

Final Draft Set of Child Friendly Schools Standards and Indicators for Teacher Education

A Synthesis and Self-Evaluation Tool

Mainstreaming Child-Friendly School (CFS) Models and Approaches
in National Pre-Service and In-Service Teacher Education Programmes

Prepared for the COMMONWEALTH OF LEARNING
to support the UNICEF/COL Child Friendly Schools Project

By Jim Irvine and Christopher Harvey

September 2010

Table of Contents

Contextualising Child Friendly Schools	3
Reflecting on Child Friendly Schools Standards and Indicators	5
Reforming Teacher Education	8
Child Friendly Schools Standards and Indicators for Teacher Education:	
Overview and Purpose	11
Standards and Indicators	13
Developing Standards and Indicators	32
Conclusion	36
References	38
Acronyms and Abbreviations	39
Annexure	
Annex 1: Framework for Child Friendly Schools in China (2008, Extract)	40
Annex 2: Handbook for Child Friendly Schools in Malawi (2008, Extract)	41
Annex 3: The Psycho-Social Environment Profile (WHO, 2003, Extract)	42
Annex 4: Child-Friendly Schools (Macedonia, n.d. Extract)	43

Contextualising Child Friendly Schools

During the 1990s basic education was beginning to be prioritised as a result of three major global initiatives: The World Conference on Education for All (EFA) (Jomtien, Thailand, March 1990), The World Summit for Children (WSC) (New York, September 1990), and The Convention on the Rights of the Child (CRC) (1989/1990).¹ Beyond the education sector, this was also a period of accelerated technological change, particularly in information and communication technologies (ICT) and the development of the Internet and email, which would gradually impact the development of education.

Whereas WSC Goals focused on: expanded Early Child Development (ECD); universal access to basic education with reduced gender disparities; reduced rates of adult illiteracy; and enhanced life skills through multiple education channels, EFA invited countries to set targets for the year 2000 on six inter-related EFA basic education dimensions:

1. expanded early childhood care and development (ECCD) provisions;
2. universal access to and completion of primary or basic education;
3. improved levels of learning achievement;
4. reduction of adult illiteracy;
5. expanded basic education and training for youth and adults; and
6. enhanced life-skills for sustainable development through traditional and modern communication and social action.

However, mid-decade education reviews of both EFA and WSCC highlighted challenges in achieving these goals and it became apparent that after four or more years at school, many children were unable to apply basic school-based skills and knowledge to age-appropriate problem-solving simulations related to everyday life.

Quality-related concerns, and UNICEF's UN mandate to support state parties' implementation and reporting obligations under the CRC, prompted UNICEF to shift from 'needs-based' to 'rights-based' programming. This decision carried profound implications for how UNICEF's modest resources might more strategically support global efforts to address unrealised rights of millions of children. Translating rights into day-to-day education for children required a major shift in UNICEF, not only in language, but also in deeper understanding of the imperatives for shifting goals, scope and focus in programming for 'universal rights' rather than 'basic needs'. For example, achieving a target of, say, "90% of children of primary school age in (country) enrolled in primary school" means that the right to basic education has yet to be realised for the 10% of that country's children remaining outside of school.

More searching challenges then follow. Who are the out-of-school children? Where do they live? Do they over-represent children from minority language or cultural groups, girls, working children, or children with some form of educationally debilitating condition? Why do current facilities, curriculum and strategies not attract and retain all children? How relevant is formal schooling to local life and livelihood skills? These enquiries in turn raise further questions about children's protection, health, nutrition and care, as well as concerns about how these attributes are affected by the quality of their curriculum, experience of teaching-learning strategies, their classroom, school and community environments. Furthermore, initiatives to attract, enrol and retain the 'hardest-to-reach' children are necessarily more expensive, and more difficult, requiring more creative and perhaps very different incentives,

¹ The CRC was adopted and opened for signature, ratification and accession by the UN General Assembly Resolution 44/25 on 20th November 1989, and entered into force on 2nd September 1990

rewards, learning environments, teaching and learning strategies, materials, and support services, to those employed in traditional schooling for 'majority' children.

From theory, research and best-practice analysis, the global UNICEF extended Education Cluster evolved a rights-based framework for 'Child Friendly Schools' (CFS), initially within the dimensions of: Inclusiveness; Effectiveness; Safety and Protectiveness; Gender Sensitivity, and School and Community Partnerships. As global, regional and national workshops disseminated and refined CFS principles and encouraged diversity in adaptation, model schools and their communities evolved the CFS principles and practices to their unique contexts. UNICEF supported pilot schools to evolve, refine and document progress, based on experience, analysis and reflection. Countries enthusiastically responded to the comprehensive yet flexible CFS model as an overarching approach, entirely consistent with EFA and MDG commitments, rights-based programming imperatives, and in line with other organisations such as the SAVE Alliance and WHO.

The focus on the 'whole child' and 'rights' encouraged inter-sectoral programming, such as the inclusion of health, water, sanitation and nutrition components, broadening to safety and protection, inclusiveness, emergency preparedness (UNICEF, 2009, 1.3, pp. 7-8). In essence, a consolidated CFS model encouraged:

- stronger consultative links between schools and their communities;
- inclusiveness of access and learning environments;
- child-centred pedagogy fostering more independent thinking, entrepreneurial skills, and professionalism among teachers; and
- attention to the all-round development and welfare of individual children.

During the early development of CFS, it was discovered that there were disparities among countries in terms of how they had conceptually interpreted the model. It was recognised that efforts to implement CFS were often based on tendencies to define the model in terms of prescribed features or characteristics, which then lacked continuity and consistency across countries. The CRC was often cited as supporting these characteristics, but this was intended as an ideological framework for CFS from which the CFS principles are realised. Designing CFS should be based on:

'...key principles with clear origins that can be interpreted and applied in a variety of contexts to identify appropriate features or characteristics of CFS. Once these features have been determined, they can be used to develop CFS standards in a given district, province or country. In addition to being a more coherent, predictable and logical model, this approach promotes a democratic process of dialogue and consultation in the interpretation of leading principles and the setting of standards. It discourages mechanical application of a given set of fixed characteristics.'

(UNICEF, 2009, 2.2, p.3)

CFS schooling has expanded. "Based on promising success with the CFS model in over sixty countries, UNICEF now seeks to mainstream Child Friendly Schools or similar models throughout the education system in all 154 countries in which it operates" (COL/UNICEF, 2008, p. 1). A 2009 UNICEF-commissioned CFS evaluation noted: "Today, the CFS initiative is UNICEF's flagship education programme, and UNICEF supports implementation of the CFS framework in 95 countries and promotes it at global and regional levels" (AIR, 2009, p.1). This reflects an increase from the 56 countries in 2007, noted in the UNICEF CFS Manual (2009, p. 9). However, after a decade of advocacy, investment, evolution and model building, it is important to caution that CFS is operating in some, but by no means all, UNICEF-supported countries, and within those 'CFS countries', coverage is limited. Furthermore, CFS models are predominantly at pre-primary and primary levels.

Despite case studies of quality CFS models and UNICEF-supported advocacy, the CFS ‘movement’ remains vulnerable. Without sector-wide and sustainable support from committed local and national partners, and alignment of CFS with pre-service and in-service teacher education, scaling up beyond ‘high quality/ low coverage’ models is proving very difficult. Even in contexts where CFS models are demonstrably more efficient, effective and cost-effective than ‘variable quality/high coverage’ government schools, it is neither feasible nor desirable for CFS to depend largely on UNICEF and/or other education development partners for its survival, refinement, expansion and consolidation.

The approaches taken by CFS country initiatives have varied greatly but all seek to complement model building, quality enhancement and documentation, with investment in teacher education, and more ‘upstream’ work to gain sector-wide partnership support and government ‘buy-in’, leading to policy, curriculum and teacher education reforms. Without well-documented models, advocacy to expand may be ignored, but without effective upstream work and teacher education reforms, CFS initiatives may not move beyond ‘high quality/low coverage’ projects.

Reflecting on Child Friendly Schools Standards and Indicators

Approaches to monitoring CFS processes vary. In countries where child-friendly schooling was evolving as a local, participatory process (e.g. Thailand, Philippines), informal, classroom-based checklists emerged. In countries such as China and Indonesia, where data were more likely to be gathered to externally assess schools, rather than encourage participation and planning by local stakeholders (UNICEF EAPRO, 2005, p. 48), more ‘top-down’ / system-developed tools emerged. From available tools, wide variability exists in the number, format and measurement of Indicators.

Considerable impetus to health-promoting CFS initiatives emerged with the publication and dissemination of WHO’s 2003 ‘The psycho-social environment (PSE) Profile’, complementing the multi-agency school health, hygiene and nutrition initiative ‘Focusing Resources for Effective School Health’ (FRESH). Developed by experts from WHO, UNICEF, UNESCO, EDC, World Bank, Partnerships in Child Development, and Education International, the PSE Profile was refined based on field trials in 20 countries. PSE invites individual school-level stakeholders to respond to statements about their school, clustered within seven ‘Quality Areas’, viz:

1. Providing a friendly, rewarding and supportive atmosphere (18)
2. Supporting cooperation and active learning (8)
3. Forbidding physical punishment and violence (20)
4. Not tolerating bullying, harassment and discrimination (18)
5. Valuing the development of creative activities (10)
6. Connecting school and home life through involving parents (13)
7. Promoting equal opportunities and participation in decision making (13): Total 98 (for single-sex schools)²

The numbers of statements within each QA are in parentheses after each QA for single-sex schools. The number of statements is slightly higher for mixed-sex schools (114) based on ratings for boys and girls separately in some statements. Within each QA, respondents indicate for every statement: “How much is this like your school? Not at all (1); A little (2); Quite a lot (3); Very much (4)” (c.f. Extract in Annex 3). By summing assigned ratings (1-4 for each statement) and dividing the total of ratings in each QA by the number of statements in the QA, an average score for each QA enables comparisons among stakeholders, and, more importantly, qualitative changes in QAs over time. PSE

² The numbers of statements within each QA are in parentheses after each QA for single-sex schools. The number of statements is slightly higher for mixed-sex schools (114) based on ratings for boys and girls separately in some statements.

is not intended to be used to competitively compare one school with another, but rather to reflect on how changes to policy and practices over time impact on a school's perceived psycho-social environment. The PSE also provides objective data for stakeholders undertaking CFS components of school development planning (SDP).

The PSE Profile has been widely used, and serves as a useful model for schools to develop Standards and Indicators. Its straightforward 1-4 rating scale can be applied to efforts to define Indicators for teacher education programmes. Participants, instructors and TEI managers can readily make judgments based on their perceptions of where the TEI programme sits with respect to the degree of applicability of key statements along a continuum of status or progress. It is an interesting empirical issue whether the 4-point scale gives more reliable data than a rating scale based on 'agreement' to statements (from "1" 'strongly disagree' to "5" strongly agree).

Scrutiny of various countries' Standards and Indicators highlights the differences between 'top-down' and 'bottom-up' approaches. In some countries, CFS Indicators emerge as refinements of existing school-level data routinely submitted to central EMIS units.

CFS initiatives have steadily influenced the nature, analysis, presentation and use of data. However, it can be too easily overlooked that refined data requires significant time, effort and technical competence on the part of the school. The CFS model has discernibly influenced what data is collected, and how data is analysed and used at school level to reflect on progress and change over time. Some examples highlight this complexity.

