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Safe School and Child friendly policy kit

BESO II/SCOPE Project

What this kit is about

A safe school is a school in which the school communities, particularly students, feel safe and are free from verbal and physical abuse and harassment in the playground, classroom and allied teaching and sporting areas. It is a school where the entire school community is able to fully and productively participate in providing a challenging and stimulating environment.



The Child Friendly School (CFS) policy statement is a useful starting point to mainstream different school safety, health, and gender issues. If girls' are being harassed and bullied on their way to school or in classroom then it indicates the existence of a non-protective school environment.

If the school doesn't provide equal access to teaching and learning materials and playgrounds then children will not be attracted to come to school. This and other issues therefore need to be addressed if your school develops policies and code of conduct in schools.

Hence this kit will introduce to Parent Teacher Associations (PTAs), Girls Education Association Committees (GEACs) and teachers what CFS is, how schools can articulate problems they are facing regarding health, gender inequality and safety and also illustrate some steps and ways on how to design Safe School and CFS policy.

How to use this kit

The kit is very friendly and easy to use. All you have to do is follow the following three steps.

- The first step is to introduce the kit to all members of PTA, GEAC and other interested school communities. The orienting team should consist 2 PTA, 2 teachers, and 2 GEAC members and 2 students. It is also advisable if the Woreda Education Office (WEO) supervisor be part of this orientation.

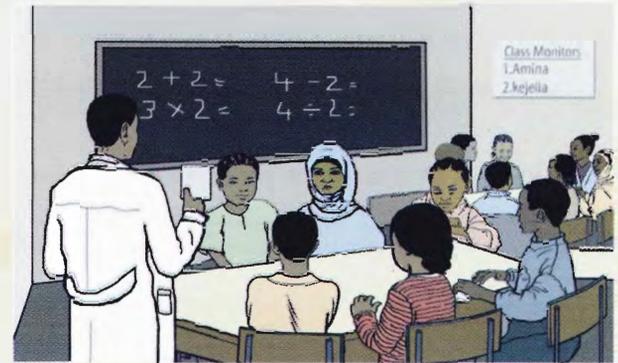


- The second step is designing a policy/mission \statement that incorporated the characteristics of safe and child/girl friendly school environment.
- After developing the policy, each school is expected to design CFS framework checklist to identify, implement, monitor and report on the progress to the school community.

Introduction

Over the years greater awareness has developed on the importance of schools being not only physically safe for students, but also psychologically safe which involves being friendly, inclusive and responsive to their needs. Children need to have friends to play, talk, discuss, and share ideas both in school and out of school.

They also need an educational/learning environment that helps to study and thereby improve their performance. Furthermore, children need to have teachers who are kind, helpful, and unprejudiced. Children among other things do not like teachers who bit, harass, and humiliate them.



The school that children dream about constitutes learning environment promoting quality and equity. This self-reflection tool framework is fundamental in the process of realizing improved achievement and gender parity in basic education.

Child Friendly School Framework

Child friendly school environment is characterized as "inclusive, healthy and protective for all children, effective with children, and involved with families and communities - and children". CFS five core components are taken as one package within this framework:



- **A right Based School** – all teachers, girls and boys in a child friendly school are expected to have a basic understanding of rights, roles and responsibilities. The school should be aware of the contents of the Ethiopian Constitution and what it says about children; the Convention on the Rights of the Child

UNICEF, "Guidelines for the Child Friendly School Checklist", 2000.

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BESOL/SCOPE - Girls Education Behavioral Change Strategy

The school should reflect inclusion of all children both girls and boys, orphaned, disabled, children from all cultural and geographical background. It should provide rights and life skills based education and provide a second chance to girls who fall pregnant.

A child Friendly School must have a School Development Plan with a Vision, Mission, Goals/Objectives and expected Outcomes/Targets for the school within a specified timeframe, defined roles and responsibilities; should promote Child Participation. The school should purposely seek out the non-attending and non-enrolled girls and boys and ensure that they are enrolled, attend regularly, perform well in school and move on to post-primary level. The planning should be based on information collected through a mapping exercise. The CFS is expected to know the number of in and out of school girls and boys in their catchment area. The collected information should be used to plan for specific actions to increase enrollment, retention and improve achievement.



