

EDUCATION SECTION
PROGRAMME DIVISION



CHILD FRIENDLY SCHOOLS

CASE STUDY:
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MAINSTREAMING CHILD-FRIENDLY SCHOOLS IN SRI LANKA: A CASE STUDY



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ACRONYMS

CFS	child-friendly school
ESDFP	Education Sector Development Framework Programme
LTTE	Liberation Tigers of Tamil Eelam
MOE	Ministry of Education
SCiSL	Save the Children in Sri Lanka
SWAp	sector-wide approach
UN	United Nations
UNICEF	United Nations Children's Fund
WASH	water, sanitation and hygiene

CONTEXT

Background

Sri Lanka has attained remarkable standards in human development during the past decades, giving it a comparative lead in the region towards achievement of the Millennium Development Goals. The country's social indicators, as measured by life expectancy, education and standard of living, are relatively high for the region and have pushed Sri Lanka up from a low to a low-middle income country.

With respect to the Millennium Development Goals, Sri Lanka is considered to be an early achiever and is on track to reach targets for primary school enrolment, child and maternal mortality rates, and water and sanitation in urban areas. It is also on track towards reaching targets for poverty reduction, HIV prevalence and rural water supply. Sri Lanka's achievements in literacy, which stands at 90.7 per cent,¹ gender parity in literacy and access to education are exceptional among developing nations.

Although Sri Lanka's statistics look promising, they obscure substantial human development challenges and regional discrepancies. In addition to the protracted conflict affecting the north and the east and ongoing recovery from the 2004 tsunami, stark disparities exist between and within regions of the country. Although poverty has decreased in urban centres, a significant number of households in rural areas remain impoverished and there remain high malnutrition rates, with 21.6 per cent of under-five children are moderately to severely underweight (this includes both rural and urban areas). . In spite of a steady rate of economic growth, an island-wide decline in socio-economic indicators reveals that the effects of the prevailing conflict are not only negatively impacting the north and east, but the nation as a whole. This is evidenced by the major downturn in tourism, an inability to attract foreign investment and sharp increases in the cost of living.

Civil conflict has fluctuated in intensity during the past three decades. Although it subsided for a period after the 2002 ceasefire agreement between the Government of Sri Lanka and the Liberation Tigers of Tamil Eelam (LTTE), the abrogation of the agreement early in 2008 resulted in accelerated military offensives in Northern Province. Although intense fighting is restricted to the north, conflict-related violence plagues the country as a whole, and thousands of civilians continue to be adversely affected by the security situation. In regions where the conflict has abated, such as the east, resettlement and recovery is a challenging process that will take time and additional support. Government health and education services continue to operate in all conflict-affected areas, including those under control of the LTTE. The delivery of services is hampered, however, by resource shortages and security-related logistic constraints. Education has been particularly affected by the conflict, in which thousands of families have been displaced and subsequently taken shelter in schools.

Education in Sri Lanka

Since its independence in 1948, Sri Lanka's education system has been distinguished by progressive policies and strong achievements in primary enrolment and gender parity. As outlined below, however, critical issues remain in quality, completion and regional balance.

Children under age 15 make up 24.2 per cent of the population,² and they are served by approximately 9,678 government schools.³ Sri Lanka's well-established system provides for free universal education, defined as nine years of compulsory schooling for every child, as well as free uniforms and textbooks. Midday meal stipends are also provided for qualifying schools. The medium of instruction in Sri Lankan schools is in children's mother tongue, either Sinhala or Tamil, but English-medium schools are becoming increasingly popular. Although the mother tongue medium has contributed to high enrolment rates, it remains a divisive feature in a country much in need of education policies that support social cohesion.

The most striking achievement of Sri Lanka's education system is the net enrolment rate of 89 per cent, with the disaggregated figures for boys and girls standing at 90 per cent and 88 per cent, respectively.⁴ Although these numbers appear impressive, they exclude enrolment data from nearly a third of the country – the conflict-affected Northern and Eastern Provinces, where schooling has been disrupted for thousands of displaced children. In addition, the data mask variations in enrolment rates, which are much lower in pockets of marginalized populations such as the plantation sector.

Significant disparities in the provision, utilization and outcomes of education between and within districts affect not only access but completion rates and learning achievement. These inequities in the system have the greatest impact on vulnerable and marginalized children. The proportion of students starting in Grade 1 and completing their primary education in Grade 5 is 99 per cent; the completion rate for boys is 98 per cent and for girls it is 99 per cent.⁵ As previously noted, these numbers do not reflect the realities of conflict-affected communities, where attendance is influenced by displacement, security threats and acute fear in Northern and Eastern Provinces. Detailed information on the impact on completion in these areas is unknown, but it can be assumed that it is well below the national average. The tsunami of 2004 also impacted negatively on children's school attendance.

Data show that despite high enrolment rates and prevailing gender parity, many children who are enrolled in school fail to complete all nine years of compulsory basic education, dropping out due to the poor quality of schooling, poverty, conflict and other factors. After primary grades, the drop-out rate increases dramatically: 17 per cent of children nationwide do not complete nine years of compulsory education, with drop-out figures as high as 22 per cent in some districts.⁶ Catch-up education programmes are in place to mainstream children who have missed schooling, and vocational training exists for children who are unable or unwilling to return to school. A national policy and comprehensive strategy on catch-up and alternative education for children out of school is currently being developed.

Quality of schooling is a serious issue in Sri Lanka. In 2004, only 37 per cent of children in Grade 4 achieved mastery levels in their first language, with percentages lowest in the conflict-affected Northern and Eastern Provinces (23 per cent) and highest in Western Province (51 per cent). A similar situation prevails in relation to mastery in mathematics.⁷

Variation in school facilities, and the availability and quality of human and material resources, contribute to uneven learning achievement and quality of children's experience at school. While schools in some parts of the country are resource rich, others in rural, remote and/or conflict-affected areas have inadequate classroom space, furniture, and water and sanitation facilities. Distribution of free textbooks and uniforms is also inconsistent, with some schools waiting months for delivery of these items. Sri Lanka has an adequate number of trained teachers, but inefficient deployment and transportation issues, coupled with insecurity, displacement and resettlement, have caused acute teacher shortages in some parts of the country. Although a large majority of teachers in Sri Lanka are amply qualified and supplied with free teachers' guides, outdated pedagogy and insufficient teaching and learning materials mean that many children are not engaged in the learning process. A well-established cascade model for in-service teacher training exists, but a lack of strategic planning and sustained classroom support and monitoring make the system inefficient.

