# **Definitions and methodology for indicators in results reporting system for geographically specific bi-lateral and multi-bilateral agreements where education is the main component[[1]](#footnote-1).**

This document contains information on how to define and operationalise indicators listed in Menu of Indicators that is part of the results reporting system for geographically specific bi-lateral and multi-bilateral agreements where education is the main component. The purpose of the document is to provide additional guidance, where needed, to partners using the results reporting system.

Baselines and targets for the Norwegian Government’s White Paper ‘Education for Development’ will be set based upon numbers reported by partners during the two first years of the menu’s use. MFA and Norad will then also consider if baselines and targets will be set for all indicators in the menu or only a selection, like for example, the core indicators. Partners will as usual have to establish baselines for each individual agreement within timelines stipulated for that particular agreement.

**Note on reporting years**

Reporting is annual (calendar year). For agreements of 12 months or less that span two calendar years, report the results against the calendar year in which the agreement reached completion.

Some indicators are “stock” indicators and give status of a variable at a point in time-e.g. # of students (F/M) enrolled in target educational institutions. The results for these indicators cannot be cumulated across years. Other indicators (e.g. # of classrooms constructed or rehabilitated) can be accumulated year on year. See each indicator for more specific guidance.

|  |
| --- |
| **Definitions relevant to multiple indicators:**  |
| **Educational institutions:**Defined as entities that provide instructional services to individuals or education-related services to individuals. The institutions can be formal and non-formal. Whether or not an entity qualifies as an educational institution is not contingent upon which public authority (if any) has responsibility for it. For example, tertiary institutions are classified as educational institutions regardless of which ministry or other authority may have ultimate responsibility for them[[2]](#footnote-2). **Type of marginalisation (CWD, Minorities, Orphans, etc.):** The groups listed below are generally accepted at marginalized regardless of context. In addition, partners are encouraged to add disaggregation for groups that are particularly marginalized in the context that they are working. **Disability:** Due to the lack of commonly agreed upon international definitions and standards for identifying people with disabilities, particularly children, partners are encouraged to themselves identify definitions and tools to use to enable disaggregation. **Minority:** Groups will vary pending context. A racial, ethnic, religious, or social subdivision of a society that is subordinate to the dominant group in political, financial, or social power without regard to the size of these groups.**Orphans:** A child who has lost one or both parents.**Refugee:** A child residing in a refugee camp[[3]](#footnote-3). **Non-formal education:** An addition, alternative and/or a complement to formal education within the process of the lifelong learning of individuals. It caters for people of all ages and does not necessarily apply a continuous pathway-structure; it may be short in duration and/or low intensity, and it is provided in the form of short courses, workshops or seminars. Non-formal education mostly leads to qualifications that are not recognized as formal qualifications by the relevant national educational authorities or to no qualifications at all[[4]](#footnote-4). **Output[[5]](#footnote-5):** Products and services delivered within the project. Often reported on annually.**Outcome[[6]](#footnote-6):** The effects on the target group, i.e. the positive situation/change realised for the target group. Often reported upon only at baseline and endline of project/programme.**Long-term development:**Agreements that are 24 months or longer. **Emergencies:**Agreements that are shorter than 24 months.  |
| **CORE INDICATORS:**  |
| **Core Indicator 1:****# of students (F/M) enrolled in target educational institutions (level of education and marginalised groups)** |