The school facilities and recruitment of teachers in the school should reflect inclusion. Child participation should be ensured and visible at all levels, from the classroom, management and school clubs and school/community activities. The school should possess a School/Community plan with evidence that it was prepared together with the community members. The school/Community plan should clearly define the roles and responsibilities of the various partners in ensuring that the girls and boys come to school, stay, perform and move on to post-primary level. The school should keep accurate disaggregated formats and profiles of children, teachers and key actors in the school such as PTA, and GEAC.

- **An effective school** – an effective school should strive towards quality outcomes, which bring together quality inputs, interactions, process, content and environment. Quality education should be examined from the perspective of quality learners; quality teachers; quality learning environment; quality curriculum content and availability and utilization of teaching and learning materials with standard measures and targets for learners; quality teaching and learning processes and school based support and supervision; school efficiency including competence of teachers and adequate time on task.



Both girls and boys must learn and achieve and move on to post-primary levels. For girls and boys to achieve, the school should promote planning, schemes of work, lesson plans and continuous assessment.

Teachers should promote reading and writing the earliest level possible; integrate life skills and other values that enable children to negotiate and meet challenges and risks such as sexual abuse and HIV/AIDS.

A professional development plan for teachers to enhance their skills in effective teaching and learning should be in place and implemented. A CFS should demonstrate better care for the youngest children in the school, i.e. grade 1 through grade 4. A CFS should have a variety of co-curricular activities to cater for the diversity and different interests of girls and boys; and children with disabilities in the school.

- **A gender sensitive/girl friendly school** – the CFS should be gender sensitive and girl friendly. The school development plan should be gender sensitive.



This means a gender and girls education specific plan to address girl specific issues; a strategy to enroll, retain girl and ensuring that they achieve. The CFS is expected to have clearly defined roles and responsibilities for female and male teachers. This means that a co-educational child friendly school should have both female and male teachers on its staff.

The school should indicate how they plan to encourage male support for girls' education and how boys can act as strategic allies in girls' education activities and how the school will specifically deal with the issue of early marriages, abduction, elopement and school pregnancy. There should be provision for guidance and counseling for both girls and boys. Female teachers and girls should hold positions of leadership in the school such as class monitoring.

- **A healthy school** – A CFS is expected to be a healthy school where girls and boys earn in a quality learning environment.



The focus in this component is to ensure that there are adequate sanitation facilities for both girls and boys; that both drinking and washing facilities are available and are being utilized by girls and boys in the school. The plan and targets should include a full sanitation package, i.e. construction of latrines, adequate and separate.

CFSs should have clean, safe, hygienic, and attractive school compounds without causing environmental degradation. A healthy school should promote positive health practices. A fully equipped First Aid Kit should be seen as an integral part of a CFS. It should have all the appropriate contents and should be easily accessible in case of an emergency.

- **A safe and protective school** – should be guided by the principle of rights where girls and boys feel safe.



Some of the school girls and boys drop out of school because they are physically, mentally, emotionally and sexually abused. A CFS should have a plan to address these issues and ensure that the children are protected. The school plan should incorporate best practices on positive discipline which promote the safety of children. This component should also promote guidance and counseling relating to early marriage, school pregnancy, relationship with opposite sex, HIV and AIDS.

- **School/Community Linkages and Partnerships**

A CFS should purposely develop partnerships and strong relationships with the local community. The school should map out the numbers and summary profiles of the in and out of school girls and boys and what it intends to do with the information.



The school/community plan should be used as a tool for mobilizing for enrolling girls and boys, ensuring that they stay, achieve. It should also provide an opportunity for the clear definition of roles and responsibilities of various partners. The community members should be involved in monitoring enrolments, attendance, and learning achievements.

Step one: Policy Formation

Policy Purpose

This Safe School and Child Friendly School Policy is developed due to the commencement of the new Education, and Training Policy provisions on April 1994.

. The guidelines are designed to assist school communities create CFS environment. (Remember policy is creating framework to discharge duties and responsibilities).

