

| Aggregated Reference Indicators (ARIs)   |   |
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| <b>EDU_ARI_1 Access to education and basic skills development</b><br><b>Number of people benefiting from primary, secondary education or continuing and alternative non-formal basic education and learning opportunities including education in emergencies</b> |   |
| Contribution to objective of M25-28  | <i>Human development: Saving lives, alleviating human suffering and supporting access to quality basic services for the most disadvantaged populations</i>  |
| Contribution to 2030 Agenda: SDG target  | <p><u>SDG target 4.1</u>: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.</p> <p><u>SDG target 4.6</u>: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.</p>   |
| Definition (description, specification, qualification)   | <p><b>The ARI calculates the total number of children, youth, adults (m/f) that benefit from SDC-supported formal or non-formal basic education interventions, including education in emergencies.</b></p> <p><b>Basic education interventions cover the full spectrum of formal and non-formal education that aims <u>to meet basic learning needs and develop basic skills</u> (also called basic life skills, foundational or essential skills). It may include pre-primary, primary or lower-secondary education for children/youth; alternative, non-formal continuing basic education and learning opportunities for children, youth and adults in the context of lifelong learning. It also comprises education in emergencies (EiE) in emergency and protracted crisis contexts.</b></p> <p><u>Explanations:</u></p> <p>In line with 2030 Agenda SDG 4:</p> <ul style="list-style-type: none"> <li>- to ensure that all children and youth have access to and complete at least 12 years of free, publicly funded, inclusive and equitable quality primary and secondary education, at least nine years of which are compulsory;</li> <li>- to provide access to quality education for out-of-school children and youth through a range of methods (formal or non-formal/alternative basic education);</li> <li>- to provide learning opportunities to ensure that all youth and adults acquire functional literacy and numeracy, so as to foster their full participation as active citizens (alternative, non-formal continuing and basic education in the context of lifelong learning)</li> </ul> <p><i>Continuing and alternative non-formal basic education or learning opportunities:</i> [...] allows to develop, acquire, catch up on or strengthen foundational and basic skills in order to meet basic learning needs. The education or learning opportunities may vary in length, take place within or outside educational institutions and be provided by different types of organisations (public, private, civil society etc.). Depending on the age group, these may also prepare students to reintegrate into formal education.</p> <p><i>Basic skills development to meet basic learning needs and foundational competencies:</i> comprises literacy and numeracy, oral expression and problem-solving skills, values and attitudes, knowledge and the essential skills for living together, survival, developing individual potential to the full, for living and working in dignity, participating fully in society and development, improving the quality of life, making informed decisions and continuing learning. The scope of basic learning needs and how they should be met vary according to country and culture and can change over time.</p> <p>Further information: <u>UNESCO</u>, <u>SDC education strategy</u>)</p> <p><u>Calculation:</u></p> <p>ARI counts the <i>aggregated total number of persons that benefit</i> from SDC-supported basic education and learning opportunities, including beneficiaries of education in emergency interventions.</p> |

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|   | <p>It counts both those newly enrolled in formal/alternative non-formal education and learning opportunities as well as those already enrolled and benefiting, for example, from activities linked to educational quality, governance, protection, cohesion, improvement of school environment, school construction or rehabilitation, education for sustainable development, health, climate change, disaster risk reduction, etc.</p> <p>It may also include beneficiaries of programmes in other sectors that take place in the field of education and basic skills development as part of lifelong learning (e.g. to meet basic learning needs and develop basic skills in health, governance, migration, water programmes within and outside schools; activities on climate change education or disaster risk reduction or health education in formal education or through non-formal learning opportunities; protection activities in education; literacy/numeracy and the acquisition of other basic skills in migration or employment and income programmes, etc.).</p> <p>a+b+c+d</p> <p><b>Note:</b></p> <p>ARI also contributes to sub-objectives 1 and 3 of Switzerland's International Cooperation Strategy 2025-28.</p> <p>Please provide indications regarding the number of children/youth under 18 and adults over the age of 18 in the indicator text field.</p> <p>Concerning educational activities linked to awareness and knowledge about climate change, DRR and environment it is important to avoid double counting with CCE_ARI_2.</p> |
| Measuring unit  | Number of people   |
| Disaggregation dimension (sex, age group, ethnicity or other identity criteria of LNOB) | <p>a. Females in LNOB target group</p> <p>b. Females in non-LNOB or unknown target group</p> <p>c. Males in LNOB target group</p> <p>d. Males in non-LNOB or unknown target group</p> <p><i>LNOB target group includes migrants, forcibly displaced or other crisis-affected populations and other marginalised/vulnerable populations.</i></p>  |
| Data source   | <ul style="list-style-type: none"> <li>- SDC programme/project level data (e.g. implementing partners' logframe/results framework, monitoring, reporting; SCO's own data, monitoring, reporting)</li> <li>- National government's records if government is implementer</li> </ul>  |
| Rationale   | <p>The indicator measures the scope and outreach of SDC-supported interventions.</p> <p><u>Theory of change</u></p> <p><b>If</b> people benefit from pre-primary/primary, lower-secondary or continuing and alternative basic education and learning opportunities, including access to education during emergencies and protracted crises,</p> <p><b>then</b> they are provided with opportunities to build their human capital, increasing their prospects for a decent life, work and inclusive participation in society,</p> <p><b>because</b> they can acquire foundational competencies and basic skills which are essential elements of empowerment and prerequisites for social, economic and human development, further education and future decent jobs.</p>   |
| Possible messages of aggregation and synthesis  | Thanks to the contribution of the SDC, in 20XX xx children/youth and xx adults (including xx girls and women) benefited from basic education and learning opportunities in xx countries, thereby acquiring foundational basic skills and competencies that are essential to equal and equitable participation, empowerment, life prospects, decent work and poverty reduction.   |
| Thematic responsibility   | Section Economy and Education  |

