

**METHODOLOGY FOR EVALUATION OF CROSSCUTTING THEMES IN THE CZECH DEVELOPMENT  
COOPERATION**

**HUMAN RIGHTS INDICATORS**

**FICHES**



## TABLE OF CONTENTS

Glossary.....	6
<b>1. Human Rights Output Indicators .....</b>	<b>7</b>
HRO1: Number of members of the community educated on (their) basic human rights .....	7
HRO2: Number of civil society organizations trained in human rights advocacy skills .....	8
HRO3: Number of civil servants educated on human rights and human rights mainstreaming in policy and decision-making.....	9
HRO4: Proportion of staff of the implementing organization and its partners who have been trained in human rights.....	10
HRO5: Project initiated or enhanced collaboration between public sector and civil society on the question of human rights.....	11
HRO6: Project provided support to local human rights groups.....	12
HRO7: Project provided support to vulnerable groups to demand their rights .....	13
HRO8: Number and type of educational tools or mechanisms aimed at human rights education of the public developed/deployed.....	14
HRO20: Evidence of equal opportunity for all minority groups to participate in project activities .....	15
HRO21: The poorest members of the intervention community had equal opportunity to participate in project.....	16
HRO22: Evidence of balanced representation of all ethnic or religious groups in decision-making roles in relation to the intervention.....	17
HRO23: Number and type of project activities that favoured participation of disadvantaged groups .....	18
HRO24: Evidence of equal treatment of representatives of all ethnic or religious groups by project implementer and partner organizations .....	19
HRO25: Evidence of additional barriers to participation in the intervention on the side of ethnic or religious groups .....	20
HRO26: Evidence of measures taken by the project implementers to reduce potential barriers to participation of all ethnic or religious groups in the intervention community .....	21
HRO27: School enrolment rates of members of underprivileged groups are proportionate to the national average .....	22
HRO28: Members of underprivileged groups have equal benefits from project-supported infrastructure, services and training as members of other groups .....	23
HRO29: Proportion of the most vulnerable members of the community provided with safe drinking water .....	24
HRO30: Proportion of the most vulnerable members of the community provided with stable food supply.....	25
HRO40: Number of children provided with safe shelter .....	26
HRO41: Number of children provided with access to clean drinking water.....	27

HRO42: Number of children provided with access to adequate sanitation facilities.....	28
HRO43: Number of gender-sensitive and culturally appropriate toilets provided .....	29
HRO44: Number, type and purpose of child-friendly spaces established .....	30
HRO45: Number of children provided with regular nutritious meals .....	31
HRO46: Number of children sleeping on sleeping mats .....	32
HRO47: Number of children sleeping under mosquito nets.....	33
HRO48: Number of unaccompanied children provided with legal assistance .....	34
HRO49: Number of children provided with psychosocial assistance .....	35
HRO50: Number of refugee children attending school .....	36
HRO51: Number of refugees enrolled in tertiary education .....	37
HRO52: Number of 15-24 years old refugees enrolled in professional training .....	38
HRO53: Number of girls aged 10-17 attending school .....	39
HRO54: Number of children attending after-school programmes.....	40
HRO55: Number of children educated on their rights.....	41
HRO56: Number of children, victims of sexual violence attended.....	42
HRO57: Number of children, victims of labour exploitation assisted.....	43
HRO58: Number of children who obtained access to health services.....	44
HRO59: Number of children provided with preventive health treatment .....	45
HRO60: Number of children provided with life-saving health treatment .....	46
HRO61: Number of former child soldiers provided with reintegration assistance .....	47
HRO62: Number of personnel working with children trained in WASH.....	48
HRO63: Number and type of advocacy and/or information campaigns on child protection in emergencies.....	49
<b>2. Human Rights Outcome Indicators – B.1 (Qual)</b> .....	<b>50</b>
HRRL1: Increased awareness and knowledge of basic human rights among project target groups .....	50
HRRL2: Evidence of a more rights-based conceptual approach of authorities .....	52
HRRL3: Project enhanced respect for rights of disadvantaged groups .....	53
HRRL4: Examples of strategies, projects, programs, budgets lines or policies that favour members of traditionally disadvantaged groups adopted .....	54
HRRL5: Evidence of increased emphasis on human rights education in country curriculum .....	55
HRRL6: Evidence of project contribution to opening channels through which citizens may demand respect for their human rights.....	56
HRRL20: All members of the community regardless of income level, ethnicity, religion etc. have had equal benefits from project / equal access to project-generated goods and services .....	57
HRRL21: Evidence of the project improving the standard of living of the poorest members of the community .....	58

HRRL22: Reported increase in tolerance of community members and public officials towards minority cultural traditions and religions .....	59
HRRL23: Reported increased access / improved quality of health services for members of underprivileged groups.....	60
HRRL24: Reported increased access / improved quality of education for children belonging to underprivileged groups.....	61
HRRL25: Reported increased economic opportunities for members of underprivileged groups	63
HRRL26: Reported increased sense of personal safety among minority group members.....	64
HRRL27: Evidence of the project promoting cooperation between rival groups.....	65
HRRL28: Schools teach children to exercise their rights / promote social change .....	66
HRRL40: Evidence of project improving safety of children.....	67
HRRL41: Evidence of project improving the hygiene, sanitation, nutrition and health of children .....	68
HRRL42: Evidence of project improving psychosocial wellbeing of children .....	69
HRRL43: Evidence of project improving access of children to education.....	70
HRRL44: Evidence of project improving access of children to health services.....	71
<b>3. Human Rights Outcome Indicators – B.2 (QuaN).....</b>	<b>72</b>
HRRN1: Number of organizations with increased capacity for advocacy.....	72
HRRN2: Number of advocacy initiatives .....	74
HRRN3: Number and type of policy documents adopted by government authorities considering human rights .....	75
HRRN4: Proportion of public officials, community leaders and high managers who belong to underprivileged groups.....	76
HRRN5: Number of human rights courses or programs regularly taught .....	77
HRRN6: Increase in civil society denunciations of human rights abuses and violations.....	78
HRRN20: Proportion of members of underprivileged groups whose average monthly income has increased.....	79
HRRN21: Change in proportion of population belonging to underprivileged groups whose food consumption patterns have improved .....	80
HRRN22: Proportion of children from underprivileged groups with improved educational achievements .....	81
HRRN23: Proportion of public officials, community leaders and high-rank managers who belong to underprivileged groups.....	82
HRRN24: Number of reported attacks on minority communities motivated by religious, ethnical or cultural differences and/or hate has decreased .....	83
HRRN25: Proportion of the most vulnerable people who enjoy the benefits of the project of the total that could have been served .....	84
HRRN40: School enrollment rates for boys and girls of different age groups.....	85
HRRN41: Malnutrition rates, particularly in children under five.....	86

HRRN42: Disease rates among children in the intervention area .....	87
HRRN43: Number of qualified teachers in supported schools .....	88
HRRN44: Number of qualified health personnel in supported health facilities .....	89
HRRN45: Vaccination rates among children in the intervention area.....	90
HRRN46: Death rates among children in the intervention area and death causes.....	91
HRRN47: Percentage of girls aged 10-17 married .....	92
HRRN48: Percentage of children abandoning schooling (drop-outs).....	93
HRRN49: Percentage of children who fall victims to sexual violence, exploitation or other maltreatment .....	94
HRRN50: Percentage of children reunited with family members .....	95
HRRN51: Percentage of recruited child soldiers.....	96
HRRN52: Percentage of former child soldiers reintegrated .....	97
HRRN53: Percentage of children benefiting from economic opportunities created for their family members .....	98
HRRN54: Literacy rate for refugees aged 15-24 .....	99
HRRN55: Number of missed school days by gender.....	100

## GLOSSARY

### **The most vulnerable members of the community/traditionally underprivileged groups.**

Groups that are especially vulnerable to abuse of human rights are groups that are structurally discriminated against like women and groups that have difficulties defending themselves and are therefore in need of special protection. For example, the Icelandic Human Rights Centre<sup>1</sup> identifies the following twelve groups falling into this category: 1) women and girls; 2) children; 3) refugees; 4) internally displaced persons; 5) stateless persons; 6) national minorities; 7) indigenous peoples 8) migrant workers; 9) disabled persons; 10) elderly persons; 11) HIV positive persons and AIDS victims; 12) Roma/Gypsies/Sinti; and 13) lesbian, gay and transgender people. While it is not an exhaustive list of persons in need of special attention/particular protection, these groups constitute the most common groups who suffer from discrimination and oppression. From a different perspective, vulnerable groups may be those that belong to 1) households living in poor quality homes and neighbourhoods that lack adequate provision for water, sanitation, drainage and garbage removal, 2) persons doing the 'dangerous' tasks within households (exposure to environmental hazards, indoor pollution etc.) and 3) Income-earners with particularly hazardous work.<sup>2</sup>

### **Ethnic or religious groups.**

Groups formed of members of the community/population who share a common cultural background or descent and/or whose identity as such is distinctive in terms of common religious creed, beliefs, doctrines, practices, or rituals. In the methodology, the term refers mostly, but not exclusively, to ethnic/religious composition and related societal tensions in Bosnia and Hercegovina. These groups may not be necessarily minorities in the traditional sense, yet their balanced participation and equal share on decision-making may be essential for the success and sustainability of any intervention.

### **The intervention area**

An area where the intervention has taken place and includes all the persons that could have been influenced by the intervention or fall into the group that the intervention was targeting. The nature and extent of the intervention area is determined by the nature of the intervention and may include, for example, a community, school or school district, professional association, national state, refugee camp, refugee population in a certain location and a number of others.

**Note:** *Outcome indicators should be considered against a baseline or a comparison group (such as the national average or the average for more privileged groups in the society).*

<sup>1</sup> Icelandic Human Rights Centre. (n.d.). *The Human Rights Protection of Vulnerable Groups*. Accessible from <http://www.humanrights.is/en/human-rights-education-project/human-rights-concepts-ideas-and-fora/the-human-rights-protection-of-vulnerable-groups/>

<sup>2</sup> DANIDA Workshop Papers: *Improving the Urban Environment and Reducing Poverty*; December 5, 2000; Copenhagen, Denmark, extracts accessible from <http://web.mit.edu/urbanupgrading/urbanenvironment/issues/vulnerable-groups.html>

## 1. HUMAN RIGHTS OUTPUT INDICATORS

### HRO1: NUMBER OF MEMBERS OF THE COMMUNITY EDUCATED ON (THEIR) BASIC HUMAN RIGHTS

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.1 Basic human rights
<b>Indicator name</b>	<b><i>HRO1: Number of members of the community educated on (their) basic human rights</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	In order to empower right holders to claim their rights and to strengthen the framework of respect for human rights, people need to be educated on areas which constitute basic human rights. Both women and men as well as members of minority communities need to be educated on their basic human rights and on the rights of others.
<b>What the indicator measures</b>	Number of women and men who were given a course or training on the topic of human rights. Where appropriate, number of members of minority groups who attended a course or trainings on their human rights and number of majority groups members educated on basic human rights of others.
<b>Data sources</b>	Project records, attendee lists
<b>Methods of data collection</b>	Desk research
<b>Definition of key terms</b>	<p><b>Human rights:</b> Rights that belong to all individuals without discrimination on the basis of the fact that they were born as a human being. Human rights are expressed in a range of principles and norms related to human dignity. The umbrella term “human rights” refers to the civil, cultural, economic, political and social rights that belong to all human beings irrespective of their nationality, place of residence, gender, sexual orientation, national or ethnic origin, color, disability, religion, language.</p> <p>Human rights establish legal rights and obligations. Wherever there is a right, there is a corresponding obligation to fulfill this right. Every particular right, therefore, includes the existence of those who are legally entitled to something (<b>rights holders</b>) and those who have a duty to take reasonable measures to enforce the law (<b>duty-bearers</b>).</p>
<b>Further resources</b>	UN. (2015). <i>The Universal Declaration of Human Rights</i> . ( <a href="#">English</a> , <a href="#">česky</a> ) Office of the United Nations High Commissioner for Human Rights. (2016). <i>What are Human Rights?</i> ( <a href="#">link</a> )

## HRO2: NUMBER OF CIVIL SOCIETY ORGANIZATIONS TRAINED IN HUMAN RIGHTS ADVOCACY SKILLS

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.1 Basic human rights
<b>Indicator name</b>	<b><i>HRO2: Number of civil society organizations trained in human rights advocacy skills</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Advocacy skills are a prerequisite to implementing successful advocacy initiatives. In order to carry out effective advocacy initiatives, civil society organizations need to know their rights and the rights of the groups on behalf of which they advocate. They also need to be able to seek information on formal (or informal) channels through which concerns can be raised and decision-making influenced (e.g. formal grievance mechanisms), formulate clear and impactful messages and work in collaboration and partnership with different stakeholders, including those that generate grievances.
<b>What the indicator measures</b>	Number of institutions who received training in human rights advocacy skills or other advocacy-related capacity-building support from the project.
<b>Data sources</b>	Project records, attendee lists, training material, project staff, beneficiaries
<b>Methods of data collection</b>	Desk research, interviews, surveys
<b>Definition of key terms</b>	<p><b>Advocacy:</b> Generally, advocacy refers to the process of trying to persuade others to support one's position or point of view. It can take the form of campaigns, workshops, roundtables, media campaigns, public outreach intended to influence decision makers, including policy makers and service delivery agents.</p> <p><b>Skills:</b> Skills are techniques for becoming competent in an area.</p> <p><b>Human rights training:</b> Training can include classroom learning, workshops, established mentoring and internship programs, and on-the-job training. Training in human rights that target adults tend to be extremely diverse. Month-long intensive courses on the international human rights legal framework for human rights advocates, weekend seminars for police officers, and online courses that bring together participants from around the globe all fall into the category of human rights training.</p>
<b>Further resources</b>	<p>United Nations Democracy Fund. (2014). <i>Civil Society Empowerment in Advocacy and Policy Development in Vietnam. Final evaluation.</i> (<a href="#">link</a>)</p> <p>Teleki, K. (2007). <i>Human Rights Training for Adults: What twenty-six evaluation studies say about design, implementation and follow-up.</i> Research in Human Rights Education Papers, Human Rights Education Associates Inc. (<a href="#">link</a>)</p>



**HRO3: NUMBER OF CIVIL SERVANTS EDUCATED ON HUMAN RIGHTS AND HUMAN RIGHTS  
MAINSTREAMING IN POLICY AND DECISION-MAKING**

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.1 Basic human rights
<b>Indicator name</b>	<b><i>HRO3: Number of civil servants educated on human rights and human rights mainstreaming in policy and decision-making</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	In a number of countries, efforts are made to mainstream human rights into local authorities' activities. Thus, measures are taken to foster participatory governance, to conduct human rights-based audits and impact assessments, to reframe local concerns as human rights issues, to establish procedures for verifying the compatibility of local policies and regulations with human rights, to report on local compliance with human rights treaties, to provide systematic human rights training to local civil servants, to raise public awareness of human rights (UN, Human Rights Council, 2015).
<b>What the indicator measures</b>	Number of civil servants (women and men) who were given a course or training with project support on the topic of human rights and human rights mainstreaming in policy and public decision-making.
<b>Data sources</b>	Project records, attendee lists, training materials, civil servants trained
<b>Methods of data collection</b>	Desk research, interviews, surveys
<b>Definition of key terms</b>	<p><b>Human rights training:</b> Training can include classroom learning, workshops, established mentoring and internship programs, and on-the-job training. Training in human rights that target adults tend to be extremely diverse. Month-long intensive courses on the international human rights legal framework for human rights advocates, weekend seminars for police officers, and online courses that bring together participants from around the globe all fall into the category of human rights training.</p> <p><b>Human rights mainstreaming:</b> The reorganization, improvement, development and evaluation of policy processes, so that a human rights perspective is incorporated in all policies at all levels and at all stages, by the actors normally involved in policy-making (McCrudden, 2004).</p>
<b>Further resources</b>	<p>United Nations, Human Rights Council. (2015). <i>Role of local government in the promotion and protection of human rights – Final report of the Human Rights Council Advisory Committee</i> (<a href="#">link</a>)</p> <p>McCrudden, C. (2004). <i>Mainstreaming Human Rights</i>. (<a href="#">link</a>)</p> <p>Teleki, K. (2007). <i>Human Rights Training for Adults: What twenty-six evaluation studies say about design, implementation and follow-up</i>. Research in Human Rights Education Papers, Human Rights Education Associates Inc. (<a href="#">link</a>)</p>

**HRO4: PROPORTION OF STAFF OF THE IMPLEMENTING ORGANIZATION AND ITS PARTNERS WHO HAVE BEEN TRAINED IN HUMAN RIGHTS**

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.1 Basic human rights
<b>Indicator name</b>	<b><i>HRO4: Proportion of staff of the implementing organization and its partners who have been trained in human rights</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Advancement of human rights must happen at all levels and the implementing organization and its partners should set the bar and lead with their example. While staff of these organizations may be more aware of basic human rights and human rights issues in the target context than the general public, their knowledge and its application in practice cannot be taken for granted; their proper training in the area of human rights should be prioritized.
<b>What the indicator measures</b>	Number of staff of the implementing organization and any other partner organization that assist with implementation in the field that have attended a course or a training program on human rights out of all staff of these organizations, expressed as a percentage.
<b>Data sources</b>	Project records, training materials, attendee lists, staff trained
<b>Methods of data collection</b>	Desk research, interviews, surveys
<b>Definition of key terms</b>	<p><b>Implementing organization and its partners.</b> The implementing organization is the one which has been selected by the funder of the initiative to deliver it in the field. The organization may choose or is obligated to collaborate with local organizations or other subjects who may possess essential expertise in a given field or a better access to targets regions and populations. All these organizations and their staff who participate in the implementation of the initiative should be considered when quantifying this indicator.</p> <p><b>Human rights training:</b> Training can include classroom learning, workshops, established mentoring and internship programs, and on-the-job training. Training in human rights that target adults tend to be extremely diverse. Month-long intensive courses on the international human rights legal framework for human rights advocates, weekend seminars for police officers, and online courses that bring together participants from around the globe all fall into the category of human rights training.</p>
<b>Further resources</b>	<p>Teleki, K. (2007). <i>Human Rights Training for Adults: What twenty-six evaluation studies say about design, implementation and follow-up</i>. Research in Human Rights Education Papers, Human Rights Education Associates Inc. (<a href="#">link</a>)</p> <p>Schlangen, R. (2014). <i>Monitoring and Evaluation for Human Rights Organizations: Three Case Studies</i>. Center for Evaluation Innovation. (<a href="#">link</a>)</p>

**HRO5: PROJECT INITIATED OR ENHANCED COLLABORATION BETWEEN PUBLIC SECTOR AND CIVIL SOCIETY ON THE QUESTION OF HUMAN RIGHTS**

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.1 Basic human rights
<b>Indicator name</b>	<b><i>HRO5: Project initiated or enhanced collaboration between public sector and civil society on the question of human rights</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	It has been observed that collaboration between civil society (citizens) and government institutions, particularly those charged with ensuring accountability such as anti-corruption bodies, supreme audit institutions, ombudsperson institutions and human rights commissions, strengthen the accountability of these organizations. It has been also argued that in working together, the two types of actors can help overcome each other's constraints. It is thus considered of a great benefit to a country's or region's track record on human rights that such collaborations are encouraged.
<b>What the indicator measures</b>	The indicator should establish whether any examples of collaboration between public sector and civil society on the question of human rights have occurred as a result of the project, the type of any collaborative effort, its form, purpose, participants, frequency and results.
<b>Data sources</b>	Public sector websites and documents (official and unofficial), project documentation, civil society documents and websites Public sector staff, civil society actors' staff, project managers and staff Specific collaborative meetings, consultations and other events
<b>Methods of data collection</b>	Desk research, Interviews, Surveys, Focus groups Participant observation
<b>Definition of key terms</b>	<b>Collaboration.</b> Collaboration may be regular and formalized (e.g. policy dialogue, regular roundtables, mixed-stakeholder advisory group meetings, joint reports) or happening ad hoc through formal or more informal means (e.g., consultation on a specific document, strategy).
<b>Further resources</b>	Cornejo, C. & Mendiburu, M. (2015). Does Collaboration with civil society strengthen accountability institutions? An exploration. Global Partnership for Social Accountability. ( <a href="#">link</a> ) Office of the High Commissioner for Human Rights. (2014). <i>Civil Society Space and the United Nations Human Rights System</i> . A Practical Guide for Civil Society. ( <a href="#">link</a> )

## HRO6: PROJECT PROVIDED SUPPORT TO LOCAL HUMAN RIGHTS GROUPS

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.1 Basic human rights
<b>Indicator name</b>	<b><i>HRO6: Project provided support to local human rights groups</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Local human rights groups may be isolated, operating in inadequate conditions or with insufficient personnel and skill capacities. They may be intimidated and face threats from state and non-state actors for their human rights advocacy work. In order to promote respect for human rights in a given context, these local groups may need to be strengthened to have the proper capacities to hold relevant state and non-state actors accountable, continue providing support to victims of human rights violations etc.
<b>What the indicator measures</b>	The indicator should establish whether the project provided any form of support to local human rights groups and the type of support. The support may be a result of a primary or secondary, intended or unintended project activities.
<b>Data sources</b>	Project documentation, project staff, human rights groups and their representatives
<b>Methods of data collection</b>	Desk research Interviews Surveys Focus groups
<b>Definition of key terms</b>	<b>Support.</b> Support may be of financial character or in the form of capacity building or public support such as a public statement of support by the implementer or funder of the project, accompanying the groups at meetings with public officials, connecting them with other groups locally and internationally etc.
<b>Further resources</b>	Ministry of Foreign Affairs of Denmark. (2015). <i>Evaluation of the Danish Engagement in Palestine. 4 Assessment of Local Government and Human Rights Support.</i> ( <a href="#">link</a> )

## HRO7: PROJECT PROVIDED SUPPORT TO VULNERABLE GROUPS TO DEMAND THEIR RIGHTS

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.1 Basic human rights
<b>Indicator name</b>	<b><i>HRO7: Project provided support to vulnerable groups to demand their rights</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Vulnerable groups may not have the necessary knowledge, skills and resources to stand for their rights and may need to be educated, trained and supported financially, technically and otherwise to demand their own rights and improvements of their living conditions. Such initiatives are frequently carried out under the term “empowerment” where individuals belonging to these groups or organizations that represent them are provided with the confidence and support to control their lives and claim their rights.
<b>What the indicator measures</b>	The indicator should establish whether the project provided any form of support to vulnerable groups (as a whole, their individual members/representatives or organizations that strongly represents interests of such groups) and the type of support. The support may be a result of a primary or secondary, intended or unintended project activities.
<b>Data sources</b>	Project documentation, project staff, vulnerable groups and their representatives
<b>Methods of data collection</b>	Desk research Interviews Surveys Focus groups
<b>Definition of key terms</b>	<b>Vulnerable groups:</b> Groups that are especially vulnerable to abuse of human rights are groups that are structurally discriminated against like women and groups that have difficulties defending themselves such as the illiterate, the poor and the disabled and are therefore in need of special protection.
<b>Further resources</b>	Chambers, R. (2006). Vulnerability, Coping and Policy. (Editorial Introduction). <i>IDS Bulletin</i> 37(4), 33-40. ( <a href="#">link</a> )  Devereux, S. (2001). Livelihood Insecurity and Social Protection: A Re-emerging Issue in Rural Development. <i>Development Policy Review</i> , 19(4), 507-519. ( <a href="#">link</a> )  UNHCR. (2005). <i>Reach Out Training Materials. Module 8. Vulnerable Groups.</i> <a href="http://www.unhcr.org/partners/projects/437205fd2/reach-training-materials.html">http://www.unhcr.org/partners/projects/437205fd2/reach-training-materials.html</a>