Main Body:

- o Introduction and overview (policy rationale and over all description of the problem)
- o Develop policy statement, which depicts the prevalence of the situation. To be very practical answer these two questions:
 - . What do we want from the policy? Here state concretely the actions that your school is going to tackle in the light of the CFS framework.
 - . Why are we working on this policy now? Here indicate the end result that your school suspects if the policy is formulated.

Safe School and Child Friendly School Policy Statement

On April 1994 the New Education and Training Policy introduced a provision which requires school communities (teachers, students, parents and communities) be responsible for creating CFS.

The decision to direct the formation of favorable school environment in the policy is an expression of the government's commitment to the United Nation's Convention on the Rights of the Child. It is also recognition that children and young people have the right to be emotionally and physically safe in school, to maximize opportunity to learn and reach her or his full potential.

Guidelines Statement

1. The guidelines set out procedures for transforming schools to respond to children's need.
2. These guidelines should be read in conjunction with the 1994 Education Management, Administration, Community Participation and Finance Manual.

Step two: Draft the policy

After completing the draft policy with all the steps included as stated above, the PTA, GEAC and selected teachers should pass it to other school members for comment. And before you send out to the respective bodies, summarize the points in the policy so that your school actions can be magnified and put forward for further action.



The finalized policy should be publicized to all concerned bodies in the following manner. Policies usually evaporate before implementation and remain paper commitments. Hence, subsequent to finalizing the summarized policy indicate how and when to orient the school community their responsibility and the roles each member can plan to attain safe and child friendly environment in the school. Therefore,

- Plan for orientation program
- Discuss issues at the annual or periodic gatherings of the school community

Step three: Implement and evaluate the policy

Safe and Child Friendly School Framework Checklist

The checklist is a self-reflection tool for the school to ensure that the policy is put into action. It is prepared in such a way that the school status with regard to all CFS five characteristics is rated against their indicators.

Characteristics rated below 3 (good) need special attention and calls for specific follow up action to improve the situation. For example, a school that does not avail safe classroom buildings can be rated as 1 (bad) and requires a renovation action.

The assessment using CFS checklist is done twice a year. Level 1 is conducted at the end of first term and Level 2 at beginning of the last term. The evaluators include 2 PTA, 2 GEAC, 2 students & 2 teachers.

2.1 First TERM: Level one

Name of school.....

Kebele..... Woreda.....

Characteristics	Indicators/Milestones	Mark 1-5 Give points for each CFS characteristic 1: poor 2:fair 3:good 4: very good 5:excellent	Action for follow- up
<p><i>A Rights based school</i></p> <ul style="list-style-type: none"> - Enrolment includes disadvantaged, (orphans, children with disabilities, poor, girls and boys, isolated rural, nomadic, etc.) - Records kept of absentees and reasons - Special needs teacher available /deployment - School seeks out the not enrolled 	<ul style="list-style-type: none"> - A register with disaggregated formats and pupil profiles - A school development plan in place - Rights or other clubs (and content) - A register with disaggregated formats and teacher profiles 		
<p><i>An effective school</i></p> <ul style="list-style-type: none"> - Interactive methodologies (child to child; multi-grade; breakthrough to literacy) - Adequate/use of furniture - Adequate/use of Teaching/ Learning materials - Trained teachers - Co-curricular activities/clubs - Leadership, school management an learning 	<ul style="list-style-type: none"> - One interactive methodology being applied - Grade 1 and 2 classroom adequately furnished and have Teaching/Learning materials in core subjects - Formats and teacher profiles - plan that promote girls participation for the classroom/school level 		

