

---

*Education Cluster*

# Standardized Indicator Guidance For HRP 2021

---

Education Cluster Team, Iraq  
March 2021

## DEFINITIONS

**Education in Emergencies (EiE):** refers to the quality learning opportunities for all ages in situations of crisis, including early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education. Education in emergencies provides physical, psychosocial and cognitive protection that can sustain and save lives (INEE, 2010).

**Teaching and Learning:** There are diverse approaches to teaching which also implicitly reflect the approach to learning. The didactic approach mainly entails lecturing and is typically teacher-centered and

content-oriented, i.e. teaching as transmission where the learners are considered to be the passive recipients of information transmitted. Teaching can also be seen as supporting the process of learners' knowledge construction and understanding, building on what is already known by the learner and involving a learner-centered approach, i.e. teaching as facilitation. Another approach emphasizes the development of learners' cognitive processes and awareness and control of thinking and learning (UNESCO-IBE, 2013).

**Education Personnel:** Education personnel can be organized into four main functional categories based on their primary or major functions. The classification is: 1) instructional personnel; 2) professional support for students; 3) management/quality control/administration; and 4) maintenance and operations personnel. Teaching staff (teachers) and teachers' aides are considered instructional personnel. For the purposes of the ratio of students to teaching staff, only teaching staff is taken into account (OECD, 2009).

**Education Policy:** Education policy is the structural and systemic arrangements put in place that maximize the likelihood that educators and school systems will deliver desired experiences and outcomes for students (Kablau Communications, 2011).

**Strengthening of context analysis and key issues:** protection, psychosocial support, conflict mitigation, disaster risk reduction, early childhood development, gender, HIV and AIDS, human rights, inclusive education, inter-sectoral linkages (health; water, sanitation and hygiene promotion; shelter; food and nutrition) and youth.

**Formal Education:** Education that is institutionalized, intentional and planned through public organizations and recognized private bodies and – in their totality – constitute the formal education system of a country. Formal education programmes are thus recognized as such by the relevant national education authorities or equivalent authorities, e.g. any other institution in cooperation with the national or sub-national education authorities. Vocational education, special needs education and some parts of adult education are often recognized as being part of the formal education system ([UNESCO-IBE, 2013](#)).

**Non-Formal Education:** Non-formal education is an addition, alternative and/or complement to formal education within the process of the lifelong learning of individuals. It is often provided to guarantee the right of access to education for all. It caters to people of all ages but does not necessarily apply a continuous pathway-structure; it may be short in duration and/or low-intensity, and it is typically provided in the form of short courses, workshops or seminars. Non-formal education mostly leads to qualifications that are not recognized as formal or equivalent to formal qualifications by the relevant national or sub-national education authorities or to no qualifications at all. Nonformal education can cover programmes contributing to adult and youth literacy and education for out-of school children, as well as programmes on life skills, work skills, and social or cultural development ([UNESCO-IBE, 2013](#)).

**School Based Management (SBM):** School-based management is the systematic decentralization to the school level of authority and responsibility to make decisions on significant matters related to school operations within a centrally determined framework of goals, policies, curriculum, standards, and accountability (Caldwell, B. J. (2005). School-based management; UNESCO-IIEP and International Academy of Education).

**Parent/teachers association (PTA):** is a formal committee composed of parents, teachers and staff that is intended to facilitate parental participation in a school.

### **Curriculum**

Curriculum is the selection and organization of learning experiences for students that are deemed important for their personal and community development.

It encompasses knowledge, values, attitudes, and skills that should be well-selected and appropriately sequenced in compliance with learning and development needs at different ages and education stages. One should distinguish between the intended (usually written and official curriculum), the applied curriculum in the context of classroom interaction, the realized/effective curriculum as assessed/proven outcomes of learning and the hidden curriculum, i.e. values, beliefs, attitudes, and skills that people hold based on their personal experiences. Usually, a curriculum is laid down through specific documents, e.g. curriculum frameworks, syllabi, textbooks, and other learning resources, comprising education aims, learning objectives, and expected outcomes (student competencies), learning content and methods, including student activities and strategies for assessment and evaluation ([INEE, 2010, Guidance Notes on Teaching and Learning](#)).

**Text Books:** Developed from the curriculum to support teaching and learning of the body of knowledge in the curriculum. Teaches several topics within a subject according to scope.

