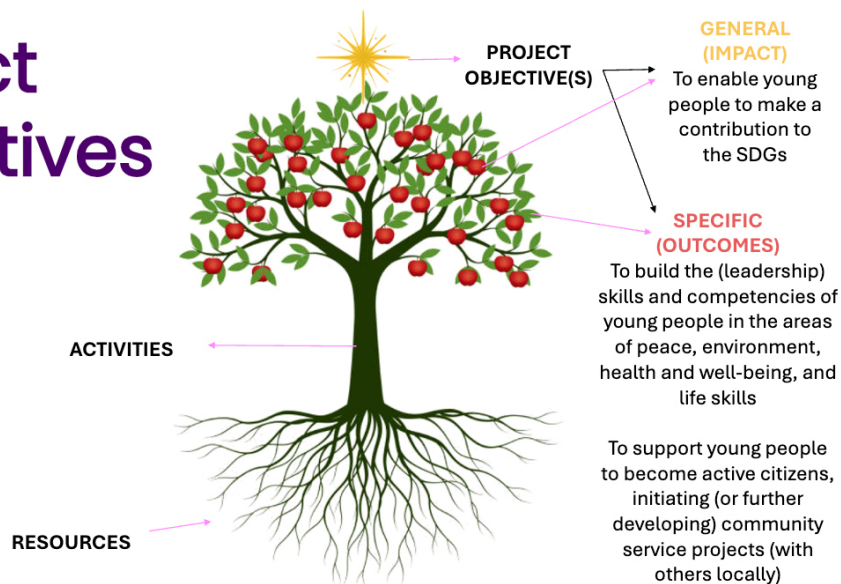
- What are indicators and what purpose do they serve?
- What types of indicators are there and why?
- How do the indicators appear in Fluxx?
- What are the key terms I should be aware of?
- When and in what context should each indicator be used?
- Indicator checklist for grantees

What are indicators, and what purpose do they serve?

An indicator is a measurable variable used to track whether a project is achieving its objectives. Indicators bridge what a project intends to achieve and what it has achieved, providing evidence of whether it has achieved its goals.

Project objectives

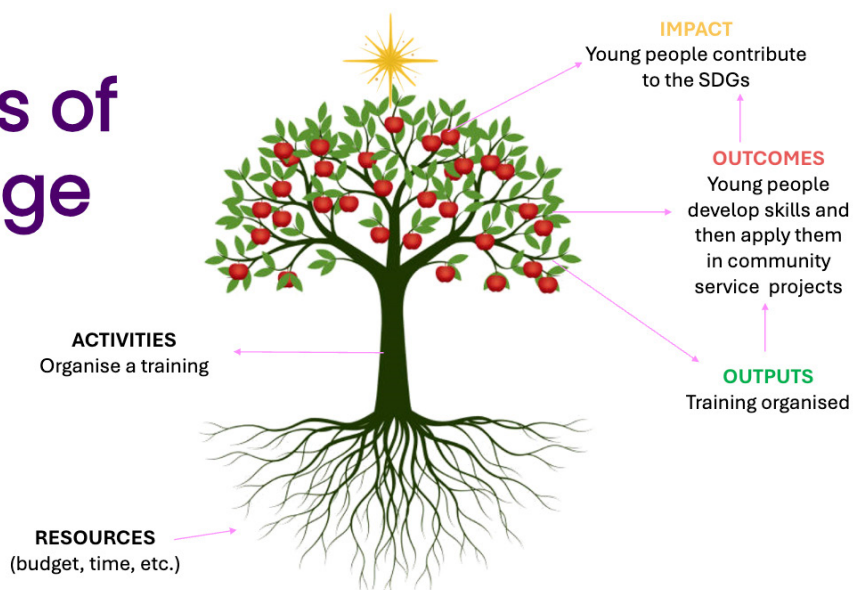
EXAMPLE



Indicators are derived from a project's "Theory of Change", a logical chain that takes account of a project's context, and sets out its different levels of change by connecting its activities to the outputs it produces, to its intended outcomes and ultimately to its expected impact.