The escalating conflict continues to put great strain on the education system and communities' ability to ensure that children continue to access quality education in a safe and protective learning environment. An estimated 250,000–300,000 children were impacted by conflict in 2007, and data for 2008 indicate that the number of children immediately affected is significantly larger. Continuous displacement and resettlement of communities creates complex needs, and the task of providing basic education for displaced children and mainstreaming them back into the formal system as soon as possible remains challenging.

In essence, Sri Lanka enjoys a well-established education system and hard-won gains in school enrolment and primary completion rates. However, uneven economic development, persistent civil conflict and subsequent regional imbalances continue to compromise access to a quality education for every Sri Lankan child.

UNICEF Sri Lanka's basic education programme

Spearheaded by the Ministry of Education (MOE), the education sector is implementing an ambitious sector-wide approach, or SWAp: the Education Sector Development Framework and Programme (ESDFP). This is comprised of four thematic areas – equity in access to education, improved quality of education, improved governance, and equitable distribution and allocation of resources – and cross-cutting emphasis is placed on monitoring and evaluation. UNICEF in Sri Lanka is an active partner with the MOE, and as a strategy to ensure sustainability, all programmes are fully aligned with the ESDFP. UNICEF's approach emphasizes strengthening the ministry's capacities at the central, provincial and local levels to take the lead in planning, implementation and monitoring of activities within the ESDFP.

The tsunami disaster and the conflict-related emergency context have both demonstrated that in order to have timely and appropriate emergency education responses, relevant

policies, mechanisms and capacity must be institutionalized within the system. This principle carries over into regular programming as well, where UNICEF is supporting the mainstreaming of key programmes such as child-friendly schools and School-Based Teacher Capacity Development, so that capacity exists for long-term implementation of these approaches from the national to the school level. In addition, UNICEF seeks to strengthen the MOE's abilities to function effectively by supporting capacity building in educational planning and management, data management, monitoring and evaluation.

Education outcomes in Sri Lanka are achieved in close collaboration with relevant partners and stakeholders. The UNICEF education programme's annual workplan is implemented at the national, provincial and zonal levels, with the MOE as the main implementing partner. The Ministry of Health, the National Water Supply and Drainage Board, the World Food Programme and non-governmental organizations such as Save the Children in Sri Lanka (SCiSL) and Plan Sri Lanka also collaborate in this sector, in addition to civil society partners.

A new phase of the programme was launched in 2007 with the aim of consolidating and mainstreaming CFS as a key national strategy to improving quality in primary education.

CHILD-FRIENDLY SCHOOLS IN SRI LANKA

Overview

Since 2002, UNICEF Sri Lanka has been working closely with the Ministry of Education to promote the child-friendly school (CFS) approach as a means of improving the quality of education through an integrated strategy that fulfils the rights of children within the school environment. The CFS initiative gained remarkable ground as the engine for change in many schools across the country, but five years down the road, CFS activities had become fragmented and limited in scope and sustainability.

Despite the initiative's loss of momentum, the CFS experience was positive and the many instances of transformation in schools stand as powerful examples of what is possible. By 2007, based on the observable success in schools and a rising awareness of a rights-based approach to education, the MOE identified CFS as a key strategy to holistically improve children's experience in school as well as enrolment, retention and learning achievement rates.

Simply put, the CFS programme in Sri Lanka is shifting from a project-based approach to a more systematized and coordinated national strategy for school development. A new phase of the programme was launched in 2007 with the aim of consolidating and mainstreaming CFS as a key national strategy to improving quality in primary education. This momentum benefited from the leadership of the Director of the Primary Branch; the commitment of related departments at the MOE and non-governmental organizations SCiSL and Plan Sri Lanka; the endorsement of the Secretary of Education; and technical

and financial support from UNICEF. In support of the MOE's efforts to mainstream the CFS initiative into the education system, UNICEF provided intensive advocacy and technical support at all levels from key decision makers at the MOE to provincial and local-level education actors. It was also instrumental in gathering stakeholders from a wide variety of sectors to evaluate progress so far and to determine a new direction for CFS in Sri Lanka.

Shifting from the earlier project-based phase of the programme, the mainstreaming process began with the development of a national framework to integrate CFS at national, provincial and local levels, and to ensure a fully multi-sectoral approach. The use of a common definition of CFS, tools, indicators and capacity building at all levels for the implementation, monitoring and evaluation of the CFS approach is intended to ensure harmonization in understanding and purpose among education actors in Sri Lanka.

CFS in Sri Lanka: Phase one

The CFS concept was first launched in Sri Lanka in 2002 as a joint initiative between the Ministry of Education and UNICEF. Against the backdrop of reforms during the late 1990s intended to improve education quality, the CFS initiative was a school-based approach to address sharp disparities in facilities, quality and access in schools. Although the term 'CFS' was new, many of its aspects were already familiar to Sri Lankan educators. Concepts of community participation, school development planning and active learning were already in the system, although not consistently implemented. The introduction of the CFS approach changed many schools for the better, but a number of challenges prevented the programmes from achieving full success.

CFS in Sri Lanka began as a small pilot project with 125 schools serving approximately 5,000 children in North Western Province in 2002. Children attending these schools were from poverty-stricken families, with issues of undernourishment, psychosocial stress and low learning achievement rates. The project did not provide guidelines or a specified process for schools, but using a loose definition of child-friendliness, it gathered principals and teachers to discuss the issues and challenges in their schools and to plan ways of addressing them.

The pilot programme saw remarkable successes in encouraging entire school communities to engage with and resolve obstacles to a positive learning experience for children. Improvement of the schools' physical environment was one of the first visible signs of change, with flower beds, vegetable plots and renovation of play areas enhancing school grounds. The construction of latrines for 30 schools was a key component of the initiative. After intensive principal and teacher training, anecdotal evidence showed a marked improvement in the attitude of children towards school.