**HRO8: NUMBER AND TYPE OF EDUCATIONAL TOOLS OR MECHANISMS AIMED AT HUMAN RIGHTS EDUCATION OF THE PUBLIC DEVELOPED/DEPLOYED**

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.1 Basic human rights
<b>Indicator name</b>	<b><i>HRO8: Number and type of educational tools or mechanisms aimed at human rights education of the public developed/deployed</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Depending on the context of the intervention, there may and may not be sufficient tools for human rights education available and adapted to the local context. The intervention thus may want to enhance the human rights education (HRE) with specifically designed tools and mechanisms that speak to the public through relevant, explicit and culturally-appropriate content and examples and reflect the latest knowledge on effective HRE practices.
<b>What the indicator measures</b>	Number and type of tools or mechanisms developed or deployed with project support for the purpose of educating the public on human rights topics.
<b>Data sources</b>	Project documentation, developed tools and records of their use, project staff, HRE participants (target groups), attendee lists from trainings
<b>Methods of data collection</b>	Desk research, Interviews, Surveys, Focus groups
<b>Definition of key terms</b>	<b>Human rights education (HRE)</b> is all learning that develops the knowledge, skills, and values of human rights. HRE includes the development of knowledge, strengthening of skills and promoting action around human rights themes. It may involve training human rights educators and trainers; the promotion of human rights values for children and youth; the promotion and protection of economic, social and cultural rights; training in human rights advocacy and monitoring; the protection of particular groups in society, including women, migrant workers, children and minorities; the strengthening of independent national human rights institutions; and reinforcing human rights education in the school system. HRE can take place in different settings (e.g., schools, non-formal education sector), be aimed at different target groups of learners (e.g., children, youth, adult learners), employ varied types of HRE work (e.g., awareness-raising campaigns, training activities) and differ in scope (e.g., overall programmes, specific projects or activities). <b>Tools or mechanisms</b> may include methods, processes, standard operating procedures, manuals, systems, guidelines, and process maps for the sector managers.
<b>Further resources</b>	Equitas – International Centre for Human Rights Education and the Office of the United Nations High Commissioner for Human Rights. (2011). <i>Evaluating Human Rights Training Activities. A Handbook for Human Rights Educators.</i> ( <a href="#">link</a> )

**HRO20: EVIDENCE OF EQUAL OPPORTUNITY FOR ALL MINORITY GROUPS TO PARTICIPATE IN PROJECT ACTIVITIES**

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.2 Inclusion
<b>Indicator name</b>	<b><i>HRO20: Evidence of equal opportunity for all minority groups to participate in project activities</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	When planning an intervention, the groups that are the most vocal, hold influential positions and administrative functions within the intervention territory tend to be much easier accessible than groups that have been traditionally in more marginalized position in the society. In order to promote respect for human rights and open society, any intervention should undertake the steps necessary to reach out and involve members of minority groups who may equally benefit from the intervention but encounter presumed or real barriers to participation.
<b>What the indicator measures</b>	The indicator should establish whether the project formulation and implementation teams have undertaken all necessary steps and strategies to reach out to all relevant minority groups and encourage or facilitate their participation in the intervention. It should also ascertain what kind of strategies have been used and what worked with particular target groups.
<b>Data sources</b>	Project formulation team, project managers and staff, members of minority groups concerned, representatives from local authorities Project documentation
<b>Methods of data collection</b>	Interviews, focus groups Desk research
<b>Definition of key terms</b>	<b>Minority groups:</b> A group numerically inferior to the rest of the population of a State, in a non-dominant position, whose members - being nationals of the State - possess ethnic, religious or linguistic characteristics differing from those of the rest of the population and show, if only implicitly, a sense of solidarity, directed towards preserving their culture, traditions, religion or language. All States have one or more minority groups within their national territories, characterized by their own national, ethnic, linguistic or religious identity, which differs from that of the majority population.
<b>Further resources</b>	Office of the High Commissioner for Human Rights. (2010). <i>Minority Rights: International Standards and Guidance for Implementation</i> . ( <a href="#">link</a> )

**HRO21: THE POOREST MEMBERS OF THE INTERVENTION COMMUNITY HAD EQUAL OPPORTUNITY TO PARTICIPATE IN PROJECT**

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.2 Inclusion
<b>Indicator name</b>	<b><i>HRO21: The poorest members of the intervention community had equal opportunity to participate in project</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Interventions focused on eliminating poverty often do not reach the neediest persons such as the landless, illiterate and living in remote areas. Those groups tend to be poorly connected to local administration, have low access to information (written and otherwise) and may not participate in important assemblies that may be reserved to owners of land, users of specific tools, agricultural systems, participants in specific-crop markets etc. These poorest members of the community are thus more difficult to identify, reach and engage in an intervention activities and may often be left out despite having the greatest needs.
<b>What the indicator measures</b>	The indicator should establish whether the project formulation and implementation teams have undertaken all necessary steps and strategies to reach out to the poorest members of the community and facilitate their participation in the intervention. It should also ascertain what kind of strategies have been used and what worked with particular target groups.
<b>Data sources</b>	Project formulation team, project managers and staff, individuals that belong to the poorest members of the community, representatives from local authorities Project documentation
<b>Methods of data collection</b>	Interviews, focus groups Desk research
<b>Definition of key terms</b>	<b>The poorest members of the community.</b> Globally, the poorest people are those who subsist on less than a \$1.25 a day and thus find themselves in a situation of extreme poverty. Nevertheless, in specific interventions, the definition of the poorest members of the community may depend on context. For instance, in interventions aimed at achieving food security and increasing efficiencies in agriculture in rural areas, the landless may be the poorest and most vulnerable as having no land, they may not be even included in such interventions despite demonstrable needs.
<b>Further resources</b>	United Nations. (2015). <i>Sustainable Development Goals</i> (particularly Goal 1 and 2). ( <a href="#">link</a> )



**HRO22: EVIDENCE OF BALANCED REPRESENTATION OF ALL ETHNIC OR RELIGIOUS GROUPS IN DECISION-MAKING ROLES IN RELATION TO THE INTERVENTION**

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.2 Inclusion
<b>Indicator name</b>	<b><i>HRO22: Evidence of balanced representation of all ethnic or religious groups in decision-making roles in relation to the intervention</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	While minority groups are groups numerically inferior and in non-dominant position, a country or a territory may consist of several ethnically different but dominant groups that may not substantially differ in numbers, yet their ethnic, religious or other diversity is a source of constant tensions that impact on the course of affairs in the territory/country. Such context may be found, for instance, in Bosnia and Hercegovina. It is essential to navigate carefully and diplomatically and ensure balanced representation of all groups concerned to not to aggravate the tensions and differences on one hand and to promote cooperation between these groups where possible.
<b>What the indicator measures</b>	The indicator should assess whether participation of representatives of relevant ethnic/religious groups proportionately reflects the numerical strengths of these groups in the overall population or in specific sectors, professions etc. that are subject of the intervention.
<b>Data sources</b>	Project documentation, project managers and staff Project participants
<b>Methods of data collection</b>	Desk research Interviews Direct observation
<b>Definition of key terms</b>	<b>Ethnic or religious groups.</b> Groups formed of members of the community/population who share a common cultural background or descent and/or whose identity as such is distinctive in terms of common religious creed, beliefs, doctrines, practices, or rituals. In the methodology, the term refers mostly, but not exclusively, to ethnic/religious composition and related societal tensions in Bosnia and Hercegovina. These groups may not be necessarily minorities in the traditional sense, yet their balanced participation and equal share on decision-making may be essential for the success and sustainability of any intervention.
<b>Further resources</b>	Office for National Statistics UK. (2003). <i>Ethnic group statistics. A guide for the collection and classification of ethnicity data.</i> ( <a href="#">link</a> ) Nersessian, D. L. (2010). <i>Genocide and Political Groups.</i> Oxford University Press: New York, NY. ( <a href="#">link</a> )

### HRO23: NUMBER AND TYPE OF PROJECT ACTIVITIES THAT FAVOURED PARTICIPATION OF DISADVANTAGED GROUPS

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.2 Inclusion
<b>Indicator name</b>	<b><i>HRO23: Number and type of project activities that favoured participation of disadvantaged groups</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	When planning and implementing an intervention, the groups that are the most vocal, hold influential positions and administrative functions within the intervention territory tend to be much easier accessible than groups that have been traditionally in more marginalized position in the society. In order to achieve inclusion, projects should facilitate participation of traditionally disadvantaged groups, including by activities specifically targeting these groups, removing barriers on the side of these groups to participating (e.g. providing childcare to women who would otherwise not be able to participate, providing an interpreter for minority groups who speak different language etc.).
<b>What the indicator measures</b>	Number and type of activities carried out by the project staff that were aimed at facilitating participation of disadvantaged groups.
<b>Data sources</b>	Project documentation, members of disadvantaged groups, project staff, other community members as appropriate
<b>Methods of data collection</b>	Desk research Interviews Focus groups Surveys Direct observation
<b>Definition of key terms</b>	<b>Disadvantaged groups</b> are groups who have been denied access to the tools needed for self-sufficiency (Mayer, 2003). Causes of disadvantage traditionally cited include race, ethnic group, poverty, or sex, yet disadvantaged groups may comprise also ex-prisoners, victims of abuse and trafficking, nursing home residents, people with disabilities, homeless persons and other groups whose access to tools and resources for self-sufficiency has been made difficult or denied.
<b>Further resources</b>	Mayer, S.E. (2003). <i>What is a "Disadvantaged Group?"</i> . Effective Communities Project Minneapolis. ( <a href="#">link</a> )

## HRO24: EVIDENCE OF EQUAL TREATMENT OF REPRESENTATIVES OF ALL ETHNIC OR RELIGIOUS GROUPS BY PROJECT IMPLEMENTER AND PARTNER ORGANIZATIONS

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.2 Inclusion
<b>Indicator name</b>	<b><i>HRO24: Evidence of equal treatment of representatives of all ethnic or religious groups by project implementer and partner organizations</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	To ensure inclusion of all relevant groups, interventions should be designed in a way that does not pose additional obstacles to participation to different groups. In addition, project implementers should carefully select their partners in the field to ensure that no bias will be introduced into the project and that all groups will be treated equally regardless of their membership in ethnic or religious groups.
<b>What the indicator measures</b>	The indicator should ascertain that neither in the project formulation nor in the project implementation phase there were instances where members of a certain ethnic or religious group were treated differently based on their membership in the group. Different treatment may be demonstrated in less frequent or null consultation, lesser participation of group members, site of project being too distant (physically and culturally) for one of the groups, project sites and project activities being culturally, gender or otherwise insensitive, project activities being scheduled on religious holidays of one of the group, local hiring practices of implementing or partner organizations etc.
<b>Data sources</b>	Project documentation, members of concerned ethnic and religious groups, project staff, representatives of local authorities
<b>Methods of data collection</b>	Desk research Interviews Focus groups Surveys Direct observation
<b>Definition of key terms</b>	<b>Ethnic or religious groups.</b> Groups formed of members of the community/population who share a common cultural background or descent and/or whose identity as such is distinctive in terms of common religious creed, beliefs, doctrines, practices, or rituals. In the methodology, the term refers mostly, but not exclusively, to ethnic/religious composition and related societal tensions in Bosnia and Hercegovina. These groups may not be necessarily minorities in the traditional sense, yet their balanced participation and equal share on decision-making may be essential for the success and sustainability of any intervention. <b>Equal treatment</b> means that everyone has equal rights and should have equal opportunities to participate in society regardless of gender, race, ethnic origin, religion or belief, disability, age, sexual orientation, etc.
<b>Further resources</b>	The Danish Institute for Human Rights. (n.d.). <i>Equal Treatment 2013-2016. Substrategy.</i> ( <a href="#">link</a> )

## HRO25: EVIDENCE OF ADDITIONAL BARRIERS TO PARTICIPATION IN THE INTERVENTION ON THE SIDE OF ETHNIC OR RELIGIOUS GROUPS

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.2 Inclusion
<b>Indicator name</b>	<b><i>HRO25: Evidence of additional barriers to participation in the intervention on the side of ethnic or religious groups</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	The purpose of this indicator is to examine whether barriers to participation in the project activities or to access project benefits persist on the side of ethnic and religious groups despite efforts of the side of the project implementers to facilitate their access and equal out their opportunities. This may mean that some barriers were either not properly identified at the project planning stage, their importance was underestimated or appropriate strategies to tackle them had not been adopted. It may also mean that additional barriers have aroused during the project implementation. These barriers should be perceived as applicable to the whole group or its majority, i.e. they do not constitute subjective barriers on the side of individuals. However, gender differences should be considered when assessing these barriers.
<b>What the indicator measures</b>	The indicator should assess whether objective barriers to participation in the intervention or to enjoying its benefits on the side of relevant ethnic or religious groups persist.
<b>Data sources</b>	Project documentation, members of concerned ethnic and religious groups, project staff, representatives of local authorities
<b>Methods of data collection</b>	Desk research Interviews Focus groups Surveys Direct observation
<b>Definition of key terms</b>	<b>Ethnic or religious groups.</b> Groups formed of members of the community/population who share a common cultural background or descent and/or whose identity as such is distinctive in terms of common religious creed, beliefs, doctrines, practices, or rituals. In the methodology, the term refers mostly, but not exclusively, to ethnic/religious composition and related societal tensions in Bosnia and Hercegovina. These groups may not be necessarily minorities in the traditional sense, yet their balanced participation and equal share on decision-making may be essential for the success and sustainability of any intervention.
<b>Further resources</b>	The Danish Institute for Human Rights. (n.d.). <i>Equal Treatment 2013-2016. Substrategy.</i> ( <a href="#">link</a> )

**HRO26: EVIDENCE OF MEASURES TAKEN BY THE PROJECT IMPLEMENTERS TO REDUCE POTENTIAL BARRIERS TO PARTICIPATION OF ALL ETHNIC OR RELIGIOUS GROUPS IN THE INTERVENTION COMMUNITY**

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.2 Inclusion
<b>Indicator name</b>	<b><i>HRO26: Evidence of measures taken by the project implementers to reduce potential barriers to participation of all ethnic or religious groups in the intervention community</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	In communities where serious divide over membership in ethnic or religious groups exist and is a source of tangible tensions, project implementers need to navigate with increased caution and diplomatic skills to deliver goods or services that are perceived by all groups as fair and not favouring one of the groups. If a certain group experiences some specific barriers to participation in the intervention or access to its benefits, measures to reduce or eliminate these barriers should be integrated already into the project design and diligently followed by project implementers and their partners in the field.
<b>What the indicator measures</b>	This indicator should ascertain evidence (written or reported by at least several representatives of different stakeholder groups) of measures taken to eliminate barriers to participation or relevant ethnic or religious groups, whether these measures have been appropriately integrated into the intervention design and diligently applied by the project implementer and their partners in the field.
<b>Data sources</b>	Project documentation, members of concerned ethnic and religious groups, project staff, representatives of local authorities
<b>Methods of data collection</b>	Desk research Interviews Focus groups Surveys Direct observation
<b>Definition of key terms</b>	<b>Ethnic or religious groups.</b> Groups formed of members of the community/population who share a common cultural background or descent and/or whose identity as such is distinctive in terms of common religious creed, beliefs, doctrines, practices, or rituals. In the methodology, the term refers mostly, but not exclusively, to ethnic/religious composition and related societal tensions in Bosnia and Hercegovina. These groups may not be necessarily minorities in the traditional sense, yet their balanced participation and equal share on decision-making may be essential for the success and sustainability of any intervention.
<b>Further resources</b>	The Danish Institute for Human Rights. (n.d.). <i>Equal Treatment 2013-2016. Substrategy.</i> ( <a href="#">link</a> )

**HRO27: SCHOOL ENROLMENT RATES OF MEMBERS OF UNDERPRIVILEGED GROUPS ARE PROPORTIONATE TO THE NATIONAL AVERAGE**

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.2 Inclusion
<b>Indicator name</b>	<b><i>HRO27: School enrolment rates of members of underprivileged groups are proportionate to the national average</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Disadvantage of children may originate from different causes such as low income level, migrant background, parents' education level etc. These causes are often interlinked, multiplying the disadvantage that children from these backgrounds face. Children born into severe poverty are disproportionately exposed to factors that impede their psycho-motor development, socio-emotional growth and cognitive processes. When linked with deprived or neglectful family backgrounds and poorly educated parents, poverty becomes the single greatest barrier to educational achievement. Yet, education has been proved as one of the most powerful factors that can break the vicious cycle of poverty, increase household income and contribute to the national economy.
<b>What the indicator measures</b>	The indicator compares the school enrolment rates of children from disadvantaged/underprivileged groups of the society such as the poor, ethnic or religious minorities with those of majority groups and the national average school enrolment. In an equal society, the percentage of children from underprivileged groups enrolled in schools should correspond to the percentage representation of the group in the society. In addition, the proportion of underprivileged children enrolled in schools as a percentage of all children in their group should be equal to the same proportion of children belonging to the national majority.
<b>Data sources</b>	Regional or national educational statistics, school documentation Ministry of Education, School Boards or other educational authorities
<b>Methods of data collection</b>	Document review, desk research Interviews
<b>Definition of key terms</b>	<b>Vulnerable and disadvantaged children:</b> children living in poverty or at risk of poverty; children of migrant or refugee families; children belonging to ethnic minorities (with unequal status in the society) and children at risk of educational failure.
<b>Further resources</b>	Bennett, J. (2012). <i>Early childhood education and care (ECEC) for children from disadvantaged backgrounds: Findings from a European literature review and two case studies.</i> ( <a href="#">link</a> )  Handa, S. (2002). Raising primary school enrolment in developing countries The relative importance of supply and demand. <i>Journal of Development Economics</i> 69, 103 – 128. ( <a href="#">link</a> )

**HRO28: MEMBERS OF UNDERPRIVILEGED GROUPS HAVE EQUAL BENEFITS FROM PROJECT-SUPPORTED INFRASTRUCTURE, SERVICES AND TRAINING AS MEMBERS OF OTHER GROUPS**

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.2 Inclusion
<b>Indicator name</b>	<b><i>HRO28: Members of underprivileged groups have equal benefits from project-supported infrastructure, services and training as members of other groups</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Sometimes the results of an intervention or some specific benefits of an initiative are not equally accessible to all members of the society/community for various reasons. More often than not, it tends to be the most vulnerable and disadvantaged groups that do not use or cannot access given services such as health facilities, education for children, technical skill training, access to financing etc. Hence, while they experience the greatest needs, they may often stay equally underserved as prior to the intervention, which benefits mostly groups that already possess some (albeit) modest resources or can access them (e.g. accessing necessary information for program enrolment, sufficient literacy levels to complete a form or minimal financial resources to pay a symbolic fee etc.)
<b>What the indicator measures</b>	The indicator should ascertain evidence of underprivileged groups in the community using benefits (services, products or other resources) provided by the intervention at least at an equal rate as groups that are not underprivileged.
<b>Data sources</b>	Intervention site(s) Project documentation, members of concerned underprivileged groups, project staff, representatives of local authorities, cultural and religious leaders
<b>Methods of data collection</b>	Direct observation Desk research Interviews Focus groups Surveys
<b>Definition of key terms</b>	<b>Underprivileged (or disadvantaged) groups</b> are groups who have been denied access to the tools needed for self-sufficiency (Mayer, 2003). Causes of disadvantage traditionally cited include race, ethnic group, poverty, or sex, yet disadvantaged groups may comprise also ex-prisoners, victims of abuse and trafficking, nursing home residents, people with disabilities, homeless persons and other groups whose access to tools and resources for self-sufficiency has been made difficult or denied.
<b>Further resources</b>	Mayer, S.E. (2003). <i>What is a "Disadvantaged Group?"</i> . Effective Communities Project Minneapolis. ( <a href="#">link</a> )

## HRO29: PROPORTION OF THE MOST VULNERABLE MEMBERS OF THE COMMUNITY PROVIDED WITH SAFE DRINKING WATER

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.2 Inclusion
<b>Indicator name</b>	<b><i>HRO29: Proportion of the most vulnerable members of the community provided with safe drinking water</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Safe drinking water is vital for reducing the global burden of disease and improving the health, welfare and productivity of populations. While a significant progress in improving water sources as been achieved in the last decade, severe inequalities in access to clean drinking water remain. The most vulnerable members of the community (e.g., the poor, disabled or members of groups who do not enjoy the same privileges as the rest of the society) tend to experience the lowest level of access to safe drinking water.
<b>What the indicator measures</b>	The proportion of members of vulnerable groups who have been provided with a source of clean drinking water as a result of the intervention compared to the baseline.
<b>Data sources</b>	Project documentation, local statistics Representatives of vulnerable groups
<b>Methods of data collection</b>	Desk research Focus groups
<b>Definition of key terms</b>	<b>Access to safe drinking water:</b> Access to safe water is measured by the proportion of population with access to an adequate amount of safe drinking water located within a convenient distance from the user's dwelling. Access is interpreted as <u>actual use</u> by the population. <b>Vulnerable groups:</b> Vulnerability is the degree to which a population, individual or organization is unable to anticipate, cope with, resist and recover from the impacts of disasters (WHO, n.d.).
<b>Further resources</b>	Sobsey, M.D., Stauber, C.E., Casanova, L.M., Brown, J.M. & Elliott, M.A. (2008). Point of Use Household Drinking Water Filtration: A Practical, Effective Solution for Providing Sustained Access to Safe Drinking Water in the Developing World. <i>Environmental Science &amp; Technology</i> , 42, 4261–4267. ( <a href="#">link</a> ) United Nations Department of Economic and Social Affairs, Population Division. (2008, rev.). <i>Charting the Progress of Populations</i> , Chapter X. Access to Safe Water, pp. 67-71. ( <a href="#">link</a> ) United Nations Economic and Social Council. (2016). <i>Progress towards the Sustainable Development Goals</i> . Report of the Secretary-General. ( <a href="#">link</a> ) WHO. (n.d.). <i>Environmental Health in Emergencies</i> . Vulnerable Groups. ( <a href="#">link</a> )