In China, Standards are found within four 'Dimensions', 1. 'Inclusiveness and Equality', 2. 'Effective Teaching and Learning', 3. 'Safe, Healthy and Protective' and 4. 'Participation and Harmonization'. Each 'Dimension' is consequently divided into fifteen 'Domains', then into forty 'Standards', and these, in turn, are reflected in 'Process' (166 in all) and 'Outcome' Indicators (124). A brief extract (Annex 1) illustrates the format and complexity of the tool. While logical and orderly, the tool is complex, and it is uncertain how the extensive collated data is being used for refinements in CFS planning by local community and school stakeholders.

Malawi and Rwanda are interesting examples of system-led CFS monitoring. Malawi's Handbook (2008) provides 'Outcomes' with quantifiable 'Indicators' (either 'yes / no' or numerical data), followed by suggested practical activities for various stakeholders, then supportive national policies and international legal frameworks for each of the 'Five Characteristics'³. As is evident from the Malawi extract included in Annex 2, the quantitative data for Indicators related to 'Outcomes' require considerable effort to collate, are unlikely to be routinely available at school level, and may need further operational definition for clarity.

Rwanda's 'Annex to the Presidential Order ... Establishing Quality Standards' (2008) addresses Nursery, Primary, Secondary (General / Professional Technical) Education, within which there are Standards and Indicators for 'Aspect 1: Buildings and Equipment; Aspect 2: Teachers and Support Staff; Aspect 3: Students'; then a Section on 'Cross-Cutting Standards and Indicators for All Levels and Types of Education', addressing many of the attributes considered important in CFS under one or more of the eight 'Aspects'. The Annex also includes sections on 'Opening, Closing of Schools', and 'Responsibilities of Different Authorities in School Governance'. The document appears incredibly thorough, and references indicators in the form of physical characteristics in schools as defined sources of evidence. The structure and layout initially seem daunting, particularly in terms of the information to be collated but this concern may or may not be justified, once the tool is trialled, data is analysed and used at different system levels, and refinements are made.

³ 1. Rights-based and inclusive; 2. Academically effective; 3. Safe, protective and health promoting; 4. Gender responsive, equity and equality promoting; 5. Builds linkages and partnerships with the community.

South Africa's comprehensive 'Guidelines' cover six dimensions of a 'Safe and Caring CFS'⁴. The Guidelines provide: practical activities for various stakeholders; the RSA legal and policy framework; and a comprehensive log-frame setting out, within each CFS Dimension, a number of 'Outcomes' (21 in all), desirable 'Outputs' (44 in all) and 'Indicators' (82 in all) with suggested sources of evidence. The flow is thoughtful and logical, and indicators are precise. The document is "a self-assessment tool for a school to determine how far it has come along the path of becoming a SCCFS" (2008, p.6). It will be important to follow up the collation, analysis and dissemination of activities and data in the initial 585 SC CFS schools.

Macedonia's framework is based on six CFS dimensions. It defines 'Outcome Indicators / Standards'; 'Key Performance Areas', leading to 186 'Key Process Indicators' set out as statements clustered within 'Components'. Outcome Indicators and Standards are synonymous. An extract from Dimension 1 'Inclusiveness' (Annex 4) shows the value of the tool for school-based self-evaluation. It will be important to track how effectively schools in this and other system-led countries collect and make use of such data, and the extent to which feedback is provided to schools from the EMIS.

By contrast, some 'early take-up' countries that have been evolving CFS models and frameworks for a longer period tend to use Standards and Indicators to help facilitate stakeholder focus group discussions (FGD) as part of developing and reviewing school development plans (SDP). UNICEF EAPRO CFS reviews (2005, 2006) consider this aspect (i.e. facilitated FGD/consensus-building, leading to SDP) to be vital for locally sustainable CFS initiatives.

Thailand has considerable experience with local-level CFS SDPs, based on integrating the different perspectives of children, parents, teachers, managers, and community leaders. Whereas children may think of CFS in terms of interesting, relevant curricula, participatory learning, governance opportunities, discipline etc., community leaders and parents tend to focus more on school facilities, equipment, communication, health, safety, protection and inclusion challenges. Thailand has also extended its CFS coverage to secondary schools, where 'participation' becomes more significant.

Local planning is also well developed in the Philippines, where CFS has influenced national law and policy regarding the rights of children, obligations of various 'duty bearers', and CFS links to EFA, MDGs and decentralisation plans and policies. The Philippines has also evolved a 'student tracking system'. Thailand, with university and UNICEF support, also has an operational, user-friendly 'Student Management Information System' (SMIS). Both countries view CFS as local consensus-building, supported by national-level resources, policies, regulations and legal frameworks.

In partnership with COL, ISEC in Bangalore brought together an international team of specialists to develop 'Gender Friendly School Indicators' (2009). Five stages of field-testing enabled progressive refinement of the tool. A valuable feature included a '1-4' Rating Scale for each Indicator, Means of Verification, and Remarks, with Draft Process Indicators (DPI) clustered as 'Inside Classroom'; 'Outside Classroom within School Jurisdiction'; and 'Community-School Relationship'. 'Inside Classroom' DPIs are defined within 'Physical Environment' (5 DIs); Learning Environment (7); Teaching / Learning Processes (2); Teacher Performance (6). The 27 'Outside School' DPIs are under eight headings, and there are 9 'School and Community' DPIs. The Report also provides detailed tables of 'averaged' 1-4 ratings given by different stakeholders, from which overall school-based analysis provide comprehensive pictures of gender realities in schools and communities. Analysis helped to clarify and refine DPIs as Revised Process Indicators (RPIs). Further work is ongoing, with plans to address identified gender challenges (e.g. continuing poor parental awareness in some communities of the importance of girls' education), and extend the work to other contexts.

⁴ RSA uses the six dimensions related to: 'a rights-based and inclusive'; 'effective'; 'safe and secure'; 'health seeking and health promoting'; 'gender sensitive'; 'partnership building' SC CFS.

Overall, few of the available CFS Standards and Indicators have been subjected to comprehensive field use, data analysis and refinement. Many are relatively new, and their psychometric properties have yet to be analysed. Efforts to link CFS to teacher education reforms are emerging but currently there is little by way of guidance to countries – hence UNICEF and COL plan to make the CFS Manual and proposed e-learning modular packages more widely available within structured pre-service and in-service teacher education programmes, and to promote work on Standards and Indicators. Furthermore, it is also necessary to acknowledge that the CFS Standards and Indicators referenced are centred on ‘dimensions’ as opposed to ‘principles’, where the latter is recognised as determining the CFS concept.

The country examples introduced above suggest an underlying tension between ‘school self-evaluation’ for benchmarking as a basis for planning and monitoring quality improvement over time; and system-led expanded data collection used for more fine-grained analysis of disaggregated data. ‘Top-down’ system-led or donor-led tools may be effective in generating qualitative changes in schools, but data-based evidence needs to be transparently shared, particularly at local levels, given the time and effort involved in collecting and collating all the data. Schools understandably appreciate feedback on data submitted for EMIS purposes, and will be more likely to tender required information in systems where feedback helps the school to be more reflective and analytical of its status and needs, relative to other parts of the same system.

Reforming Teacher Education

The comprehensive UNICEF-commissioned CFS Evaluation (AIR, 2009) identified traditional pre-service and in-service teacher education as major limiting factors on the quality, implementation and expansion of CFS initiatives. The AIR evaluation noted with concern that in CFS environments:

... teachers are not necessarily following pedagogical approaches one would expect in a child-friendly school. School heads and teachers identified the lack of trained teachers who can implement child-centred instructional methods as a challenge in the six countries, and UNICEF education officers concurred that teachers do not have the training they need to implement CFS’

(2009, p. iv).

Although this summary of teachers’ apparent lack of CFS preparedness is quite strong, it is hardly surprising, when the vast majority of practising teachers have come through individually competitive, text-book-based, examination-driven systems as school students, then as teacher trainees. Few have any experience at all of child-centred, activity-based, group-oriented, cooperative learning in schools, and may even be attitudinally negative to CFS as too different in approach, especially if they perceive their status and career prospects as teachers depending on how well their students do in prescribed exams, rather than how well their students can work together creatively.

This situation is unlikely to change if CFS initiatives rely only on in-service teacher education (ISTE) and workshops for teachers – the traditional training strategies adopted by UNICEF and other CFS-support partners. In many developing countries, ISTE is poorly coordinated, project-linked, ad hoc, and often donor-driven, without an overarching framework to ensure coherence, continuity, synchronisation and system-wide cumulative accreditation. Rarely are ISTE opportunities evenly distributed among teachers, if model schools and other donor-led, project-supported strategies inevitably do not include teachers and managers from ‘non-focus’ schools. At best, this is unfair, and at worst, a waste of time and resources.

Furthermore, in contexts where traditionally trained teachers have little in-classroom professional support and supervision or exposure to new strategies, equipment or materials, well-intentioned but isolated in-service ‘workshops’ or ‘trainings’ (IST) tend to rely on ‘training-of-trainers’ (ToT) then ‘cascade training’ at successively lower

system levels. The inherent appeal of ‘cascade training’ is its potential to reach larger numbers in a cost-effective manner. This may be workable for training on a specific skill within a vertical strategy, but much less effective when complex concepts and related hands-on experience are fundamental components of ISTE.

Experience in many contexts suggests that at successively lower system levels, key elements of theory, principles, content, allocated time, participatory strategies, materials development and hands-on application are necessarily ‘watered down’, with inevitable negative consequences for achieving ‘high coverage with high quality’ dissemination and training, as planned at central levels. The assumption that well-prepared, well-informed, charismatic facilitation at national or state levels can be faithfully reproduced at successively lower levels to effect behaviour and attitudinal change among practising teachers, is not well supported (Irvine, 2000).

Because expansion challenges are faced in all programmes that are centre-driven or donor-driven, the inherent weaknesses of cascade training may be partially offset by building in stringent safeguards, as discussed at some length by UNICEF EAPRO (2005, pp. 40-43), and including:

- participatory adult learning strategies adopted during training;
- reflective practice journals discussed with mentors during training, and maintained post-training;
- follow-up evaluation of CFS principles and practices as observed in schools;
- scheduled teacher-to-teacher school-based and/or cluster-based continuous professional development; and
- cumulative accreditation for CPD, including IST and modular self-education courses.

Some degree of caution may also be needed with regard to reliance on Teacher Resource Centres as meeting places and IST venues for teachers in defined geographic clusters. Substantial international experience suggests that the effectiveness of such resource centres depends largely on: how accessible are TRCs in terms of distances from catchment schools; scheduling of teachers’ access; the quality and scope of TRC facilities and materials; and how committed and well respected is the Resource Teacher assigned to guide teachers, facilitate sharing sessions, and help with preparation of activity-based teaching / learning materials. Cluster-level, scheduled, cumulatively-accredited teacher professional development opportunities can be highly motivating for teachers, but too often, decisions are made centrally about the location, staffing and resourcing of TRCs. For fully engaged teachers, it may difficult for some TRCs to be sufficiently accessible outside of school hours.