| Number of male and female students that enroll in educational institutions directly supported by the programme/project. **Definition of enrolment:**The official registration of individuals in a given formal or non-formal educational institution regardless of age. An institution can be counted as ‘supported’ when goods (books, learning materials, infrastructure) and services (e.g. training, inspectors/supervisor visits, training of SMC/PTA members) have been provided **directly** to that institution. Partners are encouraged to use their own definition to distinguish between direct and indirect support. In general, direct support to institutions are activities/interventions where the educational institution has been directly targeted. For example: A training that generally strengthens the knowledge of inspectors/supervisors in a district alone would not qualify for including all students in that given district as supported. However, if the inspectors are also provided with funds and transport to inspect particularly marginalized schools students in these specific schools can be included as ‘supported’. Similarly if teachers or PTA/SMC members from a school has been supported with transport, food or accommodation to attend a training the school can be included as ‘supported’.  |
| **Methodology:** This is a ‘stock’ indicator. All students in target educational institutions are counted every school year. This means that students will be counted several times if programme is spanning across several school years. Results under this indicator should therefore not be cumulated.  |
| **Type of indicator**: Output, not cumulative.  |
| **Core indicator 2:** **# of classrooms constructed or rehabilitated (level of education, type of learning space, constructed/rehabilitated)** |
| Number of completed classroom constructions or rehabilitations of permanent, temporary and/or tent structures supported by programme/project. **Definitions:** **Classroom:** space in an educational institution where students are provided with educational instruction. **Constructed**: 1) building additional classrooms to an existing school or 2) building a new school (number of classrooms in the school built should be included)**Rehabilitation** (of existing classrooms): 1) provision of furniture, 2) major repairs of classroom (roof, windows, floor, walls etc). **Type of learning space:** Construction and rehabilitation of both permanent and temporary classroom structures as well as tents should be included. Permanent (including semi-permanent) and temporary learning spaces should be defined as per government standards in the respective country the agreement is being implemented in.  |
| **Type of indicator**: Output, cumulative.  |
| **Core indicator 3:****# of target students provided with learning material (sex, level of education, Mother tongue/Non-mother tongue)** |
| Number of male and female provided with materials that support their learning and/or school attendance. **Definition: L**earning materials can relate to books, notebooks, schoolbags and other educational materials that have been provided directly to students.  |
| **Methodology:** This is a ‘stock’ indicator. All students in target educational institutions are counted every school year. This means that students will be counted several times if programme is spanning across several school years. Results under this indicator should therefore not be cumulated. |
| **Type of indicator**: Output, not cumulative.  |
| **Core indicator 4:** **# of target parent teachers associations and/or school management committees members trained (sex, level of education)** |
| **Number of Parent Teacher Association (PTA) and/or School Management Committee (SMC) members that have attended all required day(s) of a training supported by the programme/project.** **Definition:** Training: All support and capacity building of PTA and/or SMC’s that contributes towards them better fulfilling their mandates in supporting the effectiveness and functionality of the educational institution. The name of the PTA and SMC might vary from context to context and from educational institution to educational institution. However, to be counted under the respective group they should fulfill the following characteristics: A) PTA: A formal organization composed of parents, teachers and staff that is intended to facilitate parental participation in a school.B) SMC: Provide strategic guidance for the School and to effectively oversee and review the School’s management including the school development plan. |
| **Methodology:** Members receiving training can only be counted once. If one members attends several trainings in the intervention period do not count the member twice.   |
| **Type of indicator**: Output, cumulative.  |
| **Core indicator 5:****# of educational personnel trained (sex, level of education, type of education personnel)** |
| **Number of teachers, headmasters, inspectors, school supervisors etc. that has attended all required day(s) of a training supported by the programme/project****Definition:** Educational personnel: This can be any staff that is working on improving the educational system (both formal and non-formal) in a country; from community level up to national level. The purpose of this indicator is to measure if educational staff in target schools have received training.  |