<p><i>A gender sensitive school</i></p> <ul style="list-style-type: none"> - Both male and female teachers' roles - Guidance and counseling for girls and boys - Strategy for enrolling/retaining girls - Male support for girls' education - Gender matters in the classroom and school - Girls education and HIV and AIDS - Girls education promotion activities/girls' participation 	<ul style="list-style-type: none"> - At least 30% teachers female (depending on the starting point) - Records of child abuse cases by number/ issue - Affirmative action plan with target in place - Gender sensitive school development plan - Girl specific action plan such as: <ul style="list-style-type: none"> targeting disadvantaged girls; improving learning environment to retain girls; releasing time for girls to go to school 		
<p><i>A healthy school</i></p> <ul style="list-style-type: none"> - Adequate sanitation facilities - Lunch provided/food shelter - Water available with in the school and utilization - Life skills based health education - Sex education/ HIV and AIDS education 	<ul style="list-style-type: none"> - <i>Separate latrine</i> - <i>Hand washing facility for boys and girls with water and soap</i> - <i>Water available</i> - <i>Washroom for girls/availability</i> - <i>First aid kit with appropriate contents</i> - <i>Green area</i> 		
<p><i>A safe/protective school</i></p> <ul style="list-style-type: none"> - School pregnancy and HIV and AIDS - Positive discipline in use - Compound free from hazardous risky materials/buildings - School based policies on child protection/girl specific/disadvantaged specific - Safety forum for girls and boys 	<ul style="list-style-type: none"> - Teacher code of conduct against sexual abuse - School based policy, and regulations on pregnancy - Plan on practice of positive discipline - Guidance and counseling or Mediated Learning experience applied - Establishment of a monthly safety forum to discuss the safety issues that they face on the way to and from school and at school 		

<p><i>School/community linkages and partnerships</i></p> <ul style="list-style-type: none"> - Community participates in school activities - School community with define function/role - Community representation - Parental role in learning and teaching processes 	<ul style="list-style-type: none"> - School community plan available - Child to child methodology/activities in school - Functional PTA and GEAC 		
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Carried out by

Title:.....

Date:.....

Signature:

Total:

Steps in the Action Level 1 - During the first term CFS:

The following action steps are expected to be accomplished by the end of the first term.

- is expected to have in place a school development plan which reflects the characteristics of a child friendly school;
- a school community (sketch) social map indicating all household with school age children including in and out of school;
- work plan should also include a school/community mobilization campaign plan for enrolment, retention, and achievement;
- a school/community plan with clearly defined roles and responsibilities;

- the school is also expected to have a register or disaggregated formats and profiles of girls and boys, teachers and the key partners from the community;
- a work plan that include targets for provision of teaching and learning materials;
- school furniture and its distribution/ratio by class throughout the school;
- director having a plan to support the grade 1 and 2 teachers in handling large classes;
- ensure that there is a girls education work plan prepared by GEAC with specific actions to enroll and retain all out of school girls and boys
- school sanitation, hygiene and nutrition should all be part of the work plan.
- work plan should also include plans to develop school rules and regulations which address the issue of safety and protection.

2.2 Beginning of third term: Level Two

Name of school.....

Kebele..... Woreda.....

Characteristics	Indicators/Milestones	Mark 1-5 Give points for each CFS characteristic 1: poor 2: fair 3: good 4: very good 5: excellent	Action for follow-up
<p><i>A Rights based school</i></p> <ul style="list-style-type: none"> - Enrolment includes disadvantaged, orphans, children with disabilities, poor girls and boy - Records kept of absentees and reasons - Special needs teacher available /deployment - Special needs facilities available /utilization - School seeks out the not attending and not enrolled - Sensitivity/understanding of Rights - Second chance for girls who get pregnant 	<ul style="list-style-type: none"> - Disaggregated formats and pupil profiles - A school development plan - School based policy on pregnancy - Rights and other clubs and relevance of content - School community plan with clearly defined roles and responsibilities - Number by gender enrolled, retained, completing and performing through seeking out a targeted process - Deployment of special needs teachers (if available) 		
<p><i>An effective school</i></p> <ul style="list-style-type: none"> - Interactive methodologies (child to child; mediated learning experience; multi-grade; breakthrough to literacy) - Adequate/use of furniture - Adequate/use of eaching/Learning materials - Trained teachers - Co-curricular activities/clubs - Leadership, school management an learning 	<ul style="list-style-type: none"> - Gender-sensitive interactive methodologies practices in lower primary - Grade 1 and 2 classroom adequately furnished and have Teaching /Learning materials in core subjects - School development plan includes Teaching /Learning processes; HIV and AIDS education - Continuous professional development-on-going 		

2.2 Beginning of third term: Level Two

Name of school.....

Kebele..... Woreda.....