As ICT technologies become increasingly available, accessible and sophisticated, and self-education expectations become increasingly linked to professional certification and licensing (as apparent in professions such as medicine, architecture, engineering, dentistry, law, accounting etc.), pressures are increasing on TEIs to adapt to, and initiate, more work-linked, accredited self-education opportunities. Accreditation will be a key challenge facing CFS modular learning programmes.

The development and dissemination of the CFS Manual (UNICEF, 2009), the planned CFS Case Studies, a NAAC/COL Toolkit for Quality Assurance in Teacher Education (2007), and the proposed CFS modular e-learning package are thus very timely. These valuable tools can serve to sharpen PSTE and ISTE/school programming links, give a modular structure for teachers undertaking self-education, and encourage the expanded use of ICT to complement face-to-face training and school-based or cluster-based experience sharing. The new tools can now build on the evaluations and experiences of more than a decade of CFS model development, refinement and expansion.

As a further contribution to accelerate the roll-out of CFS capacity development programmes, the COL is supporting UNICEF in two ‘Areas of Cooperation’ (AoC), viz: AoC 1: “Integrating the CFS model into teacher training curricula,

training of teachers and other educational personnel on CFS at the universities and teacher training institutions (TTI)”; and AoC 2: “Strengthening the role of Teacher Resource Centres (TRC)” (UNICEF and COL, 2008, pp. 2-5).

In the initial two-year cooperation phase, key teacher training institutions (TTIs) and resource centres in ten selected countries⁵, will be oriented via ‘training-of-trainers’ workshops, where participants are “responsible for mainstreaming CFS capacity development into the curriculum of their institutions”, plus one in-country workshop per country to develop CFS Standards and Indicators (p.5).

Workshops in participating countries and support partners will need to carefully address training of trainers, cascade, resource centre, cumulative teacher accreditation, certification and licensing challenges. Furthermore, regardless of how comprehensive and well coordinated ISTE may be, ISTE workshops, seminars and courses remain essentially reactive to perceived shortcomings in initial pre-service teacher education. ISTE is forced to ‘play catch up’, and will always be incomplete and ineffectual without system-wide qualitative reform of pre-service teacher education (PSTE). 12

As part of the NAAC/COL Toolkit, considerable work has taken place to develop the inter-dependent components of: ‘Quality Indicators for Teacher Education; Quality Assurance in Higher Education: An Introduction; An Anthology of Best Practices in Teacher Education; and Guidelines for using the Toolkit’ (NAAC /COL, 2007, p.3). International quality assurance experts and policy makers from 11 Commonwealth countries developed the Quality Indicators that were then field tested by teacher education institutions (TEI) and refined in participating countries. Six ‘Key Areas’ were identified, viz:

1. Curriculum Design and Planning;
2. Curriculum Transaction and Evaluation;
3. Research, Development and Extension;
4. Infrastructure and Learning Resources;
5. Student Support and Progression; and
6. Organisation and Management.

Within the six ‘Key Areas’, there are 25 ‘Quality Aspects’ and 75 Quality Indicators. Based on ongoing field trial among TEIs, feedback and technical scrutiny, further refinements will evolve. An appealing feature of the Quality Indicators is the use of a five-point Rating Scale, where (1) represents “Needs Improvement”; (2) “Can do Better”; (3) “Satisfactory”; (4) “Good”; (5) Excellent”. Data from different ratings can then be aggregated and averaged to provide tabular data on ratings of ‘Key Areas’, ‘Quality Aspects’ and specific Quality Indicators. Diagnostically, such matrix-based tabulations have significant potential to analyse features of TEIs, and highlight areas where more attention may be needed.

The diversity among the ten COL- CFS pilot countries will inevitably be reflected in the selection, rejection or modification of this Final Draft Set of CFS Standards and Indicators for Teacher Education, which are necessary processes in order for its relevance, resourcing and sustainability. In countries yet to establish sustainable CFS models, TEIs may find it essential to work very closely with teachers in practice schools as an initial step and seek examples of ‘good practice’. Likewise, it may take many reviews of country-specific Standard and Indicators in order for self-evaluation tools to be appropriate for use in PSTE and ISTE institutions, as well as in practice schools, and in schools where graduates of the CFS programmes are working as teachers.

⁵ Botswana, Lesotho, Malawi, Nigeria, Rwanda, Swaziland, South Africa, Zambia in Sub-Saharan Africa; Trinidad and Tobago in the Caribbean, and Sri Lanka in South Asia.

Child Friendly Schools Standards and Indicators for Teacher Education

Overview and Purpose

The Standards and Indicators in this tool are informed by CFS principles, and attempt to exemplify how the concept of a CFS can manifest itself through a structured teacher education programme. The document is informed by the premise that ‘quality education is education that works for every child and enables all children to achieve their full potential’, and characterises the importance of thorough and quality training of teachers in order to achieve this.

It attempts to determine what it means to be a teacher in a CFS, how this role is shaped by clear standards delivered through a rigorous training programme and, most importantly, to ensure the theoretical concept of a CFS becomes an everyday reality in the development of teachers. The practice of CFS standards on the part of the TEI and TEI participant is the ultimate objective.

Just as CFS are multidimensional by nature and are concerned with addressing the total needs of the child as a learner, the Standards and Indicators are intended to enable TEIs to reflect on how they model CFS principles in the delivery of their teacher education programme and address the needs of their trainee-teacher learners. The emphasis on modelling ‘good practice’ is significant, particularly as many trainee teachers themselves may have had negative experiences of education up until this point. Therefore creating a ‘child-friendly’ climate for learning is vital for trainee teachers.

As a self-evaluation tool, it is important that TEIs recognise that this is a flexible model which will vary from country to country in its application. Countries are encouraged to adapt this to fit their own models of teacher education, ensuring that their vision and mission embraces child-friendly schooling and learner-centred education. Likewise, its use should feature within TEI’s structures for ongoing improvement and development and inform the TEI’s consultation process.

Standards and Indicators should also be understood in relation to other CFS documentation, most importantly UNICEF’s ‘Child Friendly Schools Manual’ (2009) publication. Similarly, as the CFS e-learning training package of modular units is distributed, TEIs will be able to access modular units and materials and systematically work through CFS as a quality-focused, rights-based and global framework.

Aimed at TEIs, and in some cases schools, the Standards and Indicators are structured to enable those responsible for the delivery of pre-service and in-service teacher education to recognise a ‘goodness of fit’ on a four-point rating scale, reflected in their teacher education programme. Informed by CFS principles, the Standards are further illustrated in the Sources of Evidence. Here, the Indicators are clarified and suggestions are detailed as to how they might evolve within the teacher education programme, again these examples will rely heavily on country-specific demands and characteristics. These sources of evidence may be expressed through the following forms:

- TEI policies and procedures
- TEI staff research and development activity reports
- TEI course handbook
- TEI’s physical infrastructure
- Use of National and International policies
- Minutes of meetings involving participants, TEI staff or schools
- Teacher education programme syllabus and course documentation
- Teacher education programme participants’ lesson plans and accompanying teaching and learning materials, assessment records of children, records of examinations and course assessments, informal and formal lesson observations, journal/diary of practice, record of activities, school practice log

It is assumed that Standards would be evidenced in the various components of the teacher education programme. This would not only include how it is administered through course input, including clear policies and documentation, in course material and in the actual delivery and facilitation of the course, but equally demonstrated by teacher education participants in their school-based practice. The appropriate assessment of participants' knowledge, understanding and implementation of CFS principles and these Standards should be measured in terms of their participation during their time in the TEI and on placement in their school-based practice. Therefore, TEIs should consider where areas of 'weakness' can be developed across all aspects of the teacher education programme.

The CFS model is recognised as a progressive model, and therefore TEIs should attempt to achieve Standards with time and ensure they put the necessary support mechanisms, strategies and resources in place to do so. In areas where TEIs feel they have successfully achieved a particular Standard, it is important that the sustainability of this is determined and appropriately resourced. Furthermore, the depth of implementation of each Standard will vary across each Indicator and consequently more time and/or input will be required to ensure their delivery. It is important that TEIs balance the time, contexts and strategies required to effect changes in essential knowledge, attitudes and skills underpinning CFS implementation. Furthermore, in some TEIs, ratings may highlight gaps in curriculum, facilities or experiences, and thus serve as 'internal programme audits' that may accelerate internal review and reform.

Identifying Information

For each of the following, please circle the category that applies to you:						
What is your role?	Student	Instructor/Facilitator	Manager/Administrator	Support Staff	Other (please specify)	
Gender	Male	Female				
Age Group	Under 20	20-29	30-39	40-49	50-59	60+

For each indicator, please use the 'Rating' column to show how accurately the statement describes your institution, course module or programme:

'1' represents *'not at all'* '2' represents *'a little'* '3' represents *'quite a lot'* '4' represents *'very much'*

CFS Principle: Child-Centeredness				
<i>Central to all decision making in education is safeguarding the interests of the child</i>				
Key CFS Features Informing Standards	Quality Standards	Indicators		Rating (1-4)
		Indicators	Sources of Evidence	
Child-centred pedagogy Teacher as a reflective practitioner Healthy learning environment (WES, nutrition, de-worming, vaccination) Safe learning environment (school)	1.1 The teacher education programme promotes a child-centred pedagogy and teaching and learning process	1.1.1 The teacher education programme ensures a critical understanding of the developmental aspects of children in relation to their education	-The teacher education programme is informed by psycho-social theories and concepts relating to early child development, including the effects of quality care, stimulation, nutrition and health during gestation, and this features within course material -The teacher education programme enables participants to recognise the relationship between children's learning and their personal development -The teacher education programme introduces child-centred strategies and techniques appropriate for use with children at particular age and grades in their education	
		1.1.2 The teacher education programme outlines children's varied learning styles	-The teacher education programme enables participants to recognise the range of children's learning styles, including visual, auditory and kinaesthetic, and provides skills and strategies to meet the needs of individual learners -The teacher education programme supports its participants to	

construction, outdoor spaces, dining facilities)			differentiate curriculum materials in order to cater for the needs of learners in a whole class setting	
Protective learning environment (gender-based violence, abuse, bullying-free, corporal punishment-free, disaster risk reduction)		1.1.3 The teacher education programme provides theoretical and practical knowledge through context-based content on participatory teaching and learning strategies	<ul style="list-style-type: none"> -The teacher education programme is delivered in a learner-centred way, modelling participatory teaching and learning to participants -The teacher education programme demonstrates how teachers and children can maintain effective interaction in the classroom and children are actively involved in classroom teaching and learning experience -The teacher education programme models the effective use of lesson planning and lesson reviewing to inform the teaching and learning process -The teacher education programme utilises examples of best practice in local schools to support the delivery of the course -The teacher education programme remains aware of curriculum reform and incorporates this in participants' learning 	
Gender sensitive learning environment		1.1.4 The teacher education programme demonstrates the effective integration and mainstreaming of life skills in the curriculum	<ul style="list-style-type: none"> -The teacher education programme outlines the value of life skills and the importance of delivering a curriculum that is relevant to the life of children -The teacher education programme addresses the application of life skills at different stages of child development and how to respond to particular psycho-social behaviour appropriately 	
Child-friendly architecture, informed by child participation in decision making process		1.1.5 The teacher education programme models exemplary strategies for activity-based teaching, creative problem solving, and the application of skills and knowledge to real-life situations	<ul style="list-style-type: none"> -The teacher education programme demonstrates how the national curriculum can be delivered in a dynamic way through a range of different teaching strategies allowing children to demonstrate their learning in a range of different ways -The teacher education programme monitors and evaluates the participants' use of these strategies during their school-based practice -The teacher education programme models how children receive positive and constructive feedback on their involvement in the learning process -The teacher education programme encourages its participants to proactively question and lead their own learning, and create the same climate for learning in their own practice as teachers 	