| **Methodology**: A person should only be counted once although he or she has received several trainings throughout the intervention period of the programme/project.  |
| **Type of indicator**: Output, cumulative.  |
| **Menu of Indicators** |
| **Programme objective 1:** All children start and complete basic education |
| Indicator 1.1: % and # of students in supported educational institutions who complete primary/lower secondary (Sex, type of marginalisation (if available) |
| **The proportion and number of students enrolled in the final year of primary or secondary that are eligible for continue their education in the grade/level above.** **Definition:** Eligible: Requirements for completing may vary from country to country. Please use Ministry of Education set standards to determine if a student has completed the given level or not. Partners can choose which level (primary or lower secondary) they report progress on. **Numerator:** # of students in year x that have completed primary or lower secondary (by sex and type of marginalization)**Denominator:** Total # of students in primary or lower secondary in year x (by sex and type of marginalization) |
| **Methodology:** Requires enrolment data from the final grade of the of supported institutions the year of reporting. Collect data based on EMIS or project data but include note on reliability of enrolment data source. In principle, reported upon in baseline and endline year. |
| **Type of indicator:** Outcome, not cumulative |
| Indicator 1.2: % and # of students enrolled in supported learning institutions that remain in the learning institution the following year (Sex, type of marginalisation (if available) |
| **Definition:** Proportion and number of learners from a cohort enrolled in a given grade at a given school year who are enrolled in the following school year, regardless of repetition (NB this is the inverse of the Dropout Rate as defined by UIS 2009)**Numerator:** # of learners enrolled in supported learning institution in grades 2 upwards who were enrolled during the previous school year**Denominator:** # of learners enrolled in supported learning institution in all grades except the final grade in previous school year |
| **Methodology:** Requires enrolment data by grade for two subsequent years.Alternatively, can be calculated as the sum of the promotion rate and the repetition rate if these data are available through EMIS |
| **Type of indicator:** Outcome, not cumulative |
| Outcome 1.1: Parents and local communities are engaged in education |
| Indicator 1.1.1: # of out of school children supported to enrol into educational institutions |
| **Number of children of school going age that have not been in school the last x months (to be decided by partner and context) that enroll in supported schools.** **Definition:** Children of official school age who are not enrolled in schoolbut are then enabled to enroll in primary, lower secondary or alternative basic education due to interventions funded by programme/project. Interventions can include: *new capacity* generated though Norwegian ODA (e.g. new classrooms, schools, temporary learning spaces, alternative education programmes); *demand side interventions* (e.g. scholarships, cash transfers, community awareness raising, back to school kits) or interventions to address other supply side barriers ( e.g. overcoming requirements for documentation to enroll in schooling, overcoming/ overturning restrictions on expectant mothers attending school, creating safe routes to school, making schools accessible to children with disabilities). **Out of school:** The definition of an out of school child will vary from partner to partner and context to context. Partners can themselves define how long a child has been without attending any form of organized learning before he or she can be defined as out of school. |
| **Methodology:**The most appropriate methodology will depend on the intervention and context. Document through enrolment register in target schools if children enrolling have been out of school included in the count were previously out of school and not merely transfers from other education institutions.  |
| **Type of indicator:** Output, cumulative |
| Outcome 1.2: School infrastructure |
| Indicator 1.2.1: # of toilets constructed or rehabilitated (boys, girls, both) |
| **Number of individual toilets/latrines constructed or rehabilitated by programme/project.** **Definition:** **Latrines:** Count onlyindividuallatrines rather than latrine blocks constructed and brought into operation during the reporting year.**Rehabilitated:** Count only latrines that were previously in an unusable condition (e.g. unsafe/ full pit/ no door etc.) |
| **Methodology:** Provide sex segregation where applicable. Report the number of latrines completed for the corresponding year of reporting**.**  |
| **Type of indicator:** Output, cumulative |