	<ul style="list-style-type: none"> - Disaggregated formats and teacher profiles - Time on task by boys and girls - Grade 2 performance in reading, writing and demonstration of life skills - Director support to teachers to enhance learning in class 		
<p><i>A gender sensitive/Girl Friendly school</i></p> <ul style="list-style-type: none"> - Both male and female teachers' roles - Guidance and counseling for girls and boys - Strategy for enrolling/retaining girls - Male support for girls' education - Gender matters in the classroom and school - Girls education and HIV and AIDS - Girls education promotion activities/girls' participation 	<ul style="list-style-type: none"> - At least 30% teachers female - Records of child abuse cases by number/issue - Affirmative action cases by number and gender - Gender responsive school development plan in use - School organization, prefect system by gender and class - Girl and boy performance in school - Girl and boy roles and responsibilities in HIV and AIDS and life skills clubs - Gender in local materials and wall displays - A girls club 		
<p><i>A healthy school</i></p> <ul style="list-style-type: none"> - Adequate sanitation facilities - Lunch provided/food shelter - Water available within the school and utilization - Life skills based health education - Sex education/HIV and AIDS education - Falling sick 	<ul style="list-style-type: none"> - Adequate and separate latrine - Hand washing facility for boys and girls with water and soap - Water available (for washing and drinking) - Washroom for girls/availability /utilization 		

	<ul style="list-style-type: none"> - Solid and liquid waste disposal system in use - Clean, safe, attractive, hygienic classes and school compound - Adolescent friendly health services referrals in community - Children demonstrate health and HIV and AIDS related life skills - First aid kit with appropriate contents 		
<ul style="list-style-type: none"> - A safe/protective school - School pregnancy and HIV and AIDS - Positive discipline in use - Compound free from hazardous/risky materials/buildings - School based policies on child protection/girl specific/disadvantaged specific - Safety forum for girls and boys 	<ul style="list-style-type: none"> - Teacher code of conduct against sexual abuse being applied - School based policy, and regulations on pregnancy for disadvantaged girls and boys being applied - Best practices on positive discipline - mediated learning experience being practiced - Number and issues of safety discussed on the monthly safety forum for a girls and boys 		
<p><i>School/community linkages and partnerships</i></p> <ul style="list-style-type: none"> - Community participates in school activities - School community with define function/roles - Community representation - Child to child for school community linkages - Parental role in learning and teaching 	<ul style="list-style-type: none"> - School community plan with clear roles and responsibilities for parents and partners - Minutes/reports on PTA, GEAC, GC, parents, community meetings available - Functional PTA and GEAC - Child to child activities in the community - Community /parental and older sibling involvement in making teaching and learning materials or provision of tasks for grade 1 and grade 2 		

Carried out by:
Title:
Date:
Signature:
Total:

Steps in the Action Level 2- By the beginning of the third term CFS:

The following action steps are expected to be accomplished by the beginning of last term.

- The CFS is expected to have implemented specific actions relating to a CFS, this would include evidence of the actions taken; girls and boys actively participating in agreed upon actions for the year;
- start monitoring of the disaggregated formats and profiles for girls and boys and for the teachers and key partners;
- begin recording and reporting on each characteristic. This is the time when the assessor will be looking at the progress towards achievement of indicators for the year as listed in the CFS checklist check;

- Will be expected to show evidence of the actions taken to purposely enroll, retain girls and ensure that they perform in class;
- Evidence will also be sought on gender specific actions in the classroom;
- Monitoring the monthly safety forum for boys and girls;
- Wall charts and all that is posted in the school will be assessed from a gender perspective using the listed indicators;
- Will be expected to have girls club and increased participation of girls in all other clubs;
- There should be evidence that the rules and regulations were developed in participatory manner that included girls and boys;
- The code of conduct on sexual harassment should be consistently applied;
- Guidance and counseling provisions should be made available to both girls and boys through GEAC;
- There should be evidence that the preparation and implementation of the school/community plan involved the community members.

Note: This CFS framework provides minimum information; PTAs, GEACs and teachers will need to further identify issues in order to change their school to be CFS.

Give Her a Pen and She will Change the World!