Accelerated Funding grant

**Progress Report Template**

December 2022

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| **OVERVIEW** |
| Country: | Click to enter text. |
| Name of project this grant is contributing to: | Click to enter text. |
| Grant ID (if applicable):  | Click to enter text. |
| Grant agent: | Click to enter text. |
| Grant effectiveness/start date:[[1]](#endnote-2)1 | Click or tap to enter a date. |
| Grant closing date (actual date): | Click or tap to enter a date. |
| Grant amount:[[2]](#endnote-3) | Click to enter amount. |
| Timeframe examined in this report (from: month, day, year, to: month, day, year): | Click to enter text. |
| Date of report submission: | Click or tap to enter a date. |

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| **PURPOSE AND INSTRUCTIONS** |
| **Purpose** |
| This accelerated funding grant progress report is learning-oriented and seeks to:* Assess whether the grant is **completing its intended activities** and **achieving results**, including those seeking to mitigate the effects of conflict/fragility or recovering from them, to adjust the course of action if needed.
* Gauge whether the **risks in conflict-affected or fragile contexts are jeopardizing** the delivery of grant activities, to better mitigate challenges.
* Monitor **changes in the country context**, to determine whether the grant’s aims and implementation features remain fitting throughout the grant cycle.
* Share **lessons** to improve the accelerated funding activities and priorities.
* Ensure accountability and transparency of the grant and its commitments.
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| **Instructions** |
| This template is to be completed by the grant agent, after consultation with the government, local education group and education cluster as applicable. As per [GPE’s Guidelines for Accelerated Funding](https://www.globalpartnership.org/content/guidelines-accelerated-support-emergency-and-early-recovery-situations), the grant agent should fill out an annual progress template (i) if implementation period exceeds 18 months, starting from the grant start/effectiveness date (and thereafter provide a progress report every 12 months, as applicable), or (ii) as part of any request for extension (or revision), whichever comes first.In progress reports submitted as part of an extension or revision request the grant agent should report on grant implementation from the grant start date and up to the moment of the request. If an annual progress report was already submitted, the reporting period should start at the end of the reporting period stipulated in the last progress report. The full report package consists of the following **deliverables**:* Completed template (present form, including relevant annexes)
* Results framework data (if any)
* Tangible outputs generated with accelerated funding grant support
* Any other document, annex or information deemed useful by the grant agent and the country.

Text should be concise and clear. You may add annexes if you wish to display only key text in the report. Overlapping content may be referenced cross-sectionally to avoid repetitions. It is encouraged to think of the questions as an interdependent whole to build the project’s story line. Some questions are self-reflective in nature and will necessitate using judgment inferred from triangulated quantitative/qualitative information and logical explanations.As feasible, information/data should be **disaggregated by sex** and offer a **gender equality lens**. Evidence and findings should be placed back into the **national/subnational context** of the country and emergency at the time of the review, for better unpacking the information.The report should be submitted via email to gpe\_grant\_submission@globalpartnership.org, copying the coordinating agency and the GPE Secretariat country team. Following submission, grant agents may be contacted by the GPE Secretariat for additional information or clarification. The final completion report will be **publicly disclosed** after it is submitted by the grant agent and reviewed by the GPE Secretariat. Please contact the GPE Secretariat with any questions. |