			-The teacher education programme enable participants to develop materials that are based on the reality of children’s lives, representing their unique identities, experiences, families and community	
		1.1.6 The teacher education programme is delivered through individual, pair and group based learning opportunities, involving problem solving, creativity, critical thinking and cooperation	-The teacher education programme organises its participants into different groupings to help improve interaction and model good practice for similar use in the classroom -The teacher education programme enables its participants to organise their classroom spaces to ensure children participate and are able to learn from each other in group learning opportunities -The teacher education programme monitors and evaluates the participants’ use of these strategies during their school-based practice	
		1.1.7 The teacher education programme secures knowledge and skills on the assessment of children’s learning	-The teacher education programme promotes the importance of both formal and informal assessment opportunities for measuring children’s progress and achievement with reference to the national curriculum -The teacher education programme demonstrates the importance of children raising questions and expressing themselves openly and freely in the classroom -The teacher education programme promotes strategies for empowering children to take ownership of their learning and enabling them to recognise the outcome of each learning opportunity -The teacher education programme introduces strategies that enable children to be aware of their personal achievements and have individual targets to improve their learning	
		1.1.8 The teacher education programme models the effective selection and integration of locally available and purpose-made materials to promote active learning	-The teacher education programme introduces participants to locally available materials that can aid learning, and how to manage these practically in the classroom -The teacher education programme encourages participants to be resourceful practitioners, learn how to improvise with little or no materials and demonstrates how to use the natural environment as a teaching aid	

			-The teacher education programme demonstrates how materials can be used to ensure children actively learn through doing, and models ways of involving children in this process	
		1.1.9 The teacher education programme models the effective identification and adaptation of published resources materials and teaching aids to ensure the needs of children are met	-The teacher education programme demonstrates the effective use of textbooks to support learning, and how to use print-based materials in a meaningful and engaging way -The teacher education programme demonstrates how published resources materials can be integrated in the curriculum and how they can complement active learning	
		1.1.10 The teacher education programme demonstrates the effective organisation and management of minimal classroom features, such as learning spaces, resources, furniture, materials and equipment to enable flexible learning environments	-The teacher education programme models good practice in the delivery of the course by highlighting how spaces can be organised and managed by teachers -The teacher education programme demonstrates how classroom spaces can be organised in order to incorporate individual, pair and group learning opportunities -The teacher education programmes stresses the importance and value of involving children in this design process	
		1.1.11 The teacher education programme ensures the skills for working with children who have special educational needs, including physical, sensory, intellectual and emotional and social difficulties	-The teacher education programme provides practical ways for differentiating teaching and learning to meet the needs of children with special educational needs -The teacher education programme provides information on local organisations and agencies who can support the integration of children with special educational needs -The teacher education programme demonstrates how individualised learning plans can be developed for specific children to ensure they are able to access the curriculum	
		1.1.12 The teacher education programme offers further development and strengthened competency in particular specialist areas like inclusive education, health and hygiene, security, emergencies , physical	-The teacher education programme involves external agencies and specialist organisations in the delivery of specific areas in order to further develop the skills of participants -The teacher education programme ensures its participants complete their own needs analysis assessment to develop areas of weakness	

		education, gender in education and computer assisted learning		
		1.1.13 The teacher education programme provides knowledge and skills for the development of extra-curricular activities	-The teacher education programme demonstrates how schools can offer opportunities for the personal development of children outside of the curriculum and how teachers can develop these. This may include arts and craft, vocational studies, sport, indoor and outdoor games, cultural programmes, music and dance	
		1.1.14 The teacher education programme provides knowledge and skills for the effective use of ICT, media and communication technologies to promote active enquiry, collaboration and self-directed learning among children	-The teacher education programme assists its participants in recognising their own learning needs in terms of ICT and the use of other multi-media technology and develops individual learning plans to ensure their skills in these areas -The teacher education programme uses ICT to deliver elements of the course and requires its use from participants -The teacher education programme demonstrates how computers and other multi-media devices can be incorporated into teaching and learning, with reference to the national curriculum	
1.2 The teacher education programme ensures teacher professionalism	1.2.1 The teacher education programme is coordinated within an over-arching qualifications accreditation framework that provides cumulative credits for completed course modules	-The teacher education programme is structured and delivered with adherence to the guidelines determined by the accrediting institution -The teacher education programme has clear entry requirements that relate to the demands of the course -The teacher education programme is audited in relation to institutional policy		
	1.2.2 The teacher education programme ensures confident subject knowledge for quality education	-The teacher education programme builds on participants' prior learning and supports their acquisition of new knowledge and theories -The teacher education programme monitors and evaluates participants' learning and ultimately measures their achievements as practitioners in schools following local and/or national school inspectorate standards		
	1.2.3 The teacher education programme nurtures the role of the teacher as a 'reflective	-The teacher education programme enables participants to self assess their professional development, obtain feedback, and consequently improve or modify their practice		

		practitioner'		
		1.2.4 The teacher education programme encourages a forward looking and proactive approach with reference to changing contexts and expectations of schools and society	<ul style="list-style-type: none"> -The teacher education programme is informed by emerging trends in education and follows developments both nationally and internationally -The teacher education programme encourages participants to be responsible for their professional development and to set personal targets in relation to individual, institutional and national needs 	
		1.2.5 The teacher education programme develops time management and organisational skills	<ul style="list-style-type: none"> -The teacher education programme is structured and organised in a thorough and cohesive way, and models an effective use of time and resources to its participants -The teacher education programme demonstrates how teachers can successfully manage their time and work to ensure children receive a quality education experience -The teacher education programme develops participants' skills in short-term, medium-term and long-term planning with specific reference to curriculum delivery -The teacher education programme develops participants' skills in planning and delivering well structured and engaging lessons that follow national inspectorate guidelines 	
		1.2.6 The teacher education programme enables its participants to be effective team players during their school-based training, including making group decisions and involving colleagues	<ul style="list-style-type: none"> -The teacher education programme establishes groupings during training that reflect the nature of school meetings, interactions with colleagues, parents and the community (this may use role-play to simulate the school setting) -The teacher education programme monitors participants' role in interactions with others both inside and outside the classroom during school-based training, and in the training institution 	
		1.2.7 The teacher education programme ensures its participants have in-depth and supported school based experiences with diverse populations, opportunities for peer collaboration and to observe best practice	<ul style="list-style-type: none"> -The teacher education programme is comprised of at least two contrasting school-based experiences in order for participants to demonstrate their learning and put theory into practice -The teacher education programme has a rigorous support structure to monitor and evaluate participants on their teaching-practice, and to develop their practice -The teacher education programme ensures participants are engaged in peer collaboration and have frequent opportunities to 	

			observe best practice	
		1.2.8 The teacher education programme provides knowledge and skills for its participants to take part in active research aimed at improving teaching and learning	-The teacher education programme promotes practice-based research and enables participants to conduct their own research related to teaching and learning whilst on placement -The teacher education programme supports participants to use practice-based research to develop their own commitment to teaching and learning	
		1.2.9 The teacher education programme provides knowledge about the regulatory framework that prescribes minimum instruction hours for schools, and analyses research findings on actual instructional hours and academic engagement in schools	-The teacher education programme introduces participants to the regulatory framework that prescribes minimum hours for schools and demonstrates how curriculum design and planning can be structured within this	
		1.2.10 The teacher education programme provides access to up-to-date professional resources to support teaching and learning	-The teacher education programme provides participants with current pedagogy on child-centred teaching and learning and supports training with resources that participants can access and utilise in their teaching practice -The teacher education programme gives participants details of where they can continue to access resources to support their practice beyond their training, including the use of the Internet	
		1.2.11 The teacher education programme encourages its participants to be sensitive towards the diverse cultural, intellectual, gender, economic, social and physical characteristics of children	-The teacher education programme models good practice in terms of sensitivity towards diversity -The teacher education programme demonstrates how participants can sensitively respond to the diversity of the children they teach through teaching strategies and curriculum delivery -The teacher education programme provides participants with diverse school-based experiences	
		1.2.12 The teacher education programme applies a transparent, fair and negotiable	-The teacher education programme has a clear policy for monitoring and evaluating staff and participants, and makes staff and participants aware of it	

		reviewing process for staff and participants, including mediation and appeal mechanisms		
	1.3 The teacher education programme ensures awareness of violence, safety, protection and effective discipline in relation to children through clear policies, guidelines and responsibilities	1.3.1 The teacher education programme secures knowledge on national and international policies and guidelines for ensuring the safety and protection of children in general, and how to apply these during conflicts and emergencies	<ul style="list-style-type: none"> -The teacher education programme introduces participants to national and international policies on child protection and provides clear examples of their application in working with children -The teacher education programme monitors the adherence to child protection policies during participants' school-based training -The teacher education programme seeks support from governmental and non-governmental organisations to effectively deliver training on child protection, particularly during conflicts and emergencies 	
		1.3.2 The teacher education programme trains its participants to recognise abuse, violence, harassment or suffering in children; and complies with policies and strategies for sensitive referral of children 'at risk'	<ul style="list-style-type: none"> -The teacher education programme ensures participants are aware of the ways in which children can suffer from different kinds of abuse, and demonstrates how school policies and national policies are applied in these situations -The teacher education programme identifies professional services available to teachers and school -The teacher education programme seeks support from governmental and non-governmental organisations to effectively deliver training on supporting children 'at risk' 	
		1.3.3 The teacher education programme secures skills and knowledge on the law, policies and non-violent alternatives to physical punishment of children	<ul style="list-style-type: none"> -The teacher education programme introduces participants to the law and policies on the punishment of children and demonstrates non-violent ways in which to discipline children -The teacher education programme enables participants to analyse school disciplinary policies, how they evolve, and ensure that clear, fair, non-violent sanctions are made known to all and consistently applied within a school -The teacher education programme introduces participants to positive reward systems in schools, in order to combat negative behaviour -The teacher education programme promotes strategies in 	

			conflict resolution	
		1.3.4 The teacher education programme provides awareness on the roles and responsibilities of school principals, teachers, children, parents and the community in ensuring the safety and security of all children	-The teacher education programme makes participants aware of the interrelated nature of the various individuals involved in children's education, and how each party is responsible for the safety and security of children	
	1.4 The teacher education programme promotes the safety, security and protection of children within and outside school	1.4.1 The teacher education programme provides skills and knowledge of procedures for addressing inappropriate incidents of harassment, bullying and discrimination of children in school or on their way to school	-The teacher education programme ensures participants are aware of how children's safety and security can be violated both in school and in the community -The teacher education programme introduces participants to policies and procedures for dealing with the violation of children's rights, recognising the safety of children beyond their time in school	
		1.4.2 The teacher education programme secures knowledge and skills for identifying psycho-social problems among children, and the role of referral systems to appropriate staff or specialist services for the counselling care for the child and/or family	-The teacher education programme introduces participants to the range of psycho-social problems that may affect children -The teacher education programme demonstrates appropriate referral systems and how these incidents should be reported -The teacher education programme demonstrates the role of other organisations and agencies in responding to children's needs	
		1.4.3 The teacher education programme ensures awareness of how to monitor and manage children's safe access and use of ICT (including the Internet), and effective procedures for suspected violations	-The teacher education programme introduces national and international policies on the safe use of computers and in particular the safe use of the Internet -The teacher education programme ensures participants are aware of how to monitor the safe use of computers and ensures practical experience of doing it	
	1.5 The teacher education programme promotes the	1.5.1 The teacher education programme secures the	-The teacher education programme in conjunction with relevant governmental and non-governmental organisations, national and	