One of the greatest achievements of the pilot programme was to take education actors out of isolation and pose problem solving as a community-wide activity. One principal put it this way: "I was struggling myself to solve the problems of the school, but now have realized how much we can do for the benefit of the community with the support of the community. Parents have realized that learning can occur anywhere and everywhere,

and that the home environment as well as the school environment should be child-friendly.”⁸

Following successes in North Western Province, the CFS initiative was expanded in 2004 to include 1,400 schools (30 per cent of schools in each district), with each district initially sending resource teams to visit North Western Province CFS pilot schools for training.

Since the start of the programme UNICEF has supported Ministry of Education partners in promoting the CFS approach through capacity building of education actors at different levels. Over the years, however, the absence of a common definition, process and materials to support a clear understanding of CFS has led to various interpretations and sometimes limited understanding of the concept. Another challenge to the success of the training programmes was use of the cascade training system, in which training content becomes diluted at each successive level of training.

UNICEF-supported activities in the UN focus districts have included:

- Sensitization and training on CFS concepts and implementation for education officials at the Ministry of Education, Provincial Departments of Education and Zonal Offices of Education.
- Sensitization and training on CFS concepts and implementation orientation on CFS for principals and teachers, with emphasis on community-based approaches to school development planning/school management.
- Sensitization on CFS for school communities.
- Revitalization of school attendance committees.
- Training on child-centred methodologies for teachers
- Reconstruction of schools and renovation or provision of additional classrooms.
- Provision of water and sanitation facilities.
- Provision of supplies, including classroom furniture, library books and office equipment.

Non-governmental organizations operating in Sri Lanka have provided significant support for CFS projects. Malteser International and the Christian Children’s Fund have been implementing partners with UNICEF, particularly in community participation related to water and sanitation facilities. Save the Children in Sri Lanka has supported child-friendly pilot schools since 2000 through capacity building and small grant schemes to promote school change. SCiSL has integrated CFS approaches into catch-up education and child protection activities. Plan Sri Lanka has played a role in encouraging child-friendly approaches through its holistic School Improvement Programme implemented in 115 schools. Although UNICEF and other agencies had the same goal in mind and the same general approaches, the lack of coordination between agencies supporting CFS contributed to confusion and fragmentation.

BOX 1. CFS: The catalyst for change in schools

Bandararuwa School in Ampara stands as a representative example of the transformative power of the CFS approach in Sri Lankan schools. As with many similar cases, the impetus for change came with a new, motivated principal.

Bandararuwa School is a small school located in a remote village in Ampara district. The 270 children enrolled at this school come from poor families for whom subsistence farming is the main livelihood. When Jagath Wickramasiri, the new principal, arrived in 2005, he found the school in a neglected condition. Daily attendance was less than 60 per cent, and during the cultivation period only 10 or 15 students were to be seen at school. Likewise, teachers were frequently absent. Wickramasiri could barely gather 20 parents for a School Development Society meeting. After hours the school premises were used by village youths for illegal activities.

In early 2006, the principal and five teachers participated in a three-day residential workshop on child-friendly schools. The following is adapted from his comments about his experiences after the CFS workshop and through 2008:

After the training programme, all six of us came to school with a fresh mind to make an overall change in the school. As the first step, we conducted a half-day session for all staff members about CFS, and the following week we shared this concept with the students and parents. After that we sat together and prepared a vision and mission for our school, which was painted on a big wall so that anyone could see. We were able to make some big changes within two months. Gradually, parents began to show interest in the school. After a time we managed to get the participation of more than 150 parents in the School Development Society. This was a great achievement in the school's history. Now, every evening some parents come to school to discuss the next developments.

To increase the learning quality, each staff member took personal responsibility. Some of our teachers are even conducting night classes without charging the students. Our efforts have been fruitful: In 2006, six students passed the OL [ordinary level] examination out of 11, the highest percentage of passes in the school's history.

In January (2008) the vice principal and I participated in another management training programme sponsored by UNICEF. As a result of this training we have introduced our own monitoring and evaluation system to measure the quality of each class room.

We can see a gradual increase of the number of the students enrolled, their attendance and achievements. I believe that this is [the result of] the child-friendliness of our school. But still we have two major problems which are a barrier for total child-friendliness. These two problems are electricity and inadequate furniture.

Students also observe significant changes at Bandararuwa School. In May 2008, a student stated: “Earlier most of us did not like to come to school daily. We did not like the school environment. Teachers did not come to classes, and we did our own things. We did not know much about examinations. Last year a lot of changes happened in our school. Now teachers and the principal are working very closely with us. We have set up responsibilities to maintain the school environment. Parents and teachers always help with our new activities. Now we have ambition to learn and develop our school.”

Since its inception in 2002, the CFS concept has taken root and flourished in Sri Lanka. Despite the sometimes limited understanding of the scope and participatory process of establishing and maintaining child-friendly schools, the concept is popular. Many schools have made progress in transforming their environment and practices – making them better places for children to learn and succeed.

One significant problem has been a lack of systematic monitoring and evaluation, which has received little attention in the national education system so results have been difficult to measure. Although no empirical studies have been done, anecdotal evidence points to transformations in the attitude and approach to children and learning in schools across the country, even in remote and conflict-affected areas. Examples of child-friendly practices, innovations and positive change at the school level abound.