### HRO30: PROPORTION OF THE MOST VULNERABLE MEMBERS OF THE COMMUNITY PROVIDED WITH STABLE FOOD SUPPLY

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.2 Inclusion
<b>Indicator name</b>	<b><i>HRO30: Proportion of the most vulnerable members of the community provided with stable food supply</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Despite a modest decline in prevalence of hunger within the last 15 years, more than 790 million people worldwide still lack regular access to adequate amounts of dietary energy. Many countries, where targets of reducing hunger have not been met, have faced natural and human-induced disasters or political instability, resulting in protracted crises, with increased vulnerability and food insecurity affecting large parts of the population. Malnutrition has particularly severe consequences for very young children. Globally, in 2014, nearly 1 in 4 children under the age of 5, an estimated total of 159 million children, had stunted growth.
<b>What the indicator measures</b>	The proportion of members of vulnerable groups who have been provided with a stable food supply as a result of the intervention compared to the baseline.
<b>Data sources</b>	Project documentation, local statistics, health/malnutrition data Representatives of vulnerable groups
<b>Methods of data collection</b>	Desk research Focus groups, interviews
<b>Definition of key terms</b>	<b>Stable food supply/food security:</b> Food security exists when all people, at all times, have physical and economic access to sufficient, safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life. <b>Vulnerable groups:</b> Vulnerability is the degree to which a population, individual or organization is unable to anticipate, cope with, resist and recover from the impacts of disasters (WHO).
<b>Further resources</b>	FAO. (2006). <i>Food Security</i> . Policy Brief, June 2006, Issue 2. ( <a href="#">link</a> ) United Nations. (2015). <i>Sustainable Development Goal 2: Zero Hunger</i> . ( <a href="#">link</a> ) WHO. (n.d.). <i>Environmental Health in Emergencies. Vulnerable Groups</i> . ( <a href="#">link</a> )

#### HRO40: NUMBER OF CHILDREN PROVIDED WITH SAFE SHELTER

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRO40: Number of children provided with safe shelter</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Refugee shelters are structures ranging from the most temporary tent accommodation through transitional shelter to building permanent houses and settlements and include the most basic kind of ad hoc structure. They are created in the aftermath of a conflict or natural disaster as a temporary residence for victims who have lost or abandoned their homes. Living in these shelters refugees may face crowded, noisy, dirty, disease filled grounds where thousands of families are cramped together and surviving day by day (UNHCR).
<b>What the indicator measures</b>	Number of children who were provided with safe shelter
<b>Data sources</b>	Project documentation
<b>Methods of data collection</b>	Desk research
<b>Definition of key terms</b>	<b>Safe shelter:</b> A temporary or long-term location where refugee children are protected from potential threats and hazards related to climate, organized crime, sexually and gender-based violence, labour exploitation and other risks. For specific criteria, see UNHCR <i>Handbook for Emergencies</i> .
<b>Further resources</b>	International Federation of Red Cross and Red Crescent Societies (2011). <i>Participatory Approach for Safe Shelter Awareness</i> . ( <a href="#">link</a> ) UNHCR. (2007). <i>Handbook for Emergencies</i> , Chap. 12 Site selection, planning and shelter, pp. 204. UNHCR, Geneva. ( <a href="#">link</a> ) UNHCR. (n.d.). <i>Project Concept # 3.3: Legal Protection and Safe Shelter for Refugee Children (Sana'a, Aden)</i> . ( <a href="#">link</a> ) UNICEF. (2010). <i>Core Commitments for Children in Humanitarian Action</i> . Chapter 2.6 Child Protection, pp. 32. ( <a href="#">link</a> )

### HRO41: NUMBER OF CHILDREN PROVIDED WITH ACCESS TO CLEAN DRINKING WATER

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRO41: Number of children provided with access to clean drinking water</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	<p>Water is essential to life, health and dignity and is therefore a basic human right. In emergencies, it is often not easily accessible in adequate quantity and quality, thus creating a major health hazard. The objective is thus to <b>provide a sufficient amount of clean drinking water</b> for the persons of concern and to meet their household and other communal needs in such a way that facilitates <b>easy and safe access and is reliable, efficient, cost-effective and environmentally benign</b>. In order to ensure a proper and regular access to clean drinking water, sources and a storage and distribution system to deliver a sufficient amount of clean water need to be developed. There must also be enough distribution points located in secure locations and provision of appropriate and adequate storage capacity at household level where children are present. Regular testing of water quality should also be ensured.</p> <p>Attention should be paid to <b>potential negative effects</b> such as location of water sources that may expose those who collect water (usually women and children) to sexual and gender-based violence on the way to and from water collection points. Water collection may also result very time consuming and keep children out of school.</p>
<b>What the indicator measures</b>	Number of children who have a regular access to clean drinking water as an output of the implemented intervention.
<b>Data sources</b>	<p>Project documentation</p> <p>Target children, family members</p> <p>Sources of water and storage facilities</p>
<b>Methods of data collection</b>	<p>Desk research</p> <p>Focus groups</p> <p>Site visits, observations</p>
<b>Definition of key terms</b>	<b>Safe/clean drinking water</b> is water that is safe to drink or to use for food preparation, without risk of health problems. All sources of water used by refugees must be separated from sanitation facilities and other sources of contamination. In many circumstances, treatment will be needed to make the water safe to drink. Safety of the water must be assured right through to its consumption in the household (incl. proper storage and hygiene of users).
<b>Further resources</b>	<p>UNHCR. (2007). <i>Handbook for Emergencies</i>, Chap. 14 Water, pp. 236. UNHCR, Geneva. (<a href="#">link</a>)</p> <p>UNICEF. (2010). <i>Core Commitments for Children in Humanitarian Action</i>. Chapter 2.5 Water, sanitation and hygiene, pp. 28. (<a href="#">link</a>)</p>

## HRO42: NUMBER OF CHILDREN PROVIDED WITH ACCESS TO ADEQUATE SANITATION FACILITIES

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRO42: Number of children provided with access to adequate sanitation facilities</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Overcrowding, a lack of access to basic services, a harsh environment and disruption of normal sanitation habits can threaten the lives and well-being of the refugees in emergencies. <b>Proper sanitation is a key aspect of the hygiene cycle</b> involving water and health and is fundamental to a multi-sectoral approach in emergency response. <b>Proper sanitation facilities are essential to prevent the spread of disease</b> , and to promote a safe hygienic living environment for the refugees.
<b>What the indicator measures</b>	Number of children who have access to adequate sanitation facilities as an output of the implemented intervention.
<b>Data sources</b>	Project documentation Target children, family members Sanitation facilities
<b>Methods of data collection</b>	Desk research Focus groups Site visits, observations
<b>Definition of key terms</b>	<b>Sanitation</b> includes: safeguarding water quality; proper disposal of human excreta, waste water, garbage and dead bodies; insect and rodent control; safe food-handling practices; and effective site drainage.
<b>Further resources</b>	UNHCR. (2007). <i>Handbook for Emergencies</i> , Chap. 14 Sanitation, pp. 260. UNHCR, Geneva. ( <a href="#">link</a> )  UNICEF. (2010). <i>Core Commitments for Children in Humanitarian Action</i> . Chapter 2.5 Water, sanitation and hygiene, pp. 28. ( <a href="#">link</a> )

### HRO43: NUMBER OF GENDER-SENSITIVE AND CULTURALLY APPROPRIATE TOILETS PROVIDED

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRO43: Number of gender-sensitive and culturally appropriate toilets provided</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Overcrowding, a lack of access to basic services, a harsh environment and disruption of normal sanitation habits can threaten the lives and well-being of the refugees in emergencies. Proper sanitation is a key aspect of the hygiene cycle involving water and health and is fundamental to a multi-sectoral approach in emergency response. Proper sanitation facilities are essential to prevent the spread of disease, and to promote a safe hygienic living environment for the refugees. <b>Building latrines, however, is not enough</b> to improve health. In order to facilitate health improvements, <b>programs need to be culturally appropriate in addressing behavior change</b> . It is also <b>important to consider</b> factors, such as <b>gender</b> , while designing latrines.
<b>What the indicator measures</b>	Number of toilets provided as an output of the intervention that meet gender-specific needs and reflect cultural practices of target population (children).
<b>Data sources</b>	Project documentation Target children (girls and boys separately) Sanitation facilities
<b>Methods of data collection</b>	Desk research Focus groups Site visits, observations
<b>Definition of key terms</b>	<b>Gender-sensitive toilets</b> reflect in its design and location the unique needs of girls and boys and specifically those related to menstrual hygiene management (MHM) of girls and women. Those needs may also be related to different cultural practices related to sanitation associated with men and women/boys and girls.
<b>Further resources</b>	Hagan, JM, Hughes, R. & Smith, J. (2012) Designing gender-sensitive sanitation for floating villages. In WaterAid, <i>Towards inclusive WASH. Sharing evidence and experience from the field.</i> ( <a href="#">link</a> ) UNHCR. (2007). <i>Handbook for Emergencies</i> , Chap. 14 Sanitation, pp. 260. UNHCR, Geneva. ( <a href="#">link</a> ) UNICEF. (2010). <i>Core Commitments for Children in Humanitarian Action</i> . Chapter 2.5 Water, sanitation and hygiene, pp. 28. ( <a href="#">link</a> ) University of South Florida. (n.d.). <i>Incorporating issues of gender into design of latrine.</i> ( <a href="#">link</a> )

#### HRO44: NUMBER, TYPE AND PURPOSE OF CHILD-FRIENDLY SPACES ESTABLISHED

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRO44: Number, type and purpose of child-friendly spaces established</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Children in emergency situations are particularly vulnerable to a range of risks like separation from family, recruitment into armed forces, sexual exploitation and gender-based violence, physical harm, and psychosocial distress. Child protection in emergencies need to be a priority and it should engage families, communities, donors and governments to ensure that the most vulnerable children do not get forgotten in the chaos. The purpose of a Child Friendly Space (CFS) is to provide children with a protected environment in which they can participate in organized activities to play, socialize, learn, and express themselves as they rebuild their lives. They can help reduce a range of distressing effects of a crisis on children.
<b>What the indicator measures</b>	Number, type and purpose of child-friendly spaces established as an output of the implemented intervention. Where possible, number of children using the space (and a proportion of children out of the total number of children who could have used the space) should be also measured.
<b>Data sources</b>	Project documentation Target children, family members, educators Child-friendly spaces
<b>Methods of data collection</b>	Desk research Focus groups, interviews Site visits, observations
<b>Definition of key terms</b>	<b>Child-friendly spaces (CFS).</b> CFS can be constructed in any available space, such as under trees, in a tent, in a courtyard. With support from families and community members who volunteer to lead the activities, children have the opportunity to play, sing, and socialize with their peers — and to regain a sense of normalcy in difficult times. CFSs also help keep children safe during the day, and that allows parents to focus on finding support and services in the immediate aftermath of an emergency and gradually rebuild their lives.
<b>Further resources</b>	Save the Children. (n.d.). <i>Protecting children in emergencies</i> . ( <a href="#">link</a> ) Save the Children. (2008). <i>Child Friendly Spaces in Emergencies: A Handbook for Save the Children Staff</i> . ( <a href="#">link</a> ) UNHCR. (2007). <i>Handbook for Emergencies</i> , Chap. 12 Site selection, planning and shelter, pp. 204. UNHCR, Geneva. ( <a href="#">link</a> )

### HRO45: NUMBER OF CHILDREN PROVIDED WITH REGULAR NUTRITIOUS MEALS

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRO45: Number of children provided with regular nutritious meals</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	In emergencies, food and nutritional security is often severely threatened and urgent actions are required to ensure adequate provision and intake of food. Refugees need partial or full food support to meet basic energy and protein requirements, as well as micronutrients. Nutritional rehabilitation is required for those who are already malnourished. Infants and young children are at increased risk of malnutrition. Assistance must be appropriate to the nutritional needs of the refugees and be culturally acceptable. Infant feeding policies require particular attention.
<b>What the indicator measures</b>	Number of children who regularly receive meals that meet at least the minimum nutritional standards.
<b>Data sources</b>	Project documentation Family members of children Medical staff, health clinics records
<b>Methods of data collection</b>	Desk research Interviews, focus groups
<b>Definition of key terms</b>	<b>Nutritious meals:</b> Energy needs are usually met through a range of commodities with ample protein content (cereal, blended food, pulses). Protein should provide at least 10–12 percent of total energy. At least 17 percent of energy in the ration should be provided in the form of fat, however, fat requirement for young children is between 30-40 percent of their energy requirements. Emergency food basket should also contain iodized salt. According to the context, provision of high-dose vitamin A and multiple micronutrient supplementation may also be necessary.
<b>Further resources</b>	UNHCR. (2007). <i>Handbook for Emergencies</i> , Chap. 16 Food and nutrition, pp. 284. UNHCR, Geneva. ( <a href="#">link</a> ) UNICEF. (2010). <i>Core Commitments for Children in Humanitarian Action</i> . Chapter 2.3 Nutrition, pp. 20. ( <a href="#">link</a> ) WHO (Eds). (2004). <i>Food and nutrition needs in emergencies</i> . ( <a href="#">link</a> )

**HRO46: NUMBER OF CHILDREN SLEEPING ON SLEEPING MATS**

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRO46: Number of children provided with sleeping mats</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Sleeping mats are one of the basic emergency shelter/non-food items distributed during emergencies. Together with other items contribute to ensuring adequate housing for refugees and refugee children.
<b>What the indicator measures</b>	Number of children who sleep on a sleeping mat provided by the intervention
<b>Data sources</b>	Project documentation Children and their family members
<b>Methods of data collection</b>	Desk research Focus groups Survey
<b>Definition of key terms</b>	
<b>Further resources</b>	UNHCR. (2007). <i>Handbook for Emergencies</i> , Chap. 12 Site selection, planning and shelter, pp. 204. UNHCR, Geneva. ( <a href="#">link</a> )



### HRO47: NUMBER OF CHILDREN SLEEPING UNDER MOSQUITO NETS

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRO47: Number of children sleeping under mosquito nets</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Malaria is one of the most important challenges to global public health. Almost two-thirds of refugees, internally displaced persons, returnees and other persons affected by humanitarian emergencies live in malaria endemic regions. Malaria remains a significant threat to the health of these populations. Mosquito nets act as a physical barrier, preventing access by vector mosquitoes and thus providing personal protection against malaria to the individual(s) using the nets.
<b>What the indicator measures</b>	Number of children who sleep under a mosquito net provided by the intervention
<b>Data sources</b>	Project documentation Children and their family members
<b>Methods of data collection</b>	Desk research Focus groups Survey
<b>Definition of key terms</b>	<p><b>Mosquito nets:</b> A mosquito net offers protection against mosquitos, flies, and other insects, and thus against the diseases they may carry. Examples include malaria, dengue fever, yellow fever, and various forms of encephalitis, including the West Nile virus. To be effective the mesh of a mosquito net must be fine enough to exclude such insects without reducing visibility or air flow to unacceptable levels. It is possible to increase the effectiveness of a mosquito net greatly by treating it with an appropriate insecticide or mosquito repellent.</p> <p><b>An insecticide-treated net</b> is a mosquito net that repels, disables and/or kills mosquitoes coming into contact with insecticide on the netting material. There are two categories of ITNs: <b>conventionally treated nets</b> and <b>long-lasting insecticidal nets</b>.</p>
<b>Further resources</b>	WHO. (2009). <i>Insecticide-treated mosquito nets: a WHO Position Statement.</i> ( <a href="#">link</a> )

## HRO48: NUMBER OF UNACCOMPANIED CHILDREN PROVIDED WITH LEGAL ASSISTANCE

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRO48: Number of unaccompanied children provided with legal assistance</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	<p>There are numerous circumstances in which unaccompanied children in emergencies may need legal assistance and counselling. Children can encounter the justice system in many ways, as witnesses, victims, or as part of proceedings. Emergencies create special circumstances that can bring children into contact with the justice system. For example, children can fall prey to organized criminal groups taking advantage of the lack of security in emergencies. They may get involved in illegal activities, such as stealing or begging, due to financial hardships caused by the disaster. Importantly, an unaccompanied minor may need help with securing their immigration status in a third country, filing an asylum claim and other related proceedings.</p> <p>A justice system consists of numerous actors, including the police, courts, and corrections mechanism. Child protection seeks to ensure that all the above actors, and their staff, policies and procedures, operate in a way that safeguards and promotes the best interests of the child. Where family members or guardians exist, assistance in emergencies should also include steps towards family reunification.</p>
<b>What the indicator measures</b>	Number of children who are separated from their families who have received legal and/or family reunification assistance as a result of the intervention. The type and outcome of the assistance provided should also be noted.
<b>Data sources</b>	<p>Project documentation</p> <p>Children who have been or could have been assisted</p> <p>Staff or experts providing assistance</p>
<b>Methods of data collection</b>	<p>Desk research</p> <p>Interviews</p> <p>Focus groups</p>
<b>Definition of key terms</b>	<p><b>Unaccompanied child</b> - a person under the age of 18 who is separated from his/her family (both nuclear and extended) and is not being cared for by an adult who by law or custom has responsibility to do so.</p> <p><b>Separated child</b> - anyone below the age of 18 years who is separated from both parents or guardians or any other person who under law or custom is responsible for his/her care. This definition is also sometimes used to cover unaccompanied children, although in many emergencies children are sometimes accompanied by either community members, friends or members of the extended family.</p>
<b>Further resources</b>	<p><i>Minimum standards for child protection in humanitarian action</i>. Child Protection Working Group (CPWG) (2012) (<a href="#">link</a>)</p> <p>UNHCR. (n.d.). <i>Project Concept # 3.3: Legal Protection and Safe Shelter for Refugee Children (Sana'a, Aden)</i>. (<a href="#">link</a>)</p> <p>UNICEF. (2015). <i>Child protection in emergencies. A toolkit for practitioners in Pacific Island Countries</i>. (<a href="#">link</a>)</p> <p>UNICEF Indonesia. (2008). <i>Child protection in emergencies. Section 4: Separated &amp; Unaccompanied Children</i>. (<a href="#">link</a>)</p>

### HRO49: NUMBER OF CHILDREN PROVIDED WITH PSYCHOSOCIAL ASSISTANCE

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRO49: Number of children provided with psychosocial assistance</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	<p>Emergencies pose a tremendous threat to a child's mental health and wellbeing. Witnessing destruction, leaving home, separating from family, and losing a parent or a loved one can traumatize a child. Trauma is a condition that happens to a person when they become overwhelmed by their emotions and are unable to process them. If not treated effectively, traumas can lead to more serious mental health disorders, like post-traumatic stress disorder, anxiety disorder, depression and other conditions.</p> <p>The trauma is being experienced more severely by unaccompanied children. Without family support and protection, separated children are more vulnerable to the stress and fear of their circumstances. These children process their conflict experience alone, which may intrude on their daily activities, disturb their sleep, disrupt their concentration and prevent them from being able to fully engage in daily activities such as playing, learning, or basic social interaction.</p>
<b>What the indicator measures</b>	Number of children in an emergency situation (or who fled an emergency) who have received psychosocial support as a result of the intervention. The duration and type of support (provider) should also be noted.
<b>Data sources</b>	<p>Project documentation</p> <p>Children who have been or could have been assisted</p> <p>Staff or experts providing assistance</p>
<b>Methods of data collection</b>	<p>Desk research</p> <p>Interviews</p> <p>Focus groups</p>
<b>Definition of key terms</b>	<b>Psychosocial support.</b> Psychosocial support (PSS) is a term exclusively used in reference to victims of disaster. PSS is a type of intervention that strengthens the resilience of victims, and ensures they receive the necessary support from their social surroundings. Psychosocial support workers use special approaches when dealing with children in emergencies like art therapy, play therapy, music therapy, and dance/movement therapy
<b>Further resources</b>	<p>Save the Children. (2004). <i>Separated Children. Care &amp; Protection of Children in Emergencies.</i> (<a href="#">link</a>)</p> <p>UNHCR. (2007). <i>Handbook for Emergencies</i>, Chap. 17 Health, pp. 336. UNHCR, Geneva. (<a href="#">link</a>)</p> <p>UNICEF. (2015). <i>Child protection in emergencies. A toolkit for practitioners in Pacific Island Countries.</i> (<a href="#">link</a>)</p>

### HRO50: NUMBER OF REFUGEE CHILDREN ATTENDING SCHOOL

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRO50: Number of refugee children attending school</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	<p>Education is a basic human right that can provides an important protective function for children in emergencies. Children displaced by a conflict or an emergency may face numerous obstacles to their school attendance. School in their vicinity may be damaged, closed or temporarily dedicated to a different purpose. Displaced children may lack the permission to attend local schools in the host country, lack resources to attend school despite permission or face other obstacles due to limiting residency and work policies of the host country.</p> <p>Education activities provided to children in emergencies should be age and gender sensitive and address the specific needs of children and adolescents, boys and girls. They should not be limited to children but target adolescents as well, especially as it is when children reach adolescence that they are generally the most exposed to protection risks. In that respect, non-formal education such as vocational training and life skills education should also be included in the programming.</p> <p>Refugees are five times more likely to be out of school than the global average. As of September 2016, according to UNHCR, 3.7 million (more than half) of the school-age refugee children under its mandate had no school to go to, out of which 1.75 million were refugee children of primary school age and 1.95 million refugee adolescents.</p>
<b>What the indicator measures</b>	<p>Number of refugee children in the intervention area who have been attending school as a result of project support. They may be newly enrolled or continuing attendance due to the support received.</p> <p>Whenever possible, this number should be expressed as a percentage of all children in need/in the area.</p>
<b>Data sources</b>	<p>Project documentation</p> <p>Schools and school records</p> <p>Teachers</p>
<b>Methods of data collection</b>	<p>Desk research</p> <p>Site visits</p> <p>Interviews</p>
<b>Definition of key terms</b>	<p><b>Refugee children</b> comprise both refugees outside of their country of nationality or customary residence and internally displaced persons.</p> <p><b>School enrollment:</b> Children are formally registered at a school near their current place of residence and regularly attend classes at this school.</p>
<b>Further resources</b>	<p>Human Rights Watch. (2016, July 19). <i>Lebanon: 250,000 Syrian Children Out of School. Residency Rules, Child Labor Among Barriers for Refugees.</i> (<a href="#">link</a>)</p> <p>UNHCR. (2016, September 15). <i>UNHCR reports crisis in refugee education.</i> (<a href="#">link</a>)</p> <p>UNHCR. (2007). <i>Handbook for Emergencies</i>, Chap. 20 Education, pp. 412. UNHCR, Geneva. (<a href="#">link</a>)</p>

### HRO51: NUMBER OF REFUGEES ENROLLED IN TERTIARY EDUCATION

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRO51: Number of refugees enrolled in tertiary education</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Internationally displaced refugees face many barriers to accessing higher education, including a lack of information, advice and individual guidance sensitive to their specific needs, inadequate provision of intensive language courses for academic purposes, and restricted access to government student finance schemes. Refugees need to be directed to adequate services and support networks to access information and financing for their continuation of studies.
<b>What the indicator measures</b>	Number of refugees who have enrolled in tertiary (post-secondary) education as a result of support they received from the project. Whenever possible, the type of support provided should also be noted.
<b>Data sources</b>	Project documentation Refugees assisted Project implementing organizations, other organizations providing assistance
<b>Methods of data collection</b>	Desk research Interviews
<b>Definition of key terms</b>	<b>Tertiary education</b> (also post-secondary education) is the educational level following the completion of a school providing a secondary education. It may include professional tertiary education but is most commonly comprised of higher education institutions (universities).
<b>Further resources</b>	European Resettlement Network. (n.d.). <i>Supporting Refugees to Access Higher Education</i> . ( <a href="#">link</a> )

