

ES.1-51

Indicator	ES.1-51 Number of learning environments supported by USG assistance that have improved safety, according to locally-defined criteria
Definition	<p>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.</p> <p>A “safe learning environment” is a place free from environmental, internal and external threats to learners’ and education personnel’s safety and well-being. Environmental threats can include, but are not limited to, natural disasters, public health risks and unsafe or inaccessible physical infrastructure. Internal threats can include, but are not limited to, school-related gender-based violence, bullying, disability-based stigma and discrimination, corporal punishment, and unsafe or inaccessible physical infrastructure. External threats can include, but are not limited to, attacks on the way to/from school, ideological attacks on education, armed/violent attacks on education, and occupation of education infrastructure by armed groups.</p> <p>The factors relevant to school safety vary from context to context. “Locally-defined criteria for safety” should be determined in consultation with local stakeholders before school improvements are made. The Safer Learning Environments (SLE) Assessment Toolkit (qualitative and quantitative options) gives guidance on how to assess local threats to safety at the school level in a wide variety of contexts in a way that avoids doing harm, is conflict sensitive, and is locally-relevant.</p> <p>Learning environments can be counted as having “improved safety” if they have made progress against the locally-defined criteria since the last time they were measured (e.g., the previous school year or the beginning of the current school year). Learning environments that have made no measurable progress cannot be counted as improved for that period. The use of a census or representative sample will depend on whether the threat to safety is at the school level or individual learner level and do no harm considerations. Learning environments should be counted only once, even if the learning environment receives multiple types of interventions.</p> <p>“USG assistance” is defined as financial or technical assistance designed to improve school safety specifically. This can be provided at the national system-level, sub-national level or through direct interventions at the school-level, but all leading to changed outputs at the school-level. Examples of USG education assistance that fall into this category can include, but are not limited to: support to Parent Teacher Association-led school improvement plans, educator and school personnel codes of conduct; school safety response and referral mechanisms, school rehabilitation directly related to school improvement plans; national or sub-national policies on school safety or infrastructure minimum standards; training for school personnel, education officials or community members on school safety, including topics such as disability awareness; etc.</p>
Primary SPS Linkage	ES.1, EG.6, ES.2, HA.1, HA.2
Linkage to Long-Term Outcome or Impact	Safe learning environments are fundamental to a do no harm approach in education programming. Education programs must not put learners at additional risk through services delivered.

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	<p>Safe learning environments contribute to the ultimate goal of the USAID Education Policy, which is that all children and youth have access to safe, quality, relevant education that helps them gain literacy, numeracy, and social emotional skills in the following ways:</p> <ol style="list-style-type: none"> (1) Safe learning environments support improved enrollment and retention of learners. (2) Safe learning environments support equitable access to education for marginalized learners, particularly girls, learners affected by conflict or crisis, and/or learners with disabilities. (3) Safe learning environments can mitigate the negative impacts of adversity on children and youth’s ability to learn. (4) Safe learning environments are prerequisites for successfully building the social and emotional skills of learners.
Indicator Type	Output
Reporting Type	Number
Use of Indicator	This indicator will allow the education sector to report progress and results on priority outcomes under both the USG Education Strategy and the USAID Education Policy, along with other education-related standard indicators. At the program or activity level, this indicator provides data that track progress against creating a safe learning environment for all learners.
Reporting Frequency	Annual
Data Source(s)	Data used to report against this indicator must be primary data, at the level of the learning environment or learner level, collected by the partner implementing the activity. Please see supplemental guidance for more information on sampling, methods, and tools.
Bureau Owner(s)	<p>Agency: USAID Bureau and Office: DDI/EDU POC: Benjamin Sylla; Senior Education Advisor; Center for Education bsylla@usaid.gov Technical POC: Rebecca Pagel; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education rpagel@usaid.gov</p>
Disaggregate(s)	<ul style="list-style-type: none"> • Number of learning environments with improved safety that are in conflict or crisis-affected communities¹ • Number of learning environments with improved safety that are considered “non-state” or “state” • Number of learning environments with improved safety in rural areas • Number of learning environments with improved safety in urban areas <p>¹ Please see the USAID Education Policy for definitions of “conflict-affected” and “crisis-affected.”</p>