	health-related rights of children with respect to policy, environment, teachers' roles, children's status and health-promoting initiatives	knowledge and skills for promoting the physical and mental health of children in schools	international health initiatives, highlights the importance of educating children, their parents and the community about immunisations, de-worming, insect control, safe water, nutrition, preventing substance abuse, waste disposal etc. -The teacher education programme demonstrates how teachers can model good health practices as role models	
		1.5.2 The teacher education programme secures the knowledge and skills for promoting the school's proactive role in ensuring a safe, healthy and hygienic environment for children, and responding to health issues affecting children and the community	-The teacher education programme demonstrates how children, their parents and the community can be safe, healthy and hygienic (this may refer to specific concerns in the community) -The teacher education programme demonstrates how the role of the teacher is vital in promoting safe, healthy and hygienic practices both through curriculum opportunities and through the school in general	
		1.5.3 The teacher education programme provides an exemplary model of a safe, protective and health-promoting environment	-The teacher education programme is an exemplary provider of a safe, protective and health-promoting environment with excellent maintenance of facilities for safe water, waste disposal and sanitation -The teacher education programme monitors and evaluates the safety and effectiveness of its buildings, equipment, plants and grounds maintenance, recreational spaces and water harvesting	
		1.5.4 The teacher education programme focuses on research-based knowledge and understanding of health and hygiene related factors that influence children's enrolment, attendance, active participation, achievement and grade progression	-The teacher education programme demonstrates how children's health and hygiene can impact their participation in their learning with direct reference to specific case studies and statistics on school enrolment -The teacher education programme introduces strategies for improving children's participation in school with specific reference to the curriculum and ensuring the school's accessibility	
		1.5.5 The teacher education programme enables its participants to access, mobilise	-The teacher education programme operates in conjunction with local health professionals who demonstrate how their role is significant in the lives of children	

		and involve appropriate health professionals to encourage health-seeking behaviour among children	-The teacher education programme provides information on relevant local and national governmental and non-governmental organisations who will work alongside schools to promote health-seeking behaviour	
		1.5.6 The teacher education programme secures the knowledge and skills to anticipate, prepare for and minimise health, hygiene, environmental and sanitation related risks, especially those related to seasonal conditions, pandemics or natural disasters that affect the health and safety of children	-The teacher education programme demonstrates the impact of potential health, hygiene, environmental and sanitation related risks on the health and safety of children, and enables participants to develop strategies in anticipation of their occurrence -The teacher education programme introduces participants to relevant school, local and national policies that focus on reducing health, hygiene, environmental and sanitation-related risks -The teacher education programme focuses on local and national seasonal conditions, pandemic diseases and natural disasters that may affect the health and safety of children and demonstrates the role of the teacher and school in responding to these concerns	
		1.5.7 The teacher education programme provides comprehensive information on appropriate actions to be taken by teachers, and available emergency support services to be accessed in response to accidents, injuries, emergencies and other urgent threats to the health and safety of children	-The teacher education programme operates in conjunction with local emergency services professionals who advise on the appropriate training of teachers in basic First Aid for children -The teacher education programme ensures its participants recognise how to minimise accidents, injuries and emergencies among children in the context of the school -The teacher education programme demonstrates the appropriate actions for teachers to take in response to incidents affecting the health and safety of children, and how to apply local and national protocols in these situations	
		1.5.8 The teacher education programme provides information related to policy and practices for the successful participation of children affected by HIV and AIDS, teenage pregnancy, and infectious or contagious	-The teacher education programme ensures participants are aware of national policies and practices determining the participant of children affected by HIV and AIDS, teenage pregnancy and infectious or contagious diseases -The teacher education programme operates in conjunction with local and national governmental and non-governmental health-related organisations to ensure best practice in these areas -The teacher education programme demonstrates how teachers	

		diseases	can enforce these policies in a non-discriminatory manner	
CFS Principle: Inclusiveness				
<i>All children have a right to education. Access to education is not a privilege that society grants to children, it is a duty that society fulfils to all children</i>				
Key CFS Features Informing Standards	Quality Standards	Indicators		Rating (1-4)
		Indicators	Sources of Evidence	
<p>Child seeking and girl friendly</p> <p>Gender sensitive in all aspects</p> <p>Compensating for home-based problems and disadvantages</p> <p>Children participate in school governance</p> <p>Establishing and strengthening school governing bodies and Parent Teacher Associations</p> <p>Participation of children in school policy on gender equality</p>	2.1 The teacher education programme has an integrated approach to promoting and ensuring children's rights	2.1.1 The teacher education programme has appropriate inclusions on children's rights, and the obligations and the role of the teacher as a duty bearer	<p>-The teacher education programme is informed by national and international legislation and policies that determine children's rights</p> <p>-The teacher education programme provides clear information and resource materials on children's rights and their application in school and classroom environments</p> <p>-The teacher education programme ensures participants understand their rights and responsibilities as teachers</p> <p>-The teacher education programme ensures participants understand children's rights both as theoretical concepts and practical experiences</p> <p>-The teacher education programme clarifies the role of the teacher as one of responsibility for ensuring children's rights</p> <p>-The teacher education programme encourages its participants to be actively involved in promoting the rights of children through school governing bodies and Parent Teacher Associations</p>	
		2.1.2 The teacher education programme includes practical activities to promote awareness of children's rights and the responsibilities of teachers, parents, communities and government	<p>-The teacher education programme enables trainee teachers to explore opportunities within curriculum design and planning to embed the awareness of children's rights</p> <p>-The teacher education programme highlights the importance of opportunities outside of the curriculum and within the context of the school for promoting the awareness of children's rights. For example, assemblies, after-school clubs, celebrations of achievement etc.</p> <p>-The teacher education programme highlights the importance and the potential of the school in fulfilling children's rights in relation to a child's parents, community and government and explores ways of developing these partnerships</p>	
		2.1.3 The teacher education	-The teacher education programme models good practice	

		programme explores the implications of gender, race, religious, ethnic and cultural discrimination on the intellectual, social and personal development of children	through an inclusive delivery that does not discriminate against the gender, race, religious, ethnic or cultural identity of its participants -The teacher education programme highlights the implications of discrimination both in the classroom and in the school -The teacher education programme provides opportunities for its participants to reflect on their experiences of discrimination and demonstrates how the teacher should be proactive in ensuring children have non-discriminatory experiences both in school and in their community	
		2.1.4 The teacher education programme is free from religious, gender, ethnic, cultural or geographical bias or stereotypes	-The teacher education programme seeks to ensure a balanced percentage of male and female participants enrolled on the course and ensures that both male and female participants are aware of their equal opportunities for development in the teaching profession -The teacher education programme ensures female participants are aware of their rights as teachers before and after their delivery period -The delivery of the teacher education programme ensures its participants recognise the potential for stereotyping and the importance of reflecting on the appropriateness of materials used in the classroom -The teacher education programme includes course materials and promotes curriculum materials that are free from bias or stereotypes -The teacher education programme enables its participants to develop strategies for celebrating diversity both through their practice and in the design of their curriculum materials	
	2.2 The teacher education programme incorporates strategies for ensuring inclusiveness, diversity and individual learning needs of children are achieved	2.2.1 The teacher education programme raises awareness of issues of diversity and the realisation of inclusion in the classroom and school	-The teacher education programme introduces its participants to relevant examples of school policies on inclusion and care for the subsistence of children in difficult or vulnerable situations -The teacher education programme highlights the importance of providing a bilingual learning environment for children and if necessary provides additional training in languages -The teacher education programme highlights the importance of	

			the teacher's relationship with children to ensure their motivation and attendance at school	
		2.2.2 The teacher education programme introduces strategies to ensure inclusive and non-discriminatory practice in the classroom	<ul style="list-style-type: none"> -The teacher education programme supports its participants in recognising the range of learners and their needs within a classroom and how to develop personalised learning structures -The teacher education programme enables participants to produce pedagogic teaching and learning materials that are relevant to all children's learning needs and abilities, are culturally appropriate and value social diversity -The teacher education programme trains its participants in how to differentiate resources to meet the specific needs of learners -The teacher education programme equips participants with specific skills for engaging children with special and additional needs -The teacher education programme addresses ways of engaging both boys and girls in their learning 	
		2.2.3 The teacher education programme introduces strategies to ensure out-of school children are recognised, motivated and engaged	<ul style="list-style-type: none"> -The teacher education programme exposes participants to the range of factors affecting out-of-school children, focussing on individual case studies. This should include orphans, children affected by HIV and AIDS, children from families with special difficulties and disabled children. -The teacher education programme highlights the role of relevant government authorities including public security, civil affairs and family planning departments in understanding the distribution of school-age children and the importance of maintaining relationships with these external organisations -The teacher education programme utilises relevant examples of school policies on enrolment measures such as relaxed control on enrolling age. -The teacher education programme highlights the importance of the teacher's role in maintaining children's enrolment at school and provides skills for participants to use in actively going out to look for and enrol school age children and support their schooling without exception -The teacher education programme enables participants to 	

			maintain excellent communication with parents on the rights of children, especially girl children, and the significance of attending school	
		2.2.4 The teacher education programme develops tools for monitoring and evaluating data on individual learners	<ul style="list-style-type: none"> -The teacher education programme introduces its participants to a range of tools for effectively and systematically collecting, recording and ultimately analysing data on the individual progress and achievement of children -The teacher education programme highlights the significance of acknowledging data on the backgrounds of children and how this might inform the teaching and learning process -The teacher education programme enables its participants to use data to develop the potential of children as learners and as a result make individual targets for future progress -The teacher education programme highlights the importance of safeguarding personal information about children and maintaining strict confidentiality 	
		2.2.5 The teacher education programme secures the use of ICT skills in supporting the teaching and learning process	<ul style="list-style-type: none"> -The teacher education programme equips its participants with basic skills in the use of ICT to facilitate learning -The teacher education programme focuses on the use of ICT to meet the needs of specific learners in the classroom, particularly as a tool for adapting materials -The teacher education programme explores the effective use of ICT for curriculum design and planning, lesson plans, to prepare teaching and learning materials and as a tool for engaging learners in the classroom -The teacher education programme models the effective use of ICT to monitor and evaluate data 	
	2.3 The teacher education programme enables the development of gender sensitive learning environments and curriculum	2.3.1 The teacher education programme nurtures the creation and sustained development of gender sensitive and gender responsive learning environments	<ul style="list-style-type: none"> -The teacher education programme is free from gender bias and actively seeks to enrol female participants to ensure that there are sufficient female teachers as role models for girls in schools, particularly at upper primary and secondary levels, especially in countries where girls' enrolment may decline -The teacher education programme ensures that gender sensitive interactions take place among participants and staff -The teacher education programme delivery models good 	