| Indicator 1.2.2: % and # of target educational institutions with feeding programmes |
| **Number of supported educational institutions where students are provided with at least one meal per day free of charge.** **Definition:** This can include meals supplied/ funded by other sources (e.g. Government programmes, World Food Programme), but should only be reported for cases where programme/project funding has played a facilitating role in the supply of school meals.**Nominator:** # of educational institutions where students receive one meal per day free of charge.**Denominator:** Total # of educational institutions targeted under programme/project |
| **Methodology:** From project records. Reported on the number of schools with feeding programmes in operation during the reporting year. Cannot be accumulated year on year. |
| **Type of indicator:** Output, not cumulative |
| Indicator 1.2.3: # of target educational institutions with new/improved access to clean and safe drinking water |
| **Number of supported educational institutions which previously did not have or have enough clean drinking water that now have sufficient AND clean drinking water to students in the school.** **Definition:** **Clean:** Should fulfill local standards for what constitutes safe and clean drinking water. **Sufficient:** Should fulfill local standards for what constitutes sufficient drinking water for a child per day (as this will vary from context to context due to climate for example).  |
| **Methodology:** Projects should report this annually based on the education institutions provided with new/ improved water sources during that calendar year.  |
| **Type of indicator:** Output, cumulative |
| Outcome 1.3: Education policies and plans promote equality and inclusion |
| Indicator 1.3.1: # policies and plans developed/revised to include inclusive education (national or provincial) |
| **Number of education policies and/or plans that programme/project has supported the development or revision of that can be considered inclusive.** **Definition:** **Inclusive: Existing policies and/or plans:** A gap analysis of existing target policies and plans need to be conducted to identify the most important areas for inclusion. Upon revision programme/project will need to analyse target documents to check if key gaps have been addressed in the revised version. New policies and plans: For the area that the new policies and/or plans should target an analysis of key implications for inclusion should be conducted. Upon finalizing the documents an assessment of their content should be done to determine to what degree the policies and/or plans have taken the identified inclusion components into account. An inclusive policy and/or plan must detail out how the education system / sub sector of the system will enable improved access and learning for all children, regardless of their physical, intellectual, emotional, social, linguistic or other conditions (e.g. children with disabilities, pastoralists, minority language speakers, children from marginalized ethnic groups, refugee children) within the mainstream education system (UNESCO 1994).  |
| **Methodology:** Report for the year that the document/revision is formally approved and published. |
| **Type of indicator:** Output, cumulative |
| Indicator 1.3.2: # of scholarships/ conditional cash transfers/ fee waivers/other incentives to target marginalised students |
| **Number of students that are disadvantaged in terms of access to education that receives additional support with the purpose of enabling them to enroll and/or attend an educational programme.****Definition:** **Marginalised children/students:** Can include out of school children, students from poor households and poor/remote areas, students with disabilities, children affected by conflict and crisis, students from marginalised ethnic groups. Girls (or boys) may be considered a marginalized group in themselves in contexts where the gender parity index for access to the target level of education is below 0.8 (or above 1.25). **Additional support:** Can include scholarships, conditional cash transfers, fee waivers, school material support, take home rations etc. This indicator refers to primary, lower secondary education and alternative learning programmes. For scholarships at the upper secondary/ post compulsory school level, for youth over the official age of compulsory education and vocational training, see indicators 3.1.4 |
| **Methodology:** Reported annually and includes all children/adolescents/students in receipt of financial support during the reporting school year (i.e. aggregates for this indicators over multiple years gives number of student-years supported financially, rather than number of individual children supported. This enables different schemes of different lengths to be aggregated and compared). |
| **Type of indicator:** Output, not cumulative |

