

For USAID Missions and Operating Units [advancing climate action in and through education](#), both [education](#) and [climate change](#) standard indicators may be applicable to their Performance Plan and Report (PPR). To facilitate reporting across these priorities, the Center for Education has mapped education and climate change indicators to different programming examples. These examples show how Missions can report the same output across different indicators.¹

USAID Missions and Operating Units reporting on the education indicators below should also consider reporting on the corresponding climate change indicators whenever relevant.

FOUNDATIONAL SKILLS

Are you integrating information on climate change adaptation in foundational skills instruction? Have you strengthened the resilience of an education system to ensure learning and continuity under a changing climate?

IF YOU ALREADY REPORT ON...

ES.I-53 Number of learners in pre-primary schools or equivalent non-school based settings reached with U.S. government (USG) education assistance

ES.I-3 Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance

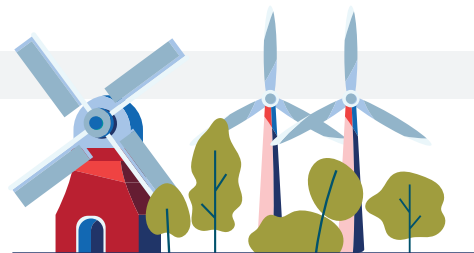
ES.I-4 Number of learners in secondary schools or equivalent non-school based settings reached with USG education assistance

EXAMPLE #1

An activity integrates information on adapting to climate change in teaching and learning materials that are designed to measurably improve foundational literacy skills. The activity reaches 85,000 third graders. This activity would report “85,000” individuals under both **ES.I-3** and **EG.II-5**.

YOU CAN ALSO REPORT ON...

EG.II-5 Number of people supported by the USG to adapt to the effects of climate change



POLICY REFORM

Are you supporting policy reform that increases resilience to climate change?

IF YOU ALREADY REPORT ON...

ES.I-59 Education system strengthened through USG-assisted policy reform

When reporting on ES.I-59, please include a qualitative narrative that describes how your activity strengthened the education system through policy reform.

Note that the education and climate change indicators for this type of programming have different measurement units. ES.I-59 counts the number of activities supporting policy reform, whereas EG.II-3 counts the number of policies.

EXAMPLE #2

An activity works with the Ministry of Education to develop a continuity of learning plan. The plan includes a distance learning curriculum and other efforts to develop a more resilient education system, one that ensures continued access to education despite interruptions from climate-related disasters. This activity would report “one” activity under **ES.I-59** and “one” policy under **EG.II-3** and include a description of its support in the **Climate Strategy** qualitative narrative.

YOU CAN ALSO REPORT ON...

EG.II-3. Number of laws, policies, regulations, or standards addressing climate change adaptation formally proposed, adopted, or implemented as supported by USG assistance

There is also a qualitative narrative you can report on:

Climate Strategy: Systems Change and Critical Populations

Since policy reform is a type of systemic change, use this narrative to describe how your activity is helping the host country achieve systemic changes in its climate strategy.



¹ Missions advancing climate action through education should also consider EG.I0 [environment standard indicators](#) for reporting. Although not included in this document, these indicators may be relevant given the close link between the environment and climate change.

DATA AND RESEARCH

Are you leveraging higher education to generate research on climate change or information on mitigating or adapting to risks?

IF YOU ALREADY REPORT ON...

- ES.2-2** Number of individuals attending higher education institutions with USG scholarship or financial assistance
- ES.2-52** Number of individuals affiliated with higher education institutions receiving capacity development support with USG assistance
- ES.2-55** Number of learners reached by USG-assisted higher education interventions

YOU CAN ALSO REPORT ON...

- EG.11-6** Number of people using climate information or implementing risk-reducing actions to improve resilience to climate change as supported by USG assistance

EXAMPLE #3

An activity works with twelve university students in a research lab to analyze the overload of solar grids during peak hours. The activity partners with international university researchers and the private sector to identify and test possible solutions to the grid's overload. This activity would report "twelve" individuals under both **ES.2-55** and **EG.11-6**. Since the activity is training higher education students in clean energy skills, it would also report under **EG.12-1** (see next example).



TRAINING YOUNG PEOPLE

Are you training youth and higher education learners in a breadth of green skills?

IF YOU ALREADY REPORT ON...

- ES.1-4** Number of learners in secondary schools or equivalent non-school based settings reached with USG education assistance
- EG.6-3** Number of individuals who complete USG-assisted workforce development programs (*EG.6-3 is a new indicator for fiscal year (FY) 2023*)
- EG.6-14** (numerator) Number of individuals who complete USG-assisted workforce development programs (*EG.6-14 will be archived in FY 2023*)
- ES.2-2** Number of individuals attending higher education institutions with USG scholarship or financial assistance
- ES.2-55** Number of learners reached by USG-assisted higher education interventions

YOU CAN ALSO REPORT ON...