| Aggregated Reference Indicators (ARIs)   |   |
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| <b>EDU_ARI_2 Quality of education and teaching</b><br><b>Number of teachers or educational personnel trained</b> |   |
| Contribution to objective of M25-28  | <i>Human development: Saving lives, alleviating human suffering and supporting access to quality basic services for the most disadvantaged populations</i>  |
| Contribution to 2030 Agenda: SDG target  | <u>SDG target 4.c:</u> By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.   |
| Definition (description, specification, qualification)   | <p><b>The ARI refers to the total number of teachers, educational authorities or other educational stakeholders (e.g. educational authorities, members of parent-teacher associations, instructors, etc.) trained with SDC support. The ARI applies to both development and humanitarian interventions.</b></p> <p><u>Explanations:</u></p> <p>Teachers, head masters, educational personnel (e.g. educational authorities, instructors, parent-school council, etc.) engaged at different levels of the general and basic education system or in alternative non-formal education. It may also include trainers/teachers or authorities in vocational skills development.</p> <p><u>Calculation:</u></p> <p>Aggregated total number of teachers, trainers, educational personnel that benefited from SDC-supported training and capacity building.</p> <p><math>a+b+c+d</math></p> <p><b>Note:</b></p> <p>Training courses may be delivered through formal institutions (e.g. Ministry for Education) or through other formal or non-formal entities (e.g. NGOs, private sector). These may include pre- or in-service training, continuing education or other capacity building efforts that contribute to strengthening capacities and skills of educational stakeholders to provide quality education and teaching.</p> |
| Measuring unit   | Number of teachers or educational personnel   |
| Disaggregation dimension (sex, age group, ethnicity or other identity criteria of LNOB)                          | <ul style="list-style-type: none"> <li>a. Number of female teachers and educational personnel in general and basic education</li> <li>b. Number of female teachers and educational personnel in vocational skills development</li> <li>c. Number of male teachers and educational personnel in general and basic education</li> <li>d. Number of male teachers and educational personnel in vocational skills development</li> </ul>  |
| Data source  | <ul style="list-style-type: none"> <li>- SDC programme or project level data (e.g. implementing partners' logframe/results framework, monitoring, reporting; SCO's own data, monitoring, reporting, results framework)</li> <li>- National government's records if government is implementer</li> </ul>   |

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| Rationale                                      | <p>An increase in value of this indicator suggests that as a result of training and capacity building measures teachers, instructors, education authorities, members of parent-school councils, etc. have enhanced their knowledge, skills and competencies to provide a quality education that leads to relevant and proficient learning outcomes of students at various educational levels.</p> <p><u>Theory of change</u></p> <p><b>If</b> teachers and educational personnel are trained,<br/> <b>then</b> student's learning should improve<br/> <b>because</b> of better quality teaching and education management.</p> |
| Possible messages of aggregation and synthesis | <p>Thanks to the contribution of the SDC, in 20XX xx teachers, educational authorities and members of school-based organisations received training (xx/xx women in general and basic education; yy/yy women in vocational training). This is contributing to better quality education, teaching and training.</p>   |
| Thematic responsibility                        | Section Economy and Education   |

