

Guidelines & Template for the Development and Adaptation of Materials for the UNICEF-Commonwealth of Learning Child Friendly Schools Project



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1. BACKGROUND & RATIONALE

In the course of UNICEF's work with countries over the past decade, Child-Friendly School (CFS) models have emerged as a "package solution" and a holistic instrument for pulling together a comprehensive range of quality interventions in education. As such CFS models are now the major means through which UNICEF advocates for and promotes quality in education.

CFS models are based on a concept of quality education that is multi-dimensional and concerned with the total needs of the child as the central focus and beneficiary of all education decisions. Quality in CFS therefore goes beyond good teaching methods and learning outcomes. It includes: considerations of health and nutrition status of learners; adequacy of available facilities, services and supplies; as well as levels of safety and protection afforded by the learning environment. These are important not simply as means of supporting good teaching and promoting learning achievement, but also as goals in their own right and valid indicators of quality education from a child rights perspective. Quality in Child Friendly Schools comes not only from learners and teachers being set apart in special places as communities dedicated to the pursuit of learning, but also from their relevance and effectiveness as institutions linked to the wider community they serve. This is what makes education 'real' for children, families and communities.

In order to mainstream CFS models and approaches into teacher education curricula and enhance the quality of education in schools, UNICEF and COL signed a Partnership Cooperation Agreement (PCA) in 2008. The overall goal of the PCA is the CFS model successfully mainstreamed into the pre-service and in-service teacher education programmes of selected countries, and contributing to the improvement of quality education in schools throughout the countries concerned. The partnership will promote and improve a gender sensitive rights-based approach to schooling (essence of the CFS approach) and support child-centred learning-teaching methodologies that emphasise learner participation and inclusion. It will also strengthen and cultivate capacity for CFS of teachers and other education actors such as school heads, administrators, supervisors, curriculum planners, physical planners, and local communities in the form of school committees and parent-teacher associations.

1.1 Rationale for the Guidelines and Template

As mentioned above, the project seeks to develop the capacity of teacher educators, Teacher Resource Centre (TRC) managers, and other education personnel on CFS. This involves the implementation of several activities, one of which is the adaptation/development of training materials for capacity building workshops. The main reference document for the training is the CFS Manual produced by UNICEF Headquarters, New York. However, it is a generic document that is not specifically addressed to any of the 10 countries participating in the project. Therefore, each country will have to adapt the CFS Manual and/or develop supplementary materials to suit its own context. A process for how to do so is laid out below.

To help you adapt the CFS Manual, and indeed other materials developed in your country or by partners in other countries, and/or develop additional materials, a set of guidelines and a template are provided below. **Please note that these are not meant to be prescriptive.** They are merely suggesting one way of adapting or developing materials; there are indeed many other ways of doing this. Your task is to decide with your colleagues and partners the most appropriate way of developing or adapting materials for your target group(s).

2. THE CFS MANUAL BY UNICEF NEW YORK

Before we list and discuss the potential users of UNICEF New York's CFS Manual, you may like to know what the manual is, what it covers, and why it was developed.

The CFS Manual is essentially a reference document designed to highlight key principles and outline practical methodologies of CFS, as well as to serve as a practical guide book for achieving the following objectives:

- (a) provide a comprehensive introduction to the child friendly concept through a review of its underlying ideology and key guiding principles;
- (b) outline, with supporting arguments, the multiple ways in which CFS models can consistently contribute to quality improvements from a rights perspective, in all aspects of education and under a wide variety of national contexts;
- (c) highlight the intrinsic value of CFS models for improving quality of education in any education system, by virtue of the fact that these models offer a universal tool that is: *Flexible, Heuristic and Reforming*;
- (d) provide practical guidance on the design, construction and maintenance of child friendly schools as safe, welcoming and sustainable learning environments for all children to achieve their potential;
- (e) provide practical guidance on the set up, operation and management of CFS; emphasizing the role of school heads, teachers, non-teaching staff, pupils, parents and communities; as well as education authorities at the local and national levels;
- (f) provide practical guidance on classroom processes in child friendly schools that respect the rights of all children, enhance active learning experiences and promote pedagogical excellence for improved learning achievement;
- (g) highlight the importance of the overall climate and institutional ethos of CFS in terms of cultivating a sense of community within schools as well as between schools and the communities they serve; and
- (h) provide a rich menu of illustrative examples on these key principles and practices, drawn from actual child friendly schools in various country contexts.

The CFS Manual is now available in all of the 10 countries participating in the UNICEF-COL project and will be the MAIN reference material for all the capacity building workshops to be organised under the CFS project.

2.1 Prospective Users of the CFS Manual

The CFS manual, as already mentioned, is to be used across countries so as to promote child friendly schools. To achieve this, a number of stakeholders are expected to participate in various ways. This section discusses the different stakeholders and their roles in the adaptation/adoption of the CFS Manual, in the production of new materials, and in the actual implementation of the model.

2.1.1 Teacher Educators

As men and women with the primary responsibility for initial preparation and in-service training of teachers, teacher educators have a very important role to play in sustaining CFS models and approaches and mainstreaming them into all teacher training programmes. Therefore teacher educators constitute an important group of

users of the Manual. The effective training of new teachers and the re-training of the current stock of teachers on CFS depends to a large extent on what CFS knowledge and skills teacher educators possess.

