

Aggregated Reference Indicators (ARIs)	
CCE_ARI_2 Training on climate change, DRR and environment	
Number of persons trained on climate change, DRR and environmental issues	
Contribution to objective of M25-28	<i>Objective: Climate and environment: Guarantee development that respects the climate and nature, is resilient to climate change and natural disasters, and improves the living conditions of the most vulnerable populations.</i>
Contribution to 2030 Agenda: SDG target	<p>SDG targets:</p> <p>13.3: Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning</p> <p>1.5: 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</p>
Definition (description, specification, qualification)	<p>Capacity building for increased knowledge encompasses activities conducted at the level of individuals, institutions and systems. Training is understood as a scheduled implementation of a programme of diverse exercises aimed at increasing performance. In the frame of a lifelong learning approach, it can take various forms – including, but not being limited to, formal education and training courses, vocational training, basic/primary/secondary/tertiary education, and continuing and alternative non-formal education and learning.</p> <p>Training and capacity building in the area of climate change, DRR and the environment is understood in a broad sense here, including elements such as: changing attitudes and behaviours, imparting knowledge and developing skills, and maximising the benefits of participation, knowledge exchange and ownership. Aim of the effort needs to be the intention to have an impact at the level of effectively addressing the challenges of climate change, DRR and environment and achieving sustainability.</p> <p>Persons: beneficiaries who received training on climate change, DRR and environment issues through activities financed by the SDC.</p> <p>Note:</p> <p>Concerning educational activities related to climate change, DRR and the environment, make sure to avoid double counting with EDU_TRI_5 “Education for sustainable development (Climate change/health) & for peace and human rights (basic life skills – lifelong learning) and EDU_ARI_1 “Access to education and basic skills development”.</p> <p>Please check whether the policy markers disaster risk reduction (PM DRR), climate change mitigation (PM CC Mitigation) and/or climate change adaptation (PM CC Adaptation) should be set to principal or significant for the project for which this indicator is used.</p>
Measuring unit	Number of persons
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>For the calculation, the following formula will be applied by the RDM system for this population group: (a + b + c + d)</p>

Data source	At project level, implementing partners, project monitoring
Rationale	<p><u>Theory of change</u></p> <p>If individuals receive training on climate change, DRR and environment, then they are better placed to deal with the unprecedented challenges of climate change, disaster risks and environmental issues and will build more resilient communities,</p> <p>because they can adapt their behaviour according to available knowledge and experience.</p>
Possible messages of aggregation and synthesis	Thanks to the contribution of the SDC, in 202x xx men and yy women were able to increase their knowledge and strengthen their capacities in relation to climate change, DRR and the environment.
Thematic responsibility	Focal Point section CDE