Most child-friendly schools in Sri Lanka have made visible improvements in their school environment and facilities. As a result of child-friendly approaches, many schools report improvement in attendance:

Children are coming to school. These children have a lot of issues at home but are still coming to school. The majority of parents are unable to fulfil the basic needs of the students, such as buying pencils and exercise books, but the students are coming to school with the hope that the school will understand them. This hope and understanding have really improved the reputation of the school among students and parents. – Principal, Kaddaiyadamban GTMS [Government Tamil Mixed School], Mannar (5 May 2008)

Last year, two teachers were on their way to school and saw a child, Roshanthan, helping his father in a bicycle repair shop. They stopped and asked him why he was not attending school. He explained he had dropped out from a school in a neighbouring village because he had had some bitter experiences there, including being severely beaten by his teacher. After some persuasion, he agreed to come to the new school on a trial basis. He is now a regularly attending student, and his teacher says that he studies well and participates, adding, “We are happy for this child that he loves this school.” Roshanthan says he “likes school and all the teachers and students treat me well, and I am getting opportunities to participate in school events.” – Kanchrankudha Kamadchi Vidyala, Batticaloa (5 May 2008)

Child-friendly schools also report significant improvements in relationships between children and adults:

I have noticed several improvements in teachers' behaviour after our primary teachers were trained in CFS. Each and every teacher knows the background of the students in their classroom. Teachers try to understand the problems of the students instead of punishing them. Teachers have been giving special concern to each student without my request. – Principal, Kopay Navalur Tamil School, Jaffna (6 May 2008)

I am a former student of this school, but now we have painted classrooms, no caning (corporal punishment), we have a children's playground, very friendly teachers, and I am so proud to teach students in such an environment. – Former student/teacher, Atchuvveli Central College, Jaffna (30 April 2008)

Those days when we studied we were really scared to go to school because of the punishments. Now it's changed entirely. If we punish our children they tell us that they are going to complain to their teachers! – Parent, Atchuvveli Central College, Jaffna (30 April 2008)

Many child-friendly schools have also made progress in terms of involving parents and communities in the life and well-being of the school:

Back in 2005, I used to see teachers and students busy cleaning the school until 10 a.m., because the school had no fencing and was used as a cattle shed in the night. The school community got together and contributed and took part in putting up a fence. Now school starts on time and the school environment is clean. Also, UNICEF supported [us] with repair of school buildings and a children's playground. It's nice to see children coming to school early to play. This is a good starting point for us to begin teaching and learning in a satisfactory manner, compared with the way things were in past years. The school has also started a garden which is tended by students, teachers and parents. The vegetables are used for school meals. It is a collective initiative of the school community.– Principal, Kanchrankudha Kamadchi Vidyala, Batticaloa

(5 May 2008)

At Thikkodai Ganesha Vidyala, Batticaloa, teachers noted that in 2004 about 10 per cent of parents participated in school events or attended School Development Society meetings. After the initiation of CFS, parents were made aware of school issues and invited to get involved; parent participation was increased to 60 per cent in 2006 and reached almost 95 per cent in 2008. As the principal puts it:

The CFS concept is a gift which changed my and teachers' attitudes and connected us with parents, bridging the gap. We are now working together for the betterment of our students. (2 May 2008)

Box 2. Water, Sanitation and Hygiene: A child-friendly revolution

In Sri Lanka, a significant percentage of schools lack water and sanitation facilities. In many schools that do have facilities, inappropriate design of toilets and hand-washing facilities, combined with poor maintenance, make them unappealing and uncomfortable for children's use. In addition to shortcomings in the basic utility of these facilities, the design of toilets is typically not accessible for children with disabilities or environmentally friendly. Insufficient and unpleasant sanitation facilities can have a significant negative influence on children's comfort level at school and can adversely impact student attendance, particularly for girls.

In Southern Province, UNICEF water and sanitation engineers, implementing partners Malteser International and the Christian Children's Fund, and local partners worked with school communities and children to design and build revolutionary water and sanitation facilities in selected child-friendly schools.

Using a process of participatory planning at the school level – which engaged children, teachers and parents with water, sanitation and hygiene (WASH) specialists – communities assessed school facilities through a transect walk and planned for the school's water and sanitation requirements. Analysis of existing structures showed that they were in most cases inappropriate for children. In most Sri Lankan schools, toilets consist of cramped, dark structures; hand-washing facilities usually consist of a low tap without skirting, causing muddy puddles when they are used. Combining student inputs and technical feasibility, facilities were designed with child-friendliness in mind. Ultimately, 12 flexible designs that could be adapted to different schools' needs were certified by Southern Province authorities and are now approved for use in government schools.

Features of the new child-friendly designs include:

- Higher ceilings
- Good ventilation and light
- Lightweight doors
- Attached hand-washing facilities
- Sinks at two levels to accommodate younger and older children, with easy-to-use faucets
- Septic tanks
- Concrete skirting around toilets and hand-washing facilities
- Access for children with disabilities, with ramp and support bars
- Use of ceramic tile to facilitate cleaning
- Use of light, pleasing colours and mirrors inside the facilities.

Besides the shortages and shortcomings of the physical sanitation facilities in schools, inadequate maintenance and hygiene education meant that these facilities, when available, were not in

optimum use. Hygiene promotion became an essential component of UNICEF-supported WASH activities. Traditionally, both maintenance and hygiene promotion were handled through a top-down approach. The CFS approach actively engaged children in expressing their point of view on hygiene promotion. In child-friendly schools in Southern Province, primary-school children participated in a drawing contest, in which every child was asked to design a poster on hygiene. Children could choose a theme and decide on their own message or advice on the chosen topic. The drawing contest generated much enthusiasm for hygiene and served as a peer-to-peer education tool. Schools also used participatory community teams to decide on maintenance schedules and measures to keep sanitation facilities clean, safe and comfortable for children's use.

Because behaviour change takes a little longer than construction, utilization and maintenance of water and sanitation facilities has not always been smooth. The child-friendly toilets and hand-washing facilities nonetheless represent a new model in Sri Lanka of child-appropriate and child-friendly facilities, which will improve children's daily experience at school.

Challenges and limitations

Although the CFS programme has gained considerable ground in Sri Lanka, particularly in individual schools and districts where communities and key actors are highly motivated, its successes have been sporadic and poorly monitored. The tsunami at the end of 2004 caused a major interruption in programming when funds and programmatic priorities were redirected to emergency interventions. Without a common framework and sustained support, the initiative began to fragment and lose steam. Changes in leadership at the national and local levels and the mobility of trained personnel also led to a loss of momentum and focus. At the ground level it was clear that many principals and education officials had a basic but limited understanding of CFS, and after making initial changes, they did not have systematic guidance to deepen the CFS culture in schools.