2.1.2 Teacher Resource Centres (TRCs)

TRCs are very important as sources of materials for teachers, student teachers, head teachers and education officers. Their key function is to provide adequate support to teachers in the schools and help introduce innovative pedagogic techniques that can engender improved learning outcomes. With regard to the adaptation/adoption of the CFS Manual therefore, the TRC could play a number of roles. For example:

- Ensure there are a number of copies of the Manual, Template and Guidelines available in the Centre.
- Ensure access to all these resources at the Centre to the different stakeholders desiring to use the Manual.
- Identify and stock other resources that the users of the Manual could need for example, basic data on the locality, country profiles, posters and charts illustrating CFS, and examples of local materials.
- Depending on how equipped the Resource Centre is, it could be possible for the Centre to produce some of the materials to be used in the schools and either distribute these to the schools in the area or sell them to schools at modest prices. This should be done in consultation with the Education officials and the head teachers.
- Provide space for discussions/seminars/workshops for the adaptation/adoption of the Manual and for the production of any other additional materials.
- In collaboration with Education officials, head teachers and teachers, identify training needs in achieving CFS and organise training session(s).

However, for the TRCs to carry out all these activities and any others that may be identified depending on the context in which this Centre operates, the TRC officials need to first understand and appreciate the concept of CFS. It may therefore be vital to organise orientation session(s) for the TRC officials in the district/country. This is where the Education officials would be key.

2.1.3 Education Officials

In a number of countries in Sub Saharan Africa, districts form important administrative units that play vital roles in supervising and supporting education in general and schools in particular. Education officials will therefore be very important in the adaptation/adoption of the Manual. These are some of the roles that the Education officials could play:

- In collaboration with other stakeholders identify schools for piloting the Manual. Section 6 below articulates in a little more detail guidelines for the pilot phase.
- In collaboration with other stakeholders identify Teacher Resource Centres that could provide support to schools in the implementation of the scheme.
- Arrange for the orientation and training of TRC officials, head teachers and teachers.
- Monitor and evaluate the integration of the CFS approach in schools within the district. This might imply revisiting the evaluation tools being used to ensure they include the major elements of the CFS approach.

- ❑ Ensure that the Approach is integrated into the district policies and eventually mainstreamed in all the schools in the districts. The district would need to ask a few key questions like:
 - To ensure full implementation and support for the child Friendly Schools approach, what policy changes are needed?
 - What needs to be done for these changes to be made?
 - Who should be involved in generating the changes needed?

2.1.4 Head Teachers

Head teachers are pivotal for the running of any school. They are indispensable in the introduction and implementation of any initiatives in schools. To successfully implement the CFS approach requires the full cooperation of the Head teachers. In the adaptation/adoption of the Manual, the Head teachers could do the following:

- ❑ Prepare parents, teachers and students for the introduction of the CFS approach in the school. A number of for a may already exist that could be used. Some ideas include parents-teachers associations and meetings, school clubs and assemblies, and staff meeting.
- ❑ Carry out a baseline survey to establish the CFS elements that already exist in the school and identify those that would need to be introduced. To ensure that all aspects of school life are covered, Head teachers could involve children and teachers through discussion groups, meetings, and observation. Generating a checklist of what you would want to see in your CFS school would be very helpful.
- ❑ Together with the teachers and parents, identify strategies to be used in making the school child friendly.
- ❑ Identify teachers that could participate in the adaptation/adoption process and provide all support these teachers would need.
- ❑ Encourage and facilitate teachers in the development of additional materials.
- ❑ Ensure all the resources needed are available.
- ❑ Monitor and evaluate the CFS activities in the school.

2.1.5 Teachers

The actual implementation of the CFS approach will depend on the teachers in the schools. These are the 'foot soldiers' without which neither the district officials nor the Head teachers can achieve much. A lot will therefore need to be done to prepare, train and support the teachers. Also, the initial process of adaptation of the Manual should actively involve teachers. Teachers could therefore participate in many different ways including but not limited to:

- ❑ Analysis of the school and district context in which the Manual shall be used. The sections below give some of the questions that could be answered so as to establish the context.
- ❑ Participation in the writing tasks during the adaptation process. Depending on the context, this might involve adaptation of the Manual but this could involve development of other materials as well. The decision on what needs to be done should be agreed upon by the major stakeholders (e.g. Education officials, Head teachers, TRC officials and teachers).
- ❑ Participation in the development of additional materials.

- Working with the Head teachers, parents and children to implement the CFS approach in the school.
- Monitor and evaluate the CFS activities in the school.

2.1.6 Children

Children are major stakeholders in schools. They are the reason schools exist and it is for them that the CFS approach is being introduced. Children need therefore to be part and parcel of the implementation process. Whereas they may not actively participate in the adaptation of the Manual, their needs should be central to the process. Children could therefore be asked to contribute to what schools deem as of importance to children. For example, a section below discusses the 'school as a learning community' and the place of the children in developing a school culture is well illustrated.

