

Guidelines for KoGe Key Indicator 6a (version 12.11.2020)

Number and proportion of marginalized and vulnerable people who have access to a.) basic education.	
<p>Long-term outcome 2: Rights to economic and basic services (SDG 1.4) Short-term outcome 2.3: BE & VT are accessible for all, especially for the most MaVu Output 2.3a: Increased access to BE for MaVu children/ youths/ adults</p>	
Type	Periodic (periodic assessment over time) with a baseline
Technical definitions	<p>Basic education (BE) can be divided into formal and non-formal BE.</p> <ul style="list-style-type: none"> • Formal BE includes any activities defined as BE by the respective national or regional government. It can be operated by the government or by private entities. The curriculum is typically run in school year cycles. • Non-formal BE includes any activities where children, youths and adults are taught in basic skills such as alphabetisation and literacy but are not part of the formal BE. Typically, the courses do not follow the school year cycle and last between several weeks to several years. <p>Access to BE means that MaVu students are enrolled in a formal or non-formal BE grade, course or course year and complete it. Completed means qualified to advance to the next higher grade, course or course year or graduated (receiving a certification) after the last year. Access to BE is measured by the enrolment rate (ER, optional but recommended, see Annex) and retention/graduation rate (RGR, required):</p> $RGR (BE) = \frac{\text{Number of MaVu students who completed a formal BE grade or non-formal BE course or course year}}{\text{Number of MaVu students enrolled in formal BE grade or non-formal BE course or course year}} * 100$ <p>The MaVu student groups in the numerator and the denominator must be the same (e.g. year2 students who were enrolled in 2021, are only included in the RGR calculation in 2022 when they had the chance to complete year2). See also section “Baseline” and “Data collection”.</p> <p>Marginalized and vulnerable (MaVu) individuals/ groups are defined at the start of a project by each local implementing organisation based on the context and their experience. Marginalized individuals/ groups lack access to rights, resources, and opportunities and may not be able to fully participate in social, economic and political life. The marginalized are often the most vulnerable, which refers to exposure to a range of possible harms and being unable to deal with them adequately. People can be MaVu due to sexual orientation, gender, geography, ethnicity, religion, displacement, conflict or disability.</p> <p>Children are persons younger than 15 years. School aged children are children who are required to attend formal BE according to national/ regional/ local guideline. Youths are persons who are 15-24 years old. Adults are persons who are older than 25 years.</p>
Rationale	The enrolment rate (optional) and retention/graduation rate (required) is used to measure MaVu’s access to BE. Providing MaVu access to BE is an achievement per se, as it provides them with the abilities (knowledge, skills and attitude) to further develop their full potential.
Good performance; Interpretation of results	<p>Higher RGR than planned – and/or higher ER than planned – indicate good performance, i.e. increased access to BE. However, the interpretation of good performance can vary in different contexts, as indicated by the following examples:</p> <ul style="list-style-type: none"> • A project which provides 10% of a <u>formal public BE</u> school’s annual budget aims at increasing the RGR and the ER, but (if the budget contribution is not increased) cannot those two year by year. • A project which runs a <u>formal private BE</u> school at maximum capacity already, cannot increase the number of enrolled or ER year by year unless the capacity of the school is increased.

	<ul style="list-style-type: none"> • A project that aims at convincing the caregivers to send their children to <u>formal BE</u> cannot increase the number of enrolled or ER year by year unless the project expands their activities. <p>In addition, RGR and ER can be influenced by external factors. In case of population growth, an environmental disaster, if participants are sick or if their caregivers ask them to work at home or on the lands, RGR and ER decrease. Therefore, keeping RGR and ER at increased levels initially achieved by the project is good performance. In turn, a further increase in RGR and ER indicates an exceptional additional effort.</p>
Baseline	Denominator and Numerator (see “Data collection” below) at the first year of the project or programme phase.
Data collection	<p>Required data</p> <p><u>RGR denominator</u>: Number of MaVu students enrolled in formal BE at the beginning of school year or in non-formal BE at beginning of course/ course year</p> <p><u>RGR numerator</u>: Number of MaVu students who completed a formal BE school year or a non-formal BE course/ course year</p> <p>Data collection tools</p> <p>Enrolment and completion lists per formal/ non-formal BE grade. In case, the project/ programme has no access to the enrolment lists, the information can be obtained from the caregivers through questionnaires (see Annex).</p> <p>Data disaggregation</p> <p><u>Required</u>: By sex, by age group (children, youths, adults), by BE category (formal BE primary school level, formal BE secondary school level, non-formal BE)</p> <p><u>Optional</u>: by urban/rural</p> <p>Frequency</p> <p>Yearly</p>
Data reporting	Jan/Feb: The local implementing organisation submits the data to the Swiss partner using the latest version of the “Indicator reporting and learning tool”
Worked example	In course year 2022/23, 49 out of 50 (98 %) youths have completed the secondary school level of Project X in Project Area Y.

Annex:

Required data

Sample questions to caregivers	<p>In case enrolment and retention/ graduation data are not available, the following questions are asked to caregivers:</p> <ul style="list-style-type: none"> • Was your child enrolled in any formal or non-formal BE programme in the last 12 months? • If yes, which one and when was it enrolled? • Did your child complete this grade/ course/ course year?
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Optional data

Technical definitions	<p>In addition to the RGR, the enrolment rate (ER) allows to examine if the need for basic education is addressed (project relevance) and is defined as:</p> $ER \text{ (formal BE)} = \frac{\text{Number of school aged MaVu students enrolled in formal BE grade}}{\text{Number of school aged MaVu students who should attend formal BE}} * 100$ $ER \text{ (non-formal BE)} = \frac{\text{Number of MaVu students enrolled in non-formal BE course/ course year}}{\text{Number of MaVu in target area who could benefit from non-formal BE}} * 100$ <p>MaVu in a target area who could benefit from non-formal BE: This number can (if at all) only very vaguely be estimated as it could be all people who did not attend formal BE or project-specific groups (e.g. illiterate women who experienced sexual and gender-based violence).</p>
Baseline data	Denominator and Numerator (see “Data collection” below) at the first year of the project or programme phase.
Data collection	<p>Optional data</p> <p><u>ER (formal BE) denominator:</u> Number of school aged MaVu children in the target area who should attend formal BE</p> <p><u>ER (non-formal BE) denominator:</u> Number of MaVu in the target area who could benefit from non-formal BE</p> <p><u>ER numerator:</u> see “RGR denominator” above</p> <p>Data collection tools</p> <p>In most cases this number will be triangulated from secondary literature such as UN/ government/ school/ other NGOs statistics, end line data of a previous project/ programme phase and expert opinions. In few cases this can also be primary data from a survey performed only for this reason. In case evaluations are planned for this indicator, they should investigate ER in more detail (e.g. analyse the strength, weaknesses, opportunities and threats of the education sector, the different key BE actors in the target area and the relevance of the programme in consideration of this situation) and report these qualitative results in the narrative part of this indicator.</p> <p>Frequency</p> <p>At the beginning of the phase or during an evaluation</p>
Data reporting	See “Data reporting” above
Worked example	In school year 2022/23 in Project Area Y, 50 out 121 school aged children (41%) who should attend formal BE were actually enrolled.