

Guidelines to standard indicators and menu of optional indicators

INTRODUCTION

This document shall be used by NORHED II applicants when developing their project results frameworks. The main purpose is to provide *guidance to the use of standard indicators* presented in chapter 4 (p. 21) in the Programme Document. It also provides a *menu of optional indicators*. A *template for results framework for NORHED projects* is available at www.norad.no/norhed.

Design of the project results framework

The overall NORHED II programme framework (chapter 3) includes the following levels of results: The *programme impact and outcomes* are common for all NORHED projects. *Project outcomes and outputs* are expected to contribute to these.

Project outcomes refers to the six broad ‘components’ of institutional capacity development (p. 9) in the NORHED II theory of change.¹ It is expected that all project results frameworks will include the project outcomes ‘Programmes and methods’ and ‘People’ as these encompass core interventions of NORHED. It is up to each project to select other project outcomes. If capacity building on gender and inclusion is a main goal of the project, the project outcome ‘Gender and equity’ should be selected, but this should also be mainstreamed in other outcomes. The selection of project outcomes should be based on a capacity development needs-assessment and the project’s priorities. The formulation of a project outcome may be adjusted, as long as it can be associated with one of the six ‘components.’

Project outputs are deliverables or products from the interventions that should lead to the selected project outcomes. The causality between outputs and outcomes needs to be logical. As the capacity development components are not mutually exclusive, some outputs and indicators may fit under different project outcomes depending on the design of the project results framework.

NORHED project results frameworks should include indicators for all levels of results. For *impact-level* it may not be possible for all projects to achieve and report on effects during the project period. The standard impact-level indicators listed below should nevertheless be included in the results framework. They should be reported on by those projects that are able to document impact-level results. Any evidence of such achievements should be tracked/logged and reported on by the end of the project period. If not possible to report on them, a brief explanation should be provided.

The predefined *standard indicators* should be included in every project results framework. Standardised reporting will facilitate aggregation of progress and results across projects in the NORHED programme. In addition, *project-specific optional indicators* should be included by each project to measure progress in line with the intended results. These indicators may be selected from the *menu of indicators* below. The project may also choose to define its own indicators to measure progress and inform the project management.

The combination of indicators should provide sufficient information of progress on the key project interventions. Indicators should be relevant to the project’s planned results, and be of good quality to be able to measure progress towards goals at different levels. In order to capture changes (improvements) in quality, relevance and inclusion in higher education, it is necessary to combine quantitative/numerical indicators with qualitative/narrative indicators. Qualitative indicators require qualitative assessments in the form of standardised narratives on specific situations or changes.

¹ Programmes and methods / People / Systems / Gender and equity / Infrastructure / Outreach

Indicators in NORHED project results frameworks:

Standard indicators to be reported on across all projects to the extent possible as per the guidelines below. The standard indicators focus *mainly on programme outcomes and impact level*.

Optional indicators can be included by each project to supplement the standard indicators, *mainly at project outcome and output level*. These may be selected from the menu in this Annex, or projects may develop self-defined indicators to monitor specific aspects of the project.

Disaggregation by gender is required for all data on target groups. For other groups disaggregation is optional, but number of students with disabilities should be identified if possible. Other target groups that are underrepresented/less privileged/marginalised will depend on the context. This may for example be minorities and lower-income individuals that are in a disadvantaged position to access higher education. To capture this, disaggregation by groups relevant to the context should be sought. If not possible, narratives or case stories may be used as an alternative in the reporting.

Baseline values should be included for all indicators in the results frameworks, defining the status of each indicator at the start of the project. If it is not possible to identify a baseline value, the indicator value reported in the first annual project progress report will serve as baseline. Where a qualitative assessment is required, a narrative describing the situation at the outset may serve as the baseline. It should as precisely as possible describe the situation which the project aims to change.

Targets should be set on each indicator for the full project period. For output-level results there should be annual targets, defined from the outset in the results framework, and reported upon annually in the project progress report. For outcome-level results it is also encouraged to set annual targets, or targets with intervals that gives a reasonable picture of the project's progress. Targets are not required at impact-level, but should be added if feasible. Annual progress reports and final reporting will be analysed against the targets set.