| Thematic Reference Indicators (TRIs)   |  |
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| <b>EDU_TRI_1 Education enrolment</b>   |  |
| <b>Average education enrolment rate (primary, secondary or non-formal/alternative education)</b> |  |
| Contribution to objective of M25-28  | <i>Objective 1: Saving lives, alleviating human suffering and supporting access to quality basic services for the most disadvantaged populations</i>   |
| Contribution to 2030 Agenda: SDG target  | <p><u>SDG target 4.1:</u> By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.</p> <p><u>SDG target 4.6:</u> By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.</p>  |
| Definition (description, specification, qualification)   | <p><b>The TRI provides the average education enrolment rate of children and youth in general or basic education. This includes formal primary/secondary education and alternative, non-formal general or basic education and learning opportunities such as continuing education as part of lifelong learning and education in emergencies. The TRI applies to both development and humanitarian interventions.</b></p> <p><u>Explanations:</u></p> <p>Calculate using the official enrolment statistics in the programme intervention area. For the total number of children/youth use the census in the programme intervention area.</p> <p><u>Calculation (see disaggregation):</u></p> $(a+b+c)/d*100$ <p><u>Note:</u></p> <p>As it is the average rate it will not provide level-specific information, but provides an overall picture of the education access situation (irrespective of the educational level).</p>                                       |
| Measuring unit   | Percentage   |
| Disaggregation dimension (sex, age group, ethnicity or other identity criteria of LNOB)          | <p>a) Number of children enrolled in primary education</p> <p>b) Number of children/youth enrolled in secondary education</p> <p>c) Number of children/youth enrolled in non-formal/alternative education</p> <p>d) Total number of children/youth</p>   |
| Data source  | <ul style="list-style-type: none"> <li>- Ministry of education statistics for national, provincial and community level enrolment data.</li> <li>- School register, school survey or census for data on enrolment by level of education; population census or estimates for school-age population, national household surveys.</li> <li>- Implementing partner's baseline, monitoring and reporting.</li> <li>- Country education statistics from UNESCO Institute of Statistics (UIS) <a href="http://data.uis.unesco.org/?queryid=142">http://data.uis.unesco.org/?queryid=142</a> ; PASEC: <a href="http://www.pasec-con-femen.org/">www.pasec-con-femen.org/</a>; World Bank: <a href="https://datatopics.worldbank.org/education/">https://datatopics.worldbank.org/education/</a></li> <li>- Population estimates at national/provincial/village level for estimate of total number in selected age group (population census, household surveys)</li> </ul> |
| Rationale  | <p>To show the general level of participation in education. It indicates the enrolment capacity of the education system, which is a sign of equity and inclusiveness.</p> <p><u>Theory of change</u></p>   |

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|  | <p><b>If</b> children and youth have access to compulsory education, including during emergencies, and people of all ages are able to access continuing or alternative non-formal basic education and learning opportunities,</p> <p><b>then</b> they have the chance to build their human capital, which is a foundation for economic and social development, decent work, for life and further learning</p> <p><b>because</b> the opportunity to acquire, enhance or catch-up on basic skills leads to more equity in education.</p> |
| Possible messages of aggregation, synthesis and contribution | In 20XX, the SDC contributed to the educational enrolment of % children and youth in country/province/village xx. A sound education is an essential foundation for individual, social and economic development, equal opportunities and decent jobs. It fosters values such as equality, respect, tolerance and dignity.   |
| Thematic responsibility                                      | Section Economy and Education  |

| Thematic Reference Indicators (TRIs)  |  |
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| <b>EDU_TRI_2 Education completion</b><br><b>Average primary/secondary education completion rate</b> |  |
| Contribution to objective of M25-28   | <i>Objective 1: Saving lives, alleviating human suffering and supporting access to quality basic services for the most disadvantaged populations</i>   |
| Contribution to 2030 Agenda: SDG target   | <u>SDG target 4.1:</u> By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.   |
| Definition (description, specification, qualification)  | <p><b>The TRI measures the average education completion rate of compulsory education. The TRI applies to both development and humanitarian interventions.</b></p> <p><u>Explanations:</u></p> <p>Calculate using the official completion statistics in the programme intervention area. Likewise for the total number of children/youth young people in the programme intervention area.</p> <p><u>Calculation (see disaggregation):</u></p> $(a+b+c+d)/e*100$ <p><u>Note:</u></p> <p>As it is the average rate, it will not provide level-specific information but provides an overall picture of the education completion situation (irrespective of the educational level).</p> <p>A low completion rate indicates low or delayed entry into a given level of education, high drop-out, high repetition, late completion, or a combination of these factors.</p> <p>To identify the causes of low completion rates, it is necessary to examine other indicators, for example the out-of-school rate, the gross intake ratio to the last grade, and the percentage of over-age children. When disaggregated by sex, location, and other characteristics, this indicator can identify specific population groups who are excluded from education.</p> <p>The indicator does not indicate the quality of learning.</p> <p>The TRI also contributes to sub-objective 1 of Switzerland's International Cooperation Strategy 2025-28.</p> |
| Measuring unit  | Percentage   |
| Disaggregation dimension (sex, age group, ethnicity or other identity criteria of LNOB)             | <p>a) Number of female children having completed last grade of primary education</p> <p>b) Number of male children having completed last grade of primary education</p> <p>c) Number of female children/youth having completed last grade of secondary education</p> <p>d) Number of male children/youth having completed last grade of secondary education</p> <p>e) Total number of children/youth at the age of primary/secondary education completion</p> <p><i>LNOB target group includes persons such as migrants/forcibly displaced people and affected populations of crises; other marginalised/vulnerable populations.</i></p>   |
| Data source   | - Ministry of education statistics for national and/or provincial data depending on the SDC intervention area.   |