Levels of change

EXAMPLE



Levels of change	Definition - key question	Examples
Activities	What concrete things did the project organise/implement?	Training, workshop, events.
Outputs	What were the direct results of the activities delivered?	National training conducted; participants from different regions and of different age groups participated.
Outcomes	What were the short to medium-term results achieved in relation to each output?	Scouts build their knowledge on the SDGs. Scouts develop skills in peacebuilding and take action.
Impact	What was the long-term change produced? How did the project make a change in the community?	Community builds its knowledge about SDGs. Community benefits from the action with a cleaner environment.

A good indicator is SMART:

- S Specific** It measures one clear thing.
- M Measurable** It can be counted or rated.
- A Achievable** It can realistically be achieved within the project's scope.
- R Relevant** It is aligned with the project's needs and goals.
- T Time-bound** It has a concrete timeline for its achievement.

Indicators should also be disaggregated i.e. broken down by gender, age and be linked to a baseline and target.



What types of indicators are there and why?

We have set out three different types of indicators to choose from and help measure whether projects have achieved their objectives - standard, custom and ad hoc indicators.

- **Standard Indicators:** Pre-defined indicators that can be applied across a wide range of projects and initiatives. They are listed in the Fluxx indicator section.
- **Custom Indicators:** Pre-defined indicators linked to a specific initiative or thematic area, such as WOSM Services, Global Support Assessment Tool (GSAT) or Gender-Based Violence, that allow for comparable data to be gathered across specific initiatives or thematic areas implemented at a smaller scale than those related to the standard indicators. They are listed in the Fluxx indicator section.
- **Ad Hoc Indicators:** Indicators which are neither standard nor custom, but specific to a project, allowing for more granularity in the evidence gathered. Such indicators are developed where the project activities are context specific and no standard or custom indicator captures the intended change, or where the project operates in thematic area that is not captured by standard or custom indicators.

The majority of indicators per project should be either standard or custom indicators, with the number of ad hoc indicators being limited.

In practice this means that project teams should select standard and custom indicators among the list provided and define a limited number of ad hoc indicators if relevant. If indicators have been defined by the project team without consulting the list, they should aim to link these to existing standard and custom indicators, as the example below illustrates.

Indicator as defined by the project team	Equivalent Standard Indicator
Percentage of participating NSOs that implement at least one governance reform within six months.	Number of NSOs that have made meaningful changes to their governance structure, procedures and/or processes further to the support received, 6 to 12 months on.

The underlying objective(s) of the project and what evidence is gathered to show whether these have been achieved do not change - the only change is in the wording of the indicator.

Having pre-defined indicators will help to:

- Be more concrete in the project design by defining project activities, outputs and outcomes. For instance, the distinction between people trained, people attending workshops or meetings, and people attending events requires grantees to clearly define the activity they are undertaking. Moreover, the distinction between knowledge gained versus skills developed provides clarity to the measurement of project results at outcome level.
- Better set out the budget needs.
- Track the same indicators across comparable projects.
- Gather data on the same indicators across grants.
- Create a manageable list of indicators that can be reported against to donors.
- Report more on outcomes, rather than simply on outputs, to better assess achievements at project level, as an organisation and as a movement.

How do the indicators appear in Fluxx?

Indicators appear in the Project Plan section of the grant application in Fluxx, structured as:

a. Project Objective: the change the project intends to produce.

b. Activity: the specific intervention or action to be taken.

c. Indicator: the measure attached to the activity that will demonstrate achievement.

At the indicator level, grantees select from a dropdown menu populated with the standard and custom indicators. Please note that only the ad hoc indicators that are project specific and limited in number need to be inserted by grantees.





**Key
terms**

What are the key terms I should be aware of?



Disaggregation terms

1. Age Category: Participant numbers are broken down into various sub age-groups such as 11-14, 15-17, 18-25, 26-30, 30 and above. This provides information on the demographic distribution of a project, activity and/or place.