Indicator checklist:

- ✓ Are the indicators selected capable of measuring progress towards achievement of expected project results?
- ✓ Are the indicators linked to and relevant to their respective expected results?
- ✓ Are the indicators disaggregated (e.g. by gender etc.)?
- ✓ Has collecting the data on indicators been considered cost-efficient in terms of time and labour? (realism)
- ✓ Is the necessary data available (means of verification)?
- ✓ Have baselines and target values been established?

Data collection and reporting

Partners are encouraged to assess possibilities to align project monitoring systems to existing institutional reporting requirements, and relevant institutional sources of information (e.g. external evaluations, accreditation exercises, internal/external quality assurance and peer reviews). It is always more cost-efficient to use data from already existing sources, were these opportunities exist. Where such systems are inadequate, the project may consider supporting the establishing of information systems and institutional capacity for monitoring progress towards better quality and inclusion.

Consideration of cost-benefit and frequency of collecting information should be made. Surveys (including student satisfaction surveys, graduate tracer studies and employer surveys) could be useful means of verification and give relevant information, however, it may require considerable resources. Different means of verification may be applied in combination, some more frequently than others.

Reporting on delivered outputs compared to planned outputs, and an overview of the project's progress towards achieving the planned outcomes (project and programme outcomes) shall be done *annually* in project annual progress reports. If, at an early stage, outcomes cannot yet be determined, the likelihood of future outcomes should be assessed. Any impact-level results (or the likelihood of the impact being achieved) shall be summed up and reported at project end, and during the project period if relevant. Case stories may also provide useful information.

Further guidance on reporting requirements are given under each of the standard indicators. A *template for reporting* will be provided to grant recipients.

In addition to regular monitoring per project, NORHED partner institutions and Norad shall consider carrying out reviews or surveys for assessments of results at impact and outcome-level across projects.

Definition of useful terms

Indicators are variables that will help to track progress over time and measure the degree of results achievement. Indicators are often quantitative (number, frequency, percentage, ratio). They may also take the form of qualitative assessments (observations, descriptions, analysis) that provide evidence of a particular change having occurred.

Standard indicators are programme specific indicators predefined to enable the aggregation of data across the projects that constitutes the programme portfolio. In NORHED, standard indicators also include standardised information or questions that allow for a more systematic way of summing up programme results based on qualitative assessments.

Disaggregation refers to breaking down information to a more detailed level, for instance by gender, age, income group, disability, or any other category of interest. Disaggregation enables analysis of results for specific target groups.

Baseline values are established to define the status for each indicator at the start of the project. This will enable a comparison with the initial situation as progress is made, tracking progress over the course of the project.

Targets are the expected values for each indicator at some point in the future. They are defined to give a sense of the magnitude of the expected changes and will serve as a benchmark for assessing the level of progress made. Targets should be defined from the outset (or as early as possible).

Means of verification describe the methods and sources that will be used to acquire information relating to the indicators. Sources may be for example an organisation's annual report, a country's national statistical bureau, a specific survey or public protocol. Means of verification should be described from the outset (or as early as possible). It may also be useful to include information about the responsibility for, and frequency of, collecting the required information.

Methodology for data collection provides information on how the project will collect the results data, e.g. through conducting a survey, use of indicators available through national statistics or monitoring/counting of beneficiaries of the project. Any calculation made to produce the data should also be described.

STANDARD INDICATORS

Projects are asked to integrate the standard indicators in project results framework at the relevant result level alongside the project-specific optional indicators. Please make sure to adopt the standard definitions suggested here in order to allow aggregation across the entire NORHED project portfolio. Some indicators require quantitative measurement, and others (mainly impact-level) require narrative assessments on changes. If any of the standard indicators are not relevant in your project, please explain why.

The short description under each indicator below should tell you what kind of information has to be recorded/collected in order to enable you to measure and report on each of them. Some indicators are put as formulas where ‘#’ means number and ‘%’ refers to percentage/proportion/share/rate.