**Psychosocial Support (PSS)** refers to the processes and actions that promote the holistic wellbeing of people in their social world. It includes support provided by family and friends. PSS can also be described as a process of facilitating resilience within individuals, families and communities. PSS aims to help individuals recover after a crisis has disrupted their lives and to enhance their ability to return to normality after experiencing adverse events ([INEE, 2018, INEE Guidance Note on Psychosocial Support](#)).

**Life skills:** Life Skills are those skills and abilities for positive behavior that enable individuals to adapt to and deal effectively with the demands and challenges of everyday life. They help people think, feel, act, and interact as individuals and as participating members of society. Life Skills fall into three inter-related categories: cognitive; personal or emotional; and inter-personal or social (INEE, 2010). Life skills for lifelong learning through four pillars of education: Learning to Know, Learning to Be, Learning to Live Together and Learning to Do (UNICEF MENA, 2015, Quality Learning through Life Skills).

**Out-of- school children:** Children in the official primary school age range who are not enrolled in either primary or secondary schools are known as out-of-school children (UNESCO-UIS, 2014, UIS Glossary).

**Accelerated learning** is an approach to teaching and learning, informed by research in the cognitive and neuro-sciences, that provide more engaged, proficient and faster development of learned knowledge and basic skills ([the Accelerated Education Working Group, 2016, Key Programme Definitions](#)).

**Catch Up Program.** A short-term transitional education programme for children and youth who had been actively attending school prior to an educational disruption, which provides students with the opportunity to learn content missed because of the disruption and supports their re-entry to the formal system ([the Accelerated Education Working Group, 2016, Key Programme Definitions](#)).

**Remedial program** is an additional targeted support, concurrent with regular classes, for students who require short-term content or skill support to succeed in regular formal programming ([the Accelerated Education Working Group, 2016, Key Programme Definitions](#)).

**Early Childhood Development (ECD)** is the processes through which young children, aged 0-8 years, develop their optimal physical health, mental alertness, emotional confidence, social competence, and readiness to learn. These processes are supported by social and financial policies and comprehensive programming that integrate health, nutrition, water, sanitation, hygiene, education, and child protection services. All children and families benefit from high-quality programs, but disadvantaged groups benefit the most. Alternative definition: Children’s cognitive, physical, language, motor, and social and emotional development, between conception and age 8 ([WHO, 2017, Nurturing Care for Early Childhood Development](#)).

<b>Programming Type</b>	<b>Activities</b>
Early Childhood Development	<ul style="list-style-type: none"><li>- Establishment of ECD centres (camp and out of camp)</li><li>- Training of ECD teachers/ volunteers</li><li>- Purchase of ECD play materials</li><li>- Formation of parenting clubs</li><li>- sensitisation/awareness on the critical importance of foundational learning.</li></ul>

Formal Education: primary and secondary	<ul style="list-style-type: none"> <li>- Back to learning campaigns</li> <li>- School rehabilitation</li> <li>- Purchase and distribution of teaching and learning materials</li> <li>- Teacher training in pedagogy, EiE and other</li> <li>- Literacy and numeracy activities including evaluation</li> <li>- Establishment of PTAs/ SBMC</li> <li>- Formation of empowerment clubs</li> <li>- ALP (with clearly defined pathways for transition)</li> <li>- Cash for education</li> <li>- Child protection/ safe guarding/ school of conduct</li> </ul>
Non- formal education	<ul style="list-style-type: none"> <li>- Catch-up classes</li> <li>- Remediation</li> <li>- ALP</li> <li>- Provision of teaching and learning materials</li> <li>- Language acquisition classes (particularly for refugee children to facilitate integration)</li> <li>- Cash for education</li> <li>- Child protection/ safe guarding/ school of conduct, Positive discipline, PSS and SBM.</li> </ul>
Life skills Education	- Depends on context and what potential hazards are for the children. MRE, School health and nutrition, disease prevention, confidence building, emotional awareness, social cohesion and empowerment.
Youth Education	<ul style="list-style-type: none"> <li>- Basic numeracy and literacy</li> <li>- Vocational training</li> <li>- Readiness for employment</li> </ul>
PSS	<ul style="list-style-type: none"> <li>- Activities that focus on child wellbeing: skills and knowledge, emotional wellbeing and social wellbeing (as per IASC Guidelines)</li> <li>- These activities should be structured programmes include activities that are age, culturally and gender appropriate and scheduled with clear aim and purposes with adequate supervision.</li> </ul>