## HRO52: NUMBER OF 15-24 YEARS OLD REFUGEES ENROLLED IN PROFESSIONAL TRAINING

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRO52: Number of 15-24 years old refugees enrolled in training</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	<p>Education is a basic human right that can provides an important protective function for children in emergencies. Children displaced by a conflict or an emergency may face numerous obstacles to their school attendance. School in their vicinity may be damaged, closed or temporarily dedicated to a different purpose. Displaced children may lack the permission to attend local schools in the host country, lack resources to attend school despite permission or face other obstacles due to limiting residency and work policies of the host country.</p> <p>Education activities provided to children in emergencies should be age and gender sensitive and address the specific needs of children and adolescents, boys and girls. They should not be limited to children but target adolescents as well, especially as it is when children reach adolescence that they are generally the most exposed to protection risks. In that respect, non-formal education such as vocational training and life skills education should also be included in the programming.</p> <p>Refugees are five times more likely to be out of school than the global average. As of September 2016, according to UNHCR, 3.7 million (more than half) of the school-age refugee children under its mandate had no school to go to, out of which 1.75 million were refugee children of primary school age and 1.95 million refugee adolescents.</p>
<b>What the indicator measures</b>	Number of youth aged 15-24 who are enrolled in a professional (vocational) training as a result of a project support. Data on the type and duration of training should also be collected. Whenever possible, the number of youth served should be expressed as a percentage of all population in need in the intervention area.
<b>Data sources</b>	<p>Project documentation</p> <p>Youth participating in training</p> <p>Project implementers</p> <p>Institutions providing training</p>
<b>Methods of data collection</b>	<p>Desk research</p> <p>Interviews, focus groups</p> <p>Site visits</p>
<b>Definition of key terms</b>	<b>Professional (vocational) training.</b> Training that emphasizes skills and knowledge required for a particular job function (such as typing or data entry) or a trade (such as carpentry or welding).
<b>Further resources</b>	<p>Human Rights Watch. (2016, July 19). <i>Lebanon: 250,000 Syrian Children Out of School. Residency Rules, Child Labor Among Barriers for Refugees.</i> (<a href="#">link</a>)</p> <p>UNHCR. (2016, September 15). <i>UNHCR reports crisis in refugee education.</i> (<a href="#">link</a>)</p> <p>UNHCR. (2007). <i>Handbook for Emergencies</i>, Chap. 20 Education, pp. 412.</p> <p>UNHCR, Geneva. (<a href="#">link</a>)</p>

### HRO53: NUMBER OF GIRLS AGED 10-17 ATTENDING SCHOOL

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRO53: Number of girls aged 10-17 attending school</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	In many parts of the world, girls are still denied their fundamental right to education. When a conflict or a natural disaster strikes, refugee and displaced children are five times less likely to attend school and the exclusion for girls is even higher; refugee girls are two-and-a-half times more likely to be out of school than refugee boys. When girls are not in school, the risk to their safety and dignity increases significantly. They face a heightened risk of sexual and gender-based violence or early forced marriage, recruitment into armed forces and other forms of exploitation and abuse.
<b>What the indicator measures</b>	Number of refugee girls aged 10-17 in the intervention area who have been attending school as a result of project support. They may be newly enrolled or continuing attendance due to the support received. Whenever possible, this number should be expressed as a percentage of all girls in need/in the area.
<b>Data sources</b>	Project documentation Schools and school records Teachers
<b>Methods of data collection</b>	Desk research Site visits Interviews
<b>Definition of key terms</b>	<b>Refugee children</b> in this case comprise both refugees outside of their country of nationality or customary residence and internally displaced persons. <b>School enrollment:</b> Children are formally registered at a school near their current place of residence and regularly attend classes at this school.
<b>Further resources</b>	An International Network for Education in Emergencies. (2016). <i>Girls' Right to Education in Emergencies</i> . ( <a href="#">link</a> ) Inter-Agency Standing Committee. (2007). <i>Gender and Education in Emergencies</i> . ( <a href="#">link</a> )

### HRO54: NUMBER OF CHILDREN ATTENDING AFTER-SCHOOL PROGRAMMES

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRO54: Number of children enrolled in after-school programmes</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Children in emergency situations are particularly vulnerable to a range of risks like separation from family, recruitment into armed forces, sexual exploitation and gender-based violence, physical harm, and psychosocial distress. An after-school programme in child-friendly spaces should provide children with a protected environment in which they can participate in organized activities to play, socialize, learn, and express themselves as they rebuild their lives. It can help structure their out-of-school time and help reduce a range of distressing effects of a crisis on children (see also HRO 44).
<b>What the indicator measures</b>	Number of children who regularly attend after-school programmes. Whenever possible, the number of children in the programmes should be expressed as a percentage of all children in need/in the area.
<b>Data sources</b>	Project documentation Target children, family members, educators Child-friendly spaces
<b>Methods of data collection</b>	Desk research Focus groups, interviews Site visits, observations
<b>Definition of key terms</b>	<b>Child-friendly spaces (CFS).</b> CFS can be constructed in any available space, such as under trees, in a tent, in a courtyard. With support from families and community members who volunteer to lead the activities, children have the opportunity to play, sing, and socialize with their peers — and to regain a sense of normalcy in difficult times. CFSs also help keep children safe during the day, and that allows parents to focus on finding support and services in the immediate aftermath of an emergency and gradually rebuild their lives.
<b>Further resources</b>	Save the Children. (n.d.). <i>Protecting children in emergencies</i> . ( <a href="#">link</a> )



### HRO55: NUMBER OF CHILDREN EDUCATED ON THEIR RIGHTS

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRO55: Number of children educated on their rights</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	In order to empower right holders (including children) to claim their rights and to strengthen the framework of respect for human rights, people need to be educated on areas which constitute their basic human rights. Both boys and girls need to be educated on their basic human rights and on the rights of others.
<b>What the indicator measures</b>	Number of girls and boys who were educated on their human rights. The education can take a form of a game (see toolkit referenced below for an example) or a talk delivered during formal or non-formal educational and after-school activities.
<b>Data sources</b>	Project records Project implementers Teachers and facilitators of after-school activities Children
<b>Methods of data collection</b>	Desk research Interviews, focus groups Role playing, projective techniques
<b>Definition of key terms</b>	<b>Children's rights:</b> Children's rights aim to ensure that each child has the opportunity to reach their full potential. Children's rights stipulate that all children without discrimination should be able to develop fully, have access to education and health care, grow up in an appropriate environment, be informed about their rights, and participate actively in society.
<b>Further resources</b>	Equitas. (2008). <i>Play it fair! Human Rights Education Toolkit for Children.</i> ( <a href="#">link</a> )

### HRO56: NUMBER OF CHILDREN, VICTIMS OF SEXUAL VIOLENCE ATTENDED

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRO56: Number of children, victims of sexual violence attended</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Everyone who is displaced is likely to find their right to personal liberty and security violated, perhaps in numerous ways. Displaced persons are also unable to find safety and security because community structures and groupings break down during flight and displacement. The situation is even more serious for children and unaccompanied children in particular.
<b>What the indicator measures</b>	Number of children, survivors of sexual violence, who have been provided with assistance aimed at underage victims of sexual and gender-based violence (SGBV). Such assistance may include psychosocial support, health services, provision of safe environment and other as appropriate.
<b>Data sources</b>	Project documentation Assisted victims of SGBV Providers of assistance and services
<b>Methods of data collection</b>	Desk research Participatory, non-invasive methods such as photovoice, projective techniques (story telling, paintings etc.) Interviews
<b>Definition of key terms</b>	<b>Sexual violence against children.</b> Sexual violence against children is a gross violation of children's rights. Yet it is a global reality across all countries and social groups. It can take the form of sexual abuse, harassment, rape or sexual exploitation in prostitution or pornography. It can happen in homes, institutions, schools, workplaces, in travel and tourism facilities, within communities - both in development and emergency contexts. <b>Psychosocial support.</b> Psychosocial support is a type of intervention that strengthens the resilience of victims, and ensures they receive the necessary support from their social surroundings. Psychosocial support workers use special approaches when dealing with children in emergencies like art therapy, play therapy, music therapy, and dance/movement therapy.
<b>Further resources</b>	UNHCR. (2007). <i>Handbook for Emergencies</i> , Chap. 18 SGBV, pp. 376. UNHCR, Geneva. ( <a href="#">link</a> ) UNICEF. (2016). <i>Sexual violence against children</i> . ( <a href="#">link</a> )

## HRO57: NUMBER OF CHILDREN, VICTIMS OF LABOUR EXPLOITATION ASSISTED

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRO57: Number of children, victims of labour exploitation assisted</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	<p>Many children around the world undertake work which, far from having a positive effect <b>impedes their growth and development</b>, denies their fundamental rights and in many cases, can do them harm – some of which can be irreversible. At its most damaging, child labour involves children being trafficked across borders, forced into slavery and servitude, and separated from their families. <b>Exposed to hazards and often left to fend for themselves on the streets, children are at risk of illness, injury and sometimes death</b>, often from a very early age.</p> <p>An estimated 100 million children are affected by disaster every year and, according to 2006 estimates, more than one billion children are living in areas of conflict or emerging from war. At the same time, the ILO estimates 85 million children work in hazardous labour, 5.5 million children are forced into labour or sexual exploitation, and a staggering 168 million working children are classed as child labourers. There are a multitude of threats present during emergencies that compound the extreme vulnerabilities already faced by millions of families who feel they have no choice but to have their children work. As a result, <b>a very large number of children are at risk of being pulled into the worst forms of child labour during times of crisis.</b></p>
<b>What the indicator measures</b>	<b>Number of children, victims of labour exploitation, who have been assisted to leave harmful work and resume their schooling or other age-appropriate activities.</b> The assistance may range from providing families with alternative economic subsistence to providing the child with safe shelter, health services, psychosocial counseling, legal defence against perpetrators of child labour exploitation, support with reintegrating to the educational system etc.
<b>Data sources</b>	Project documentation Children assisted Staff providing assistance to children and their families
<b>Methods of data collection</b>	Desk research Interviews, focus groups
<b>Definition of key terms</b>	<p><b>Child labour</b> is often defined as work that deprives children of their childhood, potential and dignity; work that is harmful to their physical and mental development because it is physically, socially, mentally or morally dangerous to children. It deprives them of the opportunity to attend school, obliges them to leave prematurely, or requires them to combine school attendance with long and heavy work.</p> <p><b>Hazardous child labour</b> is defined as work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.</p>
<b>Further resources</b>	<p>Child Labour Task Force. The Alliance for Child Protection in Humanitarian Action. (2016). <i>Inter-Agency Toolkit: Supporting the protection needs of child labourers in emergencies.</i> (<a href="#">link</a>)</p> <p>Global Protection Cluster. (2010). <i>Responding to the Worst Forms of Child Labour in Emergencies.</i> (<a href="#">link</a>)</p>

## HRO58: NUMBER OF CHILDREN WHO OBTAINED ACCESS TO HEALTH SERVICES

Crosscutting theme	Human Rights
Dimension	1. Human rights
Subdimension	1.3 Minors in armed conflict and emergency situations
Indicator name	<b><i>HRO58: Number of children who obtained access to health services</i></b>
Indicator level	Output
Purpose of indicator	<p><b>Refugee populations tend to have poorer health</b> indicators than the communities from which they came. Refugees usually have the <b>highest risk of mortality</b> immediately after reaching their country of asylum, as they frequently arrive in poor health and are completely dependent on foreign aid. During this time, the most commonly reported causes of death include <b>diarrheal diseases, measles, acute respiratory infections, malaria, malnutrition and other infectious diseases.</b></p> <p><b>Refugee camps present even greater barriers</b> to care than most other settings in the developing world because they tend to be remote, poorly accessible by road, and have a limited power supply. In addition, the limited amount of resources that camps have, combined with growing populations, puts great strain on basic resources such as food and water. The high mobility of the refugee setting, and the constant inflow and outflow of people presents a unique challenge because it is difficult to provide sustained care over a period of time.</p> <p>Additionally, refugees are exposed to <b>elevated levels of stressors</b>, which <b>negatively affect their mental health.</b> It has been observed that <b>refugee children demonstrate increased levels of psychological morbidity</b>, especially post-traumatic stress disorder, depression, and anxiety disorders.</p>
What the indicator measures	<p><b>Number of children who have access to health services as a result of the intervention.</b> Whenever possible, the number of children in the programmes should be expressed <b>as a percentage of all children</b> in need/in the area.</p> <p>While treatment of life-threatening conditions and other diseases take priority, <b>provision of mental health services</b> in emergencies is also very important and should be monitored. The delivery of health services may take up many different forms from a health clinic established within a refugee camp to training nurses or other health assistant professionals who reach out to children and their families (if accompanied).</p>
Data sources	Project documentation Health professionals
Methods of data collection	Desk research Interviews, focus groups
Definition of key terms	<p><b>Refugee children</b> comprise both refugees outside of their country of nationality or customary residence and internally displaced persons.</p> <p><b>An unaccompanied child</b> is a person who is under the age of 18, unless, under the law applicable to the child, majority is attained earlier and who is separated from both parents and is not being cared for by an adult who by law or custom has responsibility to do so.</p>
Further resources	<p>Médecins Sans Frontières. (n.d.). <i>Refugee Health. An approach to emergency situations.</i> (<a href="#">link</a>)</p> <p>UNHCR. (2007). <i>Handbook for Emergencies</i>, Chap. 17 Health, pp. 336. UNHCR, Geneva. (<a href="#">link</a>)</p>

### HRO59: NUMBER OF CHILDREN PROVIDED WITH PREVENTIVE HEALTH TREATMENT

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRO59: Number of children provided with preventive health treatment</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	<p>The main causes of death and diseases in emergency situations are vaccine-preventable and communicable diseases. Children, especially those under-five years old, are at most risk. A Measles has been documented as being responsible for excess loss of lives, particularly but not exclusively among children under five years old. Measles has a high potential of outbreaks and mortality, mass vaccination of children against this disease is therefore a high priority: risk of outbreak is higher in crowded emergency settings, in large population displacement and in case of high malnutrition levels.</p> <p>Some diseases may also be prevented by encouraging or discouraging certain human behaviours (e.g. washing hands), public health education, providing appropriate tools (e.g. mosquito nets), securing adequate living spaces, providing safe water and sanitation etc.</p>
<b>What the indicator measures</b>	<p>Number of children who have received preventive health treatment such as vaccination. The type of treatment should also be monitored.</p> <p>Whenever possible, the number of children should be expressed <b>as a percentage of all children</b> in need/in the area.</p> <p>This indicator should be measured quantitatively and where possible or deemed appropriate accompanied by qualitative information from interviewed health staff.</p>
<b>Data sources</b>	<p>Project documentation</p> <p>Health facility records</p> <p>Health workers</p>
<b>Methods of data collection</b>	<p>Desk research</p> <p>Basic statistics</p> <p>Interviews</p>
<b>Definition of key terms</b>	<p><b>Preventive health care</b> consists of measures taken for disease prevention, as opposed to disease treatment. Disease prevention relies on anticipatory actions, which include regular health check-ups, disease screening, risk factors prevention and immunization.</p>
<b>Further resources</b>	<p>UNHCR. (2007). <i>Handbook for Emergencies</i>, Chap. 17 Health, pp. 336. UNHCR, Geneva. (<a href="#">link</a>)</p>

### HRO60: NUMBER OF CHILDREN PROVIDED WITH LIFE-SAVING HEALTH TREATMENT

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRO60: Number of children provided with life-saving health treatment</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Refugees are disproportionately exposed to severe health risks and life-threatening diseases such as malaria, diarrheal diseases such as cholera and others. Two thirds of world refugees are living in malaria endemic regions and the disease represents a significant cause of refugee mortality. In addition, diarrheal diseases caused by contaminated water account for 40 % of death in acute phase of emergency. Children and particularly young children are most at risk.
<b>What the indicator measures</b>	Number of children whose life has been saved (death prevented) by providing timely health treatment to their life-threatening condition. The type of conditions should also be noted. Whenever possible, the number of children should be expressed as a <b>percentage of all children</b> in need/in the area. This indicator should be measured quantitatively and where possible or deemed appropriate accompanied by qualitative information from interviewed health staff.
<b>Data sources</b>	Project documentation Health facility records Health workers
<b>Methods of data collection</b>	Desk research Basic statistics Interviews
<b>Definition of key terms</b>	<b>Live-saving treatment</b> is carried out to prevent someone from dying.
<b>Further resources</b>	MacGregor, K. et al. (2012). <i>Health Concerns in Refugee Camps</i> . ( <a href="#">link</a> ) UNHCR. (2007). <i>Handbook for Emergencies</i> , Chap. 17 Health, pp. 336. UNHCR, Geneva. ( <a href="#">link</a> )

### HRO61: NUMBER OF FORMER CHILD SOLDIERS PROVIDED WITH REINTEGRATION ASSISTANCE

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRO62: Number of former child soldiers provided with reintegration assistance</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	The reintegration of child soldiers is one of the major challenges confronting most postconflict societies in the world. In order not to stigmatize child soldiers, reintegration programmes should be community-based and be directed at all children in the community. They should build on the strengths and resilience of children and take into consideration the special needs of children. Attention has to be paid to girls who are often stigmatized when they are suspected of having been raped. Education and youth employment remain key elements both in the prevention of recruitment and in the sustainable reintegration of children back into their societies. Reintegration may take form of structured group activities such as play, participating in sports, drawing and storytelling.
<b>What the indicator measures</b>	Number of children who have been released from armed groups and have participated in reintegration activities provided through the intervention. Whenever possible, the number of children should be expressed as a <b>percentage of all children</b> in need/in the area. The type of reintegration assistance/activities provided should also be monitored.
<b>Data sources</b>	Project documentation Child soldiers and their family members (where appropriate) Staff providing reintegration assistance Community members
<b>Methods of data collection</b>	Desk research Interviews, focus groups Participant observation Participative techniques (storytelling, photovoice etc.)
<b>Definition of key terms</b>	<b>Child soldier.</b> Child soldier, according to the Cape Town Annotated Principles, means any person under 18 years of age who is part of any kind of regular or irregular armed force or armed group in any capacity, including but not limited to cooks, porters, messengers, and those accompanying such groups, other than purely as family members. It includes girls recruited for sexual purposes and forced marriage. <b>Reintegration assistance.</b> Reintegration is the process through which children formerly associated with armed forces/groups are supported to return to civilian life and play a valued role in their families and communities.
<b>Further resources</b>	Child Soldiers International. (n.d.). <i>Reintegration</i> . ( <a href="#">link</a> ) Potokar, I. (2011). <i>The Challenges of Reintegration of Child Soldiers</i> . Untied Explanations. ( <a href="#">link</a> ) UNICEF. (1997). <i>Cape Town Principles and Best Practices</i> . ( <a href="#">link</a> )

## HRO62: NUMBER OF PERSONNEL WORKING WITH CHILDREN TRAINED IN WASH

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRO63: Number of personnel working with children trained in wash</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Humanitarian emergencies, whether natural or manmade, often require relief interventions in water, sanitation, and hygiene (WASH) to prevent the spread of diarrhoeal diseases. Humanitarian personnel need to be prepared to address the needs of promoting good health and hygiene practices using participatory communication skills for improving public health in a post disaster situation. The staff should have understanding of the principles and practicalities relating to water, sanitation, hygiene promotion and public health in humanitarian relief operations.
<b>What the indicator measures</b>	Number of staff directly working in emergency situations (refugee camps and similar sites) who have been trained in WASH in emergency situations. While the number of staff can be ascertained from project documentation, whether the knowledge has been used should be observed, among others, from the WASH conditions on the site.
<b>Data sources</b>	Project documentation Sanitation facilities, WASH in the intervention area
<b>Methods of data collection</b>	Desk research Site visits
<b>Definition of key terms</b>	WASH is the collective term for Water, Sanitation and Hygiene. Due to their interdependent nature, these three core issues are grouped together to represent a growing sector. While each a separate field of work, each is dependent on the presence of the other. For example, without toilets, water sources become contaminated; without clean water, basic hygiene practices are not possible.
<b>Further resources</b>	Dorea, C. (2011). <i>Landscape of WASH-relevant Training for Humanitarian Emergencies</i> . <i>PLOS Current disasters</i> . ( <a href="#">link</a> ) RedR India. (n.d.). <i>Hygiene Promotion in Emergencies</i> (Course Description). ( <a href="#">link</a> ) UNICEF. (2016). <i>About WASH</i> . ( <a href="#">link</a> )



### HRO63: NUMBER AND TYPE OF ADVOCACY AND/OR INFORMATION CAMPAIGNS ON CHILD PROTECTION IN EMERGENCIES

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRO64: Number and type of advocacy and/or information campaigns on child protection in emergencies</i></b>
<b>Indicator level</b>	Output
<b>Purpose of indicator</b>	Children represent the most vulnerable groups in conflicts and other emergency situations. They may be displaced, separated from their families, at risk of neglect, abuse, exploitations and other harm, their schooling may be interrupted, they may suffer from malnutrition, a range of diseases with highest risks of morbidity and mortality out of all population groups. Their protection is possible only via a tight collaboration and coordination among international donor agencies, charities on the ground, local and foreign governments, armed groups controlling affected areas and other actors. Yet, it may be challenging to secure necessary financing, will and collaboration from all parties, which is why information campaigns are vital in securing the support.
<b>What the indicator measures</b>	Number and type of information campaigns, which raise awareness about child protection (danger facing children in emergencies) supported through the intervention.  While the indicator is quantitative, the <b>type</b> (and effect if possible to gauge) of the campaign(s), albeit 1, is equally, if not more important, than the sole quantity of the campaigns.
<b>Data sources</b>	Information campaigns Project documentation Staff responsible for campaigns
<b>Methods of data collection</b>	Campaign analysis (and related media analysis) Desk research Group discussions
<b>Definition of key terms</b>	<b>Information campaign</b> helps to communicate simple and complex sets of information in a graphic form to a target audience. Stories and pictures are most commonly (but not exclusively) used to communicate the information.  <b>Child protection</b> is defined as measures and structures to prevent and respond to abuse, neglect, exploitation and violence affecting children.
<b>Further resources</b>	European Civil Protection and Humanitarian Aid Operations. (2015). <i>EU-UNICEF 'Voices of Children in Emergencies' campaign</i> . ( <a href="#">link</a> ) Save the Children. (2013). <i>Save the Children and Child Protection</i> . ( <a href="#">link</a> ) UNICEF. (2016). <i>Child protection campaigns</i> ( <a href="#">link</a> ) UNICEF. (2013). <i>Case Studies on UNICEF Programming in Child Protection</i> . ( <a href="#">link</a> )

## 2. HUMAN RIGHTS OUTCOME INDICATORS – B.1 (QUAL)

**Note:** Unless specifically stated otherwise, all outcome indicators are assessed as *compared to baseline* (the state/condition before intervention).