| Guidance on standard indicators | Result level |
|--|--------------|
| <p>Standard indicator 1: Uptake/influence of NORHED-supported research in public policies</p> <p><u>Purpose:</u> This indicator will measure progress on the following intended result:</p> <ul style="list-style-type: none"> • <i>Programme impact: Evidence-based policies</i> <p>The indicator shall capture the quality and relevance of research outcomes from NORHED projects by tracking the use of the research in public policy (e.g., laws, public regulations, standards, services etc.).</p> <p><u>Methodology:</u> <i>In a qualitative assessment, describe briefly, and as precisely as possible; How evidence and results from NORHED supported research has been used in preparation for / influenced public polices, regulations or other public measures.</i></p> <p>This indicator shall be applied by projects that are able to document uptake within the timeframe of the project. <i>Results on the indicator should be tracked in a log and reported in annual reports when uptake occurs, and summed up in the final report.</i></p> | Impact |
| <p>Standard indicator 2: Uptake/influence of NORHED-supported research findings/new technologies/ innovations/solutions by local communities/civil society/private sector</p> <p><u>Purpose:</u> This indicator will measure progress on the following intended result:</p> <ul style="list-style-type: none"> • <i>Programme impact: Applied sustainable solutions and practices</i> <p>The indicator shall capture quality and relevance of research findings and outreach activities supported by NORHED, by reporting on how the research is being used by private sector and civil society actors.</p> <p><u>Methodology:</u> <i>In a qualitative assessment, describe briefly, and as precisely as possible; How and to what extent NORHED supported research findings/new technologies have been applied by local communities, civil society and/or the private sector.</i></p> <p>This description may be combined, with quantifiable measures or survey data or other, if available (e.g. number of beneficiaries).</p> <p>This indicator shall be applied by projects that are able to document uptake within the timeframe of the project. <i>Results on the indicator should be tracked in a log and reported in annual reports when uptake occurs, and summed up in the final report.</i></p> | Impact |

| Standard indicator 3: Graduate employment rate by education programme in relevant labour market, disaggregated by gender | Impact |
|---|---------------|
| <p>Purpose: This indicator will measure progress on the following intended results:</p> <ul style="list-style-type: none"> • <i>Programme impacts: Better qualified workforce, and: Enhanced gender equality and inclusion</i> <p>This indicator shall capture the employability of graduates in NORHED supported study programmes, and thereby provide information on the quality and relevance of graduates. It will give data on the transition from education to work, which may feed into analyses of access to the labour market among graduates. It will also provide information on gender related variations.</p> <p>Methodology: <i>Quantitative.</i> <i>% graduates from NORHED supported study programmes that are employed in work (full time or part time) relevant to their education, disaggregated by gender.</i></p> <p>The indicator should distinguish between graduates that have got a relevant job <i>within</i> one year after graduation, and those who got a job <i>after</i> one year. It may also identify students that have not been able to obtain work relevant for their education, but still has an income-giving employment.</p> <p><i>Employment</i> also includes self-employment. Transition to a higher education level after graduation (e.g. PhD and Post doc) should also be captured.</p> <p><i>Relevant work</i> may be based on perception or objective categories. In order to be considered relevant, the position should to a large extent demand competence and skills acquired during the education (e.g. geology graduates working as geologist or similar).</p> <p>Data on employment rates, and evidence of the value/utility/usefulness to the labour market, may be obtained through e.g. surveys or tracer studies targeting a statistically significant number of graduates.</p> <p>The indicator should be applied if employment of students occurs within the timeframe of the project. <i>It shall mainly be reported in the final report</i>, but may also be reported throughout the project period.</p> | |
| Standard indicator 4: Employers' rating of quality and relevance of graduates | Impact |
| <p>Purpose: This indicator shall measure progress on the following intended result:</p> <ul style="list-style-type: none"> • <i>Programme impact: Better qualified workforce</i> <p>The indicator shall capture the relevance of education and skills of graduates to the needs of the labor market. It should demonstrate the employers' assessment of graduate employees from NORHED supported study programmes.</p> <p>Methodology: <i>For this indicator it is optional whether to apply quantitative measures or qualitative assessments, depending on what is suitable or realistic.</i></p> <p>Data can be obtained for example by tracer studies and employer satisfaction surveys, and triangulated with other data on employers' perception of quality of and relevance of graduates. Brief case stories may also be presented as evidence.</p> <p>The indicator should be applied if employment of students occurs within the timeframe of the project. <i>It shall mainly be reported in the final report</i>, but may also be reported throughout the project period.</p> | |

