

CHILD FRIENDLY SCHOOL (CFS)

Global concept aimed at ensuring the promotion and reality of quality in all schools.

CFS embraces a multidimensional concept of quality and addresses the total needs of the child as a learner

CFS seeks to achieve quality education

To help children realise their right to an education of good quality, we need to:

- promote early learning experiences from birth**
- guarantee children safe, protective, and gender-sensitive spaces, free them from violence and abuse, and ensure their health and well-being**
- raise teacher morale, status, and motivation**
- mobilise community support for education**

CHILD FRIENDLY SCHOOL

Seeks to Achieve Quality Education

Seeks to help develop learning environments which promote and demonstrate a broad definition of quality

CFS Seeks to Achieve

- **QUALITY LEARNERS**: healthy, well-nourished, ready to learn, and supported by their family and community

CFS seeks to achieve

- **QUALITY CONTENT**: with relevant curricula and adequate materials for literacy, numeracy, and the essential knowledge and skills for life

CFS seeks to achieve

- **QUALITY TEACHING-LEARNING PROCESSES**: with child-centred and (life) skills-based approaches and technology applications to reduce disparities and promote learning

- **QUALITY LEARNING ENVIRONMENTS:**
 - **policies and practices which prohibit harassment, humiliation, violence, corporal punishment, and substance abuse**
 - **facilities with adequate classrooms, clean water supplies, and sanitation facilities**
 - **services which promote safety and physical and psycho-social health**

- **QUALITY OUTCOMES**: with defined learning outcomes (knowledge, attitudes and skills) and suitable ways to assess them, at classroom and national levels

And gender-sensitive throughout...

A rights-based, child-friendly school:

- **Is a child-seeking school**
 - **actively identifying excluded children to get them enrolled in school and included in learning**
 - **treating children as subjects with rights and States as duty-bearers with obligations to fulfil these rights**
 - **demonstrating, promoting, and helping to monitor the rights and well-being of ALL children in the community**

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A rights-based, child-friendly school:

- **Is a child-centred school**
 - acting in the best interests of the child
 - leading to the realisation of the child's full potential
 - concerned about the “whole” child: their health, nutritional status, and well-being
 - concerned about what happens to children before they enter school and after they leave school

A rights-based, child-friendly school:

- **Has an environment of good quality**
- **Inclusive of children**
- **Effective with children**
- **Healthy and protective for children**
- **Gender-sensitive**
- **Involved with children, families, and communities**

CFS -- INCLUSIVE of CHILDREN

- **Does not exclude, discriminate, or stereotype on the basis of difference**
- **Provides education that is free and compulsory, affordable and accessible, especially to families and children at risk**

CFS -- INCLUSIVE of CHILDREN

- **Respects diversity and ensures equality of opportunity for all children (e.g., girls, working children, children with disabilities, victims of exploitation and violence)**
- **Responds to diversity -- meets the differing circumstances and needs of children (based on gender, social class, ethnicity, and ability level)**

CFS -- EFFECTIVE with CHILDREN

- **Promotes good quality teaching and learning processes**
 - **instruction appropriate to each child's learning needs, abilities, and learning styles**
 - **active, co-operative, democratic, gender-sensitive learning**
- **Provides structured content and good quality materials and resources**

CFS -- EFFECTIVE with CHILDREN

- **Enhances teacher capacity, morale, commitment, status, and income -- and their recognition of child rights**
- **Promotes quality learning outcomes**
 - **defines and helps children learn what they need to learn (e.g., literacy, numeracy, life skills, child rights)**
 - **teaches children how to learn**

CFS -- HEALTHY and PROTECTIVE for CHILDREN

- **Ensures a learning environment of good quality -- healthy, hygienic, safe, and gender-sensitive**
 - **adequate water and sanitation facilities and healthy classrooms**
 - **healthy policies and practices - e.g., free of drugs and tobacco, corporal punishment, and harassment**
 - **a venue for health ministry services - school nutrition, immunization, counselling**

CFS -- HEALTHY and PROTECTIVE for CHILDREN

- **Provides life-skills based health education**
- **Promotes both the physical and the psycho-socio-emotional health of teachers and learners**
- **Helps to defend and protect all children from abuse and harm**
- **Provides positive experiences for children**

CFS -- SENSITIVE TO GENDER

- **Promotes gender equality in enrolment and achievement**
- **Eliminates gender stereotypes**
- **Guarantees girl/boy friendly facilities, curricula, textbooks, and teaching**
- **Socialises girls and boys in a non-violent environment and encourages respect for each other's rights, dignity, and equality**

CFS -- INVOLVED with children, and communities

- **Child-centred:**
 - promotes child participation in all aspects of school life
- **Family-focused:**
 - works to strengthen families as the child's primary caregivers and educators
 - helps children, parents, and teachers establish harmonious collaborative relationships

CFS -- INVOLVED with children, families and communities

- **Community-based:**
 - encourages local partnerships in education
 - acts IN the community for the sake of children
 - works with other actors (duty-bearers) to ensure fulfilment of children's rights