### HRRL1: INCREASED AWARENESS AND KNOWLEDGE OF BASIC HUMAN RIGHTS AMONG PROJECT TARGET GROUPS

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.1 Basic human rights
<b>Indicator name</b>	<b><i>HRRL1: Increased awareness and knowledge of basic human rights among project target groups</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	In order to promote and protect human rights, key actors and/or the general public need to be equipped with knowledge and awareness of human rights. The objective of providing human rights education (HRE) is to achieve increased knowledge and understanding of the rights of individuals and groups as well as increased awareness of the roles and functions of human rights protection bodies and authorities, nationally and internationally. Human rights awareness has also been linked to increased democratization. In the recent years, the HRE concept has become increasingly oriented towards future challenges such as climate changes or migration.
<b>What the indicator measures</b>	The change in awareness and knowledge of basic human rights among participants/target groups assessed by pre-post measures prior and after the HRE provided. Measures may be designed as a standardized knowledge test, qualitative assessments such as responding to scenarios and role playing or self-reported awareness and knowledge levels (highly subjective and least reliable method). If no pre-measure is available, evaluator may need to ask their subjects to assess the change retrospectively; however, such data tends to have poor reliability and should be reported with caution.
<b>Data sources</b>	Project documentation (tests, assessments etc.) Subjects educated on human rights
<b>Methods of data collection</b>	Desk research Basic statistical analysis (if knowledge assessed quantitatively by standardized tests) Interviews, focus groups
<b>Definition of key terms</b>	<b>Awareness</b> refers to having an idea or holding a concept in one's mind about something. <b>Knowledge</b> refers to facts, information, and skills acquired through experience, education or association; it also means the theoretical or practical understanding of a subject. Awareness is the basis for knowledge. Awareness is more of an intellectual quality while knowledge is experimental/linked to one's experience. <b>Human rights education (HRE)</b> is all learning that develops the knowledge, skills, and values of human rights. HRE includes the development of knowledge, strengthening of skills and promoting action around human

rights themes. It may involve training human rights educators and trainers; the promotion of human rights values for children and youth; the promotion and protection of economic, social and cultural rights; training in human rights advocacy and monitoring; the protection of particular groups in society, including women, migrant workers, children and minorities; the strengthening of independent national human rights institutions; and reinforcing human rights education in the school system. HRE can take place in different settings (e.g., schools, non-formal education sector), be aimed at different target groups of learners (e.g., children, youth, adult learners), employ varied types of HRE work (e.g., awareness-raising campaigns, training activities) and differ in scope (e.g., overall programmes, specific projects or activities). **Tools or mechanisms** may include methods, processes, standard operating procedures, manuals, systems, guidelines, and process maps for the sector managers.

**Further resources**

Alffram, H. & Dastgeer, A. (2014). *Evaluation of the Raoul Wallenberg Institute's project "Strengthening Human Rights in Myanmar"*. Final Evaluation Report, prepared for SIDA. ([link](#))

Equitas – International Centre for Human Rights Education and the Office of the United Nations High Commissioner for Human Rights. (2011). *Evaluating Human Rights Training Activities. A Handbook for Human Rights Educators*. ([link](#))

## HRRL2: EVIDENCE OF A MORE RIGHTS-BASED CONCEPTUAL APPROACH OF AUTHORITIES

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.1 Basic human rights
<b>Indicator name</b>	<b><i>HRRL2: Evidence of a more rights-based conceptual approach of authorities</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	<p>Human rights-based approach ensures that human rights are held at the centre of newly formulated policies, strategies and programmes. While there's no universal recipe for a human rights-based approach, there are several essential attributes, such as:</p> <ul style="list-style-type: none"> <li>• A human rights-based approach identifies rights holders and their entitlements and corresponding duty-bearers and their obligations, and works towards strengthening the capacities of rights-holders to make their claims and of duty-bearers to meet their obligations.</li> <li>• Principles and standards derived from international human rights treaties should guide all development cooperation and programming in all sectors and in all phases of the programming process.</li> </ul>
<b>What the indicator measures</b>	<p>The indicator should assess whether target authorities in their overall approach and strategies, as well as the authorities' staff in the fulfillment of their duties comply with international human rights laws and frameworks to a greater extent than before the intervention.</p> <p><i>Note: Changes to conceptual approaches and strategies do not occur rapidly. The evaluation should allow sufficient time for changes to occur.</i></p>
<b>Data sources</b>	<p>Authority documents (strategy, code of conduct, annual report etc.)</p> <p>User evaluation of authorities and their staff</p> <p>Authority management &amp; staff</p>
<b>Methods of data collection</b>	<p>Desk research, content analysis</p> <p>Surveys</p> <p>Interviews, focus groups</p>
<b>Definition of key terms</b>	<p>A <b>human rights-based approach</b> is a conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. It seeks to analyse inequalities which lie at the heart of development problems and redress discriminatory practices and unjust distributions of power that impede development progress.</p>
<b>Further resources</b>	<p>Alffram, H. &amp; Dastgeer, A. (2014). <i>Evaluation of the Raoul Wallenberg Institute's project "Strengthening Human Rights in Myanmar"</i>. Final Evaluation Report, prepared for SIDA. (<a href="#">link</a>)</p> <p>UN HRBA Portal. (n.d.). <i>What is a human rights-based approach?</i> (<a href="#">link</a>)</p> <p>Universal Management Group. (2012). <i>Global Evaluation of the Application of a Human Rights Based Approach to UNICEF Programming</i>. Executive Summary. (<a href="#">link</a>)</p>

### HRRL3: PROJECT ENHANCED RESPECT FOR RIGHTS OF DISADVANTAGED GROUPS

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.1 Basic human rights
<b>Indicator name</b>	<b><i>HRRL3: Project enhanced respect for rights of disadvantaged groups</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Disadvantaged or otherwise vulnerable groups are often not in position to fend for themselves in demanding the respect for their human rights and improving their living conditions. Therefore, the intervention may need to focus on enhancing the respect for these groups among responsible authorities, or helping to design strategies that target the general public. These may include efforts to enhance participation and cooperation of members of disadvantaged/vulnerable groups in the intervention, or changing the attitudes of staff of responsible authorities, providing extra training, arranging for events and activities where members of disadvantaged groups and the majority population can meet etc.
<b>What the indicator measures</b>	This indicator should assess whether respect for human rights of excluded or otherwise vulnerable groups has increased compared to the state before the intervention.  The indicator is qualitative, therefore, any kind of information that confirms or contradicts the observed phenomenon may be used as “evidence”. However, crosschecking (triangulation) of the information should be conducted whenever possible.
<b>Data sources</b>	Project documentation (e.g. activity log, training materials, strategic level documents targeting disadvantaged groups) Members of disadvantaged groups Staff from relevant authorities/other organizations
<b>Methods of data collection</b>	Desk research Interviews, focus groups
<b>Definition of key terms</b>	<b>Disadvantaged groups:</b> Groups that are especially vulnerable to abuse of human rights are groups that are structurally discriminated against like women and groups that have difficulties defending themselves such as the illiterate, the poor and the disabled and are therefore in need of special protection.
<b>Further resources</b>	Chambers, R. (2006). Vulnerability, Coping and Policy. (Editorial Introduction). <i>IDS Bulletin</i> 37(4), 33-40. ( <a href="#">link</a> )  Devereux, S. (2001). Livelihood Insecurity and Social Protection: A Re-emerging Issue in Rural Development. <i>Development Policy Review</i> , 19(4), 507-519. ( <a href="#">link</a> )  UNHCR. (2005). <i>Reach Out Training Materials. Module 8. Vulnerable Groups.</i> <a href="http://www.unhcr.org/partners/projects/437205fd2/reach-training-materials.html">http://www.unhcr.org/partners/projects/437205fd2/reach-training-materials.html</a>

**HRRL4: EXAMPLES OF STRATEGIES, PROJECTS, PROGRAMS, BUDGETS LINES OR POLICIES THAT FAVOUR MEMBERS OF TRADITIONALLY DISADVANTAGED GROUPS ADOPTED**

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.1 Basic human rights
<b>Indicator name</b>	<b><i>HRRL4: Examples of strategies, projects, programs, budgets lines or policies that favour members of traditionally underprivileged groups adopted</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	While the intervention may have trained management and staff of relevant authorities on human rights and human-rights based approaches, the efforts will only become effective if they materialize in concrete outcomes.
<b>What the indicator measures</b>	The indicator should ascertain the existence of strategies, projects, programs, budget lines of policies that favour members of traditionally disadvantaged groups that were developed and/or adopted as a result of the intervention.  This indicator is designed as qualitative; hence, the quantity of such outcomes is not important. The evaluator should assess the nature and relevance of such outcome and whether it has the potential to cause a positive changed in the lives of disadvantaged groups and their members.
<b>Data sources</b>	Government documents Independent NGO assessments of those documents Leaders of disadvantage groups
<b>Methods of data collection</b>	Desk research, content analysis Interviews
<b>Definition of key terms</b>	<b>Disadvantaged groups:</b> Groups that are especially vulnerable to abuse of human rights are groups that are structurally discriminated against like women and groups that have difficulties defending themselves such as the illiterate, the poor and the disabled and are therefore in need of special protection.
<b>Further resources</b>	Chambers, R. (2006). Vulnerability, Coping and Policy. (Editorial Introduction). <i>IDS Bulletin</i> 37(4), 33-40. ( <a href="#">link</a> )  Devereux, S. (2001). Livelihood Insecurity and Social Protection: A Re-emerging Issue in Rural Development. <i>Development Policy Review</i> , 19(4), 507-519. ( <a href="#">link</a> )  UNHCR. (2005). <i>Reach Out Training Materials. Module 8. Vulnerable Groups.</i> <a href="http://www.unhcr.org/partners/projects/437205fd2/reach-training-materials.html">http://www.unhcr.org/partners/projects/437205fd2/reach-training-materials.html</a>

## HRRL5: EVIDENCE OF INCREASED EMPHASIS ON HUMAN RIGHTS EDUCATION IN COUNTRY CURRICULUM

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.1 Basic human rights
<b>Indicator name</b>	<b><i>HRRL5: Evidence of increased emphasis on human rights education in country curriculum</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	<p>Human rights education, together with education for democratic citizenship and education for mutual respect and understanding, is vital for all societies. It promotes equality, empowerment and participation as well as conflict prevention and resolution.</p> <p>Within the education system, human rights education promotes a holistic, rights-based approach that includes both “human rights through education”, ensuring that all the components and processes of education – including curricula, materials, methods and training – are conducive to learning about human rights, and “human rights in education”, ensuring that the human rights of all members of the school community are respected.</p>
<b>What the indicator measures</b>	<p>This indicator should ascertain whether more aspects of human rights education have been added into the national curriculum compared to the curriculum prior to the intervention. “Aspects” may refer to thematic teaching modules, teaching activities, teacher training and other (see suggested resources for specific forms of HRE).</p> <p>Whenever possible, the evaluator should verify whether these aspects have been practically implemented (as opposed to a sole inclusion into a strategic document to pay lip service to HRE).</p>
<b>Data sources</b>	<p>National educational strategic documents</p> <p>Education authorities (Ministry of Education, School boards and councils etc.)</p> <p>NGOs working in the field of education, educational and human rights activists, educators belonging to minority groups</p>
<b>Methods of data collection</b>	<p>Desk research</p> <p>Interviews</p>
<b>Definition of key terms</b>	<p><b>Human rights education (HRE)</b> is education, training and information aimed at building a universal culture of human rights. A comprehensive education in human rights not only provides knowledge about human rights and the mechanisms that protect them, but also imparts the skills needed to promote, defend and apply human rights in daily life.</p>
<b>Further resources</b>	<p>The Advocated for Human Rights. (n.d.). <i>Curricula and Lesson Plans on Human Rights</i>. (<a href="#">link</a>)</p> <p>Council of Europe, OSCE/ODIHR, UNESCO, OHCHR. (2009). <i>Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice</i>. (<a href="#">link</a>)</p> <p>OHCHR. (2012). <i>Human Rights Education in Primary and Secondary School Systems: A Self-assessment Guide for Governments</i>. (<a href="#">link</a>)</p> <p>Teleki, K. (2007). <i>Human Rights Training for Adults: What twenty-six evaluation studies say about design, implementation and follow-up</i>. Research in Human Rights Education Papers, Human Rights Education Associates Inc. (<a href="#">link</a>)</p>

**HRRL6: EVIDENCE OF PROJECT CONTRIBUTION TO OPENING CHANNELS THROUGH WHICH CITIZENS MAY DEMAND RESPECT FOR THEIR HUMAN RIGHTS**

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.1 Basic human rights
<b>Indicator name</b>	<b><i>HRRL6: Evidence of project contribution to opening channels through which citizens may demand respect for their human rights</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	<p>Respect for human rights is a necessary condition for building/ maintaining democracy, the rule of law and human dignity. A government that fails to respect human rights of its own citizens should be held accountable by those citizens (and/or their fellow citizens), as well as non-governmental organizations (local and international) that advocate for human rights and human rights-based approach on behalf of these groups.</p> <p>Advocating for human rights tends to be a high risk activity, and groups and individuals who take this course may be targets of authorities and private groups. If this is the case, the channels used for advocacy cannot be considered as “open” by the intervention. On the contrary, persecution of human rights activists is a sign of a regime that fails to fulfill the state’s international human rights obligations.</p>
<b>What the indicator measures</b>	This indicator should ascertain whether citizens of a country where the intervention took place have more channels to demand respect for their human rights than they had before the intervention.
<b>Data sources</b>	<p>NGOs, activist groups, citizen groups</p> <p>Government entities responsible for human rights (e.g., Human rights commissions, ombudsperson)</p> <p>Activist groups reports</p>
<b>Methods of data collection</b>	<p>Interviews, focus groups</p> <p>Desk research</p>
<b>Definition of key terms</b>	<b>Channels to demand respect for human rights</b> may include one or more of the following: campaigning, advocacy meetings at national and international levels, happenings and demonstrations at the occasion of important events, inviting or otherwise honouring human rights activists from affected regions, writing letters and petitions, organizing exhibitions, documentary film festivals etc.
<b>Further resources</b>	<p>People in Need. (n.d.). <i>Advocacy Activities in Support of Human Rights</i>. (<a href="#">link</a>)</p>



**HRRL20: ALL MEMBERS OF THE COMMUNITY REGARDLESS OF INCOME LEVEL, ETHNICITY, RELIGION ETC. HAVE HAD EQUAL BENEFITS FROM PROJECT / EQUAL ACCESS TO PROJECT-GENERATED GOODS AND SERVICES**

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.2 Inclusion
<b>Indicator name</b>	<b><i>HRRL20: All members of the community regardless of income level, ethnicity, religion etc. have had equal benefits from project / equal access to project-generated goods and services</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	<p>It is not uncommon that certain groups in the community are incidentally (or even purposefully) left out of an intervention or that their access to the benefits of the development intervention is restricted. Those groups or persons left behind tend to be also the most vulnerable whose voice have been traditionally diminished or neglected. Those groups tend to be poorly connected to local administration, have low access to information (written and otherwise), be illiterate, may not participate in important assemblies that may be reserved to owners of land, users of specific tools, agricultural systems, participants in specific-crop markets etc.</p> <p>In order to promote respect for human rights, dignity and open society, any intervention should undertake the steps necessary to ensure that the neediest persons can fully benefit of the intervention, its results in the form of goods, services, training, information and other.</p>
<b>What the indicator measures</b>	The indicator should ascertain that no discrimination is in place in terms of the distribution of intervention benefits. Such discrimination may be manifested openly such as blocking access of some persons/groups, or more implicitly such as providing information only in a language that members of the minority groups mostly do not dominate. Additionally, the provision of benefits may be done in a manner that some groups may find culturally, religiously or gender-wise inappropriate. These groups may thus decide not to make use of the benefits based on these grounds, despite objectively having access to them.
<b>Data sources</b>	<p>Minority groups</p> <p>Program staff and managers</p> <p>Community leaders</p> <p>Leading community CSOs, local authorities</p>
<b>Methods of data collection</b>	<p>Focus groups</p> <p>Field visits, site observations</p> <p>Community meetings</p> <p>Informal discussions</p>
<b>Definition of key terms</b>	<b>Minority groups:</b> A group numerically inferior to the rest of the population of a State, in a non-dominant position, whose members - being nationals of the State - possess ethnic, religious or linguistic characteristics differing from those of the rest of the population and show, if only implicitly, a sense of solidarity, directed towards preserving their culture, traditions, religion or language. All States have one or more minority groups within their national territories, characterized by their own national, ethnic, linguistic or religious identity, which differs from that of the majority population.
<b>Further resources</b>	Office of the High Commissioner for Human Rights. (2010). <i>Minority Rights: International Standards and Guidance for Implementation</i> . ( <a href="#">link</a> )

## HRRL21: EVIDENCE OF THE PROJECT IMPROVING THE STANDARD OF LIVING OF THE POOREST MEMBERS OF THE COMMUNITY

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.2 Inclusion
<b>Indicator name</b>	<b><i>HRRL21: Evidence of the project improving the standard of living of the poorest/most vulnerable members of the community</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Development is frequently measured as the level of economic and human development. Economic development is a measure of a country's wealth, while human development measures the access the population has to wealth, jobs, education, nutrition, health, leisure and safety - as well as political and cultural freedom. Standard of living encompasses material elements, such as wealth and nutrition (BBC Bitesize).
<b>What the indicator measures</b>	This indicator should capture any evidence (that cannot be objectively quantified) that indicate that the project had positive effect on the standard of living of the poorest members of the community. Such evidence may include subjective reports of the members of the community, observed increased purchasing power of the poorest, or reports of improved nutrition, among others.
<b>Data sources</b>	Data of service providers (e.g., health clinics, schools, training centres) The poor in the community
<b>Methods of data collection</b>	Desk research, basic statistics Interviews Household surveys
<b>Definition of key terms</b>	<b>The poorest members of the community.</b> Globally, the poorest people are those who subsist on less than a \$1.25 a day and thus find themselves in a situation of extreme poverty. Nevertheless, in specific interventions, the definition of the poorest members of the community may depend on context. For instance, in interventions aimed at achieving food security and increasing efficiencies in agriculture in rural areas, the landless may be the poorest and most vulnerable as having no land, they may not be even included in such interventions despite demonstrable needs. <b>A standard of living</b> is the level of wealth, comfort, material goods and necessities available to a certain socioeconomic class or a certain geographic area. The standard of living includes factors such as income, gross domestic product, national economic growth, economic and political stability, political and religious freedom, environmental quality, climate, and safety. The standard of living is closely related to quality of life. (Investopedia)
<b>Further resources</b>	United Nations. (2015). <i>Sustainable Development Goals</i> (particularly Goal 1 and 2). ( <a href="#">link</a> ) World Bank. (2017). <i>Living Standards Measurement Study</i> . ( <a href="#">link</a> ) World Bank Institute (2008). <i>Analyzing Health Equity Using Household Survey Data. Chapter 6 Measurement of Living Standards</i> , pp. 69-81. ( <a href="#">link</a> )

## HRRL22: REPORTED INCREASE IN TOLERANCE OF COMMUNITY MEMBERS AND PUBLIC OFFICIALS TOWARDS MINORITY CULTURAL TRADITIONS AND RELIGIONS

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.2 Inclusion
<b>Indicator name</b>	<b><i>HRRL22: Reported increase in tolerance of community members and public officials towards minority cultural traditions and religions</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Cultural differences have been proven as a source of ethnic polarization while there is also evidence that ethnically divided societies struggle to consolidate their democratic institutions and further development. Respect for minority rights, their culture and/or religion is thus not only a human right issue but also an important factor in development.
<b>What the indicator measures</b>	This indicator should capture any evidence of increased tolerance of broader community members towards minority cultural traditions and religions. It could be reflected in a change in public discourse or media coverage, organization of or participation in multicultural and multi-faith events, reduction in hate speech and hate-motivated crimes, etc.
<b>Data sources</b>	Cultural and religious community leaders Members of the community Community organizations staff Human rights advocates Media (reports of culturally or religiously motivated attacks, multicultural and multi-faith events etc.)
<b>Methods of data collection</b>	Interviews, focus groups Media analysis
<b>Definition of key terms</b>	<b>Cultural traditions</b> include events, rituals and customs that a society or a cultural group shares. <b>Minority group</b> is a group of people who, because of their physical or cultural characteristics, are singled out from the others in the society in which they live for differential and unequal treatment, and who therefore regard themselves as objects of collective discrimination.
<b>Further resources</b>	Evans, G. & Need, A. (2002). Explaining ethnic polarization over attitudes towards minority rights in Eastern Europe: a multilevel analysis. <i>Social Science Research</i> 31, 653–680. ( <a href="#">link</a> ) OHCHR. (2012). <i>Promoting and Protecting Minority Rights. A Guide for Advocates</i> . United Nations: New York, USA. ( <a href="#">link</a> ) Patten, A. (2014). <i>Equal Recognition. The Moral Foundation of Minority Rights</i> . Princeton University Press: Princeton, NJ, USA. ( <a href="#">link</a> ) UNESCO. (2015). <i>Reshaping Cultural Policies. A Decade Promoting the Diversity of Cultural Expressions for Development</i> . UNESCO: Paris, France. ( <a href="#">link</a> )

## HRRL23: REPORTED INCREASED ACCESS / IMPROVED QUALITY OF HEALTH SERVICES FOR MEMBERS OF UNDERPRIVILEGED GROUPS

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.2 Inclusion
<b>Indicator name</b>	<b><i>HRRL23: Reported increased access / improved quality of health services for members of underprivileged groups</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Key determinants of vulnerability that create gaps in access to health services include labour market impacts such as income and employment, and related gaps in access to social protection. Specific population groups including women, the elderly, migrants and ethnic groups (e.g. Roma) find themselves particularly vulnerable.
<b>What the indicator measures</b>	This indicator should capture any evidence of facilitated access of members of underprivileged (vulnerable) groups to health services from prevention to regular treatment to emergency services. An increase in access is determined against an initial level of access prior to the intervention. Alternatively, rather than an increase in access, the indicator may capture improved quality of services offered to members of underprivileged groups. The subjective reports and perceptions of members of these groups should be specifically considered.
<b>Data sources</b>	Members of vulnerable groups Caretakers (of the elderly, disabled etc.) Staff from concerned health facilities
<b>Methods of data collection</b>	Interviews Focus groups
<b>Definition of key terms</b>	<p><b>Underprivileged (or disadvantaged) groups</b> are groups who have been denied access to the tools needed for self-sufficiency (Mayer, 2003). Causes of disadvantage traditionally cited include race, ethnic group, poverty, or sex, yet disadvantaged groups may comprise also ex-prisoners, victims of abuse and trafficking, nursing home residents, people with disabilities, homeless persons and other groups whose access to tools and resources for self-sufficiency has been made difficult or denied.</p> <p><b>Increased access</b> means physical access (e.g. building a clinic closer to a remote area with no previous access) or removing barriers to access faced by underprivileged groups such as language, a lack of information, prejudice etc.</p> <p><b>Improved quality</b> of health services may range from higher qualification of staff to better equipment providing correct and timely diagnosis to improvement in (cultural, religious, gender-related) appropriateness of the services provided.</p>
<b>Further resources</b>	<p>Council of Europe (2015). <i>Implementation of the Council of Europe Action Plan to promote the rights and full participation of people with disabilities in society: Improving the quality of life of people with disabilities in Europe 2006-2015</i>. Abridged Evaluation Report. (<a href="#">link</a>)</p> <p>Mayer, S.E. (2003). <i>What is a "Disadvantaged Group?"</i>. Effective Communities Project Minneapolis. (<a href="#">link</a>)</p> <p>Scheil-Adlung, X. &amp; Kuhl, C. (2011). <i>Addressing inequities in access to health care for vulnerable groups in countries of Europe and Central Asia</i>. Social Security Policy Briefings, Paper 8. (<a href="#">link</a>)</p> <p>World Health Organization (2005, November). <i>Getting health care to vulnerable communities</i>. Bulletin of the World Health Organization. (<a href="#">link</a>)</p>

**HRRL24: REPORTED INCREASED ACCESS / IMPROVED QUALITY OF EDUCATION FOR CHILDREN BELONGING TO UNDERPRIVILEGED GROUPS**

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.2 Inclusion
<b>Indicator name</b>	<b><i>HRRL24: Reported increased access/improved quality of education for children belonging to underprivileged groups</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Children belonging to underprivileged groups (such as poor/low-income, orphans etc.) face many stressors and competing priorities regarding family, health, education, protection and economic stability. Many may also face discrimination when trying to access education due to their belonging to ethnic minority groups or being HIV/AIDS orphans (particularly where high stigma is attached to the disease). Some studies have showed that household wealth, gender, and region of residence are among the most important predictors of school outcomes of children, particularly in Africa.
<b>What the indicator measures</b>	This indicator should capture any evidence of facilitated access of children belonging to underprivileged groups to education measured as level of enrolment, regular attendance (vs. missed days per week/month). An increase in access is determined against an initial level of access prior to the intervention. Alternatively, rather than an increase in access, the indicator may capture improved quality of education offered to children belonging to underprivileged groups. The subjective reports and perceptions of children and their family members should be specifically considered.
<b>Data sources</b>	Children and their family members Teachers and other educational staff Community leaders
<b>Methods of data collection</b>	Interviews, focus groups Participative techniques (e.g., photovoice) School enrollment and attendance data
<b>Definition of key terms</b>	<b>Underprivileged (or disadvantaged) groups</b> are groups who have been denied access to the tools needed for self-sufficiency (Mayer, 2003). Causes of disadvantage traditionally cited include race, ethnic group, poverty, or sex, yet disadvantaged groups may comprise also victims of abuse and trafficking, people with disabilities, homeless persons and other groups. <b>Increased access</b> means physical access (e.g. building a school closer to a remote area with no previous access) or removing barriers to access faced by underprivileged groups such as language, lack of information, prejudice, appropriateness of educational facilities etc. <b>Improved quality</b> of education may range from higher qualification of teachers and other educational staff to better equipment of schools to (cultural, religious, gender-related) appropriateness of education.