### Formal and Non-Formal Education:

Formal Education	Non-Formal Education
<ul style="list-style-type: none"> <li>➤ Pre-primary</li> <li>➤ Basic Education (Primary and Intermediate)</li> <li>➤ Secondary</li> <li>➤ University</li> <li>➤ Technical /Vocational Education</li> </ul>	<ul style="list-style-type: none"> <li>➤ Basic Education</li> <li>➤ Accelerated Learning Programme (ALP)</li> <li>➤ Early Childhood Education (ECE)</li> <li>➤ Remedial Education</li> <li>➤ Technical Vocational Education Training (TVET)</li> <li>➤ TiCC</li> </ul>

Objective	Activities	Indicators	explanation
1. Access to quality formal and non- formal education	Accelerated Learning Programs (ALP) and Non-Formal Education	# of girls/boys enrolled in ALP centres	<p>The number of girls and boys currently enrolled in ALP, which are delivering MoE approved ALP education materials, which have the aim of transitioning students back to formal education.</p> <p>The number should be the total enrolment at the time of reporting. The first time you enter the data provide the total enrolment only once and for subsequent months only add NEW enrolments. The Indicators will be calculated cumulatively.</p> <p>Age group: Children to be considered for ALP should ideally be between the ages of 10 years and 18 years.</p>
		# of girls/boys who took the midterm exam	number of children who participated in the exam
		# of girls/boys who passed the midterm exam	number of children who reached the marks agreed to be passed.
		# of girls/boys who took for the end of school year exams	number of children who participated in the exam
		# of girls/boys who passed the end of school year exams	number of children who reached the marks agreed to be passed.
		# of girls/boys enrolled and completed the catch up classes	<p>Catch-up classes are a potentially relevant and cost- effective means of getting younger children back into school. Catch up classes are designed to cover part of the primary cycle which enable learners who missed school to quickly re-enter the regular classes.</p> <p>The number should be the total enrolment at the time of reporting. The first time you enter the data provide the total enrolment only once and for subsequent months only add NEW enrolments. The Indicators will be calculated cumulatively.</p> <p>Age group: Catch up is mainly designed for children who were part of the school</p>

		<p>system before and dropped out due to the conflict or other related issues. Children should have only been out of school for a shorter period of time compared to those engaged in ALP. It is best used for children between the ages of 7-14 as they can comfortably re-join the mainstream once they have covered the material they missed when they were out of school. It can also be used for other ages e.g. secondary school children who want to return to school.</p>
	# of female/male teachers receiving incentives for catch up and remedial classes (NFE only)	<p>The number of teachers that your organisation is supporting with incentives, including cash incentives. For the first time provide the total number of staff provided with the incentive. For the subsequent months only provide the number of NEW teachers provided with the incentives for each month. This indicator will be calculated cumulatively. Teacher incentives is only for non-formal teachers and volunteers that are providing catch up classes and remedial classes</p>
	# of girls/boys enrolled in remedial classes who have at least 80% attended	<p>The number should be the total enrolment at the time of reporting. The first time you enter the data provide the total enrolment only once and for subsequent months only add NEW enrolments. The Indicators will be calculated cumulatively Age group: Children to be considered for remediation are from grades 1- grade 9 (6 years- 15)</p>
Provision of teaching and learning materials	# of girls/boys receiving individual student learning materials	<p>The number of girls and boy's students who have received learning materials such as textbooks, notebooks, school bags, stationary, other learning materials, etc. This can also be counted as number of students who benefited from distribution of School in a Box. NOTE - don't double count if the same students also received / benefit from Recreational kits - only count the same child once.</p>