2. Gender: Participant numbers broken down by how they identify, typically male, female, non-binary or prefer not to say. This helps to check the diversification of the project reach.

Thematic scope terminology:

1. Environment or Sustainability: Activities related to nature, climate, consumption, energy, sustainable practices. This can include recycling, awareness about climate change.

2. Peace: Activities related to dialogue, tolerance, conflict prevention, conflict mediation.

3. Health and Well being: Activities related to nutritional health, mental health, physical health, emotional resilience.

4. Life Skills: Activities related to leadership, decision making, teamwork, communication, design thinking, critical thinking.

5. Digital Literacy: The ability to use and engage with the digital tools and information. Understanding of how digital space works, how to navigate, and how to use technology to solve problems.

Outcome indicator terms:

1. Knowledge Built: A participant is able to explain, describe a concept that they did not understand before. For instance: A scout can explain what the SDG goals are and their components.

2. Skills Developed: A participant feels able to apply the knowledge gained and understands how to put it into action. For instance: a Scout has gained the knowledge and feels able to run a first aid training in a community.

3. Inspired to Take Action: A participant is motivated or inspired to act, but the action may not have taken place yet and may not materialise at all - it is about the intention to act.

4. Action Taken: A participant did something in the community or scout group as a result of what they learned. For instance: led a clean up campaign, planted trees, organised an inter-religious dialogue in the community.

5. Collaborated: Participants work together to achieve something jointly.

6. Learn about Different Cultures: Participants gain an understanding of how other people live, their values and belief systems. For instance: intercultural outcomes at a jamboree.

Data collection concepts and tools:

1. Baseline: The starting point before the project begins to serve as a point of comparison before an activity is started. If this is a new measurement area, we keep it at "0" or if there is no any historical target group that participated we keep it at "0".

2. Participant Survey: A tool to gather data on outcome level indicators that consists of a short questionnaire with mainly closed questions and a limited number of open questions. It serves to gather data from a larger number of participants on the What? - What happened?

3. Interviews: A tool to gather data on outcome level indicators that consists of a semi-structured questionnaire and questions being asked of a limited number of people (1 to 3). It complements a survey with more in-depth insights, answering the Why? - Why did this happen?

4. Focus-Group Discussion: A tool to gather data on outcome level indicators that consists of a semi-structured questionnaire and discussions among 6-8 people. It provides for different perspective, narrative framing and complements a survey with more in-depth insights, answering the Why? - Why did this happen?







Choosing the right indicator

When and in what context should each indicator be used?

Growth indicators (output level indicators only)

They are used when the project's primary goal is to increase scouting membership

a. Process: Use new people recruited indicators when the project is recruiting in a defined target group. Also distinguish between vulnerable and non-vulnerable members.

Capacity Strengthening - People (Output and Outcome level Indicators)

The indicators below are relevant to consider when a project's goal is to build the capacity (i.e. knowledge and/or skills) of individuals, rather than to strengthen the institutional capacity, systems and/or processes of an organisation. Indicators relating to organisations are listed further down this document.

OUTPUT LEVEL INDICATORS

- i. Number of direct beneficiaries** is used to count the number of Scouts who directly participate in the project activities
- ii. Number of indirect beneficiaries** is used to count the number of Scouts who benefit from project activities but are not the involved in direct activities
- iii. Number of community beneficiaries** is used to count the number of individuals in the community benefiting from Scout activities or action
- iv. Number of people who participated in Scouting activities** is used to holistically count the number of people who are not Scouts, but are participants in the activities, e.g. in Ticket to Life projects
- v. Number of vulnerable people who participated in Scouting activities** is used to determine the group of people who are in humanitarian affected areas or have been affected by natural disaster, famine or are part of marginalised group
- vi. Number of training outputs developed or revised** is used to count the number of training materials produced or updated, e.g. training curriculum and support documents.
- vii. Number of people trained/attended workshops or meetings/attended events** is used based on the activity types:
 1. Trained: A defined curriculum with a structured learning curve
 2. Attended Workshops or meetings: These are group interactions which are different to training sessions and events. They thus do not involve the development of specific competencies or are based on a curriculum/around an event. This can also include a webinar.
 3. Attended Events: Such as jamborees or conferences.