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|  | <ul style="list-style-type: none"> <li>- Implementing partner's baseline, monitoring and reporting.</li> <li>- Country education statistics from UNESCO Institute of Statistics (UIS) <a href="https://data.uis.unesco.org/?queryid=142">https://data.uis.unesco.org/?queryid=142</a>; UNICEF <a href="https://data.unicef.org/topic/education/overview/">https://data.unicef.org/topic/education/overview/</a>; World Bank: <a href="https://data-topics.worldbank.org/education/">https://data-topics.worldbank.org/education/</a></li> <li>- Population estimates at national/provincial/village level for estimate of total number in selected age group (population census, household surveys)</li> </ul> |
| Rationale  | <p>The completion rate indicates how many persons in a given age group have completed primary/secondary education. It shows how many children and youth progress through the education system without excessive delays.</p> <p><u>Theory of change</u></p> <p><b>If</b> children and youth complete the full cycle of compulsory basic education,<br/> <b>then</b> they have better prospects for economic, social and human development, decent work, life and further learning,<br/> <b>because</b> they have acquired the foundational knowledge, skills, capacities and certification which are prerequisites for formal employment, and tertiary and continuing education.</p>                            |
| Possible messages of aggregation, synthesis and contribution | <p>In 20XX, the SDC contributed to an average completion rate of compulsory education of xx% (xx% girls) in country/province/village xx. A sound education is an essential foundation for individual, social and economic development, equal opportunities, and for fostering values such as equality, respect, tolerance and dignity.</p>   |
| Thematic responsibility                                      | Section Economy and Education  |



| Thematic Reference Indicators (TRIs)  |  |
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| <b>EDU_TRI_3 Quality education and learning</b><br><b>Average proportion of children/youth achieving proficiency level in reading/mathematics at the end of primary/secondary education</b> |  |
| Contribution to objective of M25-28   | <i>Objective 1: Saving lives, alleviating human suffering and supporting access to quality basic services for the most disadvantaged populations</i>   |
| Contribution to 2030 Agenda: SDG target   | <u>SDG target 4.1:</u> By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.   |
| Definition (description, specification, qualification)  | <p><b>The TRI refers to the level of learning outcomes in compulsory education. It applies to both development and humanitarian interventions.</b></p> <p><u>Explanations:</u></p> <p>Calculate using official statistics on the achievement of proficiency level in the programme intervention area. Do the same for the total number of pupils in the programme intervention area. Proficiency is defined by the ministry of education.</p> <p><i>Learning outcomes:</i> Totality of information, knowledge, understanding, attitudes, values, skills, competencies or behaviours an individual is expected to master upon successful completion of an educational programme.</p> <p><i>Minimum proficiency level (MPL):</i> is the benchmark of basic knowledge in a domain (mathematics, reading, etc.) measured through learning assessments. The MPL is measured relative to new common reading and mathematics scales.</p> <p>For more information: <a href="http://tcg.uis.unesco.org/4-1-1-international-large-scale-learning-assessments-of-children-and-young-people/">http://tcg.uis.unesco.org/4-1-1-international-large-scale-learning-assessments-of-children-and-young-people/</a></p> <p><u>Calculation (see disaggregation):</u></p> $(a+b+c+d)/e*100$ <p><u>Note:</u></p> <p>As it is the average rate, it will not provide level-specific information but provides an overall picture of the level of learning achievement (irrespective of the educational level).</p> <p>The higher the percentage, the better the learning outcomes in maths/reading.</p> <p>The indicator measures only two aspects of learning (reading/mathematics). However, a holistic quality education addresses a whole array of subjects aiming at both cognitive and non-cognitive learning outcomes and also addresses the physical and psychosocial well-being of students. The indicator does not provide information about these aspects of quality education.</p> <p>The indicator does not provide information on access and completion of education.</p> <p>The TRI also contributes to sub-objective 1 of Switzerland's International Cooperation Strategy 2025-28.</p> |
| Measuring unit  | Percentage   |
| Disaggregation dimension (sex, age group, ethnicity or  | a) Number of female pupils at the end of primary education that achieved proficiency level in reading/mathematics<br>b) Number of male pupils at the end of primary education that achieved proficiency level in reading/mathematics   |