| Standard indicator 5: Number of peer reviewed scientific publications by NORHED project | Outcome |
|---|----------------|
| <p><u>Purpose:</u> This indicator shall measure progress on the following intended result:</p> <ul style="list-style-type: none"> • <i>Programme outcome: More and higher quality research</i> <p>The indicator shall capture the quality of research by reporting the number of publications in peer reviewed scientific journals by staff and students at the department/faculty supported by NORHED.</p> <p><u>Methodology:</u> <i>Quantitative.</i> <i># in peer reviewed scientific publications</i></p> <p><i>Please also document:</i> <i># co-publications between researchers in partner (developing) countries and Norwegian researchers.</i> <i># and % female vs. male authors and co-authors involved in a publication.</i></p> <p>The publications in peer reviewed scientific journals should be listed with the name of the journal. A complete list of <i>scientific</i> publications produced in NORHED supported research should also be included. Categories may be adapted to what is relevant for the specific project. This may be conference papers presented at scientific events, books (both monography's and articles in anthologies), scientific manuals or training materials or other products that are considered scientific/research outputs from the project. A link to the online version of the publication should be included where possible.</p> <p><i>This indicator should be reported on annually (with aggregated total including reporting year).</i></p> | |
| Standard indicator 6: Graduation rate in NORHED-supported study programmes, disaggregated by gender | Outcome |
| <p><u>Purpose:</u> This indicator shall measure progress on the following intended results:</p> <ul style="list-style-type: none"> • <i>Programme outcome: Higher-quality graduates</i> <p>This indicator is intended to provide information on the quality of graduates, based on the assumption that NORHED supported study programmes produce better quality graduates as a result of improvement in curricula, digital competence, strengthened staff competence etc.</p> <p>Disaggregation by gender and/or other groups may capture variation in graduation rate between different groups, and thereby supplement standard indicator 8 on inclusive higher education.</p> <p>Graduation rate data may also provide valuable data to analyse project outcome-level results. By monitoring the number of students enrolled and graduated in the respective NORHED supported study programmes over time, one may capture effects of institutional capacity building interventions such as:</p> <ul style="list-style-type: none"> ▪ change in the capacity (internal efficiency) of the department/faculty involved in the project to take in students and graduate candidates (<i>Project outcome: 'Systems'</i>) ▪ better quality of the study programme (<i>Project outcome: 'Programmes and methods'</i>), and/or of the ability to provide necessary support for the progression and retention of students. <p><u>Methodology:</u> <i>Quantitative.</i> In order to report on the graduation rate, you will need to provide the total number of students enrolled and graduated in NORHED supported study programmes by level (BA/Master/PhD).</p> <p><i># enrolled in each cohort, disaggregated by gender</i> <i>% with NORHED scholarship in enrolment</i> <i># graduates in each cohort, disaggregated by gender</i></p> | |

If possible, the reporting should also provide information on:

% graduating within the standard time assigned to the study programme

Data sources: Enrolment records and graduation records at the institution.

This indicator should be reported on annually (with aggregated total including reporting year).

| Standard indicator 7: Number of academic staff with strengthened qualifications (Master/PhD/Post doc) by relevant institutional level (department/faculty) supported by NORHED | Outcome |
|---|----------------|
|---|----------------|

Purpose:

This indicator shall measure progress on deliverables regarding capacity development on:

- *Project outcome: People*

The indicator shall capture academic staff (men and women) employed at the NORHED supported department/faculty obtaining higher *formal* academic qualifications with NORHED support.

Methodology:

Quantitative.

When reporting, you will be asked to provide the total number of academic staff in the NORHED supported institutional level (department/faculty), and how many of these have received a NORHED scholarship/fellowship (full time or part time) to obtain a higher formal academic qualification (Master/PhD/Post doc).

academic staff with BA/MA/PhD/Post doc in the NORHED supported institutional level

academic staff with strengthened formal qualifications (MA/PhD/Post doc) with NORHED support at the relevant institutional level, disaggregated by gender

Academic staff includes personnel whose primary or principal assignment is teaching and research.²

This indicator should be reported annually (with aggregated total including reporting year).

| Standard indicator 8: Evidence of inclusion and diversity in education and research by relevant institutional level supported by NORHED | Outcome |
|--|----------------|
|--|----------------|

Purpose:

This indicator shall measure progress on the following intended results:

- *Programme outcome: More inclusive higher education*

This indicator will capture changes in the extent of inclusion and diversity at the relevant institutional level (department/faculty) at NORHED supported higher education institutions.

