

## Indicator 4.a.1

### Indicator Name, Target and Goal

**Indicator 4.a.1** Proportion of schools offering basic services, by type of service

**Target 4.a** Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

**Goal 4** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

### Definition and Rationale

#### ○ Definition

The indicator is defined as the percentage of schools by level of education (primary, lower secondary and upper secondary education) with access to the following facilities:

(a) Electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities.

#### ○ Concepts

*Electricity* means regularly and readily available sources of power (e.g. grid/mains connection, wind, water, solar and fuel-powered generator, etc.) that enable the adequate and sustainable use of ICT infrastructure for educational purposes.

*Internet access for pedagogical purposes* refers to the use of the Internet to deliver instructional materials on a computer or through other devices, in accordance with learners' pedagogical needs. Access implies that the Internet is available for enhancing teaching and learning and is accessible by pupils. Internet is defined as a worldwide interconnected computer network, which provides pupils access to a number of communication services including the World Wide Web and carries e-mail, news, entertainment and data files, irrespective of the device used (i.e. not assumed to be only via a computer and thus can also be accessed by mobile telephone, tablet, PDA, games machine, digital TV etc.). Access can be via a fixed narrowband, fixed broadband, or via mobile network.

*Computers for pedagogical purposes* implies the use of computers to support course delivery or independent teaching and learning needs. This may include activities using computers to meet information needs for research purposes, develop presentations, perform hands-on exercises and experiments, share information, and participate in online discussion forums for educational purposes. It includes a desktop computer, a laptop computer and a tablet.

*Adapted infrastructure* is defined as any built environment related to education facilities that are accessible to all users, including those with different types of disability, to be able to gain access to use and exit from them. Accessibility includes ease of independent approach, entry, evacuation and/or use of a building and its services and facilities (such as water and sanitation), by all the building's potential users with an assurance of individual health, safety and welfare during the course of those activities.

*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.

*Accessible learning materials* include textbooks, instructional materials, assessments and other materials that are available and provided in appropriate formats such as audio, braille, sign language and simplified formats that can be used by students and teachers with disabilities/functioning limitations.

*Basic drinking water* is defined as a functional drinking water source (MDG 'improved' categories) on or near the premises and water points accessible to all users during school hours.

*Single-sex basic sanitation facilities* are defined as functional sanitation facilities (MDG 'improved' categories) separated for males and females on or near the premises.

*Basic handwashing facilities* are defined as functional handwashing facilities, with soap and water available to all girls and boys.

## ○ Rationale and Interpretation

This indicator measures the level of access in schools to key basic services and facilities that are necessary to ensure a safe and effective learning environment for all students.

A high value indicates that schools have good access to the relevant

services and facilities. Ideally, each school should have access to all these services and facilities.

### **Data Sources and Collection Method**

(a) (d) (e) (f) (g)

No statistical data derived from a direct survey as to whether the above facilities can be utilized at schools exists.

(b) (c)

“Survey Results regarding the Informatization of Education.”

### **Method of Computation and Other Methodological Considerations**

#### Computation Method

(a) (e)

In regards to items related to environmental sanitation at schools, Standards for Sanitation of School Environment have been stipulated based on the School Health and Safety Act as desirable standards for protecting and maintaining the health of students and teachers. Among these, assuming the establishment of facilities for (a) and (e), standards regarding lighting and drinking water have been stipulated. On the assumption that these facilities are provided, further detailed considerations are given in the Guidelines for Designing Elementary and Junior High School School Facilities, which lay out standards for planning and designing school facilities; it is quite evident that these facilities are provided in 100% of schools.

(b) (c)

The Survey Results Regarding the Informatization of Education is conducted each year targeting all public schools (elementary schools, junior and senior high schools, secondary education schools, and schools for special needs education) in Japan in order to survey the state of the preparation of ICT environments in schools.

The connection rate for ultra-high-speed Internet access is calculated as follows:

Ultra-high-speed Internet connection rate =  $b \div a$

a: Number of public schools, b: Number of schools with Internet connection speed of 30Mbps and up.

The number of students per one education-use computer at schools is

calculated as follows:

Number of students per one education-use computer =  $a \div b$

a: Number of students at public schools, b: Number of education-use computers

(d)

In Japan, in order to ensure the right of children with disabilities to receive education, prefectures are obligated to establish schools for special needs education in accordance with Article 80 of the Basic Act on Education. Since all prefectures have established the needed schools for special needs education in accordance with this regulation, these school facilities are 100% available everywhere in Japan.

(f) (g)

The Standards for Establishment of Elementary Schools have been set in accordance with the Basic Act on Education as the minimum necessary standard for the establishment of elementary schools. One of the standards stipulates that “the facilities and equipment in elementary schools must be of good quality for teaching, health, sanitation, safety and maintenance” (the same is stipulated for junior high schools). On the assumption that these facilities are provided, further detailed considerations are given in the Guidelines for Designing Elementary and Junior High School School Facilities, which lay out standards for planning and designing school facilities; it is quite evident that these facilities are provided in 100% of schools.

#### ○ Comments and limitations

As stated in Data Sources and Collection Method, in regards to the facilities (a), (d), (e), (f), and (g), although statistical data exists for items such as toilet style, which are assumed to be installed, since it is self-evident that these facilities are provided, there is no statistical data on the situation itself of the provision of these facilities.

### **Data Disaggregation**

N/A

### **References**

“Survey Results regarding the Informatization of Education.” (Ministry of Education, Culture, Sports, Science and Technology Website)

[http://www.mext.go.jp/b\\_menu/toukei/chousa01/jouhouka/1259933.htm](http://www.mext.go.jp/b_menu/toukei/chousa01/jouhouka/1259933.htm)

**Custodian Ministries of Data**

Ministry of Education, Culture, Sports, Science and Technology

**Custodian Ministries of Related Policies**

Ministry of Education, Culture, Sports, Science and Technology

**International Organizations**

UNESCO Institute of Statistics (UNESCO-UIS)