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| other identity criteria of LNOB)                             | <p>c) Number of female pupils at the end of secondary education that achieved proficiency level in reading/mathematics</p> <p>d) Number of male pupils at the end of secondary education that achieved proficiency level in reading/mathematics</p> <p>e) Total number of pupils at the end of primary/secondary education</p>   |
| Data source  | <ul style="list-style-type: none"> <li>- Ministry of education statistics for national and/or provincial data depending on the SDC intervention area.</li> <li>- School register, school census</li> <li>- Implementing partner's baseline, monitoring and reporting.</li> <li>- Country education statistics from UNESCO Institute of Statistics (UIS) National learning assessments <a href="http://tcg.uis.unesco.org/4-1-1-international-large-scale-learning-assessments-of-children-and-young-people/">http://tcg.uis.unesco.org/4-1-1-international-large-scale-learning-assessments-of-children-and-young-people/</a></li> <li>- Cross-national learning assessments (e.g. PASEC, PIRLS, PISA, SAC-MEQ, TERCE, TIMSS)</li> </ul> |
| Rationale  | <p>The indicator provides information on education system performance and quality and the educational attainment of students in two core subject areas.</p> <p><u>Theory of change</u></p> <p><b>If</b> young people attain proficiency in reading and mathematics upon completion of compulsory education,</p> <p><b>then</b> they will have acquired core-competencies for life, decent work, further education and learning</p> <p><b>because</b> attaining proficiency in literacy and numeracy is a result of quality education and a prerequisite for equal opportunities and the social and economic development of individuals and society.</p>  |
| Possible messages of aggregation, synthesis and contribution | <p>Thanks to the contribution of the SDC, in 20XX xx % of children/youth (xx% girls) achieved at least minimum proficiency in reading and mathematics in compulsory education in country/province/village xx.</p> <p>A quality education that leads to the required learning outcomes is an essential foundation for individual, social and economic development, for equal opportunities and for fostering values such as equality, respect, tolerance and dignity.</p>   |
| Thematic responsibility                                      | Section Economy and Education  |

| Thematic Reference Indicators (TRIs)   |   |
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| <b>EDU_TRI_4 Literacy/numeracy/language (basic life skills - lifelong learning)</b><br><b>Number of youth/adults enrolled in literacy/numeracy/language programmes (foundational/basic education skills)</b> |   |
| Contribution to objective of M25-28  | <i>Objective 1: Saving lives, alleviating human suffering and supporting access to quality basic services for the most disadvantaged populations</i>  |
| Contribution to 2030 Agenda: SDG target  | <p><u>SDG target 4.1:</u> By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes</p> <p><u>SDG target 4.6:</u> By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.</p>  |
| Definition (description, specification, qualification)   | <p><b>The TRI calculates the number of persons enrolled in literacy, numeracy and/or language programmes. The TRI applies to both development and humanitarian interventions.</b></p> <p><u>Explanation:</u></p> <p>People who have no adequate level of literacy/numeracy and/or people who have to learn a new language can build foundational and basic skills through formal or non-formal education. They do this either in the context of education programmes or as an educational component in a programme in another sector (e.g. literacy/numeracy/language for migrants or youth in a migration, employment or vocational training programme).</p> <p>Literacy is part of the right to education and a public good. It is at the core of basic education and an indispensable foundation for independent learning. The benefits of literacy, in particular for women, are well documented. They include greater participation in the labour market, delayed marriage and improved child and family health and nutrition; these, in turn, help reduce poverty and expand life opportunities. Numeracy is a key skill: manipulating numbers, accounts, measurements, ratios and quantities is a basic to life required everywhere. Low literacy skills are a concern globally, including in middle and high-income countries. Adults with poor literacy and numeracy skills face multiple sources of disadvantage. They are more likely to be unemployed, and those who are employed receive lower wages. They find it more difficult to make use of opportunities in society and to exercise their rights. They are also more likely to be in poor health (source: UNESCO, Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4).</p> <p><u>Calculation (see disaggregation):</u></p> <p>(a+b+c+d)</p> <p><u>Note:</u></p> <p>The TRI applies to programmes in education and programmes in other sectors with basic education components to achieve literacy/numeracy (e.g. programmes in migration, employment, vocational training etc.)</p> <p>The TRI contributes also to sub-objective 1 of Switzerland's International Cooperation Strategy 2025-28.</p> |
| Measuring unit   | Number of people  |
| Disaggregation dimension (sex, age group, ethnicity or other identity criteria of LNOB)  | a) Number of female youth/adults in LNOB non-target group or unknown enrolled in literacy/numeracy/language programmes (foundational/ basic education skills)   |