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| **LIST OF ACRONYMS** |

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| Please insert the list of acronyms used in this report, if any.Click here to add acronyms. |
| **1. IMPLEMENTATION PROGRESS**  |
| **1.1 Overall project progress this reporting period**  |
| Indicate the **overall level of progress** this reporting period toward achieving the project’s objective(s), taking into consideration: the progress of the individual project components/objectives and variable part, level of financial absorption, and management performance (that is, project and financial management, procurement, monitoring and evaluation [M&E], financial reporting requirements, any other compliance requirements).  | **Overall progress this reporting period:** Select a rating.4  |
| To explain the progress rating above, please describe: 1. Major **accomplishments** this reporting period in providing education continuity to prevent learning loss/dropout and building back better.
2. Which **implementation challenges** or **delays** this reporting period; the **reasons** behind these issues; how (well) these have been mitigated thus far; and what remains to be done by whom and by when to address the challenges.
3. **Factors** that led to any upgrade/downgrade in the progress rating above, compared with the previous reporting period (if any).[[3]](#endnote-4)
4. Whether any progress was made in mitigating **previous reporting periods’ challenges or delays** (if any).
5. How the Secretariat could help solve the challenges encountered.
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| Click here to enter text. |
| For projects with an overall rating of Moderately Unsatisfactory or below this reporting period:  Describe **priority actions planned for the following reporting period** to overcome constraints, build on achievements and partnerships, and use the lessons learned during the reporting period.   |
| Click here to enter text. |
| **1.2 Project progress by component/objective**  |
| Provide in annex 2 information on the **level of implementation progress for each project component/objective** this reporting period: * Progress ratings and brief narrative on key activities undertaken and deliverables completed, by component/objective.
* Overview of key activities to be implemented, and prospect on their implementation during the remainder period.
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| **1.3 Continued relevance** |
| If applicable – Provide a brief overview, for this reporting period, of the following:1. Any **changes in the crisis, humanitarian context**, as well as any **political, security, economic or social changes** that took place and have the potential to affect project implementation.
2. Any new or changing **needs** that have arisen this reporting period.
3. Reflection on the **continued relevance** of the project given these contextual changes or emerging needs, what is being done to ensure continued relevance and how the Secretariat could help in this respect.
4. Any **strengths or useful/positive assets** that the grant should better mobilize to ensure implementation success.
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| Click here to enter text. |
| **1.4 Standout grant practices, emerging lessons, stories and products** |
| If applicable – Briefly indicate, for this reporting period:1. Any emerging **successful practices, innovative interventions, or emerging lesson**, in relation to the implementation of the grant, especially when reaching girls and any vulnerable populations.
2. Any **stories of impact** of the grant on beneficiaries that you would like to share with the GPE Secretariat Communications Team. These stories will be featured on our communications materials and platforms, with attribution to the provider.
3. Any **tangible outputs and knowledge products** (for example, evaluations, rapid studies) generated through the support of the grant this reporting period. Also, attach any photos, videos, advocacy posters and so on as relevant that can be showcased in GPE stories or blogs.
 |
| Click here to enter text. |
| **1.5 Coordination** |
| If applicable – How well has **coordination** unfolded this reporting period between grant stakeholders, the local education group, the education cluster, other humanitarian actors, other ministries and other sectors besides education, and so on? |

Click here to enter text.

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| **2. FINANCIAL REPORTING AND GRANT MANAGEMENT**  |
| **2.1 Financial reporting on GPE grant**  |
| **Cumulative financial absorption rate:** Provide a financial absorption rate based on **cumulative expenditure** expressed as a percentage of the **approved budget to date** and a **rating**.  | **Approved budget to date:**[[4]](#endnote-5)Click here to enter number. |
| **Cumulative expenditure:**[[5]](#endnote-6)Click here to enter number.  |
| **Cumulative financial absorption rate**[[6]](#endnote-7)**:** Click here to enter number. |
| **Level of financial absorption:** Select a rating.[[7]](#endnote-8) |
| If the financial absorption is not rated as On Track, please provide an explanation that identifies the main activities that have been delayed and their corresponding unspent amounts, as well as reasons for the delay and steps taken to ensure that expenditure absorption gets on track in the next reporting period.  |
| Click here to enter text. |
| **Budget variance analysis for the current reporting period:**  |
| (i) Total approved budget for the current reporting period  | (ii) Total expenditure for the current reporting period  | (iii) Explanation for underspending or overspending in excess of 10 percent |
| Click here to enter number. | Click here to enter number. | Click here to enter text. |
| **2.2 Management performance**  |
| Provide a rating to indicate the management performance of the grant during implementation in terms of its **management** this reporting period. This includes financial, procurement, social/environmental safeguards, monitoring/evaluation, implementation arrangements and other fiduciary management duties.   | **Level of management performance:**Select a rating.[[8]](#endnote-9) |
| Explain how these **management arrangements/duties** have affected, positively or negatively, the implementation of the grant and its progress toward achieving results/outcomes. Note any management-related issues or shortcomings during the period under review, and how these have been/are being remediated. Why or why not?  |
| Click here to enter text. |
| **2.3 Revisions to the grant**[[9]](#endnote-10)  |
| If applicable – Explain:1. Any **minor** **revisions** to the grant this reporting period, that is, any revisions other than those submitted to the GPE Board or Secretariat for their approval.
2. Whether the government and grant agent are likely to submit a **request** for revision and/or extension (that is, either a non-minor or a material change revision) to GPE in the next six months for their approval.
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| Click here to enter text. |
|  **3. MONITORING DATA**  |
| **3.1 Results framework indicator data**  |
| If the project has a results framework, please provide the complete **results framework** in an annex or as an attachment. The results framework should include the following: * Milestone, end-target, and baseline indicator values
* Revised target values (if the original target value(s) were formally revised due to restructuring or changes during implementation)
* Status on the achievement against target values
* Reasons for any underachievement/overachievement by the end of the project/grant
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| **3.2 Global numbers data**  |
| Provide in annex 3 the data related to GPE’s **three global numbers**: * Textbooks purchased and distributed
* Teachers trained
* Classrooms built or rehabilitated
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| **3.3 Cumulative beneficiary children or other student data**  |
| Provide in annex 4 the **cumulative** number of children and other students who **directly participated in project activities, received project-supported incentives or services, or benefited from project interventions, so far**. If such data are unavailable, please provide the reasons why in the comment section in annex 4. Also provide in the annex the relevant disaggregated values by subgroups, **at a minimum by sex.** If appropriate and available, provide disaggregated values by varied subgroups (children with a disability, refugee children, internally displaced children, out-of-school children and children from marginalized ethno-cultural/linguistic minorities) and by education level.  |