			<p>practice by ensuring mixed gender grouping among participants</p> <ul style="list-style-type: none"> -The teacher education programme introduces its participants to proactive methods of engaging both male and female learners and ensuring gender parity in the classroom -The teacher education programme introduces strategies for enabling both boys and girls to participate in school governance 	
		2.3.2 The teacher education programme ensures understanding of gender bias and stereotyping in schools	<ul style="list-style-type: none"> -The teacher education programme equips its participants with the knowledge and skills to detect and eliminate gender bias in schools. This includes the effective use of text books, equipment, schedules, materials, as well as interactions with colleagues -The teacher education programme provides its participants with evidence based information on gender related factors that enhance or hold back children’s enrolment, attendance, participation in teaching and learning, achievement and ultimately progression through school 	
		2.3.3 The teacher education programme develops skills and abilities for working in gender-neutral teams to address issues of gender discrimination or violence that have been observed, reported or suspected	<ul style="list-style-type: none"> -The teacher education programme introduces its participants to school-based procedures and documentation that relates to dealing with gender discrimination -The teacher education programme develops participant’s skills in creating opportunities for children to express their views on school policy on gender equality 	
		2.3.4 The teacher education programme explores gender affirmative policies to encourage and assist girls in completing school, and gain appropriate employment in situations compatible with family circumstances	<ul style="list-style-type: none"> -The teacher education programme ensures its participants are aware of the factors that may affect girls in completing their education -The teacher education programme enables its participants to implement support strategies to ensure girls progress in the curriculum -The teacher education programme models how future career prospects for boys and girls can be incorporated in curriculum plans developing children’s life skills 	
		2.3.5 The teacher education programme provides some flexibility in attendance,	<ul style="list-style-type: none"> -The teacher education programme has a clear policy that details the procedures for participants’ attendance and submission of assignments and assessments 	

		assessment and assignments, to accommodate gender-specific emergencies or urgent duties	-The teacher education programme enables participants to assess the appropriateness of reasons for non-attendance	
CFS Principle: Democratic Participation				
<i>As rights holders, children and those who facilitate their rights should have a say in the form and substance of their education</i>				
Key CFS Features Informing Standards	Quality Standards	Indicators		Rating (1-4)
		Indicators	Sources of Evidence	
<p>Child participation in curriculum design and school management through negotiation with all stakeholders</p> <p>Parent/Community participation share aspirations that are reflected in school</p> <p>Parent/Community participation in gender sensitive curriculum design and school management</p> <p>Strong links and mechanisms of cooperation between parents, community, teachers and school administrators</p>	3.1 The teacher education programme promotes the active participation of children, their parents and the community through the role of the teacher and school	3.1.1 The teacher education demonstrates the roles of children, their parents, the community and the school in ensuring their experience of a quality education	<p>-The teacher education programme demonstrates the roles and responsibilities of children, their parents and the community in guiding the development of children’s education</p> <p>-The teacher education programme demonstrates the effectiveness of school staffing structures to ensure the active participation of children in their education (this includes school principals and school management teams)</p> <p>-The teacher education programme enables participants to facilitate open and positive interactions with children, their parents and the community</p>	
		3.1.2 The teacher education programme demonstrates opportunities, channels and platforms for children to express their views, propose suggestions and inform their education	<p>-The teacher education programme introduces strategies for promoting ‘children’s voice’ and ways of collecting their opinions and suggestions, this could be through an ‘opinion box’ or survey</p> <p>-The teacher education programme introduces school council models where children elect representatives who meet regularly with school administrators to share the views of children in the school</p> <p>-The teacher education programme demonstrates the importance of proactively developing suggestions from children on a regular basis and encouraging their involvement in this process</p>	
		3.1.3 The teacher education programme highlights the importance of forums for sharing and disseminating good practice, like clustering	<p>-The teacher education programme models the important use of forums for teachers to maintain professional dialogue with their counterparts in other schools</p> <p>-The teacher education programme demonstrates how teachers can structure meetings with their colleagues to ensure the dissemination of best practice</p>	

<p>Rules and norms that are fair and applied impartially in practice</p> <p>Practices that do not discriminate against children or humiliate them</p> <p>Gender sensitive life skills based curriculum, promoting peace education and conflict resolution</p>	<p>3.2 The teacher education programme promotes partnership building, recognising the roles of the school and community in this process</p>	<p>3.2.1 The teacher education programme develops through needs assessment and an extensive consultation process involving stakeholders such as faculty staff, curriculum specialists, teacher education specialists, associated Child-Friendly Schools and their children, recently graduated and serving course participants, community leaders and education system representatives</p>	<p>-The teacher education programme is constantly evolving and reflective in its development, guided by consultation with the key stakeholders</p> <p>-The teacher education programme has regular consultations with stakeholders and this is built into the structure of the institution</p> <p>-The teacher education programme has clear methods for its participants to feedback on their experiences, and responds to feedback as appropriate</p>	
<p>Child/girls' participation in school governance</p>		<p>3.2.2 The teacher education programme actively networks and builds relationships with its key partners, governing body and accreditation authority to ensure its compliance with current educational practice</p>	<p>-The teacher education programme develops its relationships with key partners and is proactive in forging new relationships with organisations/institutions concerned with improving children's educational practice</p> <p>-The teacher education programme develops in line with national and international initiatives to benefit children's education</p>	
		<p>3.2.3 The teacher education programme has strong links and effective collaborations with key governmental and non-governmental research institutions to promote applied research opportunities</p>	<p>-The teacher education programme embeds current research in the development of its curriculum, maintaining its familiarity with best practice</p> <p>-The teacher education programme insists its staff are involved in research to inform the delivery of the course and to develop the role of teacher education institutions in informing local and national practice</p>	
		<p>3.2.4 The teacher education programme provides theoretical and practical opportunities for its participants to facilitate community mobilisation, school and community visioning, and stakeholder contributions to</p>	<p>-The teacher education programme demonstrates the effective mobilisation of the community through participatory techniques, and introduces participants to tools for building on stakeholder contributions</p> <p>-The teacher education programme demonstrates how stakeholders can be involved in school development planning in a participatory way</p>	

		school development planning		
		3.2.5 The teacher education programme provides opportunities for its participants to be involved in various phases of community and school-based applied research projects, and to discuss finding with interested parents and members of the community	<ul style="list-style-type: none"> -The teacher education programme enables its participants to conduct research into areas pertinent to the community and school and consequently demonstrate this through evidence-based practice -The teacher education programme promotes the concept of 'practice as research' and encourages its participants to remain in reflective dialogue with their role as teachers -The teacher education programme demonstrates appropriate methods for communicating and promoting research with parents and the community 	
		3.2.6 The teacher education programme responds to requests for assistance from schools in the local area seeking guidance in the translation of Child Friendly School principles into successful school and community based initiatives	<ul style="list-style-type: none"> -The teacher education programme models good educational practice in its delivery of a quality and learner-centred curriculum and is recognised by local and national governmental organisations for its efficiency -The teacher education programme is informed by the principles of a Child Friendly School and its staff have expertise in developing this theoretical model into practice -The teacher education programme has a clear process for advising and guiding schools and the community in the necessary knowledge and skills for enabling Child-Friendly School principles 	

Developing Child Friendly Schools Standards and Indicators for Teacher Education

The UNICEF model stresses the concept that true CFS design requires the application of principles and not prescribed characteristics, and in developing CFS standards and indicators for teacher education it is important that they evolve in this way, based on the principles of CFS (UNICEF, 2009, 2.1, p.2). Standards and Indicators for teacher education should incorporate CFS principles, concepts and approaches and essentially inform the effective practice of teachers to ensure quality education. Teachers are likely to end up working in different schools in a wide variety of contexts and circumstances and therefore their knowledge and flexible application of these principles is crucial.

As TEIs and those responsible for the professional development of teachers begin to evaluate their practice it is important that discussions are led by the principle of 'inclusiveness'. In beginning to establish a framework for monitoring and evaluating the degree to which the teacher education programme promotes CFS, addressing how it ensures 'inclusive' practice is paramount as from this the concept of a CFS is realised. The interrelated nature of CFS principles ensures a ripple effect, and therefore teacher education standards are progressive just as the case is in CFS.

TEIs are communities of adults whose concern should be to ensure the rights of children, with particular reference to their education, and develop teachers who recognise that the child is central to the process of ensuring a CFS, and their role as teachers is to make schools child-friendly:

'The challenge in education is not simply to get children into school, but also to improve the overall quality of schooling and address threats of participation. If both quality and access are tackled, children who are enrolled in primary school are likely to continue, complete the full cycle, achieve expected learning outcomes and successfully transition to secondary school.'

(UNICEF, 2009, 1.1, p.1)

The emergence of standards in a TEI are based on reviewing desired features of CFS in their teacher education programme and establishing a benchmark for what constitutes a CFS informed programme. This will be within the context of the TEI, its existing format and national educational policy. As an institution it should strive to mirror the same principles of a CFS and model 'best practice'.

In creating standards and indicators, the TEI should firstly mobilise key stakeholders involved in the teacher education programme by initiating a stakeholder analysis to determine who is affected by programme. This is likely to include TEI staff, CFS teachers, TEI partner schools' staff where participants carry out their teaching practice, current TEI participants and alumni, as well as involving local children and their families. Further to these it may also be appropriate to involve governmental and nongovernmental organisations concerned with education and health to ensure a range of knowledge, skills and expertise. Each party's views and aspirations will need to be acknowledged and used as a basis for the dialogue in participatory consultation to determine quality standards and indicators.

TEIs are advised to carefully consider the sources of evidence for indicators within their teacher education programme and parameters for defining these. It is important that in developing standards the breath of participants' experiences both in the TEI and on teaching practice are reflected in the range of evidence for quantifying each indicator. Similarly, the demonstration of indicators in isolation as theoretical concepts referenced in TEIs needs to be acknowledged in the supervision and organisation of participants during their school-based teaching practice. The TEI should consider the holistic experience of the teacher education programme.

The ultimate objective of TEIs is to develop teachers, and therefore discussions should be grounded in a consideration of the qualities of a teacher in a CFS and their inclusive practice, in light of CFS principles. The UNICEF 'Child Friendly Schools Manual' (2009) makes clear reference to the role of the teacher in a CFS and how this responsibility is focussed on ensuring child participation and striving for children's empowerment as an outcome of the learning process (this is not intended to be perceived as a prescribed set of characteristics but offers a vignette of teachers in CFS):

- They are competent, trained professionals, aware of their rights and responsibilities, their accountability and the general conditions of their professional service.
- They consider each child holistically and recognise that teaching and learning depends on what is best for the learner.
- They speak the language of the students they are teaching.
- They establish routines that provide structure for students, have high expectations and challenge children.
- They administer school discipline policies in a manner consistent with the dignity of the child and to ensure children's right to the best possible care.
- They follow clear rules and regulations that are fair, transparent, non-discriminatory and promote positive behaviour.
- They use classroom codes of conduct to 'contain' learning and affirm clear boundaries, whilst building strong relationships with the children in their care, acknowledging children by their name and giving them personal value in their learning.
- They ensure children are learning at or above the educational standard of their level, creating opportunities for children to demonstrate and apply their understanding of the knowledge and skills set out in the curriculum.
- They ensure children make the transition from one level to the next and complete the cycle on time.
- They facilitate and guide children's learning, seeking to promote the child as the active participant in the learning experience by observing, exploring, listening, reasoning, questioning and 'coming to know'.
- They create learning opportunities that develop children's abilities to think and reason, build up their self-respect and respect for others, and think ahead and plan their future.
- They create stimulating classrooms that inspire and enhance active learning experiences, are safe, inclusive and welcoming, and reflect the developmental stage of children. They establish multi-purpose spaces, allowing for a range of learning activities to take place.
- They create open learning environments characterised by group cooperation and positive competition among learners, where children are free from fear, anxiety, danger, disease, exploitation, harm or injury.
- They are aware of the importance of monitoring and evaluation to learn from their practice and reflect and make changes to improve this practice.
- They use data to inform teaching and learning and to improve attendance, retention and completion rates.
- They facilitate a curriculum that reflects national goals and priorities, possibly open to local variations, and involves set standards evaluated through tests and examinations.