		# female/male teachers receiving teaching materials	The number of teachers or facilitators (female and male) who have received teaching materials to aid their teaching, such as curriculum books, lesson plan books, whiteboards, etc. For the first time, provide the total number of the teachers benefitting, then only indicate any NEW teachers who have been provided with the teaching materials when reporting per month.
		# of schools/TLSs receiving school furniture or supplies	Count number of schools that you have provided furniture or supplies like (Heaters, Desks, white boards). Count the schools only once when they receive different furniture or supplies.
		# of girls/boys benefiting from school furniture or supplies	Count Number of children benefiting from school furniture or supplies like (Heaters, Desks, white boards). Count the number of children only once.
Provide emergency early childhood care development (ECCD) Programs (children between 3-5)		# of girls/boys enrolled in ECCD/ECE program	The number of girls and boys currently enrolled in ECCD/ECE activities. This should be the total enrolment at the time of reporting. The first time you enter the data provide the total enrolment only once and for subsequent months reporting only add NEW children, this indicator will be calculated cumulatively
		# of female/male care-givers\facilitators trained on ECCD/ECE	The number of female and male caregivers or facilitators trained on ECCE/ECE
		# of girls/boys benefiting from ECCD/ECE kits	One kit is benefiting minimum 40 – maximum 70 children The number of girls and boys benefiting from ECCD/ECE kits, The first time you enter the data provide the total children only once and for subsequent months reporting only add NEW children, this indicator will be calculated cumulatively
Back to school campaigns for cluster of (10 schools)		# of out-of-school girls/boys identified in the B2L	Count number of out of school children identified in B2L campaigns, first time you enter data count all identified children, for subsequent months report only NEW children identified
		# of out-of-school girls/boys enrolled in Formal/Non-Formal Education as a result of B2L campaign	Count number of enrolled children before and after the campaigns conducted by your organization and report the change (difference) as reached children into activity info. e.g. you count number of children enrolled in a school in a camp 120, then started the campaigns. When campaigns finished, you are going back to the same school to recount enrolled children and

		the new number is 135. Means 15 children reached through back to learning campaigns.
Provide transportation for students and teachers to and from schools	# of female/male teachers supported with transportation to and from school through cash or renting transportation	The number of girls and boy's students provided with assistance for transporting them to school, either in the form of cash, or bus services, etc. For the first time provide the total number of children benefiting from the service. For the subsequent months, only report NEW children benefitting for that reporting period.
	# of girls/boys supported with transportation to and from school through cash or renting transportation	The number of female and male teachers provided with assistance for transporting them to school, either in the form of cash, or bus services, etc. For the first time provide the total number of teachers benefiting from the service. For the subsequent months, only report NEW teachers benefitting for that reporting period.
Provide social safety net (cash for education)	# of girls/boys receiving cash assistance for education	In order to incentivise families to send their children, especially girls, to school, partners will set up interventions Cash for Education interventions. This will, mostly take the form of covering transport and other education-related costs. Cash-based programming will target vulnerable children living outside of camps and in return areas who cite education related expenses as a barrier to accessing education. NOTE: If you are providing direct cash transfer for transportation, please report under # of girls/boys supported with transportation to and from school through cash or renting transportation
Children receiving with school feeding program services	# of girls/boys receiving school feeding (WFP partners only)	individual child benefiting from the programme during an agreed period of time
Provide Education services during COVID pandemic	# of girls/boys accessing distance learning education	Girls and boys have access to connectivity devices, such as low cost tablets, internet connection, USB sticks. Given the costs involved, the most vulnerable children are prioritised for this support.
	# of girls/boys received Self-Learning Materials (SLM)s	Girls and boys participating in the self-learning programme (SLP) receive printed copies of the self-learning materials.

	# of girls/boys individually supported through home-visits for learning	Applying social distancing and safety measures, girls and boys are supported through a set number of hours in one-to-one support at home.
	# of schools supported with e-learning platform	Partners will support schools understand the e-learning portals in Federal and KRI: Newton and Ewane. They will monitor the accessibility of the portals and advocate with the Ministries as well as support in making them more accessible.
	# of girls/boys with access to e-learning platforms	As above, partners will both support children to access the portals, and monitor their accessibility and advocate with the Ministries as needed.
	# of girls/boys accessing TV education and remotely supported through follow up	Girls and boys are able to learn using education TV channels, can raise questions with teachers and are supported.
	# of caregivers outreached with parents' guidance on remote learning (brochure/ video/ other)	Partners set up outreach activities, respecting social distancing guidelines, to support parents and carers through a variety of methods including video and brochures, to explain the importance and application of remote learning, in order to guide and support their children.
	# of girls/boys received connectivity devices to access to education and training	Girls and Boys are supported with devices that enhance teacher-student communication through remote classes.
	# of female/male teachers received connectivity devices to access to education and training	Female and male teachers are supported with devices that enhance teacher-student communication through remote classes.
	# of schools disinfected	Partners together with school staff engage in cleaning up schools. Partners also provide the cleaning materials.
	# of schools supported with WASH packages	Partners provide schools with cleaning materials so that schools are clean, disinfected and safe for children to return to. Partners also provide soap, sanitisers for students' use.
	# of schools provided with thermometers	Schools are provided with thermometers following guidance by health authorities.