Review of the CFS programme revealed significant challenges that had to be addressed if the approach was to improve Sri Lankan schools in the long term.

Harmonization, institutionalization and capacity: Poor coordination, absence of a common framework, limited technical capacity at all levels and inadequate government ownership of the CFS initiative posed problems.

- Approaches to CFS supported by UNICEF, SCiSL and Plan were not harmonized. Although these organizations were working in the same direction, each had its own definition, language and processes associated with CFS. This piecemeal approach led to confusion among partners and at schools, and meant that organizations were sometimes duplicating efforts or working at cross purposes.
- The absence of a comprehensive and locally relevant framework, including a definition and set of criteria to measure progress towards child-friendliness, and the lack of guidance contributed to unclear conceptual understanding of CFS and its processes. The absence of a common CFS vocabulary and harmonized

materials led to multiple interpretations of the concept and its practice. In addition, the quality of capacity building was sometimes compromised by weaknesses in the cascade training system.

- A lack of acceptance and ownership of CFS as a strategy to improve Sri Lankan schools among some education actors at the national, provincial and local levels led to inconsistent support for the programme. Planning for UNICEF-supported CFS activities was sometimes done outside the normal government planning process, resulting in the perception that CFS was a UNICEF initiative, rather than one promoted by the MOE at the national level.

A multi-sectoral, participatory approach: Another issue for the CFS programme was that a narrow perception of CFS excluded a wide variety of stakeholders whose investment was needed to support holistic change in schools.

- The CFS concept in all its multiple dimensions was not deeply understood at the school level, and emphasis fell upon improvement of the physical learning environment – construction/renovation of buildings, improving surrounding environments through gardens, and establishing activity corners and play parks – to the neglect of more complex components of a child-friendly culture in schools, such as addressing corporal punishment, improving learning outcomes through child-centred teaching methodologies or encouraging community and child participation in school management.
- In many cases, relevant stakeholders such as the health, water and sanitation, child protection and disaster management actors at the national and local levels were not aware of or involved in the CFS initiative.

Monitoring and evaluation: A serious gap in monitoring and evaluation means that the CFS initiative has not had the data required to properly assess progress or to adapt the programme to emerging needs, nor has it been able to provide guidance needed at the school level to continue development and reach optimum levels of child-friendliness.

- Monitoring and evaluation have been neglected by the MOE, due to low technical capacity in programme planning, collection of baseline data and effective monitoring, assessment and analysis frameworks. Anecdotal evidence and random sampling are available, but it is challenging to provide reliable data on the impact of the CFS approach.
- There has been inadequate documentation of lessons learned that would provide a foundation for expanding good practices.

Through a process of stakeholder consultations, and with sustained advocacy and technical support from UNICEF, the Director of the Primary Branch set the goal of mainstreaming or institutionalizing CFS within the ESDFP by creating and building capacity from within the education system to plan, implement and monitor positive change for children.

BUILDING CFS INTO THE SYSTEM

CFS in Sri Lanka: Phase Two

In Sri Lanka, the challenge in education is not simply to get children into schools. It is also to improve the overall quality of schooling and address threats to participation, so that once children are enrolled they are likely to stay on and complete the cycle as well as achieve the expected learning outcomes. From the school level up to the national offices of the MOE, the CFS concept, though not always well understood, carried with it positive associations. Combined with a gradual process of capacity building and dialogue between UNICEF and key decision makers at the MOE, this led to recognition of the potential of CFS as a point of convergence to deal with the many factors affecting quality in Sri Lankan schools.

A unique convergence of opportunities laid down the groundwork for moving CFS from a project-based programme to a national strategy. The positive experience with CFS, significant progress in schools scattered across the country and the network of human resources associated with the first phase of the programme established a foundation of familiarity with the concept and practical experience with its implementation. In addition, much creativity and innovation at the local level in CFS activities could be capitalized upon.

The MOE's sector-wide approach – the Education Sector Development Framework and Programme, or ESDFP – had already established familiarity and practice with a multi-sectoral approach to improving quality and access. The SWAp is very much in evidence in such examples as the circular sent in 2007 to schools from the Ministry of Education in cooperation with the Ministry of Health for the promotion of health in the school community. Among other measures, the circular requires schools to formulate policies for health promotion, improve health knowledge and skills among students, and obtain cooperation for promoting health from the school community, including students and teachers.⁹

By 2007, building on lessons learned during the first phase of the CFS initiative in Sri Lanka, it was clear that a fragmented project-based approach was no longer sustainable and that revitalization of the CFS approach as it had been pursued during the first phase of the programme would result in the same set of limitations. Through a process of stakeholder consultations, and with sustained advocacy and technical support from UNICEF, the Director of the Primary Branch set the goal of mainstreaming or institutionalizing CFS within the ESDFP by creating and building capacity from within the education system to plan, implement and monitor positive change for children.

Supporting change: UNICEF's key strategies

With conducive conditions in place, and with key decision makers at the MOE having gradually come to embrace the CFS concept as an overarching strategy to improving quality in Sri Lankan schools, the initiative gained momentum. Laying the groundwork for

this initiative was a long process, which began almost two years prior to the start of mainstreaming activities in 2007. UNICEF identified and pursued the following strategies to facilitate institutionalizing CFS into Sri Lanka's primary education system:

- **Advocacy:** Sustained and consistent advocacy at the national level to mainstream the CFS approach in primary education has been one of UNICEF's key strategies. In particular, capacity building through exposure to regional conferences and models for key decision makers has been extremely effective. Since 2005, UNICEF has sent teams of its own staff as well as government counterparts, including decision makers, to the Thailand CFS Workshop, which provides training and an inspiring study tour of Thai child-friendly schools. In November 2006, the UNESCO-organized Regional Workshop on Inclusive Education and Child-Friendly Schools, held in New Delhi, was used as a catalyst to create a national Sri Lankan team comprised of the MOE, the National Institute of Education, UNICEF, SCiSL and Plan. A team of 11 people from national and regional levels, including key decision makers, attended the workshop and subsequently developed a plan to strengthen the framework for CFS and to mainstream the approach within the MOE. This plan was presented to the Secretary of Education in January 2007 and received his full endorsement.
- **Consolidated framework:** Consolidation of the CFS experience in Sri Lanka – including agreement on a common definition, a set of criteria and indicators, and a practical guidance manual on how to implement CFS – are the basic tools identified to ensure that Sri Lankan schools work towards child-friendliness in a consistent and holistic fashion. A widely consultative process in developing these tools was the focus for a six- to eight-month period during 2007 and early 2008.
- **Technical support and capacity building:** To support the consolidation and implementation of the CFS mainstreaming process, UNICEF and the MOE agreed there was a need for strong in-house technical support. UNICEF provided the services of a full-time CFS consultant for one year, attached to the Primary Education Branch of the MOE. A vast amount of additional technical support was provided by the UNICEF education staff team and by the staff of SCiSL and Plan. UNICEF's focus is primarily towards building and supporting resource teams at all levels, strengthening technical capacity for implementation of CFS, and systematic monitoring and evaluation.
- **Multi-sectoral approach:** UNICEF has been instrumental in bringing partners together to consolidate and build on Sri Lanka's CFS experience and best practices. A multi-sectoral approach to the implementation of the CFS initiative is a key component of the Sri Lankan Country Office effort to focus the school as a point of convergence for education, WASH, psychosocial assistance, protection, and health and nutrition interventions. Since 2007, the Education Annual Workplan incorporates school-related protection and WASH activities, with linkages to health and nutrition.
- **Multi-level approach:** The success of Sri Lanka's efforts to mainstream CFS depends on effectively balancing institutionalization of CFS from the top down with a school-based, customized approach. It has therefore been necessary to promote CFS at multiple levels, creating a broad base of understanding of the

concept and its practical implementation at school, zonal, provincial and national levels simultaneously. As one zonal education officer puts it: “The CFS concept should reach all stakeholders by way of awareness seminars, workshops and trainings, and other communication tools. Greater commitment is required to achieve the objectives, and especially the principal is the key and plays an important role in CFS. Teacher shortages should be resolved and adequate resources made available. Increased monitoring should be part of the work of ISAs [in-service advisers], ADEs [assistant directors of education] and other zonal officers. All zonal staff should become part of the CFS initiative.”

CFS: A national framework

In 2007, the Ministry of Education began to elaborate a national framework for its CFS programme, which will be a key strategy to improve quality in primary schools during the coming years. The framework is intended to bring a coordinated and systematic approach to implementation of child-friendly schools in Sri Lanka.

A common definition, dimensions and criteria were agreed upon, starting with a rigorous consultative process. This involved a wide variety of education stakeholders, including: representatives from MOE departments, such as planning, non-formal education, health and nutrition, English, and guidance and counselling; the National Institute of Education; and organizations such as Save the Children in Sri Lanka and Plan Sri Lanka.

DEFINITION OF THE CHILD-FRIENDLY SCHOOL INITIATIVE IN SRI LANKA

A child-friendly school is a school which **proactively** fulfils **all** the rights of **all** children as defined by the Convention on the Rights of the Child.

CHILD-FRIENDLY SCHOOLS ARE

1. RIGHTS-BASED AND PROACTIVELY INCLUSIVE
2. GENDER RESPONSIVE
3. PROMOTING QUALITY LEARNING OUTCOMES RELEVANT TO CHILDREN'S NEED FOR KNOWLEDGE AND SKILLS
4. HEALTHY, SAFE AND PROTECTIVE OF CHILDREN
5. ACTIVELY ENGAGED WITH STUDENTS, FAMILIES AND COMMUNITIES
6. SUPPORTED BY CHILD-FRIENDLY SYSTEMS, POLICIES, PRACTICES AND REGULATIONS

A smaller cross-sectoral working group from relevant MOE branches, led by the CFS consultant, worked over several months to assess each of the agreed-upon criteria and define a set of indicators that schools would use in their self-assessment. The process of identifying and agreeing upon the indicators was long and rigorous, and served secondarily to build an in-depth understanding of the implementation and measurement of CFS in schools among the working group participants. The team ultimately finalized a set of criteria or expected results under the six dimensions with a comprehensive set of indicators. This document was reviewed and approved by the Secretary of Education as a key instrument for mainstreaming CFS.

A guidance manual is being developed through a consultative process, aiming at providing a sourcebook on the various components of CFS for stakeholders at different levels; additional tools are being developed for schools to use to guide them through self-assessment and in their efforts to improve child-friendliness in all its dimensions.

The roll-out plan for the mainstreaming of CFS has its main focus on capacity building at all levels and is slated to begin in 2009, with all activities fully integrated within the ESDFP. The school community – including children, teachers and community members – comprises the most important resource for creating and sustaining a child-friendly school. The CFS process is envisioned to begin with sensitization of the entire school community, followed by training of representatives of all stakeholders on conducting a school self-assessment and school development plans.

This process and related tools were piloted in 2008. Effective participation of students and communities will need to be fostered and built up step by step. Study visits and regular meetings between child-friendly schools are planned as a learning and support mechanism. School self-assessments will be used to set baselines, and a monitoring framework will be applied at the school, zonal, provincial and national levels to provide continuous support to schools and help track their progress. Because monitoring and evaluation is historically a weak point in Sri Lanka's education system, concerted capacity building and support in this area will be necessary.

Teachers are at the heart of children's school experience, so in-service training and other forms of teacher development with a focus on CFS and on child-centred methodologies is another priority to ensure that the approach is fully integrated into the life and culture of the school. UNICEF has supported in-service teacher training in child-centred methodology since 2007 and will support similar training in 2009 and 2010 for all National College of Education faculty who are responsible for pre-service teacher training. A priority at the national and ground levels is to strongly advocate for teachers' behaviour change through systematic classroom support and monitoring after training. UNICEF's role during the coming years will be to advocate for a national framework to prioritize, plan for and diversify teacher development that would help focus and consolidate the disparate, short-term in-service activities that have traditionally been pursued.

