



Safer Learning Environments (SLE) Recommended Indicators

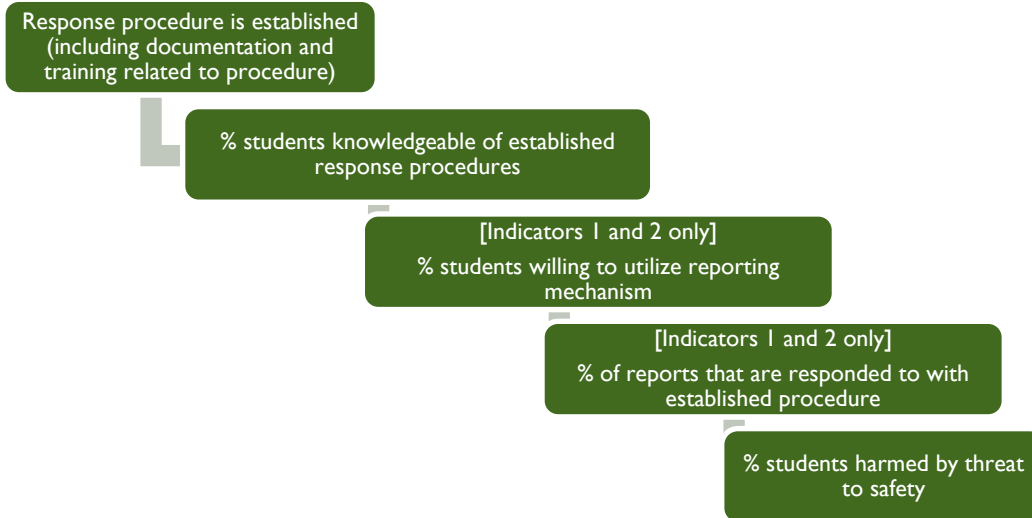
Background

ECCN's 2016 "[Analysis of Indicators Used in USAID Education Projects in Crisis and Conflict Environments](#)" highlighted the need for improved indicators to increase consistency of conceptualization and measurement across USAID's Education in Crisis and Conflict (EiCC) activities. This paper defines five recommended outcome indicators measuring threats to safety in common domains in EiCC learning environments (school related gender-based violence (SRGBV), in-school gang activity, attack from criminal and armed groups, natural hazards, and health emergencies). These indicators measure institutionalization of protective or palliative procedures around these threats. These indicators were evaluated and selected based on relevance, precision, measurability, consistency, and validity by the ECCN SLE Working group, USAID Education officers, and numerous monitoring and evaluation and education experts.

It is important to note that the SLE indicators recommended here are intended for general use by a broad range of education programs, both those that include a specific school safety related focus and those that do not. For this reason, recommended indicators highlight the **minimum** necessary SLE-related outcome that should be measured—that is, an outcome that both pre-supposes the existence of established school level response procedures vis a vis a given safety threat and measures the degree of student knowledge of these procedures—but does not extend beyond knowledge of existing procedures to explicitly track school safety-related outcomes. A knowledge-level outcome is considered acceptable for programs without an explicit school-safety focus, because such programs should not be held accountable for safety outcomes that they are not designed, nor resourced, to influence.

However, any education program that includes an explicit school safety focus should be expected to track additional outcome indicators that probe students' willingness to use reporting procedures; the extent to which these procedures are used; and the extent to which students experience school-related threats to safety. In addition, any general education program that wishes to include additional school safety-related outcome measures should be free to do so, with the understanding that the program may influence, but not be held accountable for, school safety-related changes.

The following flow chart illustrates a recommended sequence of school safety related outcome measures for education programs with an explicitly school safety focus.



In the Project Indicator Reference Sheets (PIRS) that follow, we provide PIRS only for the second level (% with knowledge) for each of the indicators. Our assumptions in making this recommendation are as follows:

- a program will not seek to measure knowledge of a reporting mechanism unless such a mechanism is already established and believed to be effective; this is stated explicitly in the ‘precise definitions’ for ‘established response mechanism’;
- “knowledge” is easily measurable in a basic quantitative survey as it does not deal with issues of fear or willingness to report or actual exposure to and harm from threats;
- achieving student knowledge of safety reporting measures is not beyond the scope of what an education program can hope to achieve, and can be measurably improved from baseline to midline and endline;
- knowledge is an essential first step to ensure a mechanism is effective.

