

# SDG Indicators

Target 4.a – Safe and inclusive learning environments

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# Indicator 4.a.1 / 32 – Disability-adapted infrastructure

## Target

Build and upgrade education facilities that are child, **disability** and gender sensitive and provide safe, non-violent, **inclusive** and effective learning environments for all.

## Indicator

% of schools with access to adapted infrastructure and materials for students with disabilities

## Purpose

The indicator measures access in schools to key basic facilities and materials necessary to ensure a safe and effective learning environment for all students including those with disabilities

# Indicator 4.a.1 / 32 – Disability-adapted infrastructure

## Definition

**Adapted infrastructure** is defined as any built environment related to education facilities that is **accessible to all users**, including those with different types of disability, to be able to gain access to use and exit from them.

**Adapted materials** include learning materials and assistive products that enable students and teachers with disabilities/functioning limitations to access learning and **to participate fully in the school environment**.

# Indicator 4.2.1 – Developmentally on track

## Data sources

Administrative data from schools and other providers of education or training.

## Data availability

No cross-nationally comparable data are currently available.

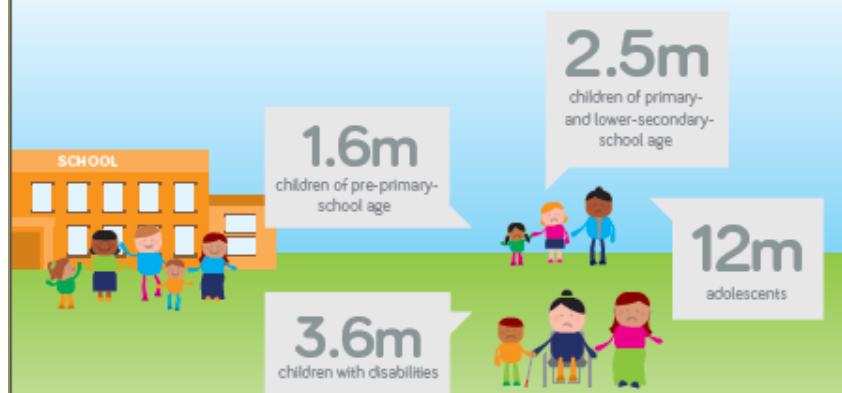
## Future work

Major preparatory work will be required to develop an approach on the assessment of school conditions for people with disabilities including the strengthening of EMIS on disability-related data collection at country level.

# Indicator 4.2.1 – Developmentally on track

## Education Management Information Systems and Children with Disabilities

Webinar 6 - Companion Technical Booklet



# Indicator 4.2.1 – Developmentally on track

## Potential placeholder indicators

- Existence of accessibility standards and requirements in school building codes and legislations
- Percentage of schools that meet accessibility standards
- Percentage of schools with ramps

# Indicator 4.a.1 / 34 – Attacks on schools

## Target

Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, **non-violent**, inclusive and effective learning environments for all.

## Indicator

Number of attacks on students, personnel and institutions

## Purpose

The indicator is a broad measure of the safety of learning environments for all.

# Indicator 4.a.1 / 34 – Attacks on schools

## Definition

“Attacks on schools” is an umbrella term in respect of both indiscriminate and direct attacks against schools, resulting in their compromised functioning, partial damage or total destruction, as well as against related protected persons.

“Military use of schools” refers to a wide range of activities in which armed forces or armed groups use the physical space of a school in support of the military effort, whether temporarily or for a protracted period of time.



# Indicator 4.a.1 / 34 – Attacks on schools

## Data sources

Available data for global tracking is presently collected from country-level reporting by a wide variety of stakeholders, which is used to calculate types of safety/security risks and track trends

## Data availability

Selected country data are available from different reports and projects:

- Secretary-General's reports on Children and Armed Conflict (annual)
- Global Coalition to Protect Education from Attack (periodic)
- Scholars at Risk Academic Freedom Monitoring Project (ongoing)
- Free to Think reports (periodic)

## Future work

The method of reporting this indicator has still to be defined. Global Coalition to Protect Education from Attack (GCPEA) is expected to lead methodological work.