- EG.11-1** Number of people trained in climate change adaptation supported by USG assistance

EG.12-1 Number of people trained in clean energy supported by USG assistance (*You should only report on EG.12-1 if you are training youth in clean energy skills*)

EG.13-1 Number of people trained in sustainable landscapes supported by USG assistance (*You should only report on EG.13-1 if you are training youth in sustainable landscapes skills*)

If the training includes a focus on helping youth adapt to climate change, you can also report on:

EG.11-5 Number of people supported by the USG to adapt to the effects of climate change

You can also report on the qualitative narrative:

Climate Strategy: Systems Change and Critical Populations

If the training is part of an effort to increase youth participation and leadership in climate action, use this narrative to describe how your programming is contributing.

EXAMPLE #4

An entrepreneurship activity trains 2,000 secondary school youth in improved and climate-smart agriculture technologies. The activity partners with private-sector firms to increase youth skills in income generation and financial literacy. The youth also participate in an "innovation challenge" where they pitch their own agriculture innovations to address climate change. This activity would report "2,000" individuals under both **ES.1-4** and **EG.11-1**.



INSTITUTIONAL CAPACITY

Are you strengthening the capacity of schools, colleges, and universities to respond to climate change?

IF YOU ALREADY REPORT ON...

CBLD-9m Number of educational institutions (higher education, secondary, primary, pre-primary) with improved performance: Numerator

If your programming includes individual capacity development, you can also report on:

ES.2-52 Number of individuals affiliated with higher education institutions receiving capacity development support with USG assistance

YOU CAN ALSO REPORT ON...

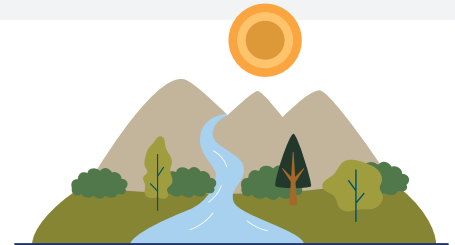
EG.11-2 Number of institutions with improved capacity to assess or address climate change risks supported by USG assistance

EG.12-2 Number of institutions with improved capacity to address clean energy issues as supported by USG assistance

EG.13-2 Number of institutions with improved capacity to address sustainable landscapes issues as supported by USG assistance

EXAMPLE #5

An activity helps four local universities improve their capacity to address climate change. The universities develop climate adaptation action plans and make better use of climate data for decision-making. For example, by combining existing information about climate, soil, water flows, land use, and estimated water availability, the universities improve their management of water resources. This activity would report “four” institutions under both **CBLD-9m** and **EG.11-2**.



LEARNING ENVIRONMENT SAFETY

Are you strengthening learning environment safety² to make education more resilient to the effects of climate change?

IF YOU ALREADY REPORT ON...

ES.1-14 Number of classrooms built or repaired with USG assistance

ES.1-51 Number of learning environments supported by USG assistance that have improved safety, according to locally-defined criteria

ES.2-53 Number of physical spaces built, repaired, or refurbished for higher education with USG assistance

If strengthening learning environment safety improves access to education, you can also report on ES.1-56:

ES.1-56 Number of learners with improved access to education through USG-assisted programs

YOU CAN ALSO REPORT ON...

If strengthening learning environment safety helps children continue to learn in a changing climate:

EG.11-5 Number of people supported by the USG to adapt to the effects of climate change

If you are using sustainable landscape activities to finance improvements to learning environment safety, you can count the children attending school as beneficiaries:

EG.13-5 Number of people receiving livelihood co-benefits (monetary or non-monetary) associated with the implementation of USG sustainable landscapes activities

If you are mobilizing public or private investment to strengthen learning environment safety:

EG.11-4 Amount of investment mobilized (in USD) for climate change adaptation as supported by USG assistance

EG.12-4 Amount of investment mobilized (in USD) for clean energy as supported by USG assistance

EXAMPLE #6

An activity supports school rehabilitation to make six schools more resilient to local climate threats, including extreme heat and flooding. The improvements lead to a safer learning environment for 4,200 students. This activity would report “six” learning environments under **ES.1-51** and “4,200” people supported under **EG.11-5**.



² A learning environment is a place where structured learning happens, with an aim to improve learning outcomes as defined by the [USAID Education Policy](#). A learning environment can be a formal school setting (pre-primary through higher education), training center, or a non-formal equivalent.