

Aggregated Reference Indicators (ARIs)	
IED_ARI_1 Access to Vocational Skills Development	
Number of persons enrolled in new or better vocational skills development	
Contribution to sub-objective of M21-24	<i>Sub-objective 2: Promoting innovative private sector initiatives to facilitate the creation of decent jobs</i>
Contribution to 2030 Agenda: SDG target	<u>SDG target 4.3</u> : By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.
Definition (description, specification, qualification)	<p>Vocational skills development (VSD) encompasses all organised learning processes for the development of technical, social and personal competencies and qualifications that contribute to the sustainable long-term integration of trained people in decent working conditions in the formal or informal economy, either on an employed or self-employed basis. VSD usually combines theory and practice and can take place in schools or technical institutes, workshops or at the workplace in enterprises. According to the concept of lifelong learning, VSD can take place at all education levels, from lower-secondary to tertiary, and be acquired throughout an individual's economically active life. It includes formal and non-formal VSD offers¹.</p> <p>'Better' trainings refer to all training programs where the SDC's involvement contributes to improvements with regard to the process (curriculum improvement, teaching methodologies or skills, greater involvement of labour market stakeholders) and/or the results (skills acquisition, employability or future income of the enrolled persons).</p> <p>For more information on the different types of VSD interventions please consult SDC's VSD Typology.</p> <p>This indicator measures access to vocational skills development training programs through enrolment looking at direct beneficiaries only. However, the success of a project or program naturally depends not just on enrolment, but on the quality and completion of the training and what happens afterwards to persons that completed it and persons that drop out, which needs to be measured as well through other indicators. The same counts for indirect beneficiaries, which will not be measured with this indicator.</p>
Measuring unit	Number of persons
Disaggregation dimension (sex, age group, ethnicity or other identity criteria of LNOB)	<ul style="list-style-type: none"> a) Females in LNOB target group b) Females in non-LNOB target group c) Males in LNOB target group d) Males in non-LNOB target group
Data source	At project level, implementing partners
Rationale	<p>The indicator measures the outreach of our projects and hence the contribution to improve the number, quality or access to vocational training.</p> <p><u>Theory of change</u></p> <p>If SDC target groups have access to more or better vocational skills training programs,</p>

¹ Definition from "[The SDC's Education Strategy Basic Education and Vocational Skills Development](#)"

	<p>then they are more likely to earn an income and be empowered, supporting them on the way out of poverty,</p> <p>because they more easily integrate into the labour market.</p> <p>If SDC target groups have access to more or better vocational skills training,</p> <p>then their productivity gains may enhance economic growth,</p> <p>because better vocational skills improve the human capital of the respective enterprises or sector productivity.</p>
Possible messages of aggregation and synthesis	Thanks to the contribution of the SDC, in 20XX, xx men and yy women have gained access to new or improved vocational skills training in zz countries.
Thematic responsibility	Focal Point E+I (as part of the Expert team Inclusive Economic Development; IED)

NB: This SDC indicator is similar to the SI 13 indicator of SECO. For Cooperation Programmes having both SDC and SECO operations, please apply the SDC indicator if the majority of employments foreseen are due to SDC operations (and otherwise apply the SECO indicator). At project level, the SDC indicator is to be applied for SDC projects and the SECO indicator for SECO projects.

Aggregated Reference Indicators (ARIs)

IED_ARI_2 Employment

Number of persons having new or better employment

Contribution to sub-objective of M21-24	<i>Sub-objective 2: Promoting innovative private sector initiatives to facilitate the creation of decent jobs</i>
Contribution to 2030 Agenda: SDG target	<u>SDG target 8.5</u> : By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value.
Definition (description, specification, qualification)	<p>Persons counted can have either better employment or new employment.</p> <p>New employment situations can be existing or created jobs:</p> <ul style="list-style-type: none"> - Employment in the informal or formal sector - Self-employment, including in subsistence agriculture, in the informal or formal sector <p>What counts is the individual: If he/she was not considering him/herself in employment before and finds work (employment or self-employment) because of the project intervention. Better employment: if incomes are significantly higher, if the vulnerability at work is reduced (e.g. through formalisation of employment) or if other benefits are given, compared to the initial employment situation of the beneficiaries, e.g. security in the workplace or social protection. It thus also includes on 'on-the-job' trainings for workers that are already employed and improved their employment situation.</p> <p>Also in the case of 'better employment', what counts is the individual: If his/her employment becomes better (employment or self-employment situation improves) because of the project intervention.</p> <p>Depending on the context and the intervention national minimum wage (or % of it for part-time employment) can serve as reference if 'better employment' refers to 'higher income'.</p> <p>Moreover, the ILO provides guidance and useful concepts referring to SDG 8 that – depending on the project / programme and its context – can be used to define better work, for example:</p> <ul style="list-style-type: none"> - 'Productive employment' defined as employment yielding sufficient returns to labour to permit the worker and her/his dependents a level of consumption above the poverty line¹ - 'Decent work' which involves opportunities for work that are productive and deliver a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men. <p>In line with SDG 8 'better employment' may also be achieved by moving from a job in the informal to the formal economy.</p> <p>The indicator measures the outcomes of a large number of projects and intervention contributing towards decent employment (as defined by the ILO).</p> <p>The indicator allows an aggregation of results from different projects, especially from vocational skills development (VSD)² and private sector development (PSD) interventions, where employment outcomes are a common goal.</p>

¹ [Measuring Productive Employment: A 'How to' Note](#)

² For more information on the different types of VSD interventions please consult SDC's [VSD Typology](#).