- They use continuous assessment, regularly involving students in monitoring their learning progress.
- They effectively plan and prepare engaging lessons, thematically approaching teaching, grounding learning in clear and relevant contexts.
- They use teaching aids and materials that are purposeful, accessible, relevant and reflect the varying needs of children in the class.
- They create appropriate teaching and learning aids from low-cost and locally available materials, and are also able to engage children in the creation of these.
- They deliver a life-skills-based health, hygiene and environmental curriculum, acknowledging children's general health and well-being through teaching and learning.
- They understand child protection procedures and listen to children's concerns or anxieties.
- They make informed judgements and decisions to safeguard children's welfare.
- They monitor and report incidents of violence and discrimination.
- They are trained in non-violent discipline and apply codes of conduct that protect children from sexual harassment, abuse violence, bullying, physical punishment, stigma and discrimination.
- They are attentive to the needs of children who are orphaned or made vulnerable by HIV and AIDS.
- They use strategies for including children with physical, mental and learning disabilities.
- They use textbooks that promote positive role models and gender balance.
- They have an understanding of current and potential threats to children's physical and psychological well-being
- They have a clear understanding of healthy and safe environments and know how to communicate these to children.
- They tackle barriers that prevent children from going to school (including household poverty, ethnicity or minority status, orphan status, gender, remote rural location, the need to work and early childhood illnesses).
- They create opportunities for children to influence and inform their education
- They improve links between the school and community, and raise the profile of the school locally and nationally.
- They establish customs that provide opportunities for cohesion within the school community and celebrate the school's collective identity.
- They have good relationships with parents and guardians, and regularly meet with them.
- They promote the community's ownership of the school, which reflects the community it serves.
- They strive to improve their performance, take advantage of learning opportunities, create new connections and promote collaboration among fellow teachers.

As key stakeholders begin to assimilate the CFS principles it is important to consider their sustained longevity, interrelatedness and the magnitude with which they translate into specific TEI standards. In more successful examples of CFS implementation, countries have approached their creation through principle driven models.

Educational reform in light of the EFA goals caused districts in Bangladesh to focus on improving the quality of learning by enabling teachers to recognise children's individual learning needs and how to cater to these. This initiated the development of the principle of 'child-centredness' and consequently caused a chain-reaction of further principles, culminating in schools being classified as CFS (UNICEF, 2009, 2.2, p.4). Similarly, community schools in Egypt, inspired by Colombia's Escuelas Nuevas model, are developing towards classification as CFS having focussed on community engagement in education (UNICEF, 2009, 2.2, p.4).

TEIs have a significant and influential role in impacting the evolution of quality education and child-friendly schooling as they are the starting point for prospective teachers. They should recognise their part within a systematic mainstreaming of CFS into their country's education system. It is important that CFS principles are used to decide key elements and standards in the context of the country, and the extent to which these features will be adapted to different parts of the country or at different stages of the national implementation process. These features and standards can then be included in education planning models as an integral part of the many variables used in the national education sector planning process (UNICEF, 2009, 2.2, p.7). Furthermore, standards should be 'based on review of desired features and the reality of available resources and expertise over a given time frame' (UNICEF, 2009, 2.2, p.8)

Conclusion

UNICEF's CFS model is inspired by the principles of child rights as expressed in the CRC. The UNICEF-COL project is in the process of mainstreaming CFS models and approaches into national pre-service and in-service teacher education programmes and curricula. As part of this process it is important that countries involved in this project begin to reflect on their existing standards and indicators for teacher education. The CFS model is developed through 'progressive realisation', and just like this model, TEIs should recognise the importance of applying standards and indicators in terms of what is feasible in their own situation carefully considering their own particular setting and context.

Even within 'early-take-up' countries, CFS coverage is not universal. CFS is evolving alongside major developments such as sector-wide planning and resource pooling, the development of projects to programmes, rapidly expanding ICT accessibility and sophistication, more stringent attention to school-level quality concerns, and the perceived need to reform teacher education. These developments are not necessarily reflected in traditional TEI models, their structuring and teacher education programming, and cannot be achieved by introducing CFS innovations through ISTE. In line with these developments, there is a need to promote the significance and influence of PSTE plus modular self-learning opportunities for teachers already in schools, through which CFS principles can be disseminated for education reform.

The COL has entered into a cooperative agreement to assist UNICEF initially in ten Commonwealth countries with PSTE and ISTE, strengthening the role of TRCs, and helping countries to develop appropriate Standards and Indicators to assist with self-evaluation and monitoring of progress within the TE sub-sector. COL/UNICEF-supported pilot countries will also be among the initial beneficiaries of the planned roll-out of UNICEF's Global Capacity Development Programme (using the new CFS Manual; the new e-learning modules when developed; and training of key educational personnel as 'trainers' using distance learning methodologies). TEIs will begin by developing their use of Standards and Indicators for TE within the context of CFS principles.

Countries are encouraged to critically review these Standards and Indicators, with regard to their relevance, clarity and effectiveness, and in accordance with their own tool(s) related to teacher education and CFS. In order to achieve this, it is advisable for those responsible for developing in-country tools to undertake careful desk-reviews of tools such as those sampled and referenced in this document, before revising existing national tool(s). Countries may wish to expand or limit the number of Standards and Indicators according to their own goals and needs, and consider TEI-specific sources of evidence.

Once revisions have been agreed, it is recommended that through participatory consultation, the revised tool is pilot-tested with participants, instructors and managers in at least one TEI as well as with partner school(s) and any other key stakeholders. Following this, the ratings from the respondents' completed papers, should be logged and recorded in a suitable data-entry electronic worksheet. From initial TEI-based ratings, a simple spreadsheet (in software like Microsoft Excel) can be designed and used for electronic entry of data from individual respondents' completed forms (respondents being listed by 'Identifying Information', with one complete respondents' record per Row, with identifying 3-digit codes for Standards and Indicators). This data sheet could be printed off, and examined closely by all members of the consultation group. With Excel's 'linked worksheets' function, it is not difficult to obtain summative and average data for each respondent (in Rows), and for each Indicator (in Columns), and then, by collation of data for specific Standards.

For the initial consultation group undertaking these trials, visual inspection of each of the tallies can be very revealing, even without any formula-based analysis, and should enable many Indicators to be discarded or reworded on the grounds of excessive variability among respondents from similar groups. This highlights the

constantly evolving nature of standards and indicators. Even at this initial data collection stage, it is useful to invite a representative sub-set of the respondents to complete the same form after a short interval, to get a sense of 'item stability and continuity' for the same respondents over time. For those items that show rather erratic patterns, it would be necessary to discard or re-phrase them with appropriate examples of evidence.

Once this process of enhancement has taken place, the consultation group would benefit from discussions with various categories of respondents, seeking their overall feedback and insights into the standards and indicators. The consultation group should further welcome respondents' reflections on the strengths and weaknesses of features within the TEI's teacher education programme, as well as key areas of development. This is a particularly important process of refinement and insight for the consultation group, particularly when indicators that are evidenced through features that impact the overall accreditation of the course or its certification and licensing are rated '1' or 'not at all'. Once managers become alerted to issues like this that may be of concern to practising teachers or teachers' unions, the tool can alert all concerned that this may be a 'higher-level' issue that will require institutional or system-level policy analysis and possible action.

However, it is advisable for TEIs to recognise that whilst achieving a '4' is obviously the ideal, some indicators may produce lower results, and these may simply be the best the TEI can achieve at that particular time. As a tool for self-analysis and reflection, achieving lower than a '4' should not be seen as a failing, and as has already been stressed the sustainability of CFS is realised progressively. What is most important is that there is a plan for eventually getting there.

Several rounds of trial, data collation, analysis, review, and refinement are recommended to develop a tool that can be used more widely in TEIs beginning to use and refine the CFS model to inform their teacher education programme. As well as involving stakeholders in the design stages, it is important that they are actively involved in the analysis of data and determine the impact of results in affecting tool revision, programming and policy.

Many countries have noted that a self-evaluation tool based on stakeholders' ratings will necessarily change over time with increasing sophistication of the underlying programmes. Similarly, as the proposed modular e-learning package becomes available, and its roll-out includes practice-based assignments linked to 'completion' of specific modules, modified Standards and Indicators will be needed to provide the 'pre-self-education'/'post-self-education' comparative data that will be sought by developers, managers, resource facilitators, teachers' unions and accreditation bodies.

Countries are encouraged to carefully balance the size and complexity of TEI/CFS rating tools against the time, costs and resources that can be made available to support institutions undertaking self-evaluation. Overly complex tools designed centrally without stakeholder inputs may not be understood or used. National and sub-regional workshops may be proposed to address the above concerns, as well as those related to roll-out based on assumed cascade training, and analyses of the current and planned roles of resource centres. Self-evaluations by institutions need to reflect a core principle of CFS – active participation – without which TEIs may find it more convenient to ignore the challenges of new approaches such as those required for CFS.