**Annex 1: Decision Trees for Overall Progress Rating**

**1. Overall progress rating**



**2. Component -level progress ratings**

**Annex 2: Project Implementation Progress, by Component/Objective**

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| Component/objective  | Select a rating. | Please provide a brief description of:1. **Major activities undertaken** and their relative level of success in fulfilling the project outputs and outcomes planned for this reporting period, as well as any deliverables completed
2. **Key activities to be implemented**, and prospect on their implementation during the remainder period.
 |
| Name of component/objective 1: Click here to enter text.  | Select a rating. | Click here to enter text. |
| Name of component/objective 2: Click here to enter text.  | Select a rating. | Click here to enter text. |
| Name of component/objective 3: Click here to enter text.  | Select a rating. | Click here to enter text. |
| Name of component/objective 4: Click here to enter text.  | Select a rating. | Click here to enter text. |

**(Add or remove components/objectives as needed.)**

**Annex 3: Global Numbers Reporting Template**

**General Instructions:**

1) Starting from FY2021, only the actual global numbers achieved during a reporting period are required; no annual targets will be requested onward.

2) If the implementation grant does not include any or all global number(s), insert “not applicable” in the appropriate text box(es).

3) If an indicator is measured as a percentage, please provide the **numeric values** that were used to calculate the percentage. If these numbers are not available, please provide the percentage and make a note of it in the comments box.

**GPE’s Definitions:**

**Textbooks purchased and distributed.** This indicator tracks the number of school textbooks that were purchased and distributed through GPE’s implementation grants during a reporting period. “Textbooks” are books designed for instructing pupils in specific subject areas, including books described as “learning material.” They exclude books in school libraries as well as novels and books for use by teachers (such as curriculum guides, syllabi and teacher guides/kits). In cases where books are designated both as books for use by teachers and as books designed for instructing pupils, the books will be considered textbooks for the purpose of this indicator. The data refer to textbooks that have been “distributed” to schools and have either been distributed to pupils on loan or kept in schools for use in the classroom. The data on textbooks can include textbooks in stock but not currently in use by pupils.

**Teachers trained.** This indicator tracks the number of teachers who received and completed formal training, according to national standards through GPE’s implementation grants during the reporting period. “Teachers” comprise professional teaching/instructional personnel who are directly involved in teaching students. They include classroom teachers, special education teachers and other teachers who work with students as a class in a classroom, in small groups in a resource room or in one-to-one teaching inside or outside a regular classroom. Teaching/instructional staff excludes nonprofessional personnel who support teachers in providing instruction to students, such as teachers’ aides and other paraprofessional personnel. “Training” refers to formal teacher training (pre- or in-service) designed to equip teachers with the knowledge, attitude, behavior and skills required for teaching at the relevant level and perform their tasks effectively.

