Thematic Reference Indicators (TRIs)

EDU_TRI_5 Education for sustainable development (climate change/health) & for peace and human rights (basic life skills - lifelong learning)

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)

Contribution to sub-objective of M21-24	*Sub-objective 3: Addressing climate change and its effects* *Sub-objective 9: Strengthening and promoting human rights and gender equality*
Contribution to 2030 Agenda: SDG target	<u>SDG target 4.7:</u> 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)	**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 programs but can be educational activities in programmes of any other sector. TRI applies to both development and humanitarian interventions.** <u>Explanations:</u> The indicator is in line with SDG 4.7 that focusses on the cross-sectorial nature of education as 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. 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) *Education for sustainable development (ESD):* Aims to develop knowledge, skills, values and behaviours needed for sustainable development (e.g. climate change, disaster, environment, biodiversity, health). *Global citizenship education (GCE)*: 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 <u>Calculation (see disaggregation):</u> (a+b+c+d) <u>Note:</u> TRI also contributes to sub-objectives 5, 6, 7 of the 2021-24 Dispatch on International Cooperation.

	TRI applies to both ESD and GCE in education programmes and ESD/GCE as educational components in programmes of other sectors (e.g. migration, governance, health, climate change etc.) Concerning educational activities linked to awareness and knowledge about climate change, make sure to avoid double counting with CCE_TRI_3.
Measuring unit	Number of persons
Disaggregation dimension (sex, age group, ethnicity or other identity criteria of LNOB)	a) Number of non-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.) b) Number of non-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.) 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.) 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.)
Data source	- Ministry of Education statistics for national and/or provincial data depending on the SDC intervention area. - SDC programme/project level data (e.g. implementing partners' logframe/results framework, monitoring, reporting; SCO's own data, monitoring, reporting)
Rationale	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, environment, health, human rights and peace and ensures linkages between the SDGs. Through education, knowledge and skills are gained that shape values, behaviour, attitudes necessary for sustainable development, just and peaceful societies. Theory of change **If** people acquire knowledge, basic skills and competencies in relation to issues relevant for sustainable development, climate, health, human rights and peace **then** people are more likely to lead more responsible and respectful lives **because** awareness is created that shapes people's values, attitudes and behaviour.
Possible messages of aggregation, synthesis and contribution	Thanks to the contribution of the SDC, in 20XX, xy number of people have acquired knowledge on subjects relevant for sustainable development, climate change, health, human rights and peace in xy countries.
Thematic responsibility	Focal Point Education (EDU)

Thematic Reference Indicators (TRIs)	
EDU_TRI_4 Literacy/numeracy/language (basic life skills - lifelong learning) **Number of youth/adults enrolled in literacy/numeracy/language programmes (foundational/basic education skills)**	
Contribution to sub-objective of M21-24	*Sub-objective 2: Promoting innovative private sector initiatives to facilitate the creation of decent jobs* *Sub-objective 7: Strengthening equitable access to quality basic services*
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 <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.
Definition (description, specification, qualification)	**The TRI calculates the number of persons enrolled in literacy, numeracy and/or language programmes. TRI applies to both development and humanitarian interventions.** <u>Explanation:</u> Persons 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. Either in the context of education programmes or as an educational component in a programme of another sector (e.g. literacy/numeracy/language for migrants or youth in a migration, employment or vocational training programme). 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 SDG 4 Incheon Framework). <u>Calculation (see disaggregation):</u> (a+b+c+d) <u>Note:</u> 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.) TRI contributes also to sub-objectives 5 of the 2021-24 Dispatch on International Cooperation.
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 enrolled in literacy/numeracy/language programmes (foundational/ basic education skills) b) Number of male youth/adults in LNOB non-target group enrolled in literacy/numeracy/language programmes (foundational/ basic education skills)

| | c) Number of female youth/adults in LNOB target group enrolled in literacy/numeracy/language programmes (foundational/ basic education skills) |
	d) Number of male youth/adults in LNOB target group enrolled in literacy/numeracy/language programmes (foundational/basic education skills)
Data source	- Ministry statistics for national and/or provincial data depending on the SDC intervention area. - Programme data
Rationale	The indicator provides information on the need for literacy/numeracy and/or language programmes to help youth/adult catch-up foundational basic skills and/or language competencies. Theory of change **If** persons are literate and speak the language, **then** they will have better prospects for decent life and work, equal participation, access to information, further learning and education **because** they are equipped with a foundational core-competency required for human dignity, social and economic development, poverty reduction.
Possible messages of aggregation, synthesis and contribution	Thanks to SDC xy youth/adults (xy women) could 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	Focal Point Education (EDU Network)