Children could also be involved in the development of additional materials as part of either their lessons or as part of extra-curricular activities. For example, Chapter 5 of the CFS Manual discusses Schools as Safe Environments. One of the dangers children often face is when crossing busy roads. So children can be involved in creating posters with cartoon strips that teach children how to cross the roads. To do this, the teachers would need to provide proper guidance.

3. ADAPTATION PROCESS

As mentioned above, the CFS Manual produced by UNICEF New York does not articulate in detail the specific manifestation of CFS-related themes and problems in each of the 10 countries. It will therefore be necessary to adapt the manual, i.e. add to the Manual the cultural contexts and any specific themes and issues/problems which in your country may require special attention during the capacity building workshops. It means that you have to adapt the Manual by adding things to it but without making in-text changes.

3.1 What You Might Add

The sort of devices you might add to the CFS Manual includes:

- cultural elements and contexts that can facilitate better comprehension;
- study advice;
- activities which trainees may undertake during the training or as follow up;
- examples drawn from your country's national experiences and the local environment;
- self-tests;
- summaries;
- assessment material;
- links to local resources;
- case studies; and
- additional media elements such as an audio tape or a web site.

3.2 Level/Types of Adaptation

We need to look at the concept of adaptation more closely, what it means and the different types and levels of adaptation. This is because you may also be engaged in adapting other materials other than the CFS Manual. For instance you may wish to look at some of the CFS materials produced in your country or another country so as

to decide whether they can be re-worked and used in the capacity building workshops.

Rowntree (1990) distinguishes various levels of adaptation, ranging from simply putting your institution's name and logo on the cover ('badging') to creating new materials¹. His five levels of adaptation are:

1. Badging
2. Adding study guidance
3. Adding local examples
4. Adding new content
5. Adding new media

3.3 Steps in Adapting Materials

Very little has been written about systematic procedures for adapting materials (whereas there is a sizeable literature on writing new materials), but a useful model by Davis and Smith (1996)² includes the following five steps:

1. Decide on the changes needed
2. Get permission to make the changes
3. Make the changes
4. Pilot
5. Revise

3.4 Issues in Adapting

There are a number of potential problems that can arise in adapting materials, the chief ones being as follows.

3.4.1 Copyright

You need to obtain permission to modify the materials from another institution. Once you produce a new version, it will be a hybrid copyright product. Your licence agreement with the original producer will probably only allow you to use your version for certain stated purposes. If you later find new needs and wish to adapt the materials further, you may not have the right to do so.

3.4.2 Changes in the Original Version

If the originating institution updates its version of the materials, will your agreement with that institution give you access to those updates?

3.4.3 Going Out of Print

This point only applies to wrap-round courses. If you create a course around existing open and distance learning (ODL) materials or a textbook, you will have a problem if that material goes out of print. You may also have a problem if that material is updated, so that your wrap-round materials no longer fit the new version.

¹ Rowntree, D. (1990). *Teaching through Self-Instruction*. London: Kogan Page.
(See also Rowntree, D. (1994a). "Existing Material: How to find it, Evaluate It, and Customize It." In Lockwood, F. (ed). *Materials Production in Open and Distance Learning*. London: Paul Chapman Publishing Ltd. Pp. 79-88.)

² Davis, H. and Smith A. (1996). "Changing apples into pears: transforming existing materials." *Open Learning*. 11: 10-20.

These issues illustrate the need for a close collaboration between the contracting parties when adapting materials (Dhanarajan and Timmers, 1992).³

Case Study of Adaptation

In a case study involving the adaptation of journal articles into ODL materials, Davis and Smith (1996) evaluated learners' views of the raw journal articles. They then produced the ODL versions of these articles and carried out a further evaluation. The two surveys asked five identical questions (as well as other non-identical ones), enabling the authors to demonstrate that the adapted versions were:

- More pleasing to the eye,
- Better structured and organised clearly,
- Of a more appropriate length,
- More user-friendly, and
- Better addressed to learners' needs and requirements.

This study demonstrates the sort of gains you can expect to make from a well-planned materials adaptation.

(Davis, H. & Smith A. (1996). "Changing apples into pears: transforming existing materials." *Open Learning*, 11:10-20.)

The adaptation of the CFS Manual and other existing CFS materials that are available to you will demand clear and systematic processes to ensure maximum benefits from the process. This section therefore briefly highlights some of the major activities that could be carried out in each of the countries. Some of the critical activities include:

- ❑ Identification of the lead teacher training institution to spearhead the process. The relevant Ministry of Education in collaboration with COL/UNICEF should be able to do this as early as possible
- ❑ Sensitization of the officials of the teacher training institution so as to achieve 'buy in' and interest in the module. COL/UNICEF should carry out this sensitization at country level. To ensure there is a critical mass at this institution to carry the process forward, this meeting could bring together all the relevant heads of Departments/Units at the training institution possibly in a workshop setting. This same workshop can be used to help the institution draw up plans for the subsequent sensitization and training for schools heads and their deputies.
- ❑ Selection of the authors. This is discussed in more detail in below.
- ❑ Sensitization and training of authors probably through workshops. These workshops can also be used to attach authors to specific modules and to agree on areas that would require adaptation and areas where new materials will need to be developed.
- ❑ Writing of the modules and development of additional materials
- ❑ Reviewing the adapted materials to ensure that the major philosophy and concepts of the CFS model have been retained and that the local context

³ Dhanarajan, G. and Timmers, S. (1992). "Transfer and Adaptation of Self-Instructional Materials." *Opening Learning*, 7:3-11.

has been taken into account and therefore that the materials are relevant to the country.