Methodology:

Mainly qualitative, supplemented with quantitative data. The methodology and reporting on this indicator depend on what is relevant and feasible in each project.

Inclusion and diversity refer to equitable access to participate actively in education and research for students and staff from underrepresented/marginalised groups (people with disabilities, minorities, and/or other groups, depending on context). In addition to formal access, inclusion may depend on a number of different aspects, e.g. physical environment, contents in curriculum, social awareness etc.

Evidence may include documentation or aggregated assessments on participation/access through e.g.:

- *Quantitative data on % students from underrepresented/marginalised groups in NORHED supported study and research programmes.*

² [OECD glossary of statistical terms, 2008](#)

- *Qualitative assessment* of measures applied with NORHED support, to enhance equity in participation of students from underrepresented/ marginalised groups in higher education and research (through e.g. inclusive enrolment systems, mentoring, institutional guidelines and policies on inclusion and diversity, disability friendly infrastructure, staff training on gender and inclusion).

Data may be extracted from institutional statistics, internal or external reviews, student satisfaction surveys at partner institutions etc.

This indicator should be reported at the end of the project.

| Standard indicator 9: Number and type of dissemination activities | Output |
|--|---------------|
|--|---------------|

Purpose:

This indicator shall measure progress on deliverables regarding capacity development on:

- *Project outcome: Outreach*³

The indicator shall capture dissemination activities in NORHED supported study and research programmes through different means⁴ to make research knowledge, innovations etc. available to relevant stakeholders and the public.

Methodology:

Quantitative

dissemination activities by type

A list of NORHED supported dissemination activities should be included in the reporting, specifying the type/format of dissemination (e.g. media, policy briefs, workshops/seminars/conferences etc.).

Quantitative measures such as number of unique hits at web pages or other social media channels is recommended when feasible

This indicator should be reported annually (with aggregated total including reporting year). Although this is an output-level indicator, it is recognised that there may not be many activities to report on until towards the end of the project period when research products are materialising.

| Standard indicator 10: Number of new, and number of revised Bachelor/Master/PhD programmes/ modules supported by NORHED | Output |
|--|---------------|
|--|---------------|

Purpose:

This indicator shall measure progress on deliverables regarding capacity development on:

- *Project outcome: Programmes and methods*

This indicator should capture new and/or revised study programmes/ modules/ courses developed as part of the project. The education and training offered by the relevant institutional level supported by NORHED is expected to be strengthened in terms of quality and relevance, and integration of gender/inclusion and sustainability perspectives (ref. SDG target 4.7), as a result of project interventions.

Methodology:

Quantitative (and qualitative).

new study programmes/modules/courses established

revised study programmes/modules/courses

Revised could be for instance a substantial change or update of curriculum and/or teaching method.

The study programmes/modules should be listed by level (Bachelor/Master/PhD).

³ Note: If you do not select the project outcome 'Outreach' (*Increased engagement with relevant stakeholders, and dissemination of knowledge*) to be included in the project results framework, this particular standard output indicator may be added under another project outcome (e.g. 'Programmes and methods') in the results framework.

⁴ Definition of dissemination formats in [OECD Glossary of Statistical Terms, 2008](#)

External or internal qualitative assessments may be available in e.g. accreditation exercises, internal quality assurance exercises, external reviews (incl. peer-reviews) conducted at partner institutions.

If possible, please also provide a qualitative assessment, and/or numerical content analysis or scoring, that answers: To what extent has gender and issues related to inclusion of disadvantaged or marginalised segments of the society been included in the new or revised curricula (ref. Menu of indicators below).

This indicator should be reported annually and for each new/revised curriculum completed (with aggregated total including reporting year).

| | |
|--|---------------|
| Standard indicator 11: Number and type of NORHED scholarships for staff and students, disaggregated by gender | Output |
|--|---------------|

Purpose:

This indicator shall measure progress on deliverables regarding capacity development on:

- *Project outcome: People*

The indicator shall capture number of full NORHED scholarships to i) staff and ii) students from underrepresented and marginalised groups (e.g. low-income strata, people with disabilities). It should also capture number of beneficiaries for part-time scholarships provided by the project.

Methodology:

Quantitative.