**Classrooms built or rehabilitated.** This indicator tracks the number of classrooms that were built and/or rehabilitated through GPE’s implementation grants during the reporting period. In the context of this indicator, “classrooms” comprise rooms in which teaching and learning activities can take place. They are semipermanent or permanent physical structures and may or may not be located in a school. The term “rehabilitated” may be interpreted differently in different contexts and may be subject to different standards. Therefore, judgment will be exercised to ascertain whether a rehabilitated structure (class, school building and so on) is in accordance with national or other standards that are acceptable and to the satisfaction of the implementing entity. In general, this term means that the structure (class, building and so on) has been renovated, either fully or partially, implying that the structure is brought up to code.

**Note:** For cofinanced grants, please provide the proportion that can be attributed to GPE grant. For example, if the grant’s financial contribution accounts for 50 percent of a teacher training activity, the proportion that can be attributed to GPE grant for the number of teachers trained through that activity would be 50%. If the unit of analysis in the indicator is the number of schools and not classrooms, please enter an estimated number of classrooms and provide an explanation in the comments box.

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| **GPE indicators** | **Indicator name(s) as in the program document and application form**  | **ACTUAL number achieved (during this reporting period)**  **• Please report the status in numbers,** not in percentages or ratios. **\* For a cofinanced project, please provide the number for the entire project. The GPE Secretariat will prorate it in accordance with the proportion attributed to this grant.**  | **% attributed to this grant (for cofinanced grants)**  | **Comments**  |
| **Textbooks purchased and distributed**  | 1)…  |    |   |    |
| 2)…  |    |   |    |
| 3)…  |    |   |    |
| **Teachers trained**  | 1)…  |    |   |    |
| 2)…  |    |   |    |
| 3)…  |    |   |    |
| **Classrooms built or rehabilitated**  | 1)…  |    |   |    |
| 2)…  |    |   |    |
| 3)…  |    |   |    |

**(Add or remove indicator rows as needed.)**

**Annex 4: Cumulative Beneficiary Children/Other Students Reporting Template**

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| **Cumulative data on beneficiary children/other students**  |
| Provide the **cumulative** number of children of pre-primary, primary and secondary school age (both in school and out of school) and other students (adolescents beyond secondary school age and adult learners participating in basic education programs), who **directly participated in project activities, received project-supported incentives or services, or benefited from project interventions so far. Also provide relevant disaggregated values by sex (applicable to all grants).** If appropriate and available, provide disaggregated values by varied subgroups and by education level. Reporting beneficiary data cumulatively means counting all beneficiaries as a running total, adding up all beneficiaries since the start of the grant. Data on beneficiaries are to be collected using the methods and tools proper to each project. It is understood that some disaggregated data will only be collected if a project expressly targets specific subgroups through their interventions and uses their own methods for counting beneficiary children/other students.[[10]](#endnote-11) **NOTE:** For cofinanced grants, please provide the numbers for the entire program and indicate the proportion that can be attributed to GPE grant. For example, if the grant’s financial contribution accounts for 40 percent of the program that is cofinanced by GPE and other donors, enter 40% in the “% attributed to this grant.   |
|   | **Pre-primary (optional)** | **Primary (optional)** | **Secondary (optional)** | **Other[[11]](#endnote-12)****(optional)** | **Total** | **% attributed to this grant** |  |
| **Number of children/other students who directly benefited from the project over the entire duration of the project:**  | Enter number. | Enter number. | Enter number. | Enter number. | Enter number. | Enter number. |  |
| **Of which, female:**  | Enter number. | Enter number. | Enter number. | Enter number. | Enter number. | Enter number. |  |
| Of which, children/other students with a disability (optional):  | Enter number. | Enter number. | Enter number. | Enter number. | Enter number. | Enter number. |  |
| Of which, refugee children/other students (optional):   | Enter number. | Enter number. | Enter number. | Enter number. | Enter number. | Enter number. |  |
| Of which, internally displaced children/other students (optional):   | Enter number. | Enter number. | Enter number. | Enter number. | Enter number. | Enter number. |  |
| Of which, out-of-school children (optional):  | Enter number. | Enter number. | Enter number. | Enter number. | Enter number. | Enter number. |  |
| Of which, children/other students from marginalized ethno-cultural/ linguistic minorities: specify which ones (optional):  | Enter number. | Enter number. | Enter number. | Enter number. | Enter number. | Enter number. |  |
| Provide any comments on beneficiary children/students, if needed. This could include, for example, the definition employed by the project for a particular subgroup (including a more granular description of these subgroups), the approach/tool used to calculate the number of beneficiaries overall or by subgroup, any limitation of the approach/tool employed for this calculation and reasons why data on beneficiary children/students are unavailable.  |  |
| Click here to enter text. |