3.5 Selection of Authors in the Adaptation of the CFS Manual

In the previous section, the different users of the CFS Manual have been identified. In this section, we will focus on who should participate in the adaptation process and in the development of other materials.

The CFS Manual is a very comprehensive document and its adaptation will require persons with a variety of knowledge and skills. Adaptation could be at country level and authors to be involved could then be men and women from teacher training institutions, Ministries of Education, schools, district education offices and TRCs. However, regardless of where these persons come from, they should:

- Have experience working with primary schools;
- Have experience in child centred methodologies;
- Have experience writing teacher training materials;
- Have experience working with or leading teams;
- Have the relevant knowledge of key issues covered in the Manual;
- Have an understanding of the local context; and
- Be able to meet deadlines.

However, it will be vital to coordinate all these persons, so in each country a teacher training institution could be identified to spearhead the process. The identified institution in collaboration with the Commonwealth of Learning/UNICEF will then identify the persons to participate in the initial adaptation process. To identify persons to participate in subsequent development of other materials may not need the input of COL/UNICEF. The identified teacher training institution should now be able to move this forward but in collaboration with the relevant Ministry of Education/District Education officials.

4. DEVELOPMENT OF MATERIALS

One of the issues discussed below in these guidelines is the context of the school/district. Apart from adapting the CFS Manual, one of the other ways of ensuring that the integration of the CFS model is relevant is to produce additional materials. Some of the materials that could be produced include:

- Fresh case studies;
- Activities that could be carried out in a CFS;
- New photographs;
- Sound or video clips; and
- New sections in the module units that may cover topics that are currently not being handled in UNICEF New York's CFS Manual

Whatever the new additional materials your school/district will produce, one of the most important points to bear in mind is the relevance of the new materials to the context of the school and to the specific topic(s) being covered.

4.1 Authors

In Section 2.1, we discussed the prospective users of the CFS Manual and in that section we said that there will be a variety of stakeholders that could use this Manual. These include Teacher Resource Centre officials, district education officials, head teachers, teachers and children. You can read through this section again for detail on the different roles of these stakeholders. One of the roles identified that any of these stakeholders could play is as a participant in the development of new materials. The important thing is that they have the right knowledge, skills and attitudes as outlined above in Section 3.5.

4.2 Process of Developing Additional Materials

The development of additional materials has a lot in common with the process of adaptation. However, the following are some of the major activities that you could carry out so as to accomplish this:

- Identification of the topics/areas in the CFS Manual where additional materials may be needed. You should not decide on this single-handedly whether you are a teacher, Head teacher, district education officials or TRC official. These areas should be identified by a cross section of stakeholders. This could be done through a workshop or through another participatory strategy. The important thing to bear in mind is that this process is participatory so as to achieve collective ownership of the materials that would be produced.
- Selection of the authors. This process could also include attaching specific authors to specific topics/areas. (See Sections 3.5 and 4.1 above).
- Sensitization and training of authors probably through workshops. A workshop organized to carry out adaptation of materials could also be used to sensitize and train authors. Schools could also arrange for more locally based development of these additional materials. When this happens, the school might wish to invite a TRC official or any other official; that has had exposure to the CFS model and the CFS manual in particular, to provide support.
- Development of additional materials. To ensure that the materials developed are of a high quality, the process of developing additional materials could include:
 - Choice of the nature of the materials. For example, do you need a case study, a chart, activities...?
 - Development of a content outline of the additional material/manual, and drafting of the materials.
 - Integration of illustrations. If the materials needs any illustrations like photographs or cartoon strip to be included, this is when you might want to think about these and include them or commission someone to include the relevant illustrations.
- Reviewing the new materials to ensure that the major philosophy and concepts of the CFS model have been retained and that the local context has been taken into account and therefore that the materials are relevant to the country. The draft materials should therefore be given to other experts knowledgeable in the subject/topic.
- Editing of the materials. English is not the mother tongue of most of the people in Africa so it is advisable to have the drafts edited for language correctness and appropriateness.

- Once the materials have gone through all the above steps, it could be considered ready for publication or replication
- Pilot testing of the materials. This is when the materials developed are used in select areas/schools and depending on the response of teachers, parents, and children to the materials; the necessary adjustments are then made.
- Production or replication of the materials.
- It is also a good practice to use materials for a few years (3 – 5 years) and then evaluate this and make revisions or develop entirely new materials

4.3 Role of TRC Officials in Developing Additional Materials

Above, we identified the TRCs and the TRC officials as very important in the adaptation of the CFS Manual. However, these Centres and the officials working at these Centres are equally important in the development of any additional materials. The TRCs should therefore be seen as central to this activity. More specifically, TRC officials could:

- In consultation with teachers, identify what other materials need to be developed.
- Arrange systematic training of teachers in their jurisdiction for sustained training.
- Ensure continuous development of additional materials especially teaching aids like posters that would make the CFS Model more visible in schools.
- Lobby districts/Ministries of Education for funding for the development of materials for the CFS Model.