viii. Number of people consulted is used when the primary activity involves gathering input either through surveys, focus groups, or one-on-one consultations.

ix. Number of young people recognised is used if young people are being awarded something (e.g. MoP award)

x. Number of fora/debates/consultation events that Scouts played a representative/advocacy role in is used to gather evidence on advocacy-related activities

xi. Number of non-community focused volunteering hours is used to showcase the volunteers hours dedicated to scouting training or activities

xii. Number of community service hours is used to record the voluntary hours for the activities that involve community members outside of scouting

OUTCOME LEVEL INDICATORS

Select the outcome indicator that matches the thematic area of your project activities. Differentiate between knowledge, i.e. a deeper understanding of the theme, and skills, i.e. practical capabilities that will enable participants to act in a given area. Do not select all outcome indicators unless your project covers all the themes listed below. Data in relation to these indicators should ideally be collected from participants through a survey and then complemented by interviews and/or focus groups.

Outcome indicator	Disaggregation
Percentage of direct beneficiaries that strongly agree/agree that they built their knowledge in areas relating to the environment or sustainability, broken down by age category, gender and challenge badge completion	Age, gender
Percentage of direct beneficiaries that strongly agree/agree that they developed their skills in areas relating to the environment or sustainability, broken down by age category, gender and challenge badge completion	Age, gender
Percentage of direct beneficiaries that strongly agree/agree that they built their knowledge in areas relating to peace, broken down by age category, gender and challenge badge completion	Age, gender
Percentage of direct beneficiaries that strongly agree/agree that they developed their skills in areas relating to peace, broken down by age category, gender and challenge badge completion	Age, gender
Percentage of direct beneficiaries that strongly agree/agree that they built their knowledge in areas relating to health and well-being, broken down by age category, gender and challenge badge completion	Age, gender

Percentage of direct beneficiaries that strongly agree/agree that they developed their skills in areas relating to health and well-being, broken down by age category, gender and challenge badge completion	Age, gender
Percentage of direct beneficiaries that strongly agree/agree that they built their knowledge in areas relating to life skills (e.g. design thinking, STEAM, leadership, decision-making)	Age, gender
Percentage of direct beneficiaries that strongly agree/agree that they developed their skills in areas relating to life skills	Age, gender
Percentage of direct beneficiaries that strongly agree/agree that they built their digital literacy skills	Age, gender
Percentage of direct beneficiaries that strongly agree/agree that they collaborated	Age, gender
Percentage of direct beneficiaries that strongly agree/agree that they learnt about different cultures	Age, gender
Percentage of direct beneficiaries that strongly agree/agree that they have been inspired to take action/serve their communities further to the training/event	Age, gender
Number of people who took action to improve the environment or sustainability	Age, gender
Number of people who took action to address peace or engage the community	Age, gender
Number of people who took action to improve health and well-being	Age, gender
Number of people who used the life skills	Age, gender
Percentage of direct beneficiaries that strongly agree/disagree that they feel better equipped to advocate for peace, climate action, equality and sustainability in national policy development and decision-making	Age, gender

Capacity Strengthening - Organisational (Output and Outcome level Indicators)

The indicators below are relevant to consider when a project's goal is to strengthen the institutional capacity, systems and/or processes of an organisation, rather than when the project's goal is to build the knowledge and skills of individual Scouts.