**NOTES**

1. 1 “Effectiveness” (start) date is considered as the date when the project implementation has effectively started, marked by the occurrence of an event defined in the project application. [↑](#endnote-ref-2)
2. The project amount should be reported in the project approved currency. [↑](#endnote-ref-3)
3. Factors may include but are not limited to the following: **project/grant** **management** (management arrangements, roles and responsibilities), **project**/**grant supervision** (provided supervision during the implementation, including timely and proactive identification of issues and actions taken to address them), **capacity** (including institutional and organizational capacities, human resources related capacities and other issues that impact capacity), **financial management/fiduciary Issues** (including adequate procurement, financing, budgeting, and financial management mechanisms in place following the grant agent’s policies and procedures), **monitoring and evaluation (M&E)** (quality of M&E arrangements, including M&E design, implementation and utilization to inform project/grant management and decision making; issues related to data availability and so on), **coordination, partnership and participatory processes** (principal project partners, their roles and engagement; information on frequency and reasons for consultations with the local education group during the grant implementation), **other external factors (besides the crisis at hand), factors beyond the grant agent’s control and unforeseen circumstances** (macroeconomic changes, conflict and instability, natural disasters, changes in government commitment and leadership, issues related to governance and politics, unforeseen technical and logistical difficulties, changes in project scope and so on), **any other challenges and constraints, and factors** contributing to problems or success in the grant implementation. [↑](#endnote-ref-4)
4. **Approved budget** refers to the version of the budget that has been approved by the GPE Board (or relevant committee/Secretariat in their delegated authorities) or the revised version of the budget that has been duly approved in accordance with the provisions for revisions specified in the [Policy on Education Sector Program Implementation Grants](https://www.globalpartnership.org/sites/default/files/document/file/2021-09-gpe-policy-education-sector-program-implementation-grants.pdf) . [↑](#endnote-ref-5)
5. **Expenditure** refers to the amount paid out by implementing partners or grant agents to third parties for services performed or goods delivered. It should not include commitments, which refer to the amount that implementing partners or grant agents have an obligation to pay based on signed contracts and following satisfactory contract performance. [↑](#endnote-ref-6)
6. Cumulative financial absorption rate can be calculated by using the following formula: Cumulative financial absorption rate (%) = (Cumulative expenditure)/(Approved budget to date) \* 100 [↑](#endnote-ref-7)
7. **Off Track** – Cumulative absorption rate is less than 75 percent. **Slightly Behind** – Cumulative absorption rate is greater than or equal to 75 percent but less than 90 percent. **On Track** – Cumulative absorption rate is greater than or equal to 90 percent. [↑](#endnote-ref-8)
8. **Highly Unsatisfactory** –Major shortcomings in grant performance management jeopardize the capacity to provide timely and reliable provision of information required to manage and monitor the implementation of the project, and resolution is unlikely. **Unsatisfactory** –Significant shortcomings in grant performance management jeopardize the capacity to provide timely and reliable provision of information required to manage and monitor the implementation of the project, and resolution is uncertain. **Moderately** **Unsatisfactory** –Moderate shortcomings in grant performance management jeopardize the capacity to provide timely and reliable provision of information to manage and monitor the implementation of the project, but resolution is likely. **Moderately** **Satisfactory** – Moderate shortcomings in grant performance management exist but do not prevent the timely and reliable provision of information required to manage and monitor the implementation of the project. **Satisfactory** – Minor shortcomings in grant performance management exist but do not prevent the timely and reliable provision of information required to manage and monitor the implementation of the project. **Highly Satisfactory** – The grant performance management system efficiently and reliably provides timely information required to manage and monitor the implementation of the project. Appropriate internal controls are in place and function effectively. [↑](#endnote-ref-9)