4.4 Key Points to Remember

While developing these additional materials, regardless of who the author is, it will always be vital to keep the following in mind:

- Use simple language that will communicate your message as clearly as possible. It is not always true that the more complex the language you use the better your writing skills. Think about your audience and choose the right language level for them.
- The examples you use and the case studies you write should be relevant to your reader.
- To make your readers feel you are speaking specifically to him/her, address the reader as 'you'. Use a conversational language as far as possible.

So, whereas the CFS Manual is quite comprehensive, you should be free to develop any other additional materials that will make the integration of the CFS model much easier. In this section, we have identified some key steps that you might wish to undertake.

5. STRUCTURE OF THE TEMPLATE

The template provided below follows the table of contents of the CFS Manual (see Annex 1). The template (see Annex 2) gives a brief summary of each of the chapters in the Manual. This summary should help interest you in each of these chapters. While adapting/adopting the template, you should take note that each of the modules in the template could represent a chapter in the CFS manual

By the end of Manual therefore, you should have integrated all aspects of the CFS model into the “planning, implementation, financing, staffing, management, supervision, monitoring and evaluation of education”.

As mentioned already, each of the chapters in UNICEF New York’s CFS Manual will correspond to a module in the template. The template has the following:

1. Introduction
2. Objectives of the Template
3. Contents of UNICEF New York’s CFS Manual
4. Key Concepts
5. Context
6. Module 1 - Purpose, Scope and Concept. This is a critical chapter and should therefore not be changed much. It should be retained as it is as far as possible.
7. Module 2 - Dynamics of Theory in Practice. This is another critical chapter and should therefore not be changed much. It should be retained as it is as far as possible.
8. Other Modules

Each of the modules will have the following:

- Introduction
- Module objectives
- Key Concepts
- Units and each Unit will have:
 - Introduction
 - Unit objectives
 - Cases studies
 - Photographs
 - Conclusion
 - Reflective questions

In the next sub sections, a description of what goes into each of these components is given. This should help you determine what ought to go into each of these sections as you adapt the Manual and as you develop other materials.

5.1 Context

For the Manual to have meaning in your schools, it is vital to be clear about your context. In working this out, you may wish to answer a number of questions. For example:

- Where are our schools located?
- Who are the major stakeholders in the schools?
- What support do we already have from these stakeholders? And what additional support can we still get?
- What challenges do we face while endeavouring to help our children learn?
- How can we make things better?

In answering these questions you could also identify the major concerns in your school/area that the use or training using the Manual will need to address. Identification of these concerns will be vital in ensuring that the manual is appropriately adapted.

Please note that a full understanding of your context will require that a number of stakeholders are involved. These could include:

- Teachers
- Head teacher (s)
- Parents
- Children and
- Education officer(s)

The people involved will depend on the level at which the discussion is taking place. For example, at national level, there could be a workshop organized by the teacher education institution identified to lead the process involving 20 -30 participants including Head teachers, teachers, TRC officials and teacher trainers. This same workshop could be used to discuss other issues related to process of adaptation and materials development.

5.2 Module Introduction

The module introduction should provide a broad introduction to all the key issues being discussed in the module. It should be written in a manner that will motivate the readers to read on.

5.3 Module Objectives

You will need to specify the objectives for covering this Module. These should be general objectives of what the user is expected to achieve by the end of the Module. In stating these objectives it will be vital to view the Module as one complete whole.

5.4 Key Concepts/Issues

This section is meant to help you identify key issues that have been covered in the relevant chapter. These are issues that you will need to cover in the module as you adapt/adopt the template. In examining the issues, you may identify some other issues not covered in the manual. To ensure all pertinent issues are raised in this section, you will need to revisit the context as determined above. Identify these and ensure you plan for their coverage when adapting the Manual.

5.5 Units

Each module will be broken down into Units. These will be major sub topics as handled in the Manual. For example, chapter 6 in the Manual will be Module 6 in your template and this could be divided into Units as follows:

- Unit 6.1: School Reform and Learning Achievements
- Unit 6.2: Preparing Teachers

- Unit 6.3: School Head as Leader and Mentor
- Unit 6.4: Organizing Classrooms and Learning Spaces
- Unit 6.5: Pedagogic Materials
- Unit 6.6: Learning and Teaching Methods
- Unit 6.7: Curriculum

Please note that these Units are major sub topics in the Manual. Breaking down the module into Units should help you organize the content into manageable portions.

5.5.1 Unit Objectives

You will need to specify the objectives for covering this Unit. These should be clear statements of what the user is expected to achieve by the end of the unit. What should the user be able to do by end of the Unit? The objectives stated here should be appropriate and relevant to your context. If in the analysis of your context you have identified issues that you think should be addressed in this Unit, you may therefore identify additional objectives.

