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School Self-Assessment of Child Friendliness: Identifying Criteria for Evaluation



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School Self Assessment of Child Friendliness: Identifying Criteria for Evaluation

I. Objectives

- Participants can determine some internal criteria defining child friendly schools based on a perception of their own needs.
- Participants can harmonize internal and external criteria for child friendly schools based on an explanation of both.

II. Time:

- 3 hours

III. Materials

- Marker pens, poster paper, handouts

IV. Procedure

1. Developing Internal Criteria for Child Friendly Schools

- Start the workshop with the statement that this orientation will try to familiarize participants with the concept behind child friendly schools (CFS) and customary approaches in its implementation.
- Because child friendly school programs emphasize a rights-based approach to development, a good way to establish characteristics of CFS is through self-generation. Let us try the following exercise in groups:

Consider child friendly schools in terms of achieving change from the perspectives of 4 major stakeholders:

- Children
- Teachers
- The school as a collective institution
- Parents

Try to answer the following questions in groups from the perspective of each group/institution mentioned above:

1. *What characteristics are needed among children in order for them to learn well and have mental well-being in their lives ?*
2. *What characteristics are needed among teachers in order for children to learn well and have mental well-being in their lives ?*
3. *What characteristics are needed among schools in order for children to learn well and have mental well-being in their lives ?*
4. *What characteristics are needed among parents in order for children to learn well and have mental well-being in their lives ?*

- Allow about 30 to 45 minutes for this exercise.
- When participants have finished, they should give their presentation sheets to a workshop helper to ensure that no ideas have repeated several times. Workshop helpers will combine answers as needed to ensure that each presentation is concise and to the point.

2. Understanding External Criteria of Child Friendly Schools

- While this is going on, the facilitator should present a list of external criteria of child friendly schools that are generally understood to describe such schools. Present this list to participants in handout form:

External Criteria of Child Friendly Schools	
<u>1. Psychosocial Learning Environments</u>	
1.1.	Children learn by working together cooperatively and through activities that emphasize concrete task work.
1.2.	Learning is cooperative and not competitive.
1.3.	Children have some choice in what they learn.
1.4.	The school does not publicly rank students according to their performance.
1.5.	Children learn things that are relevant in their every day life.
1.6.	Children learn how to think critically and creatively in their lessons.
<u>2. Inclusive and Gender Sensitive Education</u>	
2.1.	There is no bullying in the school
2.2.	There is no corporal punishment in the school.
2.3.	Teachers and children help other children who are experiencing distress in the school.
2.4.	The school provides all children equal opportunities without bias.
2.5.	The school has special measures for helping children with special needs for protection.
2.6.	The school develops children's respect for their parents and their own culture.
2.7.	The school provides opportunities to children to express their views regarding activities and life in the school.
2.8.	The school promotes democratic interaction between children (i.e., mutual respect, cooperation, using reason to solve problems, etc.).
<u>3. Health and Nutrition</u>	
3.1.	The school supports the health and hygiene of all children.
3.2.	The school is free of addictive substances, violence, and pornography.
<u>4. Parental and Community Partnerships</u>	
4.1.	The school promotes activities that children can do to support their communities.
4.2.	The school gives importance to parents in making plans to improve education.
4.3.	The school regularly sends news of school activities to parents.
4.4.	Parents are interested in and support their children's learning at home.
4.5.	Teachers and parents make an appointment at least once a year to discuss the educational progress of children.
4.6.	The school promotes parents' participation in discussions and decision-making regarding policies and activities of the school.

- After reviewing these criteria, ask each group to rank criteria by identifying the 5 most important criteria and the 3 least important in their schools.

3. *Synthesis of Criteria/Completion of the Self Assessment Process*

- When participants have finished doing this, return their internal criteria to them and ask them to classify each of the characteristics they identified under the external criteria they have prioritized as the most important. If there are no external criteria that captures an internal criteria identified earlier, ask participants to determine whether they wish to *keep* the criteria, *modify* it, or *discard* it. Groups should indicate their decision by using the following chart:

External Criteria	Internal Criteria		
<i>1. Psychosocial Learning Environments</i>			
θ	θ		
θ	θ		
θ	θ		
θ	θ		
<i>2. Inclusive and Gender Sensitive Educ</i>			
θ	θ		
θ	θ		
θ	θ		
θ	θ		
<i>3. Health & Nutrition</i>			
θ	θ		
θ	θ		
θ	θ		
θ	θ		
<i>4. Parental and Community Partnerships</i>			
θ	θ		
θ	θ		
θ	θ		
θ	θ		
<i>Other Criteria</i>	<i>Keep</i>	<i>Modify</i>	<i>Discard</i>
θ			
θ			

θ			
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- Ask each group to present their criteria for a child friendly school.
- Emphasize to participants that self-assessment of this kind will be a crucial approach in allowing schools to determine the nature of the program interventions that they require to achieve a child friendly school.