## Further resources

Council of Europe (2015). *Implementation of the Council of Europe Action Plan to promote the rights and full participation of people with disabilities in society: Improving the quality of life of people with disabilities in Europe 2006-2015*. Abridged Evaluation Report. ([link](#))

Fleming, K. E. (2015). *Improving access to education for orphans or vulnerable children affected by HIV/AIDS*. Background paper prepared for the Education for All Global Monitoring Report 2015. ([link](#))

Mayer, S.E. (2003). *What is a "Disadvantaged Group?"*. Effective Communities Project Minneapolis. ([link](#))

Olanrewaju, A.D., Jeffery, C., Crossland, N., Valadez, J.J. (2015). Access to Education for Orphans and Vulnerable Children in Uganda: A Multi-District, Cross-Sectional Study Using Lot Quality Assurance Sampling from 2011 to 2013. *PLoS ONE* 10(7). ([link](#))

UNESCO. (2005). *Guidelines for Inclusion: Ensuring Access to Education for All*. UNESCO: Paris, France. ([link](#))

## HRRL25: REPORTED INCREASED ECONOMIC OPPORTUNITIES FOR MEMBERS OF UNDERPRIVILEGED GROUPS

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.2 Inclusion
<b>Indicator name</b>	<b><i>HRRL25: Reported increased economic opportunities for members of underprivileged groups</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Employment rates vary among different groups of the population, affected by factors such as age, sex, region, ethnic origin, disability status and level of qualification. Some groups face particular barriers to entering, remaining in and progressing within employment or initiating alternative economic activities (e.g., self-employment). By many, entrepreneurship is considered key to creating economic opportunity for disadvantaged groups.
<b>What the indicator measures</b>	This indicator should capture any evidence of the project contributing to increase and/or diversification of economic opportunities and sources of income of members of underprivileged groups in the intervention area. Any increase or improvement should be judged against the situation prior to the intervention. Aspects that can be observed may include increase in stable employment opportunities, quality of employment opportunities, businesses started, families with improved economic situation (number of meals per day, improved nutritious value, number of children at school vs. in child employment etc.) etc.
<b>Data sources</b>	Members of underprivileged groups Community leaders and activists, local politicians Social workers and other helping staff (and their organizations) Project documentation and project implementation staff
<b>Methods of data collection</b>	Interviews, focus groups Desk research Community mapping/walk
<b>Definition of key terms</b>	<b>Underprivileged (or disadvantaged) groups</b> are groups who have been denied access to the tools needed for self-sufficiency (Mayer, 2003). Causes of disadvantage traditionally cited include race, ethnic group, poverty, or sex, yet disadvantaged groups may comprise also ex-prisoners, victims of abuse and trafficking, nursing home residents, people with disabilities, homeless persons and other groups whose access to tools and resources for self-sufficiency has been made difficult or denied.
<b>Further resources</b>	Council of Europe (2015). <i>Implementation of the Council of Europe Action Plan to promote the rights and full participation of people with disabilities in society: Improving the quality of life of people with disabilities in Europe 2006-2015</i> . Abridged Evaluation Report. ( <a href="#">link</a> ) Executive Office of the President of the United States. (2015). <i>Economic Costs of Youth Disadvantage and High-Return Opportunities for Change</i> . ( <a href="#">link</a> ) Heckman, J. J. (2006). Skill Formation and the Economics of Investing in Disadvantaged Children. <i>Science</i> 312. ( <a href="#">link</a> ) Klasen, S. (2010). <i>Measuring and Monitoring Inclusive Growth: Multiple Definitions, Open Questions, and Some Constructive Proposals</i> . Asian Development Bank Sustainable Development Working Paper Series, No. 12. ( <a href="#">link</a> ) Mayer, S.E. (2003). <i>What is a "Disadvantaged Group?"</i> . Effective Communities Project Minneapolis. ( <a href="#">link</a> )

## HRRL26: REPORTED INCREASED SENSE OF PERSONAL SAFETY AMONG MINORITY GROUP MEMBERS

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.2 Inclusion
<b>Indicator name</b>	<b><i>HRRL26: Reported increased sense of personal safety among minority group members</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Multi-ethnic states are often associated with ethnic conflicts and inadequate protection of minority rights and safety. Increasing nationalist sentiments, pressure on assimilation and unicultural states often come at the expense of minority rights. To avoid marginalization, minorities often intensify their efforts to preserve and protect their identity, resulting in potential clashes between the minority and majority groups. However, ethnic conflict is not inevitable in multi-ethnic states. Good governance plays a vital role in involving minorities in societies and protecting their rights and interests through recognition, dialogue, and participation.
<b>What the indicator measures</b>	This indicator should capture any evidence of the project contributing to perceived increase in personal safety of members of underprivileged groups in the intervention area. The indicator is focused on subjective perceptions of minorities as it is less likely that objective data could be ascertained in the context of considered interventions. Any increase or improvement should be judged against the situation prior to the intervention.
<b>Data sources</b>	Members of minority groups, minority group leaders
<b>Methods of data collection</b>	Interviews, focus groups
<b>Definition of key terms</b>	<b>Minority group</b> is a group of people who, because of their physical or cultural characteristics, are singled out from the others in the society in which they live for differential and unequal treatment, and who therefore regard themselves as objects of collective discrimination.
<b>Further resources</b>	Council of Europe (2015). <i>Implementation of the Council of Europe Action Plan to promote the rights and full participation of people with disabilities in society: Improving the quality of life of people with disabilities in Europe 2006-2015</i> . Abridged Evaluation Report. ( <a href="#">link</a> ) <i>Multi-ethnic States and the Protection of Minority Rights</i> . World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance, Durban, South Africa, September 2001. ( <a href="#">link</a> )



## HRRL27: EVIDENCE OF THE PROJECT PROMOTING COOPERATION BETWEEN RIVAL GROUPS

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.2 Inclusion
<b>Indicator name</b>	<b><i>HRRL27: Evidence of the project promoting cooperation between rival groups</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	In multi-ethnic (or multi-faith) states where ethnic and/or religious groups have previously been in conflict, these groups often continue seeing each other as rivals or enemies. In consequence, there is mistrust and a lack of cooperation that complicates any efforts for reconstruction and further development. Efforts for reconciliation and cooperation between the groups may take varied forms with one of the most common ones being sport events.
<b>What the indicator measures</b>	This indicator should capture any available evidence of the project contributing to greater cooperation and tolerance between rival groups in the intervention area.
<b>Data sources</b>	Members of rival groups, community leaders International observers and international staff of NGOs in the area Community organizations and community events Media coverage
<b>Methods of data collection</b>	Interviews, focus groups Media analysis
<b>Definition of key terms</b>	<b>Cooperation:</b> The action or process of working together to the same end or an association of persons for common benefit.
<b>Further resources</b>	Dyrstad, K., Buhaug, H., Ringdal, K., Simkus, A. a Listhaug, O. (2011). <i>Microfoundations of civil conflict reconciliation: Ethnicity and context. International Interactions</i> 37(4): 363–387. ( <a href="#">link</a> ) Hjort, H. (2004). <i>Ethnic Identity and Reconciliation: Two main tasks for the young in Bosnia Herzegovina</i> . Working Paper No 11, Göteborg University. ( <a href="#">link</a> ) Kasara, K. (2011). <i>Separate and Suspicious: Local Social and Political Context and Ethnic Tolerance in Kenya</i> . Afrobarometer Working Papers, No. 132. ( <a href="#">link</a> ) Schulenkorf, N. (2010). Sport events and ethnic reconciliation: Attempting to create social change between Sinhalese, Tamil and Muslim sportspeople in war-torn Sri Lanka. <i>International Review for the Sociology of Sport</i> 45(3). ( <a href="#">link</a> ) Petrovska-Beska, V. (2009). <i>Study on multiculturalism and inter-ethnic relations in education</i> . UNICEF: Skopje, Macedonia. ( <a href="#">link</a> )

## HRRL28: SCHOOLS TEACH CHILDREN TO EXERCISE THEIR RIGHTS / PROMOTE SOCIAL CHANGE

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.2 Inclusion
<b>Indicator name</b>	<b><i>HRRL28: Schools teach children to exercise their rights / promote social change</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	While all societies set a specific adulthood age when people assume their responsibilities such as voting, in most development approaches, children (below the age of 18) are considered active citizens with rights and responsibilities. However, there is also a recognition that people do not suddenly become ‘responsible’ citizens on reaching a certain age and that active citizenship and promotion of social change needs to be cultivated.
<b>What the indicator measures</b>	This indicator should ascertain any evidence of the project contribution to children’s ability to exercise their rights and promote social change as a result of teaching methods, curriculum changes, training and any other intervention that the project has directly or indirectly caused.
<b>Data sources</b>	Children Parents of children Teachers
<b>Methods of data collection</b>	Interviews, focus groups Participative methods (storytelling, most significant change, photovoice)
<b>Definition of key terms</b>	<p><b>Citizenship</b> represents the collection of rights and obligations that define the members of a community. These rights and obligations encompass legal empowerment and justice, political participation and decision making, social engagement, economic rights and access to resources. Citizenship has two complementary aspects: citizenship rights and citizenship practice.</p> <p><b>Civil rights</b> begin from the moment a child is born, when the child is registered with the civil registry, which provides the basis for all subsequent rights to which the child is rightfully entitled, such as access to health and education, protection from all forms of economic and sexual exploitation, and justice when a child comes in conflict with the law.</p> <p><b>Citizenship practice</b> enables people to exercise their rights as citizens. It ranges from civic responsibility to democratic action and is the active expression of formal citizenship rights. Citizenship rights are the instruments for active citizenship.</p>
<b>Further resources</b>	UNICEF. (2008). <i>Children as active citizens. Commitments and obligations for children’s civil rights and civic engagement in East Asia and the Pacific.</i> ( <a href="#">link</a> )

#### HRRL40: EVIDENCE OF PROJECT IMPROVING SAFETY OF CHILDREN

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRRL40: Evidence of project improving safety of children</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Usually more than half of any refugee population are children. Refugee children are children first and foremost, and as children, they need special attention. As refugees, they are particularly at risk with the uncertainty and unprecedented upheavals, which have been increasingly marking the last two decades.
<b>What the indicator measures</b>	This indicator should capture any evidence of project contributing to improved safety of children who find themselves in a vulnerable situation. Examples include a decrease in accidents and incidents of abuse and exploitation or safer structures, in which children spend significant portions of their time (schools, play areas, shelters/houses).
<b>Data sources</b>	Project documentation Children in intervention community Project staff, staff from other facilities (schools, community centers, refugee camps committees) NGOs fulfilling an observer function
<b>Methods of data collection</b>	Desk research Photovoice, storytelling Interviews, focus groups Community talk & walk Field visits to schools and other facilities
<b>Definition of key terms</b>	<b>Safety</b> is a physical and emotional state where children are protected from threats and hazards <u>and</u> they personally feel being protected, i.e. they feel safe. <b>Children.</b> The term <i>children</i> encompasses all minors younger than 18.
<b>Further resources</b>	UNHCR. (2001, reprint). <i>Refugee Children. Guidelines on Protection and Care</i> . UNHCR: Geneva, Switzerland. ( <a href="#">link</a> ) UNICEF. (2009). <i>Child Friendly Schools</i> . Chapter 5, Schools as protective environments. ( <a href="#">link</a> )

### HRRL41: EVIDENCE OF PROJECT IMPROVING THE HYGIENE, SANITATION, NUTRITION AND HEALTH OF CHILDREN

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRRL41: Evidence of project improving the hygiene, sanitation, nutrition and health of children</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Basic material assistance and nutrition for children in refugee situations constitute critical components of the health matrix. When children are cold, hungry and without shelter, they do not develop well and they become ill quickly. If services related to food, water, environmental sanitation, shelter and basic health services are not properly planned and delivered, children are the first to die.
<b>What the indicator measures</b>	This indicator should capture any evidence of project contributing to an overall improvement in the sanitation and hygiene conditions of children that lead to better health. While on the output level, the number of children connected to proper sanitation facility may be measured, this outcome indicator should focus on actual long-term use of established facilities and/or on actual improvements in children's lives.
<b>Data sources</b>	Project documentation, continuous monitoring after project end Affected children, their families Shelters/homes and communities Facility (refugee camp, schools etc.) staff
<b>Methods of data collection</b>	Desk research Observations, site visits Interviews, focus groups
<b>Definition of key terms</b>	<b>Sanitation</b> includes: safeguarding water quality; proper disposal of human excreta, waste water, garbage and dead bodies; insect and rodent control; safe food-handling practices; and effective site drainage. <b>Hygiene</b> refers to conditions and practices that help to maintain health and prevent the spread of diseases. A more specific term <i>medical hygiene</i> includes a specific set of practices associated with this preservation of health, for example environmental cleaning, sterilization of equipment, hand hygiene, water and sanitation and safe disposal of medical waste. (WHO) <b>Children.</b> The term <i>children</i> encompasses all minors younger than 18.
<b>Further resources</b>	UNHCR. (2007). <i>Handbook for Emergencies</i> , Chap. 14 Sanitation, pp. 260. UNHCR, Geneva. ( <a href="#">link</a> ) UNICEF. (2010). <i>Core Commitments for Children in Humanitarian Action</i> . Chapter 2.5 Water, sanitation and hygiene, pp. 28. ( <a href="#">link</a> )

## HRRL42: EVIDENCE OF PROJECT IMPROVING PSYCHOSOCIAL WELLBEING OF CHILDREN

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRRL42: Evidence of project improving psychosocial wellbeing of children</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Refugee children's psychosocial well-being is as important as their physical health. The term "psychosocial well-being" is used to reflect the intimate relationship between psychological and social factors. Consequently, protecting and promoting the psychosocial well-being of refugee children has two main thrusts. First, it involves as a preventive measure, enhancing all those factors which promote the well-being of children. Second, it includes providing the special remedial assistance necessary to ensure that children who have been harmed or have special needs are provided assistance to ensure a full recovery.
<b>What the indicator measures</b>	This indicator should ascertain any evidence of project contribution to improving psychosocial wellbeing of children in emergency situations. Both preventive and treatment measures should be considered. Rather than implementation of such measures, this indicator should capture the actual effect these had on the psychosocial wellbeing of children.
<b>Data sources</b>	Children in the intervention community Family members and guardians, educators, psychosocial support staff Project documentation, post-project monitoring
<b>Methods of data collection</b>	Interviews, focus groups Most significant change, photovoice, storytelling Desk research
<b>Definition of key terms</b>	<p>The term <b>psychosocial</b> underscores the close connection between psychological aspects of our experience (e.g., our thoughts, emotions, and behavior) and our wider social experience (e.g., our relationships, traditions and culture). Mental disorders tend to involve severe psychosocial difficulties in managing thoughts and feelings, maintaining relationships, and functioning in expected social roles. However, also many other psychosocial problems not considered disorders are rooted in stigmatisation, lost hope, chronic poverty, uprooting, inability to meet basic needs, and inability to fill normal social roles such as that of student/learner.</p> <p><b>Well-being</b> is a condition of holistic health in all its dimensions: physical, cognitive, emotional, social, physical, and spiritual. Also a process, well-being consists of the full range of what is good for a person: participating in a meaningful social role; feeling happy and hopeful; living according to good values, as locally defined; having positive social relations and a supportive environment; coping with challenges through the use of appropriate life skills; and having security, protection, and access to quality services.</p>
<b>Further resources</b>	<p>Inter-Agency Network for Education in Emergencies. (n.d.). <i>INEE Thematic Issue Brief: Psychosocial Well-Being</i>. (<a href="#">link</a>)</p> <p>UNHCR. (2001, reprint). <i>Refugee Children. Guidelines on Protection and Care</i>. UNHCR: Geneva, Switzerland. (<a href="#">link</a>)</p>

### HRRL43: EVIDENCE OF PROJECT IMPROVING ACCESS OF CHILDREN TO EDUCATION

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRRL43: Evidence of project improving access of children to education</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	In the midst of conflict, education can be both life-sustaining and lifesaving. It is the basic right of every girl and every boy. Nevertheless, in 2016, about 263 million children and youth were out of school, according to the data from the UNESCO Institute for Statistics.
<b>What the indicator measures</b>	The indicator should ascertain any type of evidence of the project contribution to improving children's access to regular, quality education.
<b>Data sources</b>	Project documentation and post-project monitoring School records Children and their families School staff
<b>Methods of data collection</b>	Desk research Interviews, focus groups Most significant change, storytelling
<b>Definition of key terms</b>	<b>Children.</b> The term <i>children</i> encompasses all minors younger than 18.
<b>Further resources</b>	Save the Children. (2008). <i>Delivering Education for Children in Emergencies: A Key Building Block for the Future.</i> ( <a href="#">link</a> ) UNESCO. (2016). <i>263 Million Children and Youth Are Out of School.</i> ( <a href="#">link</a> )

#### HRRL44: EVIDENCE OF PROJECT IMPROVING ACCESS OF CHILDREN TO HEALTH SERVICES

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRRL44: Evidence of project improving access of children to health services</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	All disasters, whether natural, large scale epidemics or based on conflict are health issues, affecting the health of the populations and bringing about substantial loss and disruption to public health systems. Apart from the direct impact from hazards such as trauma and injuries, disasters exacerbate the most common causes of childhood illness and death including diarrhoea, pneumonia, malaria, malnutrition and neonatal causes due to disruption of health systems and essential services.
<b>What the indicator measures</b>	The indicator should ascertain any type of evidence of the project contribution to the improvement of access to health services by children in the intervention area. Rather than the number of children attended by a specific clinic (which may be a part of this indicator), the evaluation here should focus on the improvement of the overall access, i.e. whether children have access to preventive treatment and whether they can access health services in an adequate timeframe when they fall ill. The quality of the health services available should also be considered.
<b>Data sources</b>	Data on health facilities and staff Family members and guardians of children Children in the intervention area
<b>Methods of data collection</b>	Desk research, basic statistics Interviews, focus groups
<b>Definition of key terms</b>	<b>Children.</b> The term children encompasses all minors younger than 18.
<b>Further resources</b>	Peek, L. & Stough, L. M. (2010). Children With Disabilities in the Context of Disaster: A Social Vulnerability Perspective. <i>Child Development</i> 81(4), 1260-1270. UNICEF. (2016). <i>Health in emergencies</i> . ( <a href="#">link</a> )

### 3. HUMAN RIGHTS OUTCOME INDICATORS – B.2 (QUAN)

**Note:** Unless specifically stated otherwise, all outcome indicators are assessed as *compared to baseline* (the state/condition before intervention).

#### HRRN1: NUMBER OF ORGANIZATIONS WITH INCREASED CAPACITY FOR ADVOCACY

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.1 Basic human rights
<b>Indicator name</b>	<b><i>HRRN1: Number of organizations with increased capacity for advocacy and promotion of human rights as a result of project support (compared to baseline)</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	This indicator measures the number of institutions that have received training or other types of technical support from the project in the areas of advocacy and leadership and have improved their capacity in these areas compared to baseline (i.e. before the project provided support). Advocacy initiatives by civil society reflect the ability of citizens and civil society to demand responsiveness of the government and other governance bodies and improve government responsiveness to human rights issues and right-based needs of disadvantaged groups.
<b>What the indicator measures</b>	Number of institutions who received training or other capacity-building support from the project that have improved capacity in the areas of advocacy, accountability, or leadership. For each supported institution, the level of capacity in the given reporting period is compared to the institution's level of capacity at baseline. This indicator sums all institutions for which capacity has improved.  Measured by organizational assessments (OCAT, internal control self-assessment, accountability self-assessment, community score cards, other social accountability tools) and achievement of benchmarks on a capacity plan. If none of these available, subjective perceptions of organization's management, project management staff and organization's partners may be used, though it must be explicitly stated that no objective data exist.
<b>Data sources</b>	Project and institutions' records, stakeholders
<b>Methods of data collection</b>	Desk research, interviews, surveys
<b>Definition of key terms</b>	<b>Advocacy:</b> Can include campaigns, workshops, roundtables, media campaigns, public outreach intended to influence decision makers, including policy makers and service delivery agents.  <b>Accountability:</b> Accountability refers to the acceptance and recognition of an organization's responsibility for actions, products, decisions, and policies. In the context of activities to advocate for increased accountability, this may refer to civil society or other stakeholders seeking to monitor or strengthen public institutions' responsibility for delivery of services, effectiveness of use of public resources, or quality of policies and regulations.



**Organization:** Organization can refer to a wide range of entities, including public institutions or departments, civil society organizations, facilities, service providing NGOs, or private sector groups.

**Capacity:** Ability to effectively design, plan, carry out, and monitor and evaluate the organization’s core functions and scope of work.