SLE Recommended Indicators:

SLE 1: SRGBV (Internal)	% students knowledgeable of established response procedures to report SRGBV incidents
SLE 2: Gang Activity (Internal)	% students knowledgeable of established response procedure for reporting observed gang activity occurring within the school
SLE 3: Attack from criminal and armed groups (External)	% of students knowledgeable of established response procedures during external attack by criminal and armed groups occurring within the school
SLE 4: Natural Hazard (Environmental)	% of students who are knowledgeable of established response procedure during event of natural hazard / disaster while in school
SLE 5: Health Emergency (Environmental)	% of students knowledgeable of minimum best health practices

Name of Indicator: <i>% students knowledgeable of established response procedures to report SRGBV incidents</i>
Name of Result Measured
Is this a Performance Plan and Report Indicator?
DESCRIPTION
<p>Precise Definition(s): SRGBV is defined by USAID as: “acts or threats of physical, sexual or psychological violence or abuse that is based on gendered stereotypes or that targets students on the basis of their sex, sexuality or gender identities. School- related gender-based violence reinforces gender roles and perpetuates gender inequalities. It includes rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying, and other forms of non- sexual intimidation or abuse such as verbal harassment or exploitative labor in schools. Unequal power relations between adults and children and males and females contribute to this violence, which can take place in formal and nonformal schools, on school grounds, going to and from school, in school dormitories, in cyberspace or through cell phone technology. SRGBV may be perpetrated by teachers, students, or community members. Both girls and boys can be victims, as well as perpetrators”</p> <p>“Established response procedure” is defined by the school / program having the following:</p> <ul style="list-style-type: none"> • Existence of a written document listing procedure • Annual training for ALL students on the procedures • Annual training for ALL school staff on the procedures • Annual parental meeting with the orientation to the procedures. <p>“Knowledgeable” means that there is considered to be sufficient basic knowledge (locally defined on the topic (e.g. score of 7/10).</p>
Unit of Measure: % of students (minimum 0%; maximum 100%)
Data Type: Percentage (Numerator: number of students with sufficient basic knowledge; Denominator: total number of students in project schools)
Disaggregated by: Gender ; Disability Status
Rationale for Indicator (optional):
PLAN FOR DATA COLLECTION
Data Source: A representative quantitative survey of the students.
Method of Data Collection and Construction: A series of questions relating to relevant activities (e.g. school codes of conduct, procedures for reporting to teachers anonymously or in person, what constitutes ‘SRGBV’, responsibility to report) should be asked to determine knowledge of correct process (depending on one’s role in the process). Measure of knowledge is binary (yes/no with sufficient knowledge), but it will also be meaningful to calculate the mean score that is compared across groups and over time, and also look at percentage correct for individual questions.
Reporting Frequency: Baseline and Endline, at a minimum (assuming evaluations occur during school year).
Individual(s) Responsible at USAID:
TARGETS AND BASELINE
Baseline Timeframe
Rationale for Targets (optional)
DATA QUALITY ISSUES
Dates of Previous Data Quality Assessments and Name of Reviewer(s):
Date of Future Data Quality Assessments (optional):
Known Data Limitations:
CHANGES TO INDICATOR
Changes to Indicator:
Other Notes (optional):
THIS SHEET LAST UPDATED ON:

Indicator SLE- 2: Internal Gang Activity Risk

Name of Indicator: % students knowledgeable of established response procedure for reporting observed gang activity occurring within the school
Name of Result Measured
Is this a Performance Plan and Report Indicator?
DESCRIPTION
<p>Precise Definition(s): “Gang” means any ongoing organization, association or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts (including Assault, Robbery, Homicide/manslaughter; Drug trafficking offenses; Shooting at an inhabited house or car; drive by shootings (shooting from a car); Arson; Intimidation of witnesses/victims; Grand theft; Kidnapping; Rape; Burglary; Torture; Possession of firearms (various charges); Extortion; Threats of bodily harm; Counterfeiting; Carjacking or car theft; Obtaining fake IDs from the DMV; Felony Vandalism (damages over \$400); Credit Card theft; Grand Theft; Looting; Mayhem (maiming somebody); Money laundering), having a common name or common identifying sign or symbol, and whose members individually or collectively engage in or have engaged in a pattern of criminal gang activity.</p> <p>“Established response procedure” is defined by the school / program having the following:</p> <ul style="list-style-type: none"> • Existence of a written document listing procedure • Annual training for ALL students on the procedures • Annual training for ALL school staff on the procedures • Annual parental meeting with the orientation to the procedures. <p>“Knowledgeable” means that there is considered to be sufficient basic knowledge (locally defined on the topic (e.g. score of 7/10).</p>
Unit of Measure: % of students (minimum 0%; maximum 100%)
Data Type: Percentage (Numerator: number of students with sufficient basic knowledge; Denominator: total number of students in project schools)
Disaggregated by: Gender , Disability Status
Rationale for Indicator (optional): This indicator is important to capture [perceptions of] the distinct threat of gang activity occurring within a learning environment as a separate type of risk than that which is incidental harm from fellow students and school personnel or conflict-related harm from armed groups.
PLAN FOR DATA COLLECTION
Data Source: A representative quantitative survey of the students.
Method of Data Collection and Construction: A series of questions relating to relevant activities (e.g. procedures for reporting to teachers anonymously or in person, what constitutes ‘gang activity’, responsibility to report) should be asked to determine knowledge of correct process (depending on one’s role in the process). Measure of knowledge is binary (yes/no with sufficient knowledge), but it will also be meaningful to calculate the mean score that is compared across groups and over time, and also look at percentage correct for individual questions.
Reporting Frequency: Baseline and Endline, at a minimum (assuming evaluations occur during school year).
Individual(s) Responsible at USAID:
TARGETS AND BASELINE
Baseline Timeframe
Rationale for Targets (optional)
DATA QUALITY ISSUES
Dates of Previous Data Quality Assessments and Name of Reviewer(s):
Date of Future Data Quality Assessments (optional):
Known Data Limitations:
CHANGES TO INDICATOR
Changes to Indicator:
Other Notes (optional):
THIS SHEET LAST UPDATED ON:

Indicator SLE- 3: External Attack Risk (Criminal and Armed Groups)

Name of Indicator: % of students knowledgeable of established response procedures during external attack by criminal and armed groups occurring within the school
Name of Result Measured
Is this a Performance Plan and Report Indicator?
DESCRIPTION
<p>Precise Definition(s)¹: External attack activity refers to any harm inflicted by a criminal and armed group on students and education personnel, which consist of:</p> <ul style="list-style-type: none"> • killings, • injuries, • torture, • abductions, • forced disappearances, • threats of violence, including coercion or extortion involving violent threats <p>Harm also includes</p> <ul style="list-style-type: none"> • <i>recruitment</i> of children by armed parties at school, <p>Harm also includes</p> <ul style="list-style-type: none"> • <i>sexual violence</i> by armed parties at school, which occurs when state security forces or non-state armed groups rape, sexually harass, or abuse students or educators; abduct students or educators for sexual purposes; or recruit students or educators to serve a sexual function in an armed force or armed group or threaten to engage in such conduct. <p>Criminal and armed groups include</p> <ul style="list-style-type: none"> • national and international armed forces, • police forces, • intelligence services, • regional and UN peacekeeping forces, • paramilitaries and militias affiliated with the state, and • rebel forces or any other non-state armed group. <p>“Established response procedure” is defined by the school / program having the following:</p> <ul style="list-style-type: none"> • Existence of a written document listing procedure • Annual training for ALL students on the procedures • Annual training for ALL school staff on the procedures • Annual parental meeting with the orientation to the procedures. <p>“Knowledgeable” means that there is considered to be sufficient basic knowledge (locally defined on the topic (e.g. score of 7/10).</p>
Unit of Measure: % of students (minimum 0%; maximum 100%)
Data Type: Percentage (Numerator: number of students with sufficient basic knowledge; Denominator: total number of students in project schools)
Disaggregated by: Gender , Disability Status
Rationale for Indicator (optional)
PLAN FOR DATA COLLECTION
Data Source: A representative quantitative survey of the students.
Method of Data Collection and Construction: A series of questions relating to relevant activities (e.g. procedures for evacuation or duck & cover, etc.) should be asked to determine knowledge of correct process (depending on one’s role in the process) depending on the type of attack faced. Measure of knowledge is binary (yes/no with sufficient knowledge), but it will also be meaningful to calculate the mean score that is compared across groups and over time, and also look at percentage correct for individual questions.
Reporting Frequency: Baseline and Endline, at a minimum (assuming evaluations occur during school year).