<p>2. Schools and learning environments are protective and responsive to the needs of conflict affected children</p>	<p>Provision of structured school Based PSS, MRE and life skills activities</p>	<p># of girls/boys receiving structured PSS at school level</p>	<p>Record the number of girls / boys that are participating in structured and sustained psychosocial support programmes at school level. Psychosocial support programmes include all interventions that fall within the 3 domains of child wellbeing: skills and knowledge, emotional wellbeing and social wellbeing (as per IASC Guidelines). Child protection programmes may include structured group sessions that address elements of self-protection, safety, prevention, child rights. Structured programmes include activities that are age, culturally and gender appropriate and scheduled with clear aim and purposes with adequate supervision. Sustained programmes refer to</p> <p>a) ongoing programmes and b) a child's regular attendance over a specific period, (minimum 1 time per week over 3 months).</p> <p>Calculating the participation:</p> <ul style="list-style-type: none"> <li>- In the beginning of the year, start fresh, regardless if these children are registered last year or not, start count from 0.</li> <li>- if you are reporting weekly, record only the number of children who attended the CFS at least one time in a week. If you are reporting monthly record only the number of children who attended at least 4 times in a month. Please use attendance sheet, (not registration form) and record NEWLY attending children in the next month</li> </ul>
	<p># of girls/boys referred to CP partners for individual case management</p>	<p>Record number of girls / boys who are referred to another organization to receive specialized services – this includes child protection case management not provided by the reporting NGO. This indicator is for CP partners not providing case management services or any other specialized service. Report a child under this indicator only after your organization has identified the appropriate service provider and you have confirmed that the child and/or his/her family is linked with the specialized service provider. Even if a child received more than 1 service, count the number of the child, not the number of services the child received.</p>	

		# of girls/boys receiving mine risk education (MRE)	Count number of children who are receiving mine risk education (MRE) and mine awareness
		# of girls/boys who benefit from life-skills activities	Count number of children reached through life-skills activities
	Conduct needs assessments	# of needs assessments conducted	Partners, individually or in partnership, conduct good quality needs assessments to understand the effectiveness of programmes, understand new and emerging needs across the sector. Partners can seek guidance from REACH.
3. Strengthen the capacity of education systems	light rehabilitation of school or temporary learning space	# of WASH facilities (water points, latrines, hand washer,...) rehabilitated	Count number of wash facilities like (latrine or water points) rehabilitated by your organization. e.g. 1) a school with 4 wash facilities that has 5 water points rehabilitated, you report (4) wash facilities against the indicator in Activity info. e.g. 2) If a school water facility has 12 water points with one water tank and fully rehabilitated you report one in activity info as one water facility. e.g. 3) If a school water facility has two water tanks with 10 water points. Half of the water facility damaged, and your organization rehabilitated. You report one water facility in activity info. e.g. 4) If a school water facility has two water tanks and fully rehabilitated, report 2 water facilities in Activity info.
		# of newly constructed WASH facilities (water points, latrines, hand washer,...)	Count number of wash facilities like (latrine or water points) newly established/constructed or set by your organization. (see the above examples about how to measure the indicator)
		# of schools established	Count the number of new schools in new plots of land or schools rebuilt on existing sites.
		# of girls/boys benefitting from schools newly established	count number of girls and boys benefitting from school establishment
		# of schools rehabilitated (light rehabilitation)	The number of schools rehabilitated that have been repaired, rehabilitated or cleaned in that month. This could be done following the occupation of schools by IDPs or military groups, or after conflict-related damage, or due to over-usage due to influx of students. Such repair work could have been through PTAs, local contractors, agencies, etc.
		# of girls/boys benefitting from schools newly rehabilitated	count number of girls and boys benefitting from school rehabilitation