**Further resources**

Ladner, M. (2007). *Building the Capacity of Human Rights Leaders and their Organisations*. ([link](#))

Stolyarenko, K. (2015). *Ex-post Evaluation of Project “Building Capacities for Human Rights Monitoring, Protection and Advocacy in Tajikistan”*. Office of the High Commissioner for Human Rights, United Nations and The British Embassy Bishkek. ([link](#))

## HRRN2: NUMBER OF ADVOCACY INITIATIVES

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.1 Basic human rights
<b>Indicator name</b>	<b><i>HRRN2: Number of advocacy initiatives on human rights issues undertaken by civil society organizations</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Advocacy initiatives by civil society reflect the ability of citizens and civil society to demand responsiveness of the government and other governance players and improve government responsiveness to community needs.
<b>What the indicator measures</b>	Number of advocacy activities initiated by civil society organizations. Anecdotal evidence of project direct/indirect support and/or influence on the initiation of these advocacy activities.
<b>Data sources</b>	Project and institutions' records, stakeholders
<b>Methods of data collection</b>	Desk research, interviews, surveys
<b>Definition of key terms</b>	<p><b>Advocacy initiatives:</b> Advocacy initiatives can include campaigns, workshops, roundtables, media campaigns, and other public outreach events focused on a health reform issue.</p> <p><b>Civil society organization:</b> Civil society organizations are broadly understood as the diverse groups, NGOs and not-for-profit organizations that have a presence in public life and express the interests and values of their members or others, based on ethical, cultural, political, scientific, religious, or philanthropic considerations.</p> <p><b>Government and other governance players:</b></p> <p>While in most cases civil society will demand responsiveness of the local or national government entities, in some cases also other players such as private sector, local elites whose operations influence the wellbeing and/or interests of communities or interest groups will need be considered.</p>
<b>Further resources</b>	<p>Conectas Human Rights. (2013). <i>Foreign Policy and Human Rights: Strategies for Civil Society Action. A view through the experience of Conectas in Brazil.</i> (<a href="#">link</a>)</p> <p>WHO. (2014). <i>Conducting and evaluating national civil society advocacy for reproductive, maternal and child health. Strategies, tactics and approaches.</i> (<a href="#">link</a>)</p>

### HRRN3: NUMBER AND TYPE OF POLICY DOCUMENTS ADOPTED BY GOVERNMENT AUTHORITIES CONSIDERING HUMAN RIGHTS

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.1 Basic human rights
<b>Indicator name</b>	<b><i>HRRN3: Number and type of policy documents adopted by government authorities that considered human rights or include human rights analysis</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Human rights issues need to be considered transversally across different government agendas to ensure peace, security and prosperity. Human rights should thus be considered, included and mainstreamed across government policies and strategies.
<b>What the indicator measures</b>	This indicator measures the number of policy documents that were adopted by local or national government authorities. The evaluation should also focus on the type (content, thoroughness) of the policy documents, as well as whether clear steps have been taken to implement them.
<b>Data sources</b>	Policy documents Individuals involved in the formulation of the policies
<b>Methods of data collection</b>	Desk research Interviews
<b>Definition of key terms</b>	<b>Policy:</b> Policy is a set of rules and procedures that ensure legal representation of the interests of citizens through representative democracy. It lays out the vision, goals, and objectives for leadership and governance. Policies may include decisions, guidelines, legislations, and regulations. The main policy actors are political parties and politicians, elected members of the Parliament and local government.
<b>Further resources</b>	BMZ. (2011). <i>Human Rights in German Development Policy. Strategy.</i> ( <a href="#">link</a> ) Busmachiu, E., Ursu, V. & Chimačovschi-Leahu, A. (2012). Public Policies and strategies to enhance the economic potential of a country. Case of Moldova. <i>Journal of Public Administration, Finance and Law 1</i> , 17-30. ( <a href="#">link</a> ) FDFA. (2016). <i>FDFA Human Rights Strategy 2016-2019.</i> ( <a href="#">link</a> ) McCrudden, C. (2004). <i>Mainstreaming Human Rights.</i> ( <a href="#">link</a> ) Republic of Kosovo. (2013). <i>Strategy and Action Plan on Human Rights in the Republic of Kosovo. Draft.</i> ( <a href="#">link</a> )

#### HRRN4: PROPORTION OF PUBLIC OFFICIALS, COMMUNITY LEADERS AND HIGH MANAGERS WHO BELONG TO UNDERPRIVILEGED GROUPS

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.1 Basic human rights
<b>Indicator name</b>	<b><i>HRRN4: Proportion of public officials, community leaders and high managers who belong to underprivileged groups</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Participation is a key element of democracy and good governance. It gives voice to those who are most affected by effects of adopted policies and facilitates timely identification of the needs and priorities of the affected community. Participation also contributes to effective allocation of public resources.
<b>What the indicator measures</b>	The proportion (out of total) of public officials, civil servants, managers or other leaders who belong to underprivileged groups compared to baseline (situation prior to the intervention) and the way the project contributed to this outcome.
<b>Data sources</b>	Organizational registries Representatives of organizations to where these leaders belong
<b>Methods of data collection</b>	Desk research Interviews
<b>Definition of key terms</b>	<b>Underprivileged (or disadvantaged) groups</b> are groups who have been denied access to the tools needed for self-sufficiency (Mayer, 2003). Causes of disadvantage traditionally cited include race, ethnic group, poverty, or sex, yet disadvantaged groups may comprise also ex-prisoners, victims of abuse and trafficking, nursing home residents, people with disabilities, homeless persons and other groups whose access to tools and resources for self-sufficiency has been made difficult or denied.
<b>Further resources</b>	Koryakov, I. a Sisk, T. (2003). <i>Democracy at the local level. A Guide for the South Caucasus</i> . International Institute for Democracy and Electoral Assistance. <a href="http://iknowpolitics.org/sites/default/files/democracy-locallevel-southcaucus.pdf">http://iknowpolitics.org/sites/default/files/democracy-locallevel-southcaucus.pdf</a> Mayer, S.E. (2003). <i>What is a "Disadvantaged Group?"</i> . Effective Communities Project Minneapolis. ( <a href="#">link</a> )

### HRRN5: NUMBER OF HUMAN RIGHTS COURSES OR PROGRAMS REGULARLY TAUGHT

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.1 Basic human rights
<b>Indicator name</b>	<b><i>HRRN5: Number of human rights courses or programs regularly taught in/by participating organizations</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Human rights education (HRE) contributes fundamentally to the realization of human rights. It contributes to the long-term prevention of human rights abuses and violent conflicts, the promotion of equality and sustainable development and the enhancement of participation in decision-making processes within a democratic system. Developing HRE curricula for partner organizations can thus impact development at a broader scale.
<b>What the indicator measures</b>	Number of courses or programs of HRE developed or implemented with project support that continue being taught to staff in partner organizations or by partner organizations to others. The type of HRE and the intended audience should also be analysed.
<b>Data sources</b>	Attendance lists from HRE events Participants in HRE events Materials used to deliver HRE
<b>Methods of data collection</b>	Desk research Interviews, surveys
<b>Definition of key terms</b>	<b>Human rights education (HRE)</b> is education, training and information aimed at building a universal culture of human rights. A comprehensive education in human rights not only provides knowledge about human rights and the mechanisms that protect them, but also imparts the skills needed to promote, defend and apply human rights in daily life.
<b>Further resources</b>	Human Rights Education Indicator Framework. (2015). <i>Human Rights Education Indicator Framework. Key indicators to monitor and assess the implementation of human rights education and training.</i> ( <a href="#">link</a> ) OHCHR. (2015). <i>Evaluation of the implementation of the second phase of the World Programme for Human Rights Education.</i> Report of the Office of the United Nations High Commissioner for Human Rights. ( <a href="#">link</a> ) OHCHR. (2010). <i>Draft plan of action for the second phase (2010-2014) of the World Programme for Human Rights Education.</i> ( <a href="#">link</a> ) The Government of BiH. (2015). <i>Report on the Second Phase (2010-2014) of the World Programme for Human Rights Education.</i> ( <a href="#">link</a> ) The Government of Georgia. (2015). <i>National Evaluation Report of Georgia on the Second Phase for Human Rights Education.</i> ( <a href="#">link</a> )

## HRRN6: INCREASE IN CIVIL SOCIETY DENOUNCEMENTS OF HUMAN RIGHTS ABUSES AND VIOLATIONS

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.1 Basic human rights
<b>Indicator name</b>	<b><i>HHRN6: Increase in civil society denouncements of human rights abuses and violations.</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Civil society frequently acts as a monitor of human rights situation in a given space (country, sector etc.). Civil society actors who have been provided with training in human rights advocacy should be able to engage in monitoring of human rights and denouncing violations and abuses committed both by state and non-state actors. This indicator thus serves as a proxy of measuring increased capacity of civil society in human rights advocacy, as well as a measure to what state and non-state actors are being held accountable for human rights violations.
<b>What the indicator measures</b>	Change in the number and/or frequency of denouncements of human rights abuses made by civil society actors supported from the intervention compared to the baseline (time prior to the intervention).
<b>Data sources</b>	NGO reports, country statistics, think tanks, civil society actors
<b>Methods of data collection</b>	Desk research Basic statistical analysis of human rights abuses denounced Interviews
<b>Definition of key terms</b>	<b>Human rights abuse and violations</b> include torture, unfair trials, extrajudicial executions, enforced disappearances, restricted freedoms of expression and of press, restricted freedom of movement and detention, denial of reproductive rights to women, marginalization of women and girls, child marriage etc.
<b>Further resources</b>	Human Rights Watch. (2016). <i>World Report 2016</i> . ( <a href="#">link</a> ) Stolyarenko, K. (2015). <i>Ex-post Evaluation of Project "Building Capacities for Human Rights Monitoring, Protection and Advocacy in Tajikistan"</i> . Office of the High Commissioner for Human Rights, United Nations and The British Embassy Bishkek. ( <a href="#">link</a> )

## HRRN20: PROPORTION OF MEMBERS OF UNDERPRIVILEGED GROUPS WHOSE AVERAGE MONTHLY INCOME HAS INCREASED

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.2 Inclusion
<b>Indicator name</b>	<b><i>HRRN20: Proportion of members of underprivileged groups supported by the project whose average monthly income has increased</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Underprivileged groups suffer from many setbacks when it comes to access of their members to the labour market and financial services, as well as achieving financial stability. There are numerous approaches how a greater economic inclusion may be achieved. For instance, the absence of formal banking services for the poorest has fostered community approaches such as community savings associations. Various social entrepreneurship initiatives have achieved greater inclusion of vulnerable members of their communities into the labour market.
<b>What the indicator measures</b>	Proportion of members of underprivileged groups that participated in the project whose regular income has increased as a direct or indirect effect of the intervention.
<b>Data sources</b>	Members of underprivileged groups Community initiatives and organizations contributing to the change Relevant documentation and data (organization records, government records and databases, big data)
<b>Methods of data collection</b>	Surveys, interviews Desk research Basic statistics Data on purchasing power and household spending trends
<b>Definition of key terms</b>	<b>Underprivileged groups</b> are groups who have been denied access to the tools needed for self-sufficiency (Mayer, 2003). Causes of disadvantage traditionally cited include race, ethnic group, poverty, or sex, yet disadvantaged groups may comprise also ex-prisoners, victims of abuse and trafficking, nursing home residents, people with disabilities, homeless persons and other groups whose access to tools and resources for self-sufficiency has been made difficult or denied. <b>Economic inclusion (EI):</b> opening up of economic opportunities to under-served social groups; EI is based on the concept of equality of opportunity and focuses on groups that experience disproportionate barriers to economic opportunity due to circumstances outside of their control – such as their gender, place of birth or socio-economic background that influences their transition from education into employment.
<b>Further resources</b>	EBRD. (2017). <i>Economic Inclusion Strategy 2017-2021</i> . ( <a href="#">link</a> ) Mayer, S.E. (2003). <i>What is a “Disadvantaged Group?”</i> . Effective Communities Project Minneapolis. ( <a href="#">link</a> ) UNDESA. (n.d.). <i>Online Survey on Promoting Empowerment of People in achieving poverty eradication, social integration and full employment integration and full employment and decent work for all</i> . ( <a href="#">link</a> ) VSL Associates. (n.d.). <i>About the Village Savings and Loan Associations (VSLA)</i> . ( <a href="#">link</a> )

**HRRN21: CHANGE IN PROPORTION OF POPULATION BELONGING TO UNDERPRIVILEGED GROUPS WHOSE FOOD CONSUMPTION PATTERNS HAVE IMPROVED**

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.2 Inclusion
<b>Indicator name</b>	<b><i>HRRN21: Change in proportion of population belonging to underprivileged groups whose food consumption patterns have improved</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	The household's food security status comprises not only the frequency of meals but also their nutritive value and incidences of malnutrition (particularly in children).
<b>What the indicator measures</b>	Proportion of population served by the project whose food security status has improved as a direct or indirect effect of the intervention. This may be determined by reported higher frequency of meals, higher nutritive value of meals or combination of both. In project closely thematically related to food security, the change in degree of malnutrition may also be evaluated.
<b>Data sources</b>	Target population
<b>Methods of data collection</b>	Household surveys, interviews
<b>Definition of key terms</b>	<p><b>Food security</b> exists when all people, at all times, have physical and economic access to sufficient, safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life.</p> <p><b>Underprivileged groups</b> are groups who have been denied access to the tools needed for self-sufficiency (Mayer, 2003). Causes of disadvantage traditionally cited include race, ethnic group, poverty, or sex, yet disadvantaged groups may comprise also ex-prisoners, victims of abuse and trafficking, nursing home residents, people with disabilities, homeless persons and other groups whose access to tools and resources for self-sufficiency has been made difficult or denied.</p>
<b>Further resources</b>	<p>Mayer, S.E. (2003). <i>What is a "Disadvantaged Group?"</i>. Effective Communities Project Minneapolis. (<a href="#">link</a>)</p> <p>People in Need. (2017). IndiKit. Food Security and Nutrition. (<a href="#">link</a>)</p> <p>World Food Programme. (2006). <i>Food Security</i>. Policy Brief June 2006, Issue 2. (<a href="#">link</a>)</p>



## HRRN22: PROPORTION OF CHILDREN FROM UNDERPRIVILEGED GROUPS WITH IMPROVED EDUCATIONAL ACHIEVEMENTS

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.2 Inclusion
<b>Indicator name</b>	<b><i>HRRN22: Proportion of children from underprivileged groups with improved educational achievements</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Children belonging to underprivileged groups often do not have access to quality education and this initial inequality in education sets the basis for further inequalities in the lives of these children.
<b>What the indicator measures</b>	Proportion of children (of all participating or all that could have been reached) from underprivileged groups whose educational achievements improved as a direct or indirect result of the project. Education achievements are contemplated as completion rates (vs. dropouts), grades, standardized test scores, scholarships received, hours attended per month (vs. absences), competition awards and honours, participation in after-school activities or combination of any of these.
<b>Data sources</b>	School registries and other records School management & staff Children from underprivileged groups and their family members
<b>Methods of data collection</b>	Desk research Interviews, focus groups Surveys
<b>Definition of key terms</b>	<b>Underprivileged groups</b> are groups who have been denied access to the tools needed for self-sufficiency (Mayer, 2003). Causes of disadvantage traditionally cited include race, ethnic group, poverty, or sex, yet disadvantaged groups may comprise also ex-prisoners, victims of abuse and trafficking, nursing home residents, people with disabilities, homeless persons and other groups whose access to tools and resources for self-sufficiency has been made difficult or denied. <b>Educational (academic) achievement</b> represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. It is a multifaceted construct that comprises different domains of learning. The field is wide-ranging and covers a broad variety of educational outcomes, the definition of academic achievement depends on the indicators used to measure it.
<b>Further resources</b>	Mayer, S.E. (2003). <i>What is a "Disadvantaged Group?"</i> . Effective Communities Project Minneapolis. ( <a href="#">link</a> ) Steinmayr, R., Meißner, A., Weidinger, A. F. and Wirthwein, L. (2015). <i>Academic Achievement</i> . Oxford Bibliographies. ( <a href="#">link</a> )

### HRRN23: PROPORTION OF PUBLIC OFFICIALS, COMMUNITY LEADERS AND HIGH-RANK MANAGERS WHO BELONG TO UNDERPRIVILEGED GROUPS

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.2 Inclusion
<b>Indicator name</b>	<b><i>HRRN23: Proportion of public officials, community leaders and high-rank managers who belong to underprivileged groups</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	The presence of members of underprivileged groups as leaders is considered one of the most effective mechanisms for ensuring that the preferences of marginalized groups are translated into policy. The identity of leaders influences the content and focus of adopted policies, which may largely benefit marginalized and disadvantaged groups if they manage to be represented in the leadership positions.
<b>What the indicator measures</b>	Change in proportion of public or community leaders who belong to underprivileged groups as a direct or indirect effect of the intervention compared to baseline (situation prior to the intervention).
<b>Data sources</b>	Lists of legislators, registries of public officials Membership information for community organizations Community members (the extent to which they feel represented)
<b>Methods of data collection</b>	Desk research Survey
<b>Definition of key terms</b>	<b>Underprivileged groups</b> are groups who have been denied access to the tools needed for self-sufficiency (Mayer, 2003). Causes of disadvantage traditionally cited include race, ethnic group, poverty, or sex, yet disadvantaged groups may comprise also ex-prisoners, victims of abuse and trafficking, nursing home residents, people with disabilities, homeless persons and other groups whose access to tools and resources for self-sufficiency has been made difficult or denied.
<b>Further resources</b>	J-PAL. (2013). <i>Governance Review Paper</i> . J-PAL Governance Initiative. ( <a href="#">link</a> ) Mayer, S.E. (2003). <i>What is a "Disadvantaged Group?"</i> . Effective Communities Project Minneapolis. ( <a href="#">link</a> )

**HRRN24: NUMBER OF REPORTED ATTACKS ON MINORITY COMMUNITIES MOTIVATED BY RELIGIOUS, ETHNICAL OR CULTURAL DIFFERENCES AND/OR HATE HAS DECREASED**

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.2 Inclusion
<b>Indicator name</b>	<b><i>HRRN24: Number of reported attacks on minority communities motivated by religious, ethnical or cultural differences and/or hate has decreased</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Respect and equal rights for all are necessary foundations to any stable society. Crimes motivated by prejudice against people because of their identity are incompatible with these values. For governments, hate crimes that go unchecked pose a serious security challenge, as individual acts can spiral into civil unrest. In the most extreme situations, they can lead to wars within and across national borders.
<b>What the indicator measures</b>	Change in number (and/or frequency) of hate or discrimination-motivated attacks on members of minority groups residing in the intervention areas that may be directly or indirectly attributed to the intervention, compared to baseline.
<b>Data sources</b>	Police statistics NGO watchdog records and reports Members of minority groups
<b>Methods of data collection</b>	Desk research, basic statistics Survey
<b>Definition of key terms</b>	<b>Minority groups:</b> A group numerically inferior to the rest of the population of a State, in a non-dominant position, whose members - being nationals of the State - possess ethnic, religious or linguistic characteristics differing from those of the rest of the population and show, if only implicitly, a sense of solidarity, directed towards preserving their culture, traditions, religion or language. All States have one or more minority groups within their national territories, characterized by their own national, ethnic, linguistic or religious identity, which differs from that of the majority population. <b>Hate crime</b> is a criminal act motivated by bias or prejudice towards particular groups of people.
<b>Further resources</b>	Government of Canada. (2010). <i>Evaluation of the Nationally Standardized Data Collection Strategy on Hate-Motivated Crime</i> . ( <a href="#">link</a> ) Office of the High Commissioner for Human Rights. (2010). <i>Minority Rights: International Standards and Guidance for Implementation</i> . ( <a href="#">link</a> ) OSCE ODIHR. (2009). <i>Preventing and responding to hate crimes. A resource guide for NGOs in the OSCE region</i> . ( <a href="#">link</a> )

**HRRN25: PROPORTION OF THE MOST VULNERABLE PEOPLE WHO ENJOY THE BENEFITS OF THE PROJECT OF THE TOTAL THAT COULD HAVE BEEN SERVED**

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.2 Inclusion
<b>Indicator name</b>	<b><i>HRRN25: Proportion of the most vulnerable people who enjoy the benefits of the project of the total that could have been served</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	The most vulnerable members of the community (e.g., the poor, disabled or members of groups who do not enjoy the same privileges as the rest of the society) tend to experience the lowest level of development, access to services and living standard. Development and humanitarian interventions should thus make special effort to reach and include the most vulnerable individuals or groups.
<b>What the indicator measures</b>	Proportion of the most vulnerable (the most poor, marginalized) individuals that have benefitted from the intervention out of all that could have benefitted (the whole neighbourhood, community, district, organization etc.). <i>Note: this indicator should be used only when no other more specific indicators in this group fits the nature of the intervention and its possible impacts</i>
<b>Data sources</b>	Members of vulnerable groups Community leaders, leaders of vulnerable groups Service providers, government entities (supported from the project)
<b>Methods of data collection</b>	Survey Desk research
<b>Definition of key terms</b>	<b>Vulnerable groups:</b> Vulnerability is the degree to which a population, individual or organization is unable to anticipate, cope with, resist and recover from the impacts of disasters (WHO, n.d.).
<b>Further resources</b>	UNDESA. (2009). <i>Creating an Inclusive Society: Practical Strategies to Promote Social Integration</i> . Draft. ( <a href="#">link</a> ) WHO. (n.d.). <i>Environmental Health in Emergencies</i> . Vulnerable Groups. ( <a href="#">link</a> )

#### HRRN40: SCHOOL ENROLLMENT RATES FOR BOYS AND GIRLS OF DIFFERENT AGE GROUPS

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRRN40: School enrollment rates for boys and girls of different age groups</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Families in emergency situations tend to suffer from a lack of economic resources. As their financial reserves diminish, they need to face difficult decisions on where to best invest. Schooling becomes a low priority for families that struggle to secure food every day. Some families may decide to send only their boys to school while girls will stay at home, or even become child brides. In others, all children will be withdrawn from schooling and engage in child labour.
<b>What the indicator measures</b>	School enrollment rates disaggregated by sex and age groups of children in the intervention area, i.e. all children that could have been enrolled. The rates should be assessed against baseline, i.e. enrollment rates prior to the intervention. Contribution (direct or indirect) of the project should be well explained/mapped.
<b>Data sources</b>	School or government registries Refugee camps population registries NGO data on refugee population
<b>Methods of data collection</b>	Desk research
<b>Definition of key terms</b>	<b>Gross primary or secondary school enrollment ratio</b> - The number of children enrolled in a level (primary or secondary), regardless of age, divided by the population of the age group that officially corresponds to the same level. <b>Net primary school enrollment ratio</b> - The number of children enrolled in primary school who belong to the age group that officially corresponds to primary schooling, divided by the total population of the same age group.
<b>Further resources</b>	Bennett, J. (2012). <i>Early childhood education and care (ECEC) for children from disadvantaged backgrounds: Findings from a European literature review and two case studies.</i> ( <a href="#">link</a> ) Handa, S. (2002). Raising primary school enrolment in developing countries The relative importance of supply and demand. <i>Journal of Development Economics</i> 69, 103 – 128. ( <a href="#">link</a> ) UNICEF. (n.d.). <i>Definitions. Education.</i> ( <a href="#">link</a> )