|  |
| --- |
| **Programme objective 2:** All children and young people learn basic skills and are equipped to tackle adult life |
| Indicator 2.1: % and # of students in target educational institutions achieving minimum proficiency level in reading/mathematics/other subject in grade x (sex, type of marginalization (if available) |
| **Proportion and number of students in a chosen grade in supported educational institutions that achieve a minimum proficiency in a subject identified by programme/project.****Definitions:** **Grade:** Partners can choose to test students at the grade/level that is preferred by government and/or that is deemed most useful to inform programme implementation. **Subject:** Partners can choose subject that is preferred by government and/or that is deemed most useful to inform programme implementation. **Minimum proficiency:** Should be based on national standards for the grade assessed**Numerator:** Number of students in target grade that reached minimum proficiency threshold in subject x**Denominator:** Total or sampled number of students assessed in target grade on subject x. |
| **Methodology:** Test can be done through sample assessment (preferably randomized) or assessment of all students. Ideally national or regional assessments tests, exams results, or specific secondary assessment data if national tests are not suitable for assessing reading and mathematical proficiency. However, these tests need to be aligned to the national curriculum and standards. In emergency settings where the length of programmes are limited to 1-2 years simplified versions of the above listed means of verifications can be used. Partners are also encouraged to use their own adapted tests if government tests suitable for the context are not available.  |
| **Type of indicator:** Outcome, not cumulative |
| Outcome 2.1: Schools have improved teaching and learning materials and methods |
| Indicator 2.1.1: # of textbooks provided to target educational institutions |
| **Number of government approved textbooks provided to supported educational institutions.** **Definition:** Refers only to government (also governments in other countries when refugees are supported) approved textbooks (not supplementary texts/ readers) supplied/ distributed to schools under programme/project. This can include textbooks supplied by the government but distributed to schools through using programme/project resources.  |
| **Methodology:** Reported annually based on project records. |
| **Type of indicator:** Output, cumulative |
| Indicator 2.1.2: # of new/revised curricula developed |
| **Definition:** New government approved curricula developed/ revised with support from project/programme. Can include curricula for a specific school cycle or type of education institution (e.g. primary/ secondary/ accelerated learning programme), or a subject area within that cycle (e.g. peace education).  |
| **Methodology:** Report for year thenew/ revisedcurriculum is approved by government |
| **Type of indicator:** Output, cumulative |
| Outcome 2.2: Improved teacher workforce |
| Indicator 2.2.1: # of teachers supported to obtain teacher qualification as per government set standard (sex). |
| **Number of teachers graduating with national teacher qualification levels from training programmes supported by project/programme.** **Definition:** This can include support to pre-service training through teacher training colleges, scholarship programmes for people to train and qualify as teachers and in-service programmes for upgrading practicing teachers to become qualified (including distance learning programmes). |
| **Methodology:** from project records. Report the number ofteachers against the year in which they graduate/ obtain their qualification**.** |
| **Type of indicator:** Output, cumulative |
| Indicator 2.2.2: Pupil-qualified teacher ratio |
| **Definition:** Number of enrolled students in supported educational institutions divided by the number of teachers qualified to national standards employed within those institutions**Nominator:** Number of students enrolled in supported educational institutions**Denominator:** Number of teachers qualified to national standards employed within supported educational institutions.  |
| **Methodology:** From national EMIS systems or based on school records in supported educational institutions. If these are not readily available for large projects this can be estimated through a sample survey of educational institutions.  |
| **Type of indicator:** Output, not cumulative |
| Indicator 2.2.3: # of teacher management policies and plans developed or revised with support from programme/project.  |
| **Number of national/state/provincial government policies and plans relating to aspects of teacher management which can include teacher supply, recruitment, remuneration and well-being, deployment, discipline (including codes of conduct), and/or upgrading/ certification developed or revised with support from programme/project.** **Definition:** Revised: Substantial or key components have been changed or altered with support of programme/project. The gap analysis of target policies and plans should clearly identify what needs to be changed. Target policy/plan should not be deemed revised unless these gaps have been addressed in the updated document.  |
| **Methodology:** Report for the year that the policy/plan is formally approved and published. |
| **Type of indicator:** Output, cumulative |
| Indicator 2.2.4: % and # of target educational institutions visited by inspector/supervisor one or more times in last school year. |
| **Proportion of supported educational institutions that received at least one visit by a government inspector or supervisor in the last school year. For non-formal schools in emergency settings the inspector or supervisor can also be from a non-government entity.** **Definition:** Number ofsupported educational institutions receiving at least one visit by a government inspector/ supervisor during the reporting year**Denominator:** Number of supported educational institutions |
| **Methodology:** based on school records in supported educational institutions. If these are not readily available for large projects this can be estimated through a sample survey of supported educational institutions. |
| **Type of indicator:** Output, not cumulative |
| **Programme objective 3:** Young people develop skills that enable them to find gainful employment |
| Indicator 3.1: % and # of students who are generating their own income/in tertiary education after completing upper secondary education or vocational training in target educational institutions (sex, work/tertiary education) |