Funding

A rough costing exercise* shows that the initial start-up activities for the CFS mainstreaming process, with a focus on capacity building and the initial stage of school implementation only, will look like this:

Activity	Total cost in US\$	Unit cost in US\$/1,400 schools
Conceptualization and development of materials, including stakeholder consultations, working groups for material development and printing	\$116,500	\$83/school
Training of national, zonal and school-level resource teams; school self-assessment and preparation of school development plans	\$1,485,500	\$1,511/school
Training of trainers and teachers in child-centred methodology	\$999,687	\$1,421/school
Monitoring and review at the national, provincial and zonal levels	\$16,202	\$124/school
TOTAL	\$2,617,889	\$3,139/school

* See the Appendix 2, p. 29, for the detailed costing exercise.

For the CFS initiative to be launched nationwide, there is a gap in funding. UNICEF is slated to fund the development of materials and capacity building at the national level, it and will fund school-level activities in 15 UN focal districts defined in the United Nations Development Assistance Framework 2008–2012. The Sri Lankan MOE is responsible for mobilizing funds from within the ministry and for advocating with other development agencies to meet the needs of the remaining 12 districts and to fund much-needed infrastructure and resource improvements in schools.

Leveraging funding for CFS: The progress that has been made in mainstreaming the CFS initiative and the commitment harnessed by the MOE to this effect have provided an invaluable advocacy basis to leverage additional funding. After a thorough study of the work that is being done, the Australian Government, has agreed to commit AU\$5.7 million to CFS in Sri Lanka over a three-and-a-half-year period beginning in September 2008. UNICEF received an additional US\$1 million from thematic funds in 2008 to support implementation of planned activities. Documentation of the CFS experience, in both print and audio-visual form, is planned for 2009 to support further fund leveraging for nationwide implementation of CFS.

Programme beneficiaries: The CFS programme is currently active in 1,400 schools, reaching approximately 400,000 children.

Vignette 1. Ashoka Pandithesekera, Director of the Primary Branch, MOE

When Ashoka Pandithesekera joined the Primary Branch as Director in 2006, more than 1,000 Sri Lankan schools were participating in the Ministry of Education's CFS programme. Pandithesekera was familiar with the CFS concept, but she wanted to learn more about the programme and to find out what was happening in child-friendly schools. So she set out to visit them. Almost every child-friendly school she visited had undergone positive transformation: Some had improved in attendance rates, others had improved in their attention to children's health, and some had tried to improve the quality of instruction in their classrooms.

Despite signs of change, Pandithesekera found school communities unclear on the CFS concept and their objectives. "I saw that something was happening in these schools," she said, "but none of them were able to identify exactly what a CFS is. Not only were CFS schools not quite sure what CFS was, but the three development partners supporting CFS activities in Sri Lanka – UNICEF, SCiSL and Plan – each had a different approach, using different criteria and language for CFS activities. Sometimes, one school had benefited from all three organizations, resulting in confusion!"

Similarly, zonal education officers were in conflict over differing messages from the MOE and the three development partners. After three or four years, implementation of CFS in all its dimensions was not up to expected standards. Pandithesekera saw the need for clarification of what CFS in Sri Lanka is, and a way to consolidate activities under a single framework that would facilitate implementation at the grass-roots level. "In Sri Lanka, we are far ahead of other South Asian countries, but the burning issue is the quality of our education," she explained. "Quality is a challenge. We are an examination-oriented country, with parents, principals and teachers aiming to develop students to take the Grade 5 scholarship exam, instead of focusing on meeting the learning needs of every child. We want to implement CFS to address the needs of each and every child." Pandithesekera saw that CFS could be used to develop the culture of schools, and to change teachers' attitudes and skills so that they can address the needs of every child in their classroom rather than select few: "In Sri Lanka, most of the concepts of CFS are not new. We just didn't use the term CFS. Most of the dimensions are in our system. But our schools cannot be said to be child-friendly. Creating motivation to implement CFS is the most important thing we can do."

Pandithesekera's role in drawing together the MOE branches of non-formal education, education for all, health, English, planning, the plantation sector and psychosocial to work towards child-friendly schools has been key to the progress of the initiative. "We have so many branches, but we are all trying to address common problems," she said, "We have the same target, which is the development of schools. CFS has to be a joint programme. We cannot address all the CFS dimensions without the help of other branches. For sustainability it is essential. If we have a strong team at national level, we can support the work at local level effectively. We need to build the capacity of our zonal officers for a truly multi-sectoral approach so that we build relationships based on the CRC [Convention on the Rights of the Child]. CFS is an integrated approach. We need the support of other ministries and organizations, but first we need to integrate the approach of branches within the MOE."

Speaking of the new phase of the initiative, Pandithesekera acknowledges there are many challenges ahead, but she remains optimistic that change at the school level is possible: "We want to develop the commitment of every principal. CFS is not a one-day or a one-year programme. It is a long-term programme."

(November 2008)

ANALYSIS

Challenges ahead

Current conditions in Sri Lanka have created an opportunity to successfully institutionalize CFS as a response to the island's unique combination of advantages and issues in the education sector. The tremendous enthusiasm behind the consolidation process from the Director of the Primary Branch as well as other key players at the MOE, especially in the planning section, the positive attitude towards CFS at the local level, in schools and among education officers, combined with sector-wide support from other ministries and relevant members of the development community have provided energy and momentum for the mainstreaming initiative. The approval of the Secretary of Education and awareness sessions for Provincial Directors of Education have also facilitated building CFS into the system.

Significant challenges to the implementation and mainstreaming process remain and must be addressed if the initiative is to succeed.

Systemic limitations: A poor track record of providing sustained school-based support, monitoring and evaluation is behind the dissolution of many of Sri Lanka's education reforms and initiatives. Strengthening data management, monitoring and evaluation skills and internal reporting structures will all be crucial in monitoring the progress of CFS in schools, and more importantly, adjusting the direction of the programme and responding to needs to keep it on track and evolving. A group of individuals experienced in implementing CFS already exists, but sustained training and other development activities are required to ensure that a wide network of technical support is in place to respond effectively to schools' needs.