	# of classrooms established	Count the number new classrooms that were built as part of school expansion.
	# of girls/boys benefitting from classrooms newly established	Count the number of girls and boys that are accommodated in the newly built classrooms. This might be additional children as a result of school expansion, or existing children who now learn in the new classrooms.
	# of classrooms and other school facilities rehabilitated	focus is on the rehabilitation
	# of girls/boys benefitting from classrooms newly rehabilitated	focus in on the child
Teacher training (standard training run for 5 days and once a quarter for quality we train about 40 teachers at one go)	# of female/male teachers trained on Teachers in Crisis Context (TiCC)	Count number of teachers trained on TiCC (Teachers in Crises Context). Do not report if a person has participated in a training conducted by another organization because the organization who conducting the training will report about this indicator.
	# of female/male teachers trained on Classroom management, positive discipline and code of conduct training	Count number of teachers trained on Classroom management, positive discipline and code of conduct. Do not report if a person has participated in a training conducted by another organization because the organization who conducting the training will report about this indicator.
	# of female/male teachers trained on Psychosocial support services (PSS)	Count number of teachers trained on PSS. Do not report if a person has participated in a training conducted by another organization because the organization who conducting the training will report about this indicator.
	# of female/male teachers trained on Subject specific training	Count number of teachers trained on Subject specific training. Do not report if a person has participated in a training conducted by another organization because the organization who conducting the training will report about this indicator.
	# of female/male teachers trained on pedagogy	Count number of teachers trained on Pedagogy. Do not report if a person has participated in a training conducted by another organization because the organization who conducting the training will report about this indicator.
	# of female/male teachers trained on PSEA	Count number of teachers trained on PSEA. Do not report if a person has participated in a training conducted by another

			organization because the organization who conducting the training will report about this indicator.
		# of female/male teachers trained on GBV	Count number of teachers trained on GBV. Do not report if a person has participated in a training conducted by another organization because the organization who conducting the training will report about this indicator.
		# of female/male teachers trained on life-skills	Count number of teachers trained on life-skills. Do not report if a person has participated in a training conducted by another organization because the organization who conducting the training will report about this indicator.
		# of female/male non-teaching personnel trained on Child safe guarding	Count number of teachers non-teaching personnel trained on Child safe guarding. Do not report if a person has participated in a training conducted by another organization because the organization who conducting the training will report about this indicator.
		# of schools that have included life skills education in their school plans	Count Number of Schools once
Training of LNNGOs, DoE Staff in coordination and sector leadership and supervision and support	# of trainings provided to MoE, G/DoE, and DoE personals on policy, planning, sector coordination, reporting, PSEA, prevention of GBV and child safeguarding	Partners organise a series of training sessions for staff at ministries, directorates and general directorates of education in Federal Iraq and KRI. Training themes are counted, such as PSEA, Child Safeguarding....etc.	
	# of female/male MoE, General DoE, and DoE personals on policy, planning, sector coordination, reporting, PSEA, prevention of GBV and child safeguarding	Record the number of female/male attending the training.  Partners will encourage the participation of female staff members, and take steps to remove barriers that might prevent women's participation.	
Establish and train PTAs and SBMC	# of Parents Teacher Associations (PTA) /School Management Committees (SMC) reactivated or established	PTAs have a set number of members, usually between 7-11. Ensure that PTAs represent the community, with women, the disabled and the elderly represented. Count the number of PTAs/SMCs established or reactivated.	
	# of PTAs/SMCs members trained	Count the members of PTA/SMC members who attend training on a range of themes including PSEA, Child safeguarding, Code of Conduct...etc	

		# of schools with boys/girls' clubs or empowerment groups.	Partners will establish or reactivate child clubs in primary schools, and youth clubs in secondary schools. The clubs need to represent boys and girls of different ethnic, religious groups, and those with disability, as much as possible.
Strengthen technical, organisational and institutional capacity of local and national NGOs and education authorities to deliver quality education services		# of Local/National Organizations and education authorities are supported through Institutional Capacity Strengthening, such as training, mentoring, coaching, secondments, etc...	Based on the Cluster's Localisation, and further needs assessment and further capacity assessments, partners will organise and deliver institutional and programmatic as well as leadership strengthening training for staff and stakeholders at local and national NGOs. Partners will also consider, where possible, mentoring, coaching and secondment opportunities to further strengthen capacity.
		# of Partnership Agreements that include Institutional Capacity Strengthening through training, mentoring, coaching, and secondment	As part of the leadership and capacity development efforts, the Cluster anticipates that partners will enter into partnership agreements signed with participating LNNGOs. Partnership agreements will set out the roles of each partner, are time-limited and are signed by each party.  Count the number of signed partnership agreements.
		% of funding allocated for Partnership Agreements that include Institutional Capacity Strengthening through training, monitoring, coaching, and secondment	Partners who raise funds to support capacity and leadership development on LNNGOs will share the %-age of funds devoted to the capacity development efforts.
		# of female/male staff from LNNGOs and DoE trained, coached, mentored, seconded in order to improve institutional capacities of their organizations	Partners will ensure the representation of male and female staff from LNNGOs in the capacity and leadership development exercise outlined above.  Participants are disaggregated by gender, and remedial steps taken if less women are coming forward.