9. Revisions to the grant are regulated by the [Policy on Education Sector Program Implementation Grants](https://www.globalpartnership.org/content/policy-education-sector-program-implementation-grants). The policy describes the approval process for different types of revisions. Mentioning a revision in the implementation report doesn’t exonerate from following due process. Per the policy, there are three types of revisions for implementation grants. **Minor revisions** result in a reallocation from GPE trust funds of less than 10% of the total grant amount, not exceeding US$5 million. They do not require approval from the GPE Board or Secretariat. **Non-minor revisions** result in an extension of 12 months or less of the original end date of the grant implementation period; and/or a reallocation of between US$5 million and US$10 million or between 10% and 25% of the total grant amount, whichever is lower; and/or the addition or cancelation of components or subcomponents; and/or an increase or reduction of more than 25% of the overall program budget (where the education sector program implementation grant forms part of a cofinanced program); and/or any changes in the results framework; and/or any changes in the implementation modality. Approval of non-minor revisions fall under the delegated authority of the Secretariat. **Material change revisions** result in an extension of more than 12 months of the original implementation end date; and/or a reallocation of resources from GPE funds that exceeds US$10 million or 25% of the total grant, whichever is lowest; and/or changes to the indicators and/or means of verification for the disbursement of the variable part. Approval of material change revisions fall under the purview of the Board’s grants committee. [↑](#endnote-ref-10)
10. Widely accepted definitions of these subgroups are provided for reference only, as we acknowledge that descriptions and criteria for measuring subgroups are context-dependent: **Female**: School-age female children and adolescents, and other students. [**Children with a disability**](https://mcas-proxyweb.mcas.ms/certificate-checker?login=false&originalUrl=http%3A%2F%2Fglossary.uis.unesco.org.mcas.ms%2Fglossary%2Fmap%2Fterms%2F176%3FMcasTsid%3D20892&McasCSRF=3b21de0f0dfefac140b72b5bef4d8cc9e5bb35fb643936b01c98b49e2703e9c6): School-age children with impairments, activity limitations and participation restrictions. Impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action, while a participation restriction is a problem experienced by an individual in involvement in life situations. [**Refugee**](https://mcas-proxyweb.mcas.ms/certificate-checker?login=false&originalUrl=https%3A%2F%2Fwww.unhcr.org.mcas.ms%2Fwhat-is-a-refugee.html%3FMcasTsid%3D20892&McasCSRF=3b21de0f0dfefac140b72b5bef4d8cc9e5bb35fb643936b01c98b49e2703e9c6) **children**: School-age children who have fled war, violence, conflict or persecution and have crossed an international border to find safety in another country. [**Internally displaced**](https://mcas-proxyweb.mcas.ms/certificate-checker?login=false&originalUrl=https%3A%2F%2Femergency.unhcr.org.mcas.ms%2Fentry%2F250553%2Fidp-definition%3FMcasTsid%3D20892&McasCSRF=3b21de0f0dfefac140b72b5bef4d8cc9e5bb35fb643936b01c98b49e2703e9c6) **children**: School-age children who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized state border. [**Out-of-school**](https://mcas-proxyweb.mcas.ms/certificate-checker?login=false&originalUrl=http%3A%2F%2Fglossary.uis.unesco.org.mcas.ms%2Fglossary%2Fen%2Fhome%3FMcasTsid%3D20892&McasCSRF=3b21de0f0dfefac140b72b5bef4d8cc9e5bb35fb643936b01c98b49e2703e9c6) **children**: School-age children who are not enrolled in or attending schools. Out-of-school children encompass both dropouts and children who have never attended school. This second group can either be late entrants or children who will never attend school. **Children from marginalized ethno-cultural/linguistic** [**minorities**](https://mcas-proxyweb.mcas.ms/certificate-checker?login=false&originalUrl=https%3A%2F%2Fwww.ohchr.org.mcas.ms%2FEN%2FIssues%2FMinorities%2FPages%2Finternationallaw.aspx%3FMcasTsid%3D20892&McasCSRF=3b21de0f0dfefac140b72b5bef4d8cc9e5bb35fb643936b01c98b49e2703e9c6): School-age children from a group numerically inferior to the rest of the population of a state, in a nondominant position, whose members—being nationals of the state—possess linguistic characteristics differing from those of the rest of the population; from a group numerically inferior to the rest of the population of a state, in a nondominant position, whose members—being nationals of the state—possess ethnic characteristics differing from those of the rest of the population.  [↑](#endnote-ref-11)
11. Other includes students beyond the school age of pre-primary through secondary that are not already included (out-of-school adolescents and adult learners participating in nonformal education).  [↑](#endnote-ref-12)