OUTPUT LEVEL INDICATORS

- **Number of strategies or action plans/roadmaps/frameworks developed or revised:** Number of strategies or actions plans/roadmaps/frameworks developed or revised: Used when the project develops or revises such strategic or action-focussed outputs. Specific examples include: a document setting out strategic priorities, action plans developed to help implement the identified strategic priorities, roadmaps developed to implement a programme on gender based violence.
- **Number of policies, procedures, mechanisms or non-digital tools developed or revised:** Used when a specific policy such as Safe from Harm, Youth Program, Adult in Scouting, Governance related documents (finance, organisational rework, roles and responsibilities) are developed, maintained, or enhanced. It relates to non-digital tools as digital tools are covered by the indicator on digital platforms/tools below.
- **Number of educational outputs (e.g. activity, manual, guidelines) developed or revised:** Used when an education output such as a health allies manual in local language, an earth tribe activity pack, or dialogue for peace activity pack is developed or adapted.
- **Number of digital platforms/tools developed, maintained, or enhanced:** This indicator is used to show the digital transformation and new technological tools that are developed, maintained or enhanced to help to achieve project goals.
- **Number of studies, dashboards, reports developed/revised:** Used to show any pre-feasibility studies carried out for project scoping, internal review reports developed or adapted. It does not include the formal interim/final reports to be submitted as part of the reporting on funded projects.
- **Number of partners involved in events or materials development/revision:** Refers to the number of parters, e.g. other NGOs, International Organisations like UK partners, involved in events or material development/adaptations.
- **Number of events organised:** used to count the number of events that are organised to achieve the project goal.
- **Number of workshops or meetings organised:** used to count the number of workshops or meetings (not events or training sessions) that are organised to achieve the project goal.
- **Number of training sessions organised:** used to count the number of training sessions organised to develop participants' knowledge and/or skills (and not workshops, meetings or events) that are organised to achieve the project goal.
- **Number of consultants and assessors trained/upskilled:** used when the project builds the knowledge and/or skills of consultants or assessors themselves.
- **Number of consultants and assessors engaged in service delivery:** used when the project deploys already trained consultants and assessors to deliver a service.



OUTCOME LEVEL INDICATORS

- **Number of NSOs that have made meaningful changes to their governance structure, procedures and/or processes further to the support received, 6 to 12 months on.** Data to be gathered for WOSM Services as part of the impact survey 6 months on (see custom indicators below). For other projects which aim to have an impact in this area, data can be gathered 6 to 12 months on to ascertain what changes to NSOs governance structure, procedures and/or processes have been made further to the support received
- **Percentage of volunteer consultants that strongly agree/agree that NSOs' capacity has been strengthened.** Data to be gathered for WOSM Services as part of the impact survey 6 months on (see custom indicators below). Indicator for global/regional projects involving multiple NSO grants with assigned consultants.

Custom Indicators Linked to Specific Initiatives

A number of custom indicators have been identified which are linked to specific initiatives or thematic areas that allow for comparable data to be gathered across specific initiatives or thematic areas implemented at a smaller scale than those related to the standard indicators. They are listed below against given initiatives and can be either situated at output or outcome level.

Specific initiative	Indicators
WOSM Services	Output: • Number of services delivered through WOSM support mechanisms in the 13 service areas, broken down by service area: this refers to the specific services that are provided by WOSM to strengthen the capacity of NSOs. Outcome: • Percentage of NSO leadership that strongly agree/agree that NSOs' capacity has been strengthened (service evaluation form). • Percentage of volunteer consultants that strongly agree/agree that NSOs' capacity has been strengthened (service evaluation form). Indicator for global/regional projects involving multiple NSO grants with assigned consultants. • Percentage of NSO leadership that strongly agree/agree that their NSOs' capacity has increased further to the training/support received, measured via an impact survey 12 months after service ended. • Number of NSOs that have made meaningful changes to their governance structure, procedures and/or processes further to the support received, 6 to 12 months on (impact survey 6 months on).

Leadership and Volunteer Development

Outcome:

- Percentage of NSO leadership and volunteers that strongly agree/agree that their competencies have been strengthened.