5.5.2 Main body

The main body of each Unit will contain explanation or discussion of the key issues identified. To further illustrate these key issues, cases studies and/or examples should be included.

5.5.3 Case Studies

Case studies and examples have been used in the Manual. In many cases, these are given in boxes. The section in the Template on case studies and examples will require that you carefully consider the case studies and examples given in the Manual and decide whether you want to adopt or adapt them. If the given examples or case studies are not entirely appropriate, you may need to identify a local example or case study and include these in the right places in the Unit.

5.5.4 Photographs

Throughout the Manual, photographs have been used. Depending on your context, you may want to find similar photographs but which reflect your own environment. If a given photograph illustrates a point well enough, you do not necessarily have to change it. Photographs should not be changed for the sake of it. Appropriateness to the topic/issue being discussed should also be taken into account

5.5.5 Conclusion

This is where each of the Unit 'threads are tied up'. In writing the conclusion, you will need to take into account all the major issues discussed in the Unit.

5.6 Reflective Questions

At the end of each Module, it will be important to review the Module by asking a few reflective questions. Questions that make you reflect on what you have learnt and what needs to be done. These could also be questions that would encourage you to think about further application of principles learnt in a specific module.

6. PILOT PHASE GUIDELINES

The CFS model has already shown promising success in over sixty countries and UNICEF now seeks to mainstream this throughout the education systems in all 154 countries in which it operates. This is a huge task that requires a lot of preparation for it to be successfully implemented and adaptation of the CFS Manual is one of the strategies being adopted. However, before adaptation of the Manual in all the 154 countries, trials in a few countries are being planned. This will be in ten countries: Botswana, Lesotho, Malawi, Nigeria, Rwanda, South Africa, Sri Lanka, Swaziland, Trinidad and Tobago, and Zambia. This section therefore gives a few guidelines that could be used for piloting the materials.

6.1 Objectives of the Pilot Phase

The general purpose of the pilot phase shall be to try out the materials developed and/or adapted for the CFS project so as to make improvements on the materials, process of adaptation and integration of the CFS model in the schools. Specific objectives shall therefore be to:

- Determine institutional, staff and student access to all the materials required for the integration of the CFS model in each of the select countries.
- Determine the national and institutional systems, structures and policies that would be required for the integration of the model.
- Determine the processes that would be needed for the integration of the model
- Identify the support services that schools, the Head teachers, teachers, students and parents will need to be able to integrate the CFS model.
- Identify challenges to the integration of the CFS model in schools and strategies for dealing with these challenges
- Identify lessons that can be drawn from the pilot phase and utilize these in the revision of the materials and processes of adaptation of the materials and integration of the CFS model.

6.2 Pilot Phase Activities

To fully achieve the objectives of the pilot phase as stated, the following activities could be carried out:

- Identification of the pilot district and schools. In each of the ten countries, the Model could be tried in one district only with a selection of 2 schools. In choosing the schools, the following factors could be taken into account: single/mixed sex schools; rural/urban; and well resourced/poorly resourced schools. In this way lessons would then be drawn that cover the different scenarios in schools. The total number of schools in the pilot phase will therefore be 20.
- Drawing up of the pilot plans in the select districts and schools. A meeting/workshop involving all the major stakeholders in the district would be appropriate. The activities suggested here could form the framework for more detailed pilot plans.
- Sensitization and training of various stakeholders in the districts. Successful piloting of the model will require an understanding of the CFS model and shared ownership of the pilot phase processes.

Meetings/workshops, radio/TV talk shows, posters, fliers, and bill boards could all be used to achieve this.

- Adaptation of the Manual. The major activities of the adaptation process have already been detailed in these guidelines.
- Provision of the CFS materials. These would include:
 - o UNICEF New York’s CFS Manual;
 - o The adapted CFS material (modules); and
 - o Accompanying materials including any other materials that may be developed either in schools or at the TRCs.
- Monitoring the integration process in the districts and schools.
- Data collection on all key issues identified. COL/UNICEF could agree on specific areas on which data on the piloting of the CFS model could be collected and all the relevant tools developed.
- Data analysis and report writing.
- Dissemination of the results of the pilot phase.
- Revision of the modules and designing roll out plans and processes.

The following table gives broad guidelines of activities that may be required. Please note that some of the activities could take place concurrently. Since these are broad guidelines, they could therefore be modified and then used to derive more detailed pilot phase plans. Also note that, in this table, Institute refers to the academic institution identified in each country to coordinate the in-country activities.