¹ These definitions align with those established by GCPEA

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Known Data Limitations:
CHANGES TO INDICATOR
Changes to Indicator:
Other Notes (optional):
THIS SHEET LAST UPDATED ON:

Indicator SLE-4: Environmental Natural Hazard Risk

Name of Indicator: % of students who are knowledgeable of established response procedure during event of natural hazard / disaster while in school
Name of Result Measured
Is this a Performance Plan and Report Indicator?
DESCRIPTION
<p>Precise Definition(s): “Established response procedure” is defined by the school / program having the following:</p> <ul style="list-style-type: none"> • Existence of a written document listing procedure • Annual training for ALL students on the procedures • Annual training for ALL school staff on the procedures • Annual parental meeting with the orientation to the procedures. <p>“Knowledgeable” means that there is considered to be sufficient basic knowledge (locally defined on the topic (e.g. score of 7/10).</p>
Unit of Measure: % of students (minimum 0%; maximum 100%)
Data Type: Percentage (Numerator: number of students with sufficient basic knowledge; Denominator: total number of students in project schools)
Disaggregated by: Gender , Disability Status
Rationale for Indicator (optional)
PLAN FOR DATA COLLECTION
Data Source: A representative quantitative survey of the students.
Method of Data Collection and Construction: A series of questions relating to relevant activities (e.g. procedures for evacuation or duck & cover, etc.) should be asked to determine knowledge of correct process (depending on one’s role in the process) depending on the disaster faced. Measure of knowledge is binary (yes/no with sufficient knowledge), but it will also be meaningful to calculate the mean score that is compared across groups and over time, and also look at percentage correct for individual questions.
Reporting Frequency: Baseline and Endline, at a minimum (assuming evaluations occur during school year).
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Baseline Timeframe
Rationale for Targets (optional)
DATA QUALITY ISSUES
Dates of Previous Data Quality Assessments and Name of Reviewer(s):
Date of Future Data Quality Assessments (optional):
Known Data Limitations:
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Changes to Indicator:
Other Notes (optional):
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Indicator SLE-5: Environmental Health Emergency Risk

Name of Indicator: % of students knowledgeable of minimum best health practices
Name of Result Measured
Is this a Performance Plan and Report Indicator?
DESCRIPTION
Precise Definition(s) “Minimum best health practices” means implementing (locally appropriate but guided by WHO and Unicef) basic WASH standards that include procedures for controlling infectious disease. “Knowledgeable” means that there is considered to be sufficient basic knowledge (locally defined) on the topic (e.g. score of 7/10).
Unit of Measure: % of students (minimum 0%; maximum 100%)
Data Type: Percentage (Numerator: number of students with sufficient basic knowledge; Denominator: total number of students in survey)
Disaggregated by: Gender , Disability Status
Rationale for Indicator (optional)
PLAN FOR DATA COLLECTION
Data Source: A representative quantitative survey of the students and education personnel
Method of Data Collection and Construction: A series of questions relating to knowledge of basic healthcare practices (e.g. hand washing, quarantines, safe drinking water) should be asked to a representative sample of students. Measure of knowledge is binary (yes/no with sufficient knowledge), but it will also be meaningful to calculate the mean score that is compared across groups and over time, and also look at percentage correct for individual questions.
Reporting Frequency: Baseline and Endline, at a minimum (assuming evaluations occur during school year).
Individual(s) Responsible at USAID:
TARGETS AND BASELINE
Baseline Timeframe
Rationale for Targets (optional)
DATA QUALITY ISSUES
Dates of Previous Data Quality Assessments and Name of Reviewer(s):
Date of Future Data Quality Assessments (optional):
Known Data Limitations:
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Changes to Indicator:
Other Notes (optional):
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