Measuring unit	Number of persons
Disaggregation dimension (sex, age group, ethnicity or other identity criteria of LNOB)	<ul style="list-style-type: none"> a) Females in LNOB target group b) Females in non-LNOB target group c) Males in LNOB target group d) Males in non-LNOB target group
Data source	<p>At project level, implementing partners</p> <p>At country level, governmental counterparts (reports, statistics)</p>
Rationale	<p>The indicator measures the outcomes of a large number of Inclusive Economic Development projects and hence the contribution to gainful employment and/or towards decent employment (as defined by the ILO). The indicator allows an aggregation of results from vocational skills development (VSD) and private sector development (PSD) interventions.</p> <p><u>Theory of change</u></p> <p>If persons have better or new employment, then people will have the means to afford better access to goods and services and ultimately get out of poverty, because gainful, safe and stable employment increases peoples' incomes, expenditure and welfare and leads to overall economic growth, which in turn fosters private and public sector supply of goods, infrastructures and services.</p>
Possible messages of aggregation and synthesis	Thanks to the contribution of the SDC, in 20XX, xx men and yy women were in better or new employment in zz countries.
Thematic responsibility	Focal Point E+I (as part of the Expert team Inclusive Economic Development; IED)

Aggregated Reference Indicators (ARIs)	
<i>IED_ARI_3 Access to and use of financial products and services</i>	
<i>Number of people having access to and making use of formal financial products and services</i>	
Contribution to objective of M21-24	<i>Sub-objective 2: Promoting innovative private sector initiatives to facilitate the creation of decent jobs</i>
Contribution to Agenda 2030	<u>SDG target 8.10</u> : Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial products and services for all.
Definition (description, specification, qualification)	<ul style="list-style-type: none"> • Qualification to get counted: people who have newly gained access to formal financial products and services AND actually use them. • Formal financial products and services are provided by savings and credit cooperatives, microfinance institutions, banks, insurance companies, fintechs, insurtechs, mobile network operators, etc. • They include savings, insurances, loans, leasings, payment and transfer services, remittances, etc.
Measuring unit	Number of persons
Disaggregation dimension (sex, age group, ethnicity or other identity criteria of LNOB)	<ul style="list-style-type: none"> a) Females in LNOB target group b) Females in non-LNOB target group c) Males in LNOB target group d) Males in non-LNOB target group
Data Source	At project level, implementing partners
Rationale	<p>The indicator measures the outreach of our projects and hence the contribution to financial inclusion.</p> <p><u>Theory of change</u></p> <p>If people have access to formal financial products and services then they will have a better chance to get out of poverty because they are able to finance their livelihood, to invest in their private business, and can absorb shocks and protect their families and their assets thanks to their savings or through insurances.</p>
Possible messages of aggregation and synthesis	Thanks to the contribution of the SDC, in 20XX, xx men and yy women out of which zz more vulnerable population members have gained access to and make use of formal financial services in ww countries. This enables them to increase their resilience to adverse shocks and to build their private businesses, contributing to move their families out of poverty and create more jobs.
Thematic Responsibility	Focal Point E+I (as part of the Expert team Inclusive Economic Development; IED)

Aggregated Reference Indicators (ARIs)

EDU_ARI_1 Access to education and basic skills development

Number of people benefiting from primary, secondary education or continuing and alternative non-formal basic education and learning opportunities including education in emergencies

Contribution to sub-objective of M21-24	<p><i>Sub-objective 2: Promoting innovative private sector initiatives to facilitate the creation of decent jobs</i></p> <p><i>Sub-objective 7: Strengthening equitable access to quality basic services</i></p>
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>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.</p> <p>Basic education interventions englobe the whole spectrum of formal or non-formal education that aims to meet basic learning needs and develop basic skills (also called basic life skills, foundational or essential skills). It can comprise pre-primary, primary or lower-secondary education for children/youth; alternative, non-formal, continuing basic education and learning opportunities for children/youth as well as for adults in the context of lifelong learning. It also comprises education in emergencies (EiE) in emergency and protracted crises contexts.</p> <p><u>Explanations:</u></p> <p>In line with Agenda 2030 SDG 4:</p> <ul style="list-style-type: none">- to ensure access to and completion of quality education for all children and youth to at least 12 years of free, publicly funded, inclusive and equitable quality primary and secondary education, of which at least nine years are compulsory;- to access quality education for out-of-school children and youth through a range of modalities (formal or non-formal/alternative basic education);- to ensure the provision of learning opportunities so that all youth and adults acquire functional literacy and numeracy and so as to foster their full participation as active citizens (alternative, non-formal continuing and basic education in the context of lifelong learning) <p><i>Continuing and alternative non-formal basic education or learning opportunities:</i> [...] Permits to develop, acquire, catch-up or strengthen foundational and basic skills in order to meet basic learning needs. It can be of different levels of duration, take place in or outside of educational institutions and be ensured by different types of organisations (public, private, civil society etc.). Depending on the age group, it can also prepare for reintegration 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: Unesco, SDC Education Strategy)</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 from education in emergencies interventions.</p>