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|  | b) Number of male youth/adults in LNOB non-target group or unknown enrolled in literacy/numeracy/language programmes (foundational/ basic education skills)<br>c) Number of female youth/adults in LNOB target group enrolled in literacy/numeracy/language programmes (foundational/ basic education skills)<br>d) Number of male youth/adults in LNOB target group enrolled in literacy/numeracy/language programmes (foundational/basic education skills)   |
| Data source  | <ul style="list-style-type: none"> <li>- Ministry statistics for national and/or provincial data depending on the SDC intervention area</li> <li>- Programme data</li> </ul>   |
| Rationale  | <p>The indicator provides information on the need for literacy/numeracy and/or language programmes to help youth/adults catch-up on foundational basic skills and/or language skills.</p> <p><u>Theory of change</u></p> <p><b>If</b> people are literate and speak the language,<br/> <b>then</b> they will have better prospects for decent life and work, equal participation, access to information, further learning and education<br/> <b>because</b> they are equipped with a foundational core-competency required for human dignity, social and economic development and poverty reduction.</p> |
| Possible messages of aggregation, synthesis and contribution | Thanks to the SDC, xy youth/adults (xy women) were able to access literacy/numeracy or language programmes. Being literate and speaking the language is key for social and economic integration, decent jobs, equal participation and gender equality.   |
| Thematic responsibility                                      | Section Economy and Education  |

| Thematic Reference Indicators (TRIs)   |   |
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| <p><b><i>EDU_TRI_5 Education for sustainable development (climate change/health) &amp; for peace and human rights (basic life skills - lifelong learning)</i></b></p> <p><b>Number of people participating in formal, non-formal/informal educational activities on sustainable development (e.g. health, climate change/DRR, environment) or peace/human rights/civic education (e.g. violence prevention/social cohesion, gender, democratisation)</b></p> |   |
| Contribution to objective of M25-28  | <i>Objective 1: Saving lives, alleviating human suffering and supporting access to quality basic services for the most disadvantaged populations</i>  |
| Contribution to 2030 Agenda: SDG target  | <b>SDG target 4.7:</b> By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development.  |
| Definition (description, specification, qualification)   | <p><b>The TRI calculates the number of people who participate in SDC-supported programmes that aim to develop participants' knowledge on issues related to sustainable development and/or issues related to peace, human rights, civic engagement etc. They are not restricted to education programmes but can be educational activities in programmes of any other sector. The TRI applies to both development and humanitarian interventions.</b></p> <p><u>Explanations:</u></p> <p>The indicator is in line with SDG 4.7 that focuses on the cross-sectorial nature of education as a lever for reaching different goals of the 2030 Agenda in and through education. It refers to the development of basic life skills for sustainable development, peaceful and just societies.</p> <p>It shows the vital role of education's contribution to the fulfilment of human rights, peace and responsible citizenship from local to global levels, gender equality, sustainable development and health. The content of such education must be relevant, with a focus on both cognitive and non-cognitive aspects of learning. The knowledge, skills, values and attitudes required by citizens to lead productive lives, make informed decisions and assume active roles locally and globally in facing and resolving global challenges can be acquired through education for sustainable development (ESD) and global citizenship education (GCED) (Source: Unesco adjusted)</p> <p><i>Education for sustainable development (ESD):</i> Aims to develop knowledge, skills, values and behaviours needed for sustainable development (e.g. climate change, disaster, environment, biodiversity, health).</p> <p><i>Global citizenship education (GCE):</i> Aims to instill values, attitudes and behaviours that support responsible global citizenship: creativity, innovation, and commitment to peace, human rights etc. Empowering people of all ages to become active promoters of more peaceful, tolerant, inclusive, secure, just and sustainable societies. Source: Unesco adjusted</p> <p><u>Calculation (see disaggregation):</u></p> <p>(a+b+c+d)</p> <p><u>Note:</u></p> <p>The TRI also contributes to sub-objectives 1, 3, 5, 6, 7, 9 and 10 of Switzerland's International Cooperation Strategy 2025-28.</p> |