### HRRN41: MALNUTRITION RATES, PARTICULARLY IN CHILDREN UNDER FIVE

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRRN41: Malnutrition rates, particularly in children under five</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Adequate nutrition constitutes one of the most basic dimensions of human well-being. Ample evidence exists for the functional link between a diverse diet and health outcomes or economic performance.
<b>What the indicator measures</b>	Malnutrition rates in children compared to baseline (situation prior to the intervention). Whenever possible, rates for children under 5 should be collected separately.
<b>Data sources</b>	Children and their anthropometric characteristics
<b>Methods of data collection</b>	Anthropometric surveys using SMART methodology
<b>Definition of key terms</b>	<p><b>Malnutrition</b> is a state in which the physical function of an individual is impaired to the point where he or she can no longer maintain adequate bodily performance process such as growth or resisting and recovering from disease. Malnutrition means literally bad nutrition and technically includes both over- and under- nutrition.</p> <p><b>Underweight:</b> weight for age &lt; -2 standard deviations (SD) of the WHO Child Growth Standards median.</p> <p><b>Stunting:</b> height for age &lt; -2 SD of the WHO Child Growth Standards median.</p> <p><b>Wasting:</b> weight for height &lt; -2 SD of the WHO Child Growth Standards median.</p> <p><b>Overweight:</b> weight for height &gt; +2 SD of the WHO Child Growth Standards median.</p>
<b>Further resources</b>	<p>Oldiges, C. (2017). <i>Measuring Malnutrition and Dietary Diversity: Theory and Evidence from India</i>. OPHI Working Paper No. 108. (<a href="#">link</a>)</p> <p>People in Need. (2017). <i>IndiKit. Food Security and Nutrition</i>. (<a href="#">link</a>)</p> <p>SMART. (2017). <i>Smart and Rapid Smart Methodology</i>. (<a href="#">link</a>)</p> <p>World Food Programme. (2006). <i>Food Security</i>. Policy Brief June 2006, Issue 2. (<a href="#">link</a>)</p> <p>World Food Programme. (2005). <i>A Manual: Measuring and Interpreting Malnutrition and Mortality</i>. (<a href="#">link</a>)</p> <p>WHO. (2010). <i>Nutrition Landscape Information System (NLIS). Country Profile Indicators. Interpretation Guide</i>. (<a href="#">link</a>)</p>

#### HRRN42: DISEASE RATES AMONG CHILDREN IN THE INTERVENTION AREA

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRRN42: Disease rates among children in the intervention area</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Children in emergency situations are particularly vulnerable to falling ill with conditions that under different circumstances could have been prevented or treated. Such conditions include preterm birth complications, pneumonia, birth asphyxia, diarrhoea and malaria. Cases of cholera are also not uncommon after natural disasters.
<b>What the indicator measures</b>	Disease rates among children in the intervention area (all children that could have been reached by the intervention) compared to baseline (prior to the intervention).
<b>Data sources</b>	(Make-shift) Health centres/clinics Mothers of children (or other family members/guardians)
<b>Methods of data collection</b>	Desk research Interviews
<b>Definition of key terms</b>	<b>Disease</b> is a type of internal state which impairs health; i.e. reduces one or more functional abilities below typical efficiency. Disease is also a type of internal state which is either an impairment of normal functional ability, i.e. a reduction in one or more functional abilities below typical efficiency, or a limitation on functional ability caused by environmental agents.
<b>Further resources</b>	Emson, H. E. (1987). Health, disease and illness: matters for definition. <i>Canadian Medical Association Journal</i> 136, 811-813. ( <a href="#">link</a> ) WHO. (2016). <i>Children: reducing mortality</i> . ( <a href="#">link</a> )

### HRRN43: NUMBER OF QUALIFIED TEACHERS IN SUPPORTED SCHOOLS

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRRN43: Number of qualified teachers in supported schools</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Quality teachers are key to sustainable global development, in fact, teachers are the single most influential and powerful force for equity, access and quality in education. The Education 2030 Framework for Action calls for teachers and educators to be “...empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems”. Worldwide there is a shortage of well trained teachers and the issue is further aggravated in settings where the most vulnerable reside, such as refugee settlements, poor rural areas, slums etc.
<b>What the indicator measures</b>	Number of qualified teachers in schools that were supported from the project of that are attended by supported children compared to baseline.
<b>Data sources</b>	Ministry of education, school boards (or their equivalents), schools School management Teachers and educators
<b>Methods of data collection</b>	Desk research Surveys
<b>Definition of key terms</b>	<b>Qualified teachers</b> have at least the minimum academic qualifications required by national standards for teaching a specific subject. <b>Quality education</b> fosters creativity and knowledge, and ensures the acquisition of the foundational skills of literacy and numeracy as well as analytical, problem-solving and other high-level cognitive, interpersonal and social skills. It also develops the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through education for sustainable development (ESD) and global citizenship education (GCED).
<b>Further resources</b>	OECD. (2011). <i>Teachers Matter: Attracting, Developing and Retaining Effective Teachers. Pointers for Policy Development.</i> ( <a href="#">link</a> ) UNESCO (n.d.). <i>Teachers.</i> ( <a href="#">link</a> ) UN Agencies, World Bank and ILO. (2016). <i>Education 2030. Incheon Declaration. Towards inclusive and equitable quality education and lifelong learning for all.</i> ( <a href="#">link</a> )



#### HRRN44: NUMBER OF QUALIFIED HEALTH PERSONNEL IN SUPPORTED HEALTH FACILITIES

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRRN44: Number of qualified health personnel in supported health facilities</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Although the quantity rather than quality of health services has been the focus historically in developing countries, ample evidence suggests that quality of care (or the lack of it) must be at the center of every discussion about better health. In emergency settings, as well as in situations of prolonged conflict, both quantity and quality tend to be of concern, however, training and retaining qualified staff poses a particular challenge.
<b>What the indicator measures</b>	Number of qualified health professionals in health facilities supported from the project of that are attended by supported children compared to baseline.
<b>Data sources</b>	Ministry of health, regional health authorities, health facilities Management of health facilities Health professionals
<b>Methods of data collection</b>	Desk research Surveys
<b>Definition of key terms</b>	<b>Qualified health personnel</b> have at least the minimum academic qualifications required by national standards for performing their role in the health system. <b>Quality health care</b> means optimizing material inputs and practitioner skills to produce health. Consists of structure (infrastructure, tools etc.), process (interaction between caregivers and patients) and outcomes (health status, deaths, or disability-adjusted life years etc.).
<b>Further resources</b>	Peabody, J. W., Taguiwalo, M. M., Robalino, D. A., Frenk, J. (2006). Chapter 70 Improving the Quality of Care in Developing Countries. <i>Disease Control Priorities in Developing Countries. 2nd edition</i> . IBRD. ( <a href="#">link</a> ) WHO. (2013). <i>Transforming and scaling up health professionals' education and training. WHO Guidelines</i> . ( <a href="#">link</a> )

### HRRN45: VACCINATION RATES AMONG CHILDREN IN THE INTERVENTION AREA

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRRN45: Vaccination rates among children in the intervention area</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Humanitarian emergencies may result in breakdown of regular health services including routine vaccination programs. Displaced populations including refugees and internally displaced persons are particularly susceptible to outbreaks of communicable diseases such as vaccine-preventable diseases, including measles, polio, and depending on geographical location, meningococcal meningitis, yellow fever, hepatitis A, and cholera.
<b>What the indicator measures</b>	Vaccination rates among children in the intervention area compared to baseline, i.e. percentage of children vaccinated after the intervention out of all children in the area compared to the number of children vaccinated prior to the intervention.
<b>Data sources</b>	Health facilities / health professionals (nurses) records Mothers of children or other family members/guardians
<b>Methods of data collection</b>	Desk research Interviews
<b>Definition of key terms</b>	<b>Childhood vaccination rates</b> reflect the percentage of children that receive the respective vaccination in the recommended timeframe.
<b>Further resources</b>	Isidore, K. K. (2011). <i>Eradicating Measles Outbreaks in Refugee Camps</i> . United Nations University. ( <a href="#">link</a> ) Lam, E., McCarthy, A. and Brennan, M. (2015). <i>Vaccine-preventable diseases in humanitarian emergencies among refugee and internally-displaced populations</i> . ( <a href="#">link</a> ) OECD. (2016). <i>Child vaccination rates</i> . ( <a href="#">link</a> )

#### HRRN46: DEATH RATES AMONG CHILDREN IN THE INTERVENTION AREA AND DEATH CAUSES

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRRN46: Death rates among children in the intervention area and death causes</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	5.9 million children under the age of 5 years died in 2015. More than half of these early child deaths are due to conditions that could be prevented or treated with access to simple, affordable interventions. Yet those interventions are even less available in situations of emergency and conflict. Leading causes of death in children under 5 years are preterm birth complications, pneumonia, birth asphyxia, diarrhoea and malaria. About 45% of all child deaths are linked to malnutrition.
<b>What the indicator measures</b>	Death rates among children in the intervention area (broken down by age group and cause of death where data is available) compared to baseline, i.e. percentage of children who died in a determined period of time out of all children living in the area.
<b>Data sources</b>	Health facilities, local nurses Mothers of children or other family members/guardians
<b>Methods of data collection</b>	Desk research Interviews
<b>Definition of key terms</b>	<b>Under-five mortality rate</b> - Probability of dying between birth and exactly five years of age expressed per 1,000 live births. <b>Infant mortality rate</b> - Probability of dying between birth and exactly one year of age expressed per 1,000 live births.
<b>Further resources</b>	UNICEF. (n.d.). <i>Definitions. Basic indicators.</i> ( <a href="#">link</a> ) WHO. (2016). <i>Children: reducing mortality.</i> ( <a href="#">link</a> )

**HRRN47: PERCENTAGE OF GIRLS AGED 10-17 MARRIED**

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRRN47: Percentage of girls aged 10-17 married</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Child marriage is a reality for both boys and girls, although girls are disproportionately the most affected. Child marriage is widespread and can lead to a lifetime of disadvantage and deprivation. Married girls are at risk of intimate partner violence and exposure to sexually transmitted infections, including HIV. Marriage often means the end of a girl's education and limits her vocational opportunities. Nine of the top 10 countries with the highest rates of child marriage are considered fragile states. Similarly, many countries particularly vulnerable to natural disasters have the highest child marriage prevalence. In addition, prevalence of child marriage has become high also among Syrian refugees.
<b>What the indicator measures</b>	Percentage of all girls aged 10-17 in the intervention area that have been married compared to baseline. Note that girls that got married may no longer live in the area but must be counted in the percentage. It may be appropriate to set a specific time period according to the length and nature of the intervention during which this phenomenon will be evaluated (e.g., in the last two years, since the end of the intervention etc.).
<b>Data sources</b>	Girls Mothers of girls (or other family members)
<b>Methods of data collection</b>	Household surveys Interviews
<b>Definition of key terms</b>	<b>Child marriage/early marriage:</b> Child marriage, defined as a formal marriage or informal union before age 18.
<b>Further resources</b>	UNICEF. (2016). <i>Child protection from violence, exploitation and abuse. Child marriage.</i> ( <a href="#">link</a> ) Women's Refugee Commission. (2016). <i>A Girl No More: The Changing Norms of Child Marriage in Conflict.</i> ( <a href="#">link</a> )

### HRRN48: PERCENTAGE OF CHILDREN ABANDONING SCHOOLING (DROP-OUTS)

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRRN48: Percentage of children abandoning schooling (drop-outs)</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	<p>Refugees are five times more likely to be out of school than the global average. Only 50 per cent of refugee children have access to primary education, compared with a global average of more than 90 per cent. The gap widens as these children become older, with only 22 per cent of refugee adolescents attending secondary school compared to a global average of 84 per cent. Refugees often live in regions where governments already struggle to educate their own children. When they obtain free access to school, some need to abandon their schooling to economically support their families.</p> <p>Similarly, education gets disrupted also during and after natural disasters. Consequently, internally displaced children may suffer from similar challenges as refugees.</p>
<b>What the indicator measures</b>	Percentage of children by age group/schooling grade who have drop out of school to pursue economic opportunities compared to baseline (situation prior to the intervention).
<b>Data sources</b>	<p>School-aged children</p> <p>Mother or other family members (guardians) of children who dropped out</p> <p>School registrars or other staff</p>
<b>Methods of data collection</b>	<p>Household surveys</p> <p>Interviews</p>
<b>Definition of key terms</b>	<p><b>Children.</b> The term children encompasses all minors younger than 18 years old.</p> <p><b>School drop-out</b> is any student who leaves school for any reason before graduation or completion of a program of studies without transferring to another elementary or secondary school.</p>
<b>Further resources</b>	<p>Sabates, R., Akyeamong, K., Westbrook, J. and Hunt, F. (2010). <i>School Drop out: Patterns, Causes, Changes and Policies</i>. (<a href="#">link</a>)</p> <p>UNHCR. (2017). <i>What We Do. Education</i>. (<a href="#">link</a>)</p> <p>UNICEF. (2006). <i>Education in Emergencies. A Resource Tool Kit</i>. (<a href="#">link</a>)</p>

### HRRN49: PERCENTAGE OF CHILDREN WHO FALL VICTIMS TO SEXUAL VIOLENCE, EXPLOITATION OR OTHER MALTREATMENT

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRRN49: Percentage of children who fall victims to sexual violence, exploitation or other maltreatment</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	<p>Refugee and displaced children may be at an increased risk of abuse and exploitation owing to their age and the particular circumstances they and their families find themselves in. Poverty is frequently the root cause of exploitative child work and sexual exploitation.</p> <p>Criminal phenomena such as forced labour and human trafficking present obvious measurement challenges; conventional survey instruments are often ill-equipped to capture those child workers concealed in hidden workshops, or toiling in fields under a burden of debt.</p>
<b>What the indicator measures</b>	Percentage of children victims of sexual violence, forced labour, or other forms of exploitation and maltreatment compared to baseline (prior to the intervention).
<b>Data sources</b>	Children victims of sexual violence and exploitation NGO staff
<b>Methods of data collection</b>	Survey
<b>Definition of key terms</b>	<p><b>Child.</b> The term “child” applies to all persons under the age of 18.</p> <p><b>Child forced labour</b> include all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict.</p> <p><b>Human trafficking</b> means the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.</p>
<b>Further resources</b>	<p>Action for the Rights of Children. (n.d.). <i>Critical Issues. Abuse and Exploitation.</i> (<a href="#">link</a>)</p> <p>Action for the Rights of Children. (2009). <i>Critical issue module 1. Abuse and exploitation.</i> (<a href="#">link</a>)</p> <p>GRETA. (2016). <i>6<sup>th</sup> General Report on GRETA’s Activities.</i> (<a href="#">link</a>)</p> <p>ILO. (2012). <i>Hard to see, harder to count. Survey guidelines to estimate forced labour of adults and children.</i> (<a href="#">link</a>)</p> <p>UNICEF. (2012). <i>Child Maltreatment. Prevalence, Incidence and Consequences in East Asia and the Pacific. A Systematic Review of Research.</i> (<a href="#">link</a>)</p>

### HRRN50: PERCENTAGE OF CHILDREN REUNITED WITH FAMILY MEMBERS

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRRN50: Percentage of children reunited with family members</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Children separated from their parents and families because of conflict, population displacement or natural disasters are among the most vulnerable. They face abuse and exploitation, and even their very survival may be threatened. They may assume adult responsibilities, such as protecting and caring for younger sisters and brothers.
<b>What the indicator measures</b>	Percentage of unaccompanied or separated children from the intervention area that have been reunited with their family members as a direct or indirect result of the intervention.
<b>Data sources</b>	Reunited families UNHCR local staff (or statistics/reports)
<b>Methods of data collection</b>	Interviews, survey Desk research
<b>Definition of key terms</b>	<b>Family reunification</b> is a process of children returning to their parents' (or other family members) care after a period of separation.
<b>Further resources</b>	ICRC. (2004). <i>Inter-agency Guiding Principles on Unaccompanied and Separated Children</i> . ( <a href="#">link</a> ) Nager, A. L. (2009). <i>Family Reunification—Concepts and Challenges</i> . <i>Clinical Pediatric Emergency Medicine</i> . ( <a href="#">link</a> )

**HRRN51: PERCENTAGE OF RECRUITED CHILD SOLDIERS**

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRRN51: Percentage of recruited child soldiers</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Around the world, thousands of boys and girls are recruited into government armed forces and rebel groups to serve as combatants, cooks, porters, messengers or in other roles. Girls are also recruited for sexual purposes or forced marriage. Many have been recruited by force, though some may have joined as a result of economic, social or security pressures. Situations of displacement and poverty make children even more vulnerable to recruitment.
<b>What the indicator measures</b>	Percentage of children within the intervention area recruited as child soldiers compared to baseline (situation prior to the intervention).
<b>Data sources</b>	Family members of recruited children Teachers from schools attended by these children
<b>Methods of data collection</b>	Surveys
<b>Definition of key terms</b>	<b>Child soldiers</b> are children (individuals under the age of 18, boys and girls) who are used for any military purpose.
<b>Further resources</b>	Child Soldiers International. (2016). <i>Who are child soldiers?</i> ( <a href="#">link</a> ) UNICEF. (2011). <i>Child protection from violence, exploitation and abuse. Child recruitment by armed forces or armed groups.</i> ( <a href="#">link</a> )



## HRRN52: PERCENTAGE OF FORMER CHILD SOLDIERS REINTEGRATED

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRRN52: Percentage of former child soldiers reintegrated</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	<p>Children's development, health and well-being are disrupted when they are drawn into military organisations. Recruited children, particularly those used in armed violence, run a high risk of being killed or maimed, and of suffering serious psychological and social problems afterwards.</p> <p>The reintegration of child soldiers is one of the major challenges confronting most post-conflict societies in the world. Children released from military exploitation are typically very vulnerable. Many children re-join an armed group after being rejected by their communities and families upon return home. Girls in particular face strong stigmatisation since they are often perceived as having lost their social 'value' due to their association with an armed group, and their actual or imputed sexual relations with a man outside of marriage.</p>
<b>What the indicator measures</b>	Percentage of former child soldiers disarmed or released in the intervention area that have been successfully reintegrated into the society.
<b>Data sources</b>	Former child soldiers Family members / households of child soldiers (part. those that rejoined an armed group)
<b>Methods of data collection</b>	Survey
<b>Definition of key terms</b>	<b>Reintegration</b> is the process through which children formerly associated with armed forces/groups are supported to return to civilian life and play a valued role in their families and communities. Successful reintegration is frequently, but not exclusively, manifested by reintegration into education, employment or family and community life (by marriage).
<b>Further resources</b>	<p>Awodola, B. (2009). Comparative International Experience with Reintegration Programmes for Child Soldiers: The Liberian Experience. <i>Peace and Conflict Review</i> 4(1). (<a href="#">link</a>)</p> <p>Child Soldiers International. (2016). <i>How is recruiting children harmful?</i> (<a href="#">link</a>)</p> <p>Child Soldiers International. (2016). <i>Reintegration</i>. (<a href="#">link</a>)</p> <p>Wessels, M. (1999). Psychosocial Issues in Reintegrating Child Soldiers. <i>Cornell International Law Journal</i> 32(3), 512-525. (<a href="#">link</a>)</p>

### HRRN53: PERCENTAGE OF CHILDREN BENEFITING FROM ECONOMIC OPPORTUNITIES CREATED FOR THEIR FAMILY MEMBERS

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRRN53: Percentage of children benefiting from economic opportunities created for their family members</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	Poverty negatively impacts children's physical and emotional development. It is also frequently the cause of children dropping out from school or not enrolling at all. In addition, children living in poverty may be at increased risk of being recruited by criminal organizations, being subject to forced labour, exploitation and sexual abuse and becoming child brides (grooms). Improving the economic situation of families by providing them with new or additional opportunities will thus greatly benefit children. This indicator is closely related to the concept of economic strengthening (see Definitions).
<b>What the indicator measures</b>	Percentage of children from the intervention area who have benefited from economic opportunities created for their family members.
<b>Data sources</b>	Families in the intervention area
<b>Methods of data collection</b>	(Household) survey
<b>Definition of key terms</b>	<b>Economic strengthening</b> refers to the capacity of caregivers and communities to address the financial issues to ensure vulnerable children are able to access essential services, including safety, healthcare, education, and other basic needs. It may also be defined as a portfolio of strategies and interventions that supply, protect, and/or grow physical, natural, financial, human, and social assets.
<b>Further resources</b>	DFID. (2008). <i>Growth. Building jobs and prosperity in developing countries.</i> ( <a href="#">link</a> ) UNICEF. (2012). <i>Child Development and Economic Development: Lessons and Future Challenges.</i> ( <a href="#">link</a> ) USAID. (2008). <i>Economic Strengthening for Vulnerable Children. Principles of Program Design and Technical Recommendations for Effective Field Interventions.</i> ( <a href="#">link</a> )

### HRRN54: LITERACY RATE FOR REFUGEES AGED 15-24

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRRN54: Literacy rate for refugees aged 15-24</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	<p>Refugee children are 5 more likely to be out of school. Considering that the average length of time a refugee spends in exile is about 20 years, refugee children miss out not only in terms of schooling but also a significant portion of their productive working years.</p> <p>The returns on investing in education are immense and far-reaching. There is solid evidence that quality education gives children a place of safety and can also reduce child marriage, child labour, exploitative and dangerous work, and teenage pregnancy. It gives them the opportunity to make friends and find mentors, and provides them with the skills for self-reliance, problem solving, critical thinking and teamwork. It improves their job prospects and boosts confidence and self-esteem.</p>
<b>What the indicator measures</b>	Percentage of refugees aged 15 to 24 in the intervention area who are literate.
<b>Data sources</b>	Refugees aged 15-24
<b>Methods of data collection</b>	Survey
<b>Definition of key terms</b>	<b>Literacy</b> is the ability to read, write and calculate.
<b>Further resources</b>	<p>UNESCO. (2006). <i>Education for All Global Monitoring Report 2006. Chapter 6 Understandings of Literacy.</i> (<a href="#">link</a>)</p> <p>UNHCR. (2016). <i>Missing out. Refugee education in crisis.</i> (<a href="#">link</a>)</p> <p>UNICEF. (2013). <i>Syria crisis: Education interrupted. Global action to rescue the schooling of a generation.</i> (<a href="#">link</a>)</p>

**HRRN55: NUMBER OF MISSED SCHOOL DAYS BY GENDER**

<b>Crosscutting theme</b>	Human Rights
<b>Dimension</b>	1. Human rights
<b>Subdimension</b>	1.3 Minors in armed conflict and emergency situations
<b>Indicator name</b>	<b><i>HRRN55: Number of missed school days by gender</i></b>
<b>Indicator level</b>	Outcome
<b>Purpose of indicator</b>	There are various reasons why children may be absent from school following an emergency situation or natural disaster. Illness, disability, economic hardship, ill or disabled family members, loss of a family member, necessity to care for younger siblings, insecurity associated with school attendance are just a few of them. Boys and girls may be impacted differently by these causes according to prevalent gender roles. In addition, girls in some places in the world are forced to miss school days during their menstrual cycles because of missing sanitary products or inadequate sanitary facilities.
<b>What the indicator measures</b>	Number of missed days of school by boys and girls of the same age groups and where possible the cause of the absence. Besides quantitative data, potential differences between girls and boys should also be examined.
<b>Data sources</b>	Parents of school-age children School-age children
<b>Methods of data collection</b>	(Household) survey Group discussions with children (segregated by gender) Storytelling, photovoice
<b>Definition of key terms</b>	<b>Missed school days</b> are days when children do not attend school while they are enrolled. If children drop out of school, they should be counted under the indicator HRRN48.
<b>Further resources</b>	UNHCR. (2017). <i>What We Do. Education.</i> ( <a href="#">link</a> ) UNICEF. (2006). <i>Education in Emergencies. A Resource Tool Kit.</i> ( <a href="#">link</a> )