Combating GBV	Outcome: - Percentage of NSOs that strongly agree/agree that their awareness and basic understanding of GBV has increased. - Percentage of WOSM Consultants and Listening Ears that strongly agree/agree that their competencies in GBV prevention, inclusive practices and safe participation for young people have increased.
Embedding Sustainable Development Competencies in the Youth Programme	Outcome: Percentage of NSOs that strongly agree/agree that their competencies in Scouts for SDGs, peace education, sustainability, and programme reform have increased further to the capacity-building sessions.
Accenture Specific	Outcome: Number of existing/new WOSM volunteers that have engaged with the new tools/ways of volunteering developed, and/or percentage that strongly agree/agree the new tools are useful.
GSAT Specific Indicators	Output: - Number of GSAT assessments conducted: This refers to the assessment dimensions conducted to strengthen the governance of NSOs. NSOs have the options of carrying out their self-assessment to determine their strengths and areas for improvement. Outcome: - Number of NSOs participating in a GSAT for the first time. - Number of WOSM follow-up services delivered further to a GSAT assessment. - Number of NSOs that have improved a GSAT dimension, broken down by dimension. - Increase in overall GSAT score year-on-year (assessed every 3 years).
WOSM Initiatives	Outcome: - Number of WOSM Initiatives integrated in the youth programme, broken down by initiative. - Number of WOSM Initiatives improved, broken down by initiative. - Number of WOSM Challenges integrated in youth programme, broken down by challenge - Number of WOSM Challenges improved, broken down by challenge. - Number of activities run for education for sustainable development in the programme.

Communications, visibility and partnerships

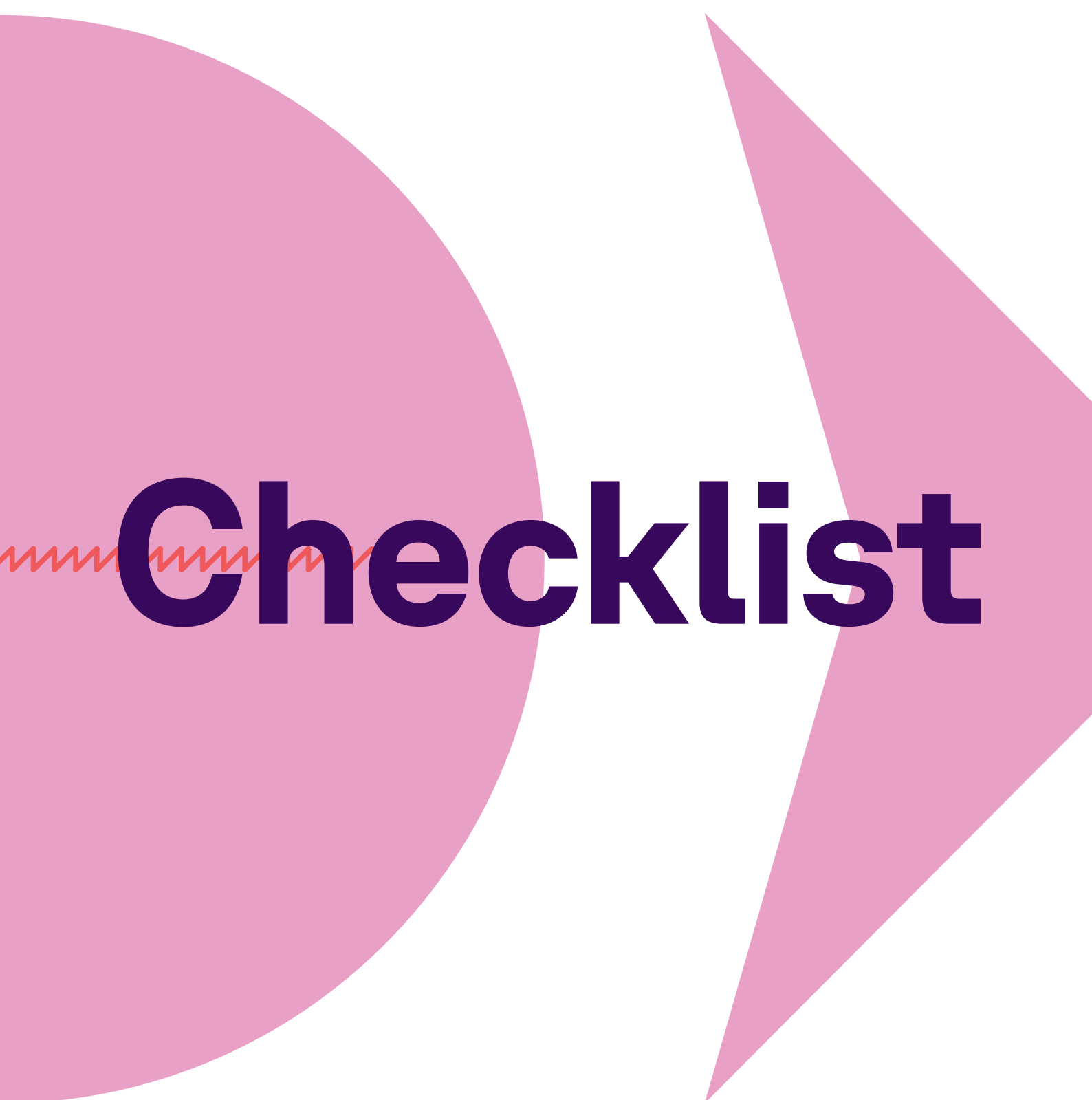
The indicators below are relevant to consider when a project includes a defined visibility, communications, or partnership-building component. These indicators help to gather evidence on how the project is being showcased and perceived, and the reach of the project's network:

- **Number of communication outputs produced (marketing and promotional assets, stories, articles, videos, social media posts, campaigns), broken down by output type:** This refers to the broadcasting of the activities carried out through different means including brochures, pamphlets, banners, booklets. Further to this, the holistic approach here is the blog or story posted by the project implementing group showcasing the nature and impact of the project alongside the social media posts.
- **Number of people reached - number of followers:** Used to count the number of users on a digital platform (such as Instagram, TikTok, or YouTube) that have actively chosen to subscribe.
- **Number of people reached - number of impressions:** Used to count the total number of times a piece of content, ad, or webpage is displayed to users, regardless of whether it was clicked or engaged with.
- **Number of people engaged - number of likes:** A social media metric that is used to count how many users have clicked the affirmative reaction button (e.g., hearts, thumbs-up) on a piece of content.
- **Number of people engaged - number of comments:** This is also related to the project specific content or post and engagement in the topics of the project area.
- **Number of donor visibility and engagement activities conducted:** Used to count the number of activities that the donor is specifically invited to or features in, as well as the number of events and/or specific educational or communication materials which provide visibility to the donor (e.g. its logo or specific mention is made).
- **Number of new partnerships established:** Used to count the partnerships that are developed to widen the project's resources or scope.
- **Number of networks and/or structures created or strengthened:** Used to count the number of local collaboration groupings established or strengthened with e.g. government bodies, schools, hospitals or any other informal community institutions, to strengthen the capacity of the project

Environmental

Used for projects with a direct, measurable environmental output, commonly linked to sustainability-focused or UNICEF co-funded projects.

- Kilograms (KGs) of sustainably farmed produce harvested.
- Number of green or natural spaces created or maintained.
- Number of trees planted.
- Kilograms (KGs) of waste collected.
- Kilograms (KGs) of waste recycled.
- Number of locations cleaned, restored or maintained.
- Kilograms (KGs) of water/marine debris removed from oceans, rivers, or other water bodies.
- Number of people who received information/communication on responsible consumption.



Checklist

Indicator checklist for grantees:

- ☐ Each selected indicator logically follows on from the activity and project objectives
- ☐ Data collection methods are specified for each output and outcome indicator
- ☐ Disaggregation of the data (e.g. by participant type, gender) is included in the data collection plan
- ☐ Targets are defined and aligned with the budget
- ☐ The indicator type (standard, custom or ad hoc) has been correctly identified
- ☐ Standard (and where relevant custom) indicators have been identified at output and outcome level
- ☐ A limited number (2) of ad hoc indicators have been identified



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