Beneficiaries of full-time scholarships and small scale/partial scholarships differ in the NORHED programme (ref. NORHED II Budget guidelines, point 1.3.1-1.3.3 and point 1.3.4 'Other, if relevant' and 3. 'Travel costs?'). In the reporting, a distinction should therefore be made between:

- *Full scholarships*
 - i) # full NORHED scholarships and fellowships for MA/PhD/Post doc provided to *staff* in NORHED supported study programmes, disaggregated by gender.
 - ii) # full scholarships provided to students from *underrepresented and marginalised groups* in NORHED supported study programmes, disaggregated by gender.
And % full scholarships to students by cohort in the study programme (*up to 30%*)
- *Partial scholarships / small study or research grants*
Information on type of financial support should be provided (e.g. travel support to students/staff, support for government employees).

A record of beneficiaries should be kept, and included the reporting. It should also be documented whether the support is for studies at home institution, in Norway or another institution/country.

The indicator should be reported annually (with aggregated total including reporting year).

MENU OF INDICATORS

The table below includes a menu of optional indicators that may be relevant as project-specific indicators depending on the focus of each project. The menu addresses project outcome and output results only. Projects can select indicators from the menu that are considered relevant for the results framework and monitoring and evaluation system. Projects may also develop self-defined indicators, or use a combination of both.

Please ensure to only include indicators that are relevant for the project's planned outcomes and outputs. The indicators should give a sufficient overview of progress and achievement of results on the most significant parameters. An overload of indicators should be avoided in the results framework. The data collection should be realistic to manage (good to know vs. need to know).

| Menu of indicators | Result level | Category |
|--|--------------|---------------------------------------|
| Level (%) of student satisfaction with quality and relevance of study programme / module | Outcome | Programmes |
| Internal / external assessments (rating) of institutional quality support systems (e.g. quality assurance of education and research, data/knowledge management, recruiting and admission management, research administration etc.) | Outcome | Systems |
| How NORHED supported small-scale infrastructure and equipment has contributed to increased innovation and testing of new solutions | Outcome | Infrastructure/ Programmes |
| % students with disabilities having access to infrastructure and materials adapted to their needs | Outcome | Infrastructure / Gender and equity |
| # administrative staff with strengthened competency and capacity through short-term courses and trainings with NORHED support, disaggregated by gender | Outcome | People / Systems |
| % students and staff with access to ICT facilities (computers, printer, internet etc.) at the institutional level supported by NORHED | Outcome | Infrastructure / People |
| % women (or: e.g. people with disabilities) among faculty members (or: in leadership positions) by institutional level supported by NORHED | Outcome | Gender and equity / People |
| # and type of formalised collaborations (MoUs / strategic partnerships) with relevant external stakeholders for increased quality and relevance of education and research | Outcome | Outreach / Programmes |
| # scholarships made available to students in NORHED supported programmes by external actors (industry / government agencies / NGOs / international agencies) | Outcome | Outreach / Programmes |
| # NORHED supported programmes that explicitly use gender-based rules for recruitment and admission | Outcome | Gender and equity / Systems |
| # and type of new/ revised Bachelor/Master/PhD programmes/modules/courses supported by NORHED integrating / focusing on sustainability perspectives (ref. SDG target 4.7) | Output | Programmes |
| # Bachelor/Master/PhD Programmes/modules/courses supported by NORHED mainstreaming gender/inclusion perspectives | Output | Programmes/ Gender and equity |
| Composition of staff and students disaggregated by level (Bachelor/Master/PhD/Post doc/Professors) and institution involved in NORHED supported research programmes | Output | Programmes / People |
| # and type of (specified) educational/research equipment provided by NORHED | Output | Infrastructure / Programmes |
| # and type of (specified) disability-friendly equipment/study material provided by NORHED | Output | Infrastructure / Gender and equity |
| # students with disabilities in NORHED supported study programmes by level (Bachelor/Master/PhD) | Output | Gender and equity |
| # and type of joint activities with relevant institutions / networks directed at increased collaboration south-south and north-south-south | Output | Outreach / Programmes |
| # students with access to online based education in NORHED supported study programmes | Output | Infrastructure / Programmes |
| Type of research skills training activities for staff by level (e.g. data collection, methodology, analysis, documentation and publication) | Output | People / Programmes |
| % students doing internships in relevant institutions by NORHED supported study programme | Output | Outreach / Programmes |