Thematic Reference Indicators (TRIs)

EDU_TRI_3 Quality education and learning
Average proportion of children/youth achieving proficiency level in reading/mathematics at the end of primary/secondary education

Contribution to sub-objective of M21-24	*Sub-objective 2: Promoting innovative private sector initiatives to facilitate the creation of decent jobs* *Sub-objective 7: Strengthening equitable access to quality basic services*
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)	**The TRI refers to the level of learning outcomes in compulsory education. It applies to both development and humanitarian interventions.** <u>Explanations:</u> Use for the calculation the achievement of proficiency level the official statistics of in the programme intervention area. Likewise for the total number of pupils in the programme intervention area. – Proficiency level is defined by the Ministry of Education. *Learning outcomes:* Totality of information, knowledge, understanding, attitudes, values, skills, competencies or behaviours an individual is expected to master upon successful completion of an educational programme. *Minimum proficiency level (MPL)*: 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. For more information: http://tcg.uis.unesco.org/4-1-1-international-large-scale-learning-assessments-of-children-and-young-people/ <u>Calculation (see disaggregation):</u> (a+b+c+d)/e*100 <u>Note:</u> As it is the average rate it will not provide level specific information but provides an overall picture of the level learning achievement (irrespective of the educational level). The higher the percentage the better the learning outcomes in math/reading. 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 addresses as well the physical and psychosocial well-being of students. The indicator does not provide information about these aspects of quality education. The indicator does not provide information on access and completion of education. TRI contributes also to sub-objectives 5 of the 2021-24 Dispatch on International Cooperation.
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

other identity criteria of LNOB)	b) Number of male pupils at the end of primary education that achieved proficiency level in reading/mathematics c) Number of female pupils at the end of secondary education that achieved proficiency level in reading/mathematics d) Number of male pupils at the end of secondary education that achieved proficiency level in reading/mathematics e) Total number of pupils at the end of primary/secondary education
Data source	- Ministry of Education statistics for national and/or provincial data depending on the SDC intervention area. - School register, school census - Implementing partner's baseline, monitoring and reporting. - Country education statistics from UNESCO Institute of Statistics (UIS) National learning assessments http://tcg.uis.unesco.org/4-1-1-international-large-scale-learning-assessments-of-children-and-young-people/ - Cross-national learning assessments (e.g. PASEC, PIRLS, PISA, SACMEQ, TERCE, TIMSS)
Rationale	The indicator provides information on education system performance and quality and the educational attainment of students in two core subject areas. Theory of change **If** young people attain proficiency in reading and mathematics upon completion of compulsory education, **then** they will have acquired core-competencies for life, decent work, further education and learning **because** attaining proficiency in literacy/numeracy is a result of quality education and a prerequisite for equal chances, social and economic development of individuals and society.
Possible messages of aggregation, synthesis and contribution	Thanks to the contribution of the SDC, in 20XX, xx % of children/youth (xx% girls) achieved at least minimum proficiency in reading / mathematics in compulsory education in country/province/village xx. A quality education that leads to the required learning outcomes is an essential foundation of individual, social and economic development, equal chances and for fostering values such as equality, respect, tolerance and dignity.
Thematic responsibility	Focal Point Education (EDU Network)