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|   | <p>The TRI applies to both ESD and GCE in education programmes and ESD/GCE as educational components in programmes in other sectors (e.g. migration, governance, health, climate change etc.)</p> <p>With regard to educational activities linked to awareness and knowledge about climate change, make sure to avoid double counting with CCE_TRI_3.</p>   |
| Measuring unit  | Number of persons   |
| Disaggregation dimension (sex, age group, ethnicity or other identity criteria of LNOB) | <p>a) Number of non-LNOB or unknown targeted females participating in formal, non-formal/informal educational activities on sustainable development (e.g. climate change/DRR, environment, biodiversity, health, life skills etc.)</p> <p>b) Number of non-LNOB or unknown targeted males participating in formal, non-formal/informal educational activities on peace, human rights/gender, civic engagement (e.g. education for citizenship and democratisation, violence prevention/social cohesion, gender equality/human rights education etc.)</p> <p>c) Number of LNOB targeted females participating in formal, non-formal/informal educational activities on sustainable development (e.g. climate change/DRR, environment, biodiversity, health, life skills etc.)</p> <p>d) Number of LNOB targeted males participating in formal, non-formal/informal educational activities on peace, human rights/gender, civic engagement (e.g. education for citizenship and democratisation, violence prevention/social cohesion, gender equality/human rights education etc.)</p> |
| Data source   | <ul style="list-style-type: none"> <li>- Ministry of education statistics for national and/or provincial data depending on the SDC intervention area.</li> <li>- SDC programme/project level data (e.g. implementing partners' log-frame/results framework, monitoring, reporting; SCO's own data, monitoring, reporting)</li> </ul>  |
| Rationale   | <p>SDG 4.7 is one of the central targets of the 2030 Agenda as it emphasises the catalytic and cross-sectoral role education plays for society, the environment, health, human rights and peace and ensures linkages between the SDGs. Through education, knowledge and skills are gained that shape values, behaviour and attitudes necessary for sustainable development, just and peaceful societies.</p> <p><u>Theory of change</u></p> <p><b>If</b> people acquire knowledge, basic skills and competencies in relation to issues relevant for sustainable development, climate, health, human rights and peace</p> <p><b>then</b> they are more likely to lead more responsible and respectful lives</p> <p><b>because</b> they gain awareness that shapes their values, attitudes and behaviour.</p>   |
| Possible messages of aggregation, synthesis and contribution                            | Thanks to the contribution of the SDC, in 20XX xy number of people acquired knowledge on subjects relevant for sustainable development, climate change, health, human rights and peace in xy countries.   |
| Thematic responsibility   | Section Economy and Education   |

| Aggregated Reference Indicators (ARIs)  |  |
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| <b>HA_ARI_1 Persons reached in emergency situations</b><br><b>Number of persons reached in emergency situations</b> |  |
| Contribution to objective of M25-28   | <i>Human Development: Saving lives, alleviating human suffering and supporting access to quality basic services for the most disadvantaged populations</i>   |
| Contribution to 2030 Agenda: SDG target   | <u>SDG target 1.5</u> : By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters.  |
| Definition (description, specification, qualification)  | <p><b>What does 'reached' mean?</b></p> <p>The term 'reached' covers a wide range of interventions. It ranges from short-term, isolated interventions with little to no longer term effects (like water trucking) to longer-term, more comprehensive interventions with lasting effects (like rehabilitation of water supply systems combined with institutional development or emergency cash assistance combined with support to local social protection systems). Due to the heterogeneity of results collected under this indicator, a higher number does not necessarily indicate better performance.</p> <p>Both direct and indirect beneficiaries are to be counted:</p> <p><i>Direct beneficiaries</i> are people who receive direct and targeted assistance to address their needs.</p> <p><i>Indirect beneficiaries</i> are those who do not receive direct targeted assistance or have no direct link with the activities but who could potentially benefit from the activity.</p> <p>Results stemming from multi-bi contributions and contributions to pooled funds should be attributed to this indicator according to the share of the Swiss financial contribution.</p> <p><b>What is an 'emergency situation'?</b></p> <p>An emergency is defined as a life threatening situation which puts people at risk of death or severe deterioration in their health or living conditions, and which has the potential to outstrip the normal coping capacity of the individual, family, community and state support systems (IFRC).</p> <p>An emergency may be caused by natural or human-made disasters and may be of short duration (e.g. after a natural disaster) or of long duration (in complex and protracted crises)</p> <p><u>Calculation (see disaggregation):</u></p> <p>a+b+c+d</p> |
| Measuring unit  | Number of persons  |
| Disaggregation dimension (sex, age group, ethnicity or other identity criteria of LNOB)                             | a) Females in LNOB target group<br>b) Females in non-LNOB or unknown target group<br>c) Males in LNOB target group<br>d) Males in non-LNOB or unknown target group   |
| Data source   | Implementing partner monitoring data   |
| Rationale   | <p><u>Theory of change</u></p> <p><b>If</b> affected people are reached in emergency situations,</p>   |