ACTIVITY	ESTIMATED TIMELINE (to be filled in by you & partners)	RESPONSIBLE PERSON(S)
Identification of the pilot district and schools.		Ministry of Education/District Education officials, Institute staff, COL/UNICEF
Sensitization and training of various stakeholders in the district.		Ministry of Education/District Education officials, Institute staff, COL/UNICEF
Drawing up of the pilot plans in the select district and schools.		Ministry of Education/District Education officials, Institute staff
Adaptation of the Manual.		Ministry of Education/District Education officials, Institute staff
Integration of the CFS model in select schools		
Monitoring the integration process in the district and schools.		Institute staff & COL/UNICEF
Data collection on all key issues identified.		School Head teachers & Institute staff
Data analysis and report writing.		Institute staff
Dissemination of the results of the pilot phase		Ministry of Education/District Education officials, Institute* staff, COL/UNICEF
Revision of the modules and designing roll out plans and processes		Ministry of Education/District Education officials, Institute* staff, COL/UNICEF

ANNEX 1: Summary of the Contents of the Adapted CFS Manual

MODULE 1: Purpose, Scope, and Concept	
Unit 1.1	Background
Unit 1.2	Purpose and Scope
Unit 1.3	Precursors of an evolving model
Unit 1.4	Promise of a consolidated CFS model
MODULE 2: Dynamics of Theory in Practice	
Unit 2.1	Overview
Unit 2.2	Implementation as an Eclectic process
Unit 2.3	Key principles, desired features and standards
Unit 2.4	Putting children first
Unit 2.5	Implementation of models in various countries
MODULE 3: Location, Design, and Construction	
Unit 3.1	Introduction
Unit 3.2	Pedagogy and Design
Unit 3.3	Locating schools or learning spaces
Unit 3.4	Additional elements in design
Unit 3.5	Factors influencing design
Unit 3.6	Design with involvement of all
Unit 3.7	Remaining challenges
MODULE 4: School and Community	
Unit 4.1	School community links
Unit 4.2	The School as a learning community
Unit 4.3	The school in the community
Unit 4.4	Reaching out to the community and beyond
Unit 4.5	Communities and child friendly learning spaces
Unit 4.6	Policy implications
Unit 4.7	Supervision and oversight
MODULE 5: Schools as Protective Environments	
Unit 5.1	Introduction
Unit 5.2	The right to learn in safe, healthy environments
Unit 5.3	Children at special risk
Unit 5.4	Assessing threats to health, safety and security
Unit 5.5	Reducing risks and increasing protection
Unit 5.6	School organization and management
Unit 5.7	Child-friendly education in emergencies

MODULE 6: Learners, Teachers, and School Managers	
Unit 6.1	School Reform and Learning Achievements
Unit 6.2	Preparing Teachers
Unit 6.3	School Head as Leader and Mentor
Unit 6.4	Organizing Classrooms and Learning Spaces
Unit 6.5	Pedagogic Materials
Unit 6.6	Learning and Teaching Methods
Unit 6.7	Curriculum
MODULE 7: Costs and Benefits	
Unit 7.1	Costing the elements
Unit 7.2	Estimating resource requirements
MODULE 8: Monitoring and Evaluation	
Unit 8.1	Why monitor and evaluate?
Unit 8.1	What needs to be monitored and evaluated?
Unit 8.3	A focus on dynamic monitoring and evaluation
Unit 8.4	The learner as the focus of monitoring and evaluation
Unit 8.5	Monitoring and evaluation to support CFS mainstreaming
Unit 8.6	Monitoring and evaluation to support investment
Unit 8.7	An overview of experience with CFS monitoring and evaluation
Unit 8.8	Who should monitor and evaluate, and what are their potential roles?
Unit 8.9	Other issues on monitoring and evaluation of CFS models
Unit 8.10	The way forward
MODULE 9: Mainstreaming Child Friendly Concepts	
Unit 9.1	Understanding mainstreaming
Unit 9.2	Simulation modelling and mainstreaming

ANNEX 2: Template for Adaptation and Development of Materials

INTRODUCTION

The reason schools exist is to reach out to children and provide children with the environment, experiences and opportunities to become the best persons they can be in terms of abilities, skills, attitudes and knowledge. Everything should therefore be done to ensure that this is actually achieved. However, many of our schools in Sub Saharan Africa do not provide the right environment, experiences and opportunities for children. A lot is already being done but a lot more needs to be done to ensure that this is achieved. One of the strategies that UNICEF has adopted is to promote the Child Friendly Schools (CFS) models. These are models that represent 'pragmatic pathways towards quality in education. These models see the child as central to the educational process.

This template is therefore developed to guide you as you adopt/adapt the UNICEF Child Friendly Schools Manual and as you develop other materials to be used in the training of teachers/teacher educators and Teacher Resource Centre (TRC) officials. Since this Manual is to be used across many countries, you should view this template as a guideline you can use to adopt/adapt the Manual and develop new materials depending on your needs. The important thing therefore is for you to understand your audience and the environment in which they work and adapt the template to your situation.

MAIN OBJECTIVES OF THE TEMPLATE

1. Help you adapt the CFS Manual written by UNICEF New York for use in the training of teachers, Head teachers and other education officials.
2. Help you develop supplementary material that can be used in this training and in the integration of the CFS Model in your school/district.
3. Strengthen the roles of the Teacher Resource Centre officials to support teachers and Head teachers in mainstreaming the CFS model.