Thematic Reference Indicators (TRIs)	
EDU_TRI_2 Education completion	
Average primary/secondary education completion rate	
Contribution to sub-objective of M21-24	*Sub-objective 2: Promoting innovative private sector initiatives to facilitate the creation of decent jobs* *Sub-objective 7: Strengthening equitable access to quality basic services*
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)	**The TRI measures the average education completion rate of compulsory education. The TRI applies to both development and humanitarian interventions.** <u>Explanations:</u> Use for the calculation the official completion statistics in the programme intervention area. Likewise for the total number of children/youth in the programme intervention area. <u>Calculation (see disaggregation):</u> (a+b+c+d)/e*100 <u>Note:</u> 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). 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. 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. The indicator does not indicate the quality of learning. TRI also contributes to sub-objectives 5 of the 2021-24 Dispatch on International Cooperation.
Measuring unit	Percentage
Disaggregation dimension (sex, age group, ethnicity or other identity criteria of LNOB)	a) Number of female children having completed last grade of primary education b) Number of male children having completed last grade of primary education c) Number of female children/youth having completed last grade of secondary education d) Number of male children/youth having completed last grade of secondary education e) Total number of children/youth at the age of primary/secondary education completion *LNOB target group includes persons such as migrants/forcibly displaced or other crises, affected populations; other marginalized/vulnerable populations.*

Data source	- Ministry of Education statistics for national and/or provincial data depending on the SDC intervention area. - Implementing partner's baseline, monitoring and reporting. - Country education statistics from UNESCO Institute of Statistics (UIS) https://data.uis.unesco.org/?queryid=142; UNICEF https://data.unicef.org/topic/education/overview/; World Bank: https://datatopics.worldbank.org/education/ - Population estimates at national/provincial/village level for estimate of total number in selected age group (population census, household surveys)
Rationale	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. Theory of change **If** children and youth complete the full cycle of compulsory basic education, **then** they have better prospects for economic, social and human development, decent work, for life and further learning, **because** they have acquired the foundational knowledge, skills, capacities and certification which are prerequisites for formal employment, tertiary and continuing education.
Possible messages of aggregation, synthesis and contribution	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 of individual, social and economic development, equal chances and for fostering values such as equality, respect, tolerance and dignity.
Thematic responsibility	Focal Point Education (EDU Network)

Thematic Reference Indicators (TRIs)	
EDU_TRI_1 Education enrolment **Average education enrolment rate (primary, secondary or non-formal/alternative education)**	
Contribution to sub-objective of M21-24	*Sub-objective 2: Promoting innovative private sector initiatives to facilitate the creation of decent jobs* *Sub-objective 7: Strengthening equitable access to quality basic services*
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. <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.
Definition (description, specification, qualification)	**The TRI provides the average education enrolment rate of children, youth in general or basic education. Be it in formal primary/secondary education or in alternative, non-formal general or basic education and learning opportunities; including continuing education in the context of lifelong learning as well as education in emergencies. TRI applies to both development and humanitarian interventions.** <u>Explanations:</u> Use for the calculation the official enrolment statistics in the programme intervention area. Likewise for the total number of children/youth use the census in the programme intervention area. <u>Calculation (see disaggregation):</u> (a+b+c)/d*100 <u>Note:</u> 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).
Measuring unit	Percentage
Disaggregation dimension (sex, age group, ethnicity or other identity criteria of LNOB)	a) Number of children enrolled in primary education b) Number of children/youth enrolled in secondary education c) Number of children/youth enrolled in non-formal/alternative education d) Total number of children/youth
Data source	- Ministry of Education statistics for national, provincial community level enrolment data. - 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. - Implementing partner's baseline, monitoring and reporting. - Country education statistics from UNESCO Institute of Statistics (UIS) http://data.uis.unesco.org/?queryid=142 ; PASEC: www.pasec.confemen.org/ ; World Bank: https://datatopics.worldbank.org/education/ - Population estimates at national/provincial/village level for estimate of total number in selected age group (population census, household surveys)
Rationale	To show the general level of education participation. It indicates the education system enrolment capacity, which is a sign of equity and inclusiveness.

	Theory of change
	If children and youth have the possibility to access compulsory education, including during emergencies, and people of all ages can access continuing or alternative non-formal basic education and learning opportunities,
	then 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,
	because to develop acquire, enhance or catch-up basic skills is equitable.
Possible messages of aggregation, synthesis and contribution	The SDC, in 20XX, contributed to the education enrolment of % children and youth in country/province/village xx. A sound education is an essential foundation of individual, social and economic development, equal chances and decent jobs and for fostering values such as equality, respect, tolerance and dignity.
Thematic responsibility	Focal Point Education (EDU-Network)