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|  | <p><b>then</b> their most pressing vulnerabilities can be overcome, their suffering can be alleviated and lives can be saved,</p> <p><b>because</b> the gaps in urgent needs like food, water, sanitation, shelter, health services etc. are bridged and people are better protected from violence, including forced displacement.</p> |
| Possible messages of aggregation and synthesis | With the support of the SDC, yy million persons were reached in emergency situations.  |
| Thematic responsibility                        | Staff Unit HA  |



| Aggregated Reference Indicators (ARIs)   |   |
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| <b>HA_ARI_2 Reduction of violence and fostering protection</b><br><b>Number of persons reached by programmes supported by Switzerland that contribute to the reduction of violence (including forced displacement) and foster the protection of vulnerable persons</b> |   |
| Contribution to objective of M25-28  | <i>Objective 1: Saving lives, alleviating human suffering and supporting access to quality basic services for the most disadvantaged populations</i>  |
| Contribution to 2030 Agenda: SDG target  | <u>SDG target 16.1</u> : Significantly reduce all forms of violence and related death rates everywhere.   |
| Definition (description, specification, qualification)   | <p><b>‘Reached’</b>: this term has a broad meaning. It includes persons that use knowledge provided by a project to reduce their risk of violence as well persons benefiting from an institutional protection mechanism funded by a project. This reference indicator aggregates, for example, the number of people implementing self-protection mechanisms to mitigate forced displacement risks as well as the number of human rights defenders benefiting from protection mechanisms implemented by civil society organisations.</p> <p><b>Violence</b> refers to “actions, words, behavior, structures or systems that cause physical, psychological, social or environmental damage and/or hinder persons/groups to realize their potential for development” (Fisher et al.).</p> <p><b>Reduction</b> includes actions undertaken to reduce tensions and prevent the outbreak, recurrence or escalation of violence. It consists of operational activities (i.e. immediate measures applicable in the face of crises) or structural means (i.e. measures to ensure that crises do not arise or escalate in the first place or, if they do, that they do not recur (OCED 2009).</p> <p><b>Forced displacement</b> usually refers to the forced movement of people from their locality or environment and occupational activities. It is a form of social change caused by a number of factors, the most common being armed conflict. Natural disasters, famine, development and economic changes may also be a cause of displacement.</p> <p><b>Protection</b> encompasses (IASC definition) “all activities aimed at obtaining full respect for the rights of the individual in accordance with the letter and the spirit of the relevant bodies of law (i.e. international human rights law (IHRL), international humanitarian law (IHL), international refugee law (IRL))”. The delivery of protection is understood as a dynamic concept, moving from emergency/life-saving and life-sustaining support through to support in protracted crisis situations, the search for durable protection solutions and resilience.</p> <p><u>Calculation (see disaggregation):</u><br/>a+b+c+d</p> |
| Measuring unit   | <i>Number of persons reached by programmes supported by Switzerland</i>   |
| Disaggregation dimension   | <ul style="list-style-type: none"> <li>a) Females in LNOB target group</li> <li>b) Females in non-LNOB or unknown target group</li> <li>c) Males in LNOB target group</li> <li>d) Males in non-LNOB or unknown target group</li> </ul>  |
| Data source  | <p>-&gt; <i>Administrative data (Police and health services)</i></p> <p>-&gt; <i>Project reports</i></p> <p>-&gt; <i>COOF annual reports</i></p>  |
| Rationale  | <p><u>Theory of change</u></p> <p><b>If</b> people are reached by programmes reducing violence and fostering protection, <b>then</b> their risk of being exposed to all forms of violence – direct violence, coercion, intentional deprivation of essential services, sexual and gender-based violence, harmful practices, exploitation, abuse or negative coping mechanisms – will be reduced,</p>   |

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|  | <b>because</b> threats will have been diminished and/or their vulnerabilities will have been mitigated and/or their coping capacities will have been strengthened.  |
| Possible messages of aggregation and synthesis | <p>In the year 20zz the SDC improves the lives of yy vulnerable persons in xx countries by providing access to protection services and strengthening local capacities that reduce their risk of becoming victims of violence.</p> <p>SDC support is targeted towards the people most at risk, such as women, children, minorities, the disabled and elderly people.</p> <p>The Swiss contribution goes beyond the immediate reduction of protection risks and is aimed at developing a protective environment for an inclusive society.</p> |
| Thematic responsibility                        | HA – Protection / Fragility, Conflict & Human Rights Team   |