CONTENTS OF THE CFS MANUAL

This section gives a brief summary of each of the chapters in the CFS Manual. This summary should help interest you in each of these chapters. In adopting/adapting the manual to your situation, you should remember that each of the different issues explored in the manual are vital. UNICEF New York's CFS Manual is broken down into 9 Chapters:

Chapter 1 - Purpose, Scope and Concept

This chapter outlines the purpose, scope and concept of the Child Friendly Schools and should therefore be used to help you all understand the Child Friendly Schools Model. This chapter should correspond to your module 1 in the adapted material and since it outlines the purpose, scope and concept of the Child Friendly Schools, it should therefore be used to help you all understand the Child Friendly Schools Model. This chapter is very key in understanding of the Child Friendly Schools model, and is therefore a very critical chapter which should not be changed much. It should be retained as it is as far as possible.

Chapter 2 - Dynamics of Theory in Practice

This chapter explores the various options for implementing child friendly school models. This chapter should correspond to your module 2 and since it is another critical chapter, it should also not be changed much.

Chapter 3 - Location, Design and Construction

This explores the issues surrounding location design and construction of schools and how this impacts on teaching and learning.

Chapter 4 - School and Community

Schools are communities themselves but they are part of the larger community. This chapter therefore looks at how schools are linked to this larger community and how this promotes child friendly schools environment.

Chapter 5 - Schools as Protective Environments

Schools ought to be safe environments for children to learn. However many schools in developing countries do not protect children from natural disasters and from many other dangers. This chapter therefore discusses these issues and what should be done in schools to make them safe for children.

Chapter 6 - Learners, Teachers and School Managers

Since children spend a lot of time in schools, the role of the teachers and managers in shaping the future of the learners is very central. This chapter explores these roles.

Chapter 7 - Costs and Benefits

This chapter in the Manual discusses the cost of making a school child friendly and the benefits this brings. Making changes to ensure that a school becomes child friendly will have implications and these ought to be carefully considered. It is not advisable to simply recommend changes in a school before fully examining the cost implication of such changes. This could lead to the failure to implement the said changes. This chapter also examines what ought to be considered at national level for adoption of the child friendly schools model.

Chapter 8 - Monitoring and Evaluation

Effective implementation of any project will among other things depend on how it is monitored and evaluated. Effective implementation of the CFS model will also therefore depend on the monitoring and evaluation strategies used. This chapter helps you in this for it focuses on examining what monitoring and evaluation are, what needs to be monitored and evaluated, how this can support learning, and who should be involved.

Chapter 9 - Mainstreaming Child-Friendly Concepts

This last chapter is meant to help you appreciate the importance of mainstreaming this model into all aspects of the education system. The CFS model must be taken beyond the project life and be mainstreamed in the all aspects of the education system.

CONTEXT

For the CFS Manual to have meaning in your school, it is vital to be clear about your context.



In working this out, you may wish to answer a number of questions.

For example:

- 1. Where is my school located?**
- 2. Who are the major stakeholders in this school?**

3. What support do we already have from these stakeholders? And what additional support can we still get?
4. What challenges do we face while endeavouring to help our children learn?
5. How can we make things better?

In answering these questions you should also identify the major concerns in your school/area that the use or training using the CFS Manual will need to address. Identification of these concerns will be vital in ensuring that the manual is appropriately adapted.

TEMPLATE STRUCTURE

The next pages give you the structure of the template that you should use in adapting the Manual and in developing new materials. A few instructions are given which should help you write modules that have a definite structure.

MODULE TITLE AND NUMBER

 Insert module title and number here

MODULE INTRODUCTION

 Insert module introduction

MODULE GENERAL OBJECTIVES

The following are the general objectives of this module:

 Insert module objectives here

KEY CONCEPTS

Identify key issues that have been covered in the relevant chapter. These are issues that you will need to cover in the module as you adapt the Manual. In examining the issues, you may identify some other issues not covered in the manual depending on the context.

 You may include these additional concepts/issues here

UNITS

This module is broken down into Units and these include:



Identify the different Units for each module and include them here).
Appendix 1 in the guidelines gives you the different module titles and the corresponding Unit. You will note that some of the modules are likely to be larger than others and might therefore have more Units than others. For example, Module 7 only has two units whilst module 8 has 10 units.

Introduction

Each Unit should have a brief introduction.



Include the Unit introduction here

Unit Objectives

By the end of this Unit, you should be able to:



Include Unit objectives here

Main body

The main body of each Unit will contain explanation or discussion of the key issues identified.



Include these explanations/discussions here

Cases studies/examples

The cases studies and examples given in the boxes in each chapter are meant to illustrate the key points discussed in the different sections. You may find these case studies or examples relevant but you may also have similar stories in your locality. For example, in section 3.3.3 of the CFS Manual, a case study is given on a Mobile School in Namibia. This school is set up to cater for the semi-nomadic people in Northern Namibia. You may think of a story in your community that covers a similar issue.



You may include this case study or example here

Photographs

Throughout the UNICEF Manual, photographs have been used. Depending on your context, you may want to find similar photographs but which reflect your own environment.



Insert the relevant photograph in the relevant section of the Unit

CONCLUSION

This is where each of the Unit 'threads are tied up'



Include the relevant conclusion here

REFLECTIVE QUESTIONS

At the end of each Module, it will be important to review the Module by asking a few reflective questions that make you reflect on what has been covered in the module and what needs to be done.



Include the relevant module reflective questions here