	<p>It counts both those newly enrolled in formal/alternative non-formal education and learning opportunities as well as those already enrolled and benefitting 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 include also 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 in and outside of 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>Note:</p> <p>ARI contributes also to sub-objectives 5 and 6 of the 2021-24 Dispatch on International Cooperation.</p> <p>Please provide indications re the number of children/youth under 18 years; and of adults above 18 years in the indicator text field.</p> <p>Concerning educational activities linked to awareness and knowledge about climate change, make sure 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 target group</p> <p>c. Males in LNOB target group</p> <p>d. Males in non-LNOB target group</p> <p><i>LNOB target group includes persons such as migrants/forcibly displaced or other crises, affected populations; other marginalised/vulnerable populations.</i></p>
Data source	<ul style="list-style-type: none"> - SDC programme/project level data (e.g. implementing partners' log-frame/results framework, monitoring, reporting; SCO's own data, monitoring, reporting) - National government's records if government is implementer
Rationale	<p>The indicator measures the scope and outreach of SDC supported interventions.</p> <p><u>Theory of change</u></p> <p>If people benefit from pre-/primary, lower-secondary or continuing and alternative basic education and learning opportunities, including access to education during emergencies and protracted crises,</p> <p>then they are provided with chances to build their human capital thereby enabling prospects for decent life, work and inclusive participation in society,</p> <p>because they can acquire foundational competencies and basic skills which are essential elements of empowerment and a prerequisite for social, economic and human development, further education and future decent jobs.</p>
Possible messages of aggregation and synthesis	<p>Thanks to the contribution of the SDC, in 20XX, xx children/youth and xx adults (out of which xx girls and women) benefitted from basic education and learning opportunities in xx countries, thereby acquiring foundational basic skills and competencies indispensable for equal and equitable participation, empowerment, prospects for life, decent work and poverty reduction.</p>
Thematic responsibility	Focal Point Education (EDU-Network)

Aggregated Reference Indicators (ARIs)	
EDU_ARI_2 Quality of education and teaching	
Number of teachers or educational personnel trained	
Contribution to sub-objective of M21-24	<p><i>Sub-objective 2: Promoting innovative private sector initiatives to facilitate the creation of decent jobs</i></p> <p><i>Sub-objective 7: Strengthening equitable access to quality basic services</i></p>
Contribution to 2030 Agenda: SDG target	<p><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.</p>
Definition (description, specification, qualification)	<p>The ARI refers to the total number of teachers, educational authorities or other educational stakeholders (e.g. educational authorities, members of parent teachers associations, instructors etc.) trained with SDC support. The ARI applies to both development and humanitarian interventions.</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 include as well trainers/teachers or authorities in vocational skills development.</p> <p><u>Calculation:</u></p> <p>Aggregated total number of teachers, trainers, educational personnel that benefitted from SDC supported training and capacity building.</p> <p>a+b+c+d</p> <p>Note:</p> <p>Trainings can be conducted by formal training institutions (e.g. Ministry of Education) or by other formal or non-formal entities (e.g. NGOs, private sector etc.); they can be pre- or in-service trainings, 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)	<ol style="list-style-type: none"> a. Number of female teachers and educational personnel in general and basic education b. Number of female teachers and educational personnel in vocational skills development c. Number of male teachers and educational personnel in general and basic education d. Number of male teachers and educational personnel in vocational skills development
Data source	<ul style="list-style-type: none"> - SDC programme or project level data (e.g. implementing partners' logframe/results framework, monitoring, reporting; SCO's own data, monitoring, reporting, results framework) - National government's records if government is implementer

<p>Rationale</p>	<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 in the respective educational levels.</p> <p><u>Theory of change</u></p> <p>If teachers and educational personnel are trained, then student's learning should improve because of better quality in teaching and education management.</p>
<p>Possible messages of aggregation and synthesis</p>	<p>Thanks to the contribution of the SDC, in 20XX, xx teachers, educational authorities and members of school-based organisations have been trained (xx/xx women in general and basic education; yy/yy women in vocational). This contributes to a better quality in education, teaching and training.</p>
<p>Thematic responsibility</p>	<p>Focal Point Education → for general and basic education</p> <p>Focal Point Employment & Income → for vocational skills development</p>