| **Proportion and number of students that complete upper secondary or vocational training in supported educational institutions who are enrolled in a tertiary institution or generating their own income/livelihoods within a set time after completing their education.** **Definition:** **Generating income:** are either in: a) paid employment or b) self-employment (including livelihoods generation). The students will have had to have generated their own income at minimum number of days/weeks ahead of them being traced. If existing government set standards should be used for determining the minimum number of days. If not the partners can themselves determine the minimum period of time. **Reference period:** Partners decide how long after completing the prior students will be assessed.**Nominator:** Number of students who are in supported upper secondary schools or vocational training that are in tertiary institutions or generating their own income in the reporting year.**Denominator:** Number of students completing in supported upper secondary education schools or vocational training during year prior to the reporting year. |
| **Methodology:** Data collection systems should be established in advance of students graduating so they can be tracked. The number of students generating their own income can be estimated from a random sample in a tracer study if it is too costly and time consuming to trace all students completing within target educational institutions.  |
| **Type of indicator:** Output, not cumulative |
| Indicator 3.2: % and # of students in target educational institutions who completed/passed vocational training programme (sex). |
| **Proportion and number of students in supported educational institutions who completed (passed exam, received certificate of completion or attended sufficient number of days to complete) vocational training programme.** **Nominator:** Number of students who completed vocational training programme (sex**)****Denominator:** Total number of students that enrolled in vocational training programme (sex) |
| **Methodology:** Usually to be reported upon for baseline year and endline year using administrative records from the supported vocational traning institutions/courses. |
| **Type of indicator:** Output, not cumulative |
| Improved capacity and relevance of TVET-provision and upper secondary education |
| Indicator 3.1.1: # of TVET trainers supported to obtain qualifications as per government set standards (sex) |
| **Number of TVET teachers graduating from training programme supported by project/programme with qualification levels as per government set standards****Definition:** This can include support to pre-service training through teacher training colleges, scholarship programmes for people to train and qualify as teachers and in-service programmes for upgrading practicing teachers to become qualified (including distance learning programmes |
| **Methodology:** from project records. Report the number ofteachers against the year in which they graduate/ obtain their qualification**.** |
| **Type of indicator:** Output, cumulative |
| Indicator 3.1.2: # of apprenticeships established |
| **Definition:**An apprenticeship is a systematic long-term training for a recognized occupation taking place substantially within an undertaking or under an independent craftsman. It should be governed by a written contract of apprenticeship and subject to established standards (ILO 1962, cited in ILO 2013). This indicator records the number of apprenticeships established for individuals as a result of or supported by projects funded by Norwegian ODA. |
| **Methodology:** Record apprenticeships against the year in which they are established – i.e. the year in which the apprentice enters into a contract. Based on project records or beneficiary/ employer surveys. |
| **Type of indicator:** Output, cumulative |
| Indicator 3.1.3: # of new/improved curricula with input from private sector and/or labour market analysis (TVET/Upper Secondary) |
| **Definition:** new government curricula developed/ revised based on consultation with private sector/ and labor market analysis. The curriculum development process and/or the consultation/ labour market analysis should have been developed with support from Norwegian ODA funded technical assistance.  |
| **Methodology:** Report for year thenew/ revisedcurriculum is approved by government |
| **Type of indicator:** Output, cumulative |
| 3.1.4: # of scholarships/ conditional cash transfers/ fee waivers/other incentives to marginalised youth in TVET and upper secondary (sex, TVET/Upper Secondary, type of marginalisation (if available) |
| **Number of youth of post compulsory school age that are disadvantaged in terms of access to TVET and upper secondary provided with targeted financial support with the purpose of enabling them to enroll in/ stay in education and training.****Definition:** **Marginalised youth:** Marginalized youth can include youth from poor households, youth from poor/remote areas, youth with disabilities, youth affected by conflict and crisis, youth from marginalized ethnic groups. Girls (or boys) may be considered a marginalized group in themselves in contexts where the gender parity index for access to the target level of education/ training is below 0.8 (or above 1.25). This indicator gives the number of children/adolescents receiving support for the reporting school year. This indicator refers to upper secondary education and post compulsory TVET. For scholarships at the primary/ lower secondary school level, see indicators 1.3.2**Additional support:** Can include scholarships, conditional cash transfers, fee waivers, school material support, take home rations etc.  |
| **Methodology:** Based on project records.Reported annually and includes all youth in receipt of financial support during that reporting year (i.e. aggregates for this indicator over multiple years gives number of student-years supported financially, rather than number of individual youth supported. This enables different schemes of different lengths to be aggregated and compared)**Type of indicator:** Output, cumulative |
| 3.1.5: # of private sector – education authority/institution collaborations established (with the purpose of bringing private sector skills and expertise to the vocational training sector) |
| **Definition:** Formalized partnership between a private sector business and vocational education or training institutions or authorities (local or national). This indicator is most likely to be relevant to projects supporting technical and vocational education, whether in schools or through other training providers. The partnership should include inputs from the private sector that contribute to the education and skills development of learners, for example, through provision of equipment, learning materials and/or work experience placements. The partnership should be formed with support from the programme/project.  |
| **Methodology:** Based on project records. Reported annually against the year the partnership agreement is formalized and agreed. |
| **Type of indicator:** Output, cumulative |