References

- American Institutes for Research. (2009). UNICEF Child Friendly Schools Programming: Global Evaluation: Final Report. Washington: AIR.
- Commonwealth of Learning, (COL) and Institute for Social and Economic Change, (ISEC). (2009). Report of the Field-testing of Gender Friendly School Indicators (GFSI) in India. Bangalore: COL and ISEC.
- Delors, J. (Ed.), (1996). Learning: The Treasure Within: Report to UNESCO of the International Commission for Education in the Twenty-first Century. Paris: UNESCO.
- Education Department, Republic of South Africa. (2008). Implementation Guidelines: Safe and Caring Child-Friendly Schools in South Africa. South Africa: Department of Education and UNICEF.
- Government of Rwanda. Annex to the Presidential Order No ... of ... (2008). Establishing Quality Standards in Education for Nursery, Primary and Secondary Schools: Standards for Improving Education Quality in Rwanda. Unpublished.
- Irvine, J. (2000). South Asia and basic education: Changing UNICEF's strategic perspectives on educational development and partnerships. *Prospects*, 30 (3), 297-311.
- Jonsson, U. (2009) From poverty reduction to disparity reduction, or from basic needs to human rights. Presentation to the International Conference on Child Policies and Disparities. Cairo, Egypt: January 2009.
- Macedonia (n.d.). Child-Friendly Schools: Macedonia: Standards and Indicators.
- Ministry of Education and UNICEF China. (2008). The Chinese CFS Standards (Provisional). Unpublished.
- Ministry of Education, Science and Technology, Malawi. (2008). Handbook for Child Friendly Schools (CFS) in Malawi. Malawi: UNICEF.
- National Assessment and Accreditation Council, (NAAC) Bangalore, and Commonwealth of Learning. (2007). Quality Indicators for Teacher Education. Bangalore: NAAC.
- UNICEF. (2009). Child Friendly Schools Manual. NY: UNICEF.
- UNICEF and Commonwealth of Learning. (2008). Mainstreaming Child-Friendly School (CFS) models and Approaches in National Pre-service and In-service Teacher Education Programmes: A Proposal for Collaboration between UNICEF and the Commonwealth of Learning. Vancouver: Commonwealth of Learning.
- UNICEF and Department of Education, Republic of South Africa. (2008). Implementation Guidelines: Safe and Caring Child-Friendly Schools in South Africa. South Africa: UNICEF.
- UNICEF East Asia and Pacific Regional Office (EAPRO). (2005). A Review of Child-Friendly School Initiatives in the EAPRO Region. Bangkok: UNICEF EAPRO.
- UNICEF East Asia and Pacific Regional Office (EAPRO). (2006). Assessing Child-Friendly Schools: A Guideline for Programme Managers. Bangkok: UNICEF EAPRO.
- World Health Organisation. (2003). Psychosocial Environment (SPE) Profile Questionnaire. In *Creating an Environment for Emotional and Social Well-Being: An Important Responsibility of a Health-Promoting and Child-Friendly School*. WHO Information Series on School Health: Document 10. Geneva: WHO.
www.who.int/school_youth_health/media/en/sch_childfriendly_03_v2.pdf

Acronyms and Abbreviations

AIR	American Institutes for Research
AoC	Area of Cooperation
CFS	Child Friendly School
COL	Commonwealth of Learning
CPD	Continuous Professional Development
CRC	Convention on the Rights of the Child
DPI	Draft Process Indicator
ECCD	Early Childhood Care and Development
ECD	Early Child Development
EAPR	East Asia and the Pacific Region
EFA	Education for All
EMIS	Education Management Information System
ISEC	Institute for Social and Economic Change
IST	In-Service Training
ISTE	In-Service Teacher Education
MDG	Millennium Development Goals
PSTE	Pre-Service Teacher Education
PST	Pre-Service Training
RPI	Revised Process Indicator
RSA	Republic of South Africa
SMIS	School Management Information System
TRC	Teachers' Resource Centre
TEI	Teacher Education Institution
TTI	Teacher Training Institution
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
WB	The World Bank
WHO	World Health Organisation
WSC	World Summit for Children

Annexure

Annex 1: Framework for Child Friendly Schools in China (2008, Extract)

(Extract from Dimension 1: Inclusiveness and Equality, p.5)

Domain	Standards	Indicators	
		Process indicators	Outcome indicators
1.1 Safeguarding Children's Equal Rights in Attending School	1.1.1 Inclusive education becomes the core rationale for running schools	<ul style="list-style-type: none"> ● There are contents on CFS and inclusiveness in school motto, publicity poster boards (or columns) and speeches by school leaders ; ● The equal rights of children to attend school are emphasized in school management, school policies and measures ; ● All teaching faculties and staffs have learned the Law on Compulsory Education and CRC and know the basic content of them. 	<ul style="list-style-type: none"> ● Percentage of head teachers, teachers and parents who know the basic content of child rights; ● Children show awareness on their rights and participation when describing their school life.
	1.1.2 Schools are actively going out to look for and enroll every school age child into school.	<ul style="list-style-type: none"> ● The schools are active in keeping in touch with relevant government authorities including public security, civil affairs and family planning departments to get to know the situation and distribution of all school-age children in their catchments areas ; ● There are clear statements in student enrollment policies on provision of relaxed enrollment measures such as relaxed control on enrolling age, providing bilingual learning environment and care for the subsistence for children in difficult situations including orphans, children affected by HIV/AIDS, children from families with special difficulties and disabled children; ● There are specific work procedures in schools to guarantee children with difficulties to get accepted smoothly into school; ● Schools give focused publicity to parents on the rights of children (especially girl children) and the significance of attending schools. 	<ul style="list-style-type: none"> ● Percentage of enrollment of school age children and especially that of the school age children with special needs in the community; ● Percentage of enrollment of girl children
	1.1.3 There are monitoring mechanisms for putting student dropouts under control and making sure that children are retained in schools.	<ul style="list-style-type: none"> ● Individual files and change records are created by schools for school attendance of children with special needs ; ● School attendance rate and retention rate are included in the self-assessment and teacher evaluation systems in schools; ● Student attendance check is to be carried out strictly and in the case where students are absent, teachers can look actively for solutions; ● Head teachers and teachers in schools make use of community resources to block the dropout of students who are in difficult situations and help them return to school campus; 	<ul style="list-style-type: none"> ● Retention rate of children with special needs after they are enrolled; ● Teachers have knowledge on the situations of children from families with special difficulties and children who become wearied of school;

Annex 2: Handbook for Child Friendly Schools in Malawi (2008, Extract)

(Extract from Unit 2: An Effective School, p. 18)

1. Outcomes and indicators to measure achievement of the effective school

If a school is to be effective and provide quality education, it should strive towards achieving specific outcomes. For any school to progressively measure its achievements in relation to the intended outcomes, it will need to rely on the systematic collection of data against a number of indicators that inform the involved stakeholders of the ongoing progress. Here are some suggestions to what the outcomes and their related indicators may consist of. The list is not exhaustive, but can serve as a template for the school to elaborate its own monitoring system of how well it can be characterized as effective and providing quality education.

3.1 Outcome: Strong and sustained financial investment to support the education and related services, as well as an enabling environment, required by all learners and educators with capable managers.

3.1.2 Indicators

- Annual income of the school versus expenditures.
- Learner: Classroom ratio.
- Quality furniture: learner ratio.
- Learner: textbook ratio.
- Learner: note book ratio.
- Teachers' guide: teacher ratio.
- Number of staff by responsibility, qualification and sex.
- Teacher: learner ratio.

3.2 Outcome: Quality learners receiving academically effective education relevant to their needs (promoting meaningful child participation) through the use of suitable interactive educative/learning methods for both boys and girls).

3.2.2 Indicators

- Percentage of learners supported at home.
- Percentage of learners exercising responsibility.
- Percentage of learners adaptable to the school environment.
- Number of pupils participating in co-curricular activities.
- Number of learners knowledgeable of rights and responsibilities.
- Access rates by standard, age and sex.
- Reception rates by standard, age and sex.
- Pass rates by standard, age and sex.
- Drop out rates by standard, age and sex.
- Attendance rates by standard, age and sex.
- Number of pregnant pupils by standard and age.
- Number of re-admitted learners by standard, age and sex.
- Active participation of learners
- Punishment category by standard, age and sex.

Annex 3: The Psycho-Social Environment Profile (WHO, 2003, Extract)

(Extract from Quality Area 2. Supporting cooperation and active learning)

2.1 There is a school policy (or documentation) on how to promote cooperative learning (e.g., using teaching methods that encourage the students to participate in class).

How much is this like your school?

Not at all (1) A little (2) Quite a lot (3) Very much (4)

2.2 Students spend time working together to solve problems.

How much is this like your school?

For male students:

Not at all (1) A little (2) Quite a lot (3) Very much (4)

For female students:

Not at all (1) A little (2) Quite a lot (3) Very much (4)

2.3 Students are encouraged to ask questions in the classroom.

How much is this like your school?

For male students:

Not at all (1) A little (2) Quite a lot (3) Very much (4)

For female students:

Not at all (1) A little (2) Quite a lot (3) Very much (4)

2.4 Teachers organize students for group activities so that they can work together.

How much is this like your school?

Not at all (1) A little (2) Quite a lot (3) Very much (4)

2.5 Teachers are seen to be co-operating with each other.

How much is this like your school?

Not at all (1) A little (2) Quite a lot (3) Very much (4)

2.6 The school discourages announcing the order of students in each class, based on their academic performance.

How much is this like your school?

Not at all (1) A little (2) Quite a lot (3) Very much (4)

2.7 Students work on projects for and with their local community.

How much is this like your school?

Not at all (1) A little (2) Quite a lot (3) Very much (4)

2.8 The students' work is regularly put on display.

How much is this like your school?

Not at all (1) A little (2) Quite a lot (3) Very much (4)

Total score for Quality Area 2:

Number of items answered: 8 if single sex school; 10 if mixed school

Average score for Quality Area 2:

Annex 4: Child-Friendly Schools (Macedonia, n.d. Extract)

(Extract from Dimension 1, Inclusiveness)

DIMENSION 1: INCLUSIVENESS		
OUTCOME INDICATORS/ STANDARDS	KEY PERFORMANCE AREAS	KEY PROCESS INDICATORS
<p>Equal access to and enrolment in school of all children – all children attend school regardless of their background or abilities. Equality among all children in the process of learning – all children are provided with equal conditions to participate in the teaching and learning process, regardless of their background or abilities.</p> <p>Equality among all children in all levels of achievement – all children are given opportunities to obtain their maximum achievement, regardless of their background or abilities.</p>	<p>ALL CHILDREN ATTEND SCHOOL REGARDLESS OF THEIR BACKGROUND OR ABILITIES</p>	<p>Component 1: Policy</p> <ol style="list-style-type: none"> 1. The school supports an inclusive policy. 2. The school documents take inclusion into consideration, including a policy against any kind of discrimination. 3. The school changes and adapts its policy in practice (e.g., the timetable of the classes, expenses, and other things) in order to enable all children, regardless of their background or abilities, to participate in the school and extra-curricular activities. <p>Component 2: School Capacities</p> <ol style="list-style-type: none"> 4. Among the professional personnel at school there are persons specially trained to work with children with special educational needs. 5. The school has enough qualified personnel to provide teaching in languages which are spoken in the region. 6. The school and its facilities are physically accessible for all children. <p>Component 3: School Board</p> <ol style="list-style-type: none"> 7. The school has a list of all school-aged children in its region, regardless of whether they are enrolled in school or not. 8. The school carries out regular campaigns to encourage parents to enrol their children, and emphasises that all children are welcome to enrol, regardless of their background or abilities. 9. The school monitors and registers the enrolment, regular attendance, and achievements of students from different ethnic groups and students with special needs. 10. There are strategies for school, family, or community interventions when the regular attendance and achievement of students from vulnerable groups are not satisfactory. 11. The school has information about the organisations (professional and non-governmental) that help to provide inclusiveness and that cooperate with the school. 12. A suitable, safe, and reasonably priced transport to school is provided during the whole school year. <p>Component 4: Teachers' Capacity</p> <ol style="list-style-type: none"> 13. Teachers have opportunities to undergo additional training in order to work with children with special needs; to put the acquired knowledge into practice; and to share it with colleagues and parents. <p>Component 5: Community Participation</p> <ol style="list-style-type: none"> 14. The community helps its school(s) reach all children who are not included in the education system. 15. The school informs the community about the attendance, activities, and achievement of children from different backgrounds and abilities. 16. Parents and community members offer ideas and resources to help the school expand its inclusiveness.