

Supp-8

Indicator	Supp-8: Number of schools built or upgraded with USG assistance in compliance with accessibility standards
Definition	<p>“School” is defined as a safe and secure physical space containing multiple classrooms in which organized group learning takes place. To be counted under this indicator, schools must be both built to local code AND be compliant with accessibility standards. As discussed in the World Report on Disability (2011), physical access to school buildings is an essential prerequisite for educating children with disabilities. Those with physical disabilities are likely to face difficulties in travelling to school if, for example, the roads and bridges are unsuitable for wheelchair use and the distances are too great. Even if it is possible to reach the school, there may be problems of stairs, narrow doorways, inappropriate seating, or inaccessible toilet facilities (WHO World Report on Disability, 2011, p. 215).</p> <p>To build, or construct, a school means to complete all required design, assembly, finishing, and inspection stages required to create a school that did not previously exist. The school should include necessary furnishings (such as classroom furniture and blackboards, if locally appropriate) needed for educational activity.</p> <p>To upgrade a school means to complete all required design, assembly, finishing, and inspection stages required to bring an existing school into compliance with expectations for a school built to code AND with accessibility standards (as discussed above). “Upgrade” should include substantial physical and structural improvements to the school. Upgrade can include ‘finishing work’ such as plaster, paint, furniture repair, and adding ramps or latrines. Substantial physical and structural improvements must be made for the improvements to count as “upgrade” under this indicator.</p> <p>“Accessibility standards” – USAID requires compliance with standards of accessibility for people with disabilities in all structures, buildings, or facilities resulting from new or renovation construction or alterations of an existing structure.</p> <p>Compliance with the host country or regional standards for accessibility in construction is required when such standards result in at least substantially equivalent accessibility and usability as the standard provided in the Americans with Disabilities Act (ADA) of 1990 and the Architectural Barriers Act (ABA) Accessibility Guidelines of July 2004. Where there are no host country or regional standards for universal access or where the host country or regional standards fail to meet the ADA/ABA threshold, the standard prescribed in the ADA and the ABA will be used. More information about USAID standards for accessibility can be found here: https://www.usaid.gov/sites/default/files/documents/1868/303maa.pdf.</p> <p>A school can only be counted once as either “built” or “upgraded” by an activity; the same school cannot be first reported as “built” and subsequently as “upgraded” if additional work was performed later by the same activity.</p> <p>A school can only be counted once even if it includes both pre-primary and primary levels, or primary and secondary, if it is built/upgraded as one building.</p>
Primary SPS Linkage	ES. I, HA. I

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Linkage to Long-Term Outcome or Impact	Accessible schools are an essential component of an education system, making instruction possible and encouraging parents to send their children to school. Adequate school buildings positively affect access to education. Accessible schools positively affect access to education for children with disabilities. Accessible schools facilitate inclusive social and civic participation for all people in activities like voting as they are often used as polling stations and serve broader community needs.
Indicator Type	Output
Reporting Type	Number
Use of Indicator	This indicator will be used to monitor the overall scope of construction and infrastructure improvements in the education sector. It will be used, along with other education-related indicators, to report progress and results in the education sector and supplement other reporting against the goals of the USAID Education Policy.
Reporting Frequency	Annual
Data Source(s)	Official Reports from Implementing Partner(s)
Bureau Owner(s)	Agency: USAID Bureau and Office: DDI/EDU POC: Benjamin Sylla; Senior Education Advisor; Center for Education bsylla@usaid.gov Technical POC: Elena Walls; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education ewalls@usaid.gov
Disaggregate(s)	<ul style="list-style-type: none"> • Number of pre-primary schools built • Number of pre-primary schools upgraded • Number of primary schools built • Number of primary schools upgraded • Number of secondary schools built • Number of secondary schools upgraded