# Glossary

|  |  |
| --- | --- |
| Inclusive Education | Schools that accommodate all children regardless of their physical, intellectual, emotional, social, linguistic or other conditions (UNESCO 1994)  |
| Marginalized children/ adolescents | Includes out of school children/ adolescents, children/ adolescents from poor households, children/ adolescents from poor/remote areas, children/ adolescents with disabilities, children affected by conflict and crisis, children from marginalized ethnic groups. Girls (or boys) may be considered a marginalized group in themselves in contexts where the gender parity index for access to the target level of education is below 0.8 (or above 1.25) |
| Supported educational institution | An institution can be counted as ‘supported’ when goods (books, learning materials, infrastructure) and services (e.g. training, inspectors/supervisor visits, training of SMC/PTA members) have been provided **directly** to that institution through project funded by Norwegian ODA |
| Target population | The population that a project/ programme aims to benefit- could be defined geographically (e.g. all children living within a geographic area/ an IDP camp) and/or by gender/ type of vulnerability/ age range. |

# References

ILO (2013) Apprenticeship systems- what do we know? <http://www.ilo.org/beirut/media-centre/fs/WCMS_214722/lang--en/index.htm>

OECD. 2003. *Glossary of Statistical Terms: Educational Institutions*. [ONLINE] Available at: <https://stats.oecd.org/glossary/detail.asp?ID=743>. [Accessed 25 July 2016].

UNESCO (1994) The Salamanca statement and framework for action on special needs education adopted by the world conference on special needs education. Salamanca, Spain 7-10 June 1994 <http://www.unesco.org/education/pdf/SALAMA_E.PDF>

UNESCO and UNESCO Institute for Statistics (UIS) (2011) International Standard Classification of Education 2011. Available at <http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf> (Accessed 31 August, 2016)

UNESCO Institute for Statistics (UIS) (2009) Education Indicators Technical Guidelines. Montreal; UIS downloaded from <http://www.uis.unesco.org/Library/Documents/eiguide09-en.pdf>

UNESCO Institute of Statistics, 2013, *UIS Glossary*. [ONLINE] Available at: [*http://glossary.uis.unesco.org/glossary/map/terms/176*](http://glossary.uis.unesco.org/glossary/map/terms/176). (Accessed 29 July, 2016)

1. This is a draft document. It will be updated based on feedback from partners. The remaining number of indicators listed in the menu of indicators will also be added by end September, 2016. [↑](#footnote-ref-1)
2. OECD. 2003. *Glossary of Statistical Terms: Educational Institutions*. [ONLINE] Available at: <https://stats.oecd.org/glossary/detail.asp?ID=743>. [Accessed 25 July 2016]. [↑](#footnote-ref-2)
3. This does not correspond to the official definition of a refugee. A proxy definition has been developed to ease the data collection and verification burden. [↑](#footnote-ref-3)
4. UNESCO Institute of Statistics, 2013, *UIS Glossary*. [ONLINE] Available at: [*http://glossary.uis.unesco.org/glossary/map/terms/176*](http://glossary.uis.unesco.org/glossary/map/terms/176). (Accessed 29 July, 2016) [↑](#footnote-ref-4)
5. MFA, 2010. Grant Management Manual: Management of Grants by the Ministry of Foreign Affairs and Norad. [ONLINE] [http://noradintra.mfadir.no/Documents/Tilskuddsforvaltningsenheten/Håndbøker/Håndbok\_UD\_Tilskuddsforv\_mai\_2013\_TOC.pdf](http://noradintra.mfadir.no/Documents/Tilskuddsforvaltningsenheten/H%C3%A5ndb%C3%B8ker/H%C3%A5ndbok_UD_Tilskuddsforv_mai_2013_TOC.pdf) (Accessed 02. August, 2016) [↑](#footnote-ref-5)
6. Ibid [↑](#footnote-ref-6)