Resource gap: Many schools in Sri Lanka are short of basic facilities and resources such as adequate classroom space, water and sanitation facilities, adequate numbers of teachers, and funds for small-scale improvements like painting school buildings or purchasing office equipment and supplies. Experience shows that lack of small-scale funding and persistent human and physical resource shortages can be demoralizing for principals and school communities:

Students who pass the grade five scholarship exam are going to the town schools. This doesn't mean that teachers are not teaching well or are not friendly with students. They are going so they can have full resources. For example, we only have one computer and no ICT [Information and Communication Technology] teacher. We don't have options like other schools. – Teacher, Kopay Navalar Tamil School, Jaffna (6 May 2008)

While UNICEF will provide strong support for capacity building and CFS materials at the national level, and it will provide local school-based support in 15 United Nations focal districts defined in the UN Development Assistance Framework, the MOE will need to mobilize resources internally and externally to begin to address some of these needs, capitalizing on the well-established sector-wide approach.

Teacher development: Because learning in the classroom is at the heart of children's experience at school, transforming teachers' relationships with their students and the way they teach is essential to successfully changing a school culture to one that is child-friendly. The introduction of child-centred methodology as a key topic in teacher development has been well received, but implementation will require continuous training and sustained classroom support. In addition, a national framework identifying strategies and priorities in teacher development will help coordinate the many actors in this field to create more coherent and sustainable professional development for teachers.

CFS and emergency education: The experience after the tsunami demonstrated that emergency conditions offer an opportunity to 'build back better' – introducing new approaches, new teaching methodologies and drawing marginalized children back into the education system. CFS has the potential to positively influence schools in conflict areas, providing a more supportive and protective environment for children, as well as on informal education activities such as catch-up education and other alternative forms of schooling. Once the CFS approach permeates the system, it can translate into the many different circumstances where educational experiences can provide a stabilizing, supportive experience for children under duress.

Scaling CFS up to secondary schools: So far, support for the CFS approach has been limited to primary schools. This means that children who have enjoyed the benefit of a more child-centred environment in primary school make a rough transition to traditional secondary schools. Data show that drop-out levels spike sharply after the primary level, so extending CFS to secondary schools could be an effective approach to helping children complete nine years of compulsory schooling. Ultimately, a child-friendly approach throughout the school system will ensure that children have a coherent, supportive experience throughout their school-going years.

Mainstreaming CFS in Sri Lankan schools will be a process not without its share of challenges. Ultimately, the initiative will need to capitalize on the many strengths in the education system and mitigate areas of weakness. Finally, the success of the programme will rely on its ability to balance the standardized national framework with a customized approach tailored to the needs, resources and creativity of individual school communities.

FUTURE DIRECTION

Since CFS is envisioned to be the most appropriate approach to the long-term development and improvement of schools in Sri Lanka, UNICEF's education section has identified the mainstreaming of CFS as a chief strategy to improve learning outcomes for children in UN focus districts in the new country programme. Among the expected outcomes outlined in the Country Programme Action Plan for 2008–2012:

- By 2012, disparities in obtaining essential learning competencies between the highest performing and the 15 UN-supported districts are reduced by 10 per cent from 2004 levels
- The CFS approach is institutionalized within the national education system.

- All primary schools in UN-supported districts are participating in the CFS initiative, and 25 per cent of all primary schools have reached an achievement rate of 80 per cent towards CFS criteria in all dimensions.
- Effective monitoring systems support achievement of CFS.

Expected outputs are outlined as follows:

- By 2010, education policies and strategies ensure that children and communities are effectively participating in school management.
- By 2011, zonal strategies and plans ensure that students and teachers are regularly and appropriately supported.
- By 2011, all primary-level teachers in the UN-supported districts are trained in and are practising child-centred methodology as per CFS criteria.
- The Education Management Information System (EMIS) incorporates CFS indicators.

Concurrently, UNICEF expects to support strengthening of data management, monitoring and evaluation capacities among its counterparts within the ESDFP (SWAp framework) so that results and outcomes will be systematically accounted for.

The CFS initiative in Sri Lanka is in a critical period, building on the momentum of the mainstreaming process to date. As the MOE Primary Branch furthers the programme, UNICEF's support for improved quality of education over the new country programme cycle will centre upon the institutionalization and implementation of the CFS approach in Sri Lankan schools. During the next four years the Ministry of Education, UNICEF and other partners will work together to ensure strong technical capacity within the system to support implementation and monitoring of CFS at the school level. Once a critical mass of primary schools have achieved a high degree of child-friendliness in all dimensions, and other actors in the education sector have become more familiar with the concept and its implementation, expanding the CFS approach to encompass secondary education needs to follow – in order for children to enjoy a consistently supportive, enjoyable and effective experience at school.

Vignette 2. CFS in post-emergency education recovery

Sri Lanka's experience with the tsunami of 2004 and the ongoing civil conflict have demonstrated that although emergency conditions make children extremely vulnerable, post-emergency recovery can provide significant opportunities to revitalize schools and re-engage children in the educational process. After the tsunami, UNICEF rebuilt 21 schools in the south and east of the island. Capitalizing on the fresh start, it encouraged child-friendly approaches as a complement to the new buildings to attract children back to school. Gobitha, a 15-year-old Tamil girl, is one of some 25 schoolchildren gathered in a tsunami-affected school in Sri Lanka's conflict-ridden north-east for a workshop with a colourful and highly visible outcome: Large oil paintings on the walls in two classrooms, drafted and done by the children themselves. Child participation is the key concept in this workshop, which brings together teachers and children from eight schools in Trincomalee district. Children take the lead in drawing, drafting, sketching and painting their own pictures for the classroom walls. The school principal will have the final say on which paintings become wall murals. It's all part of the child-friendly school approach that has been adopted by the Sri Lankan Government with UNICEF support in the wake of the devastating tsunami in 2004, which wiped out or damaged many schools in Sri Lanka. Schools will be reconstructed and repaired following the CFS guidelines that set standards for the 'hardware' of schools, such as bigger and better-ventilated classrooms and improved sanitation facilities. The 'software' of the CFS approach is child participation, and the concept is being tested in Nilaveli school, which was damaged but not destroyed by the tsunami.

"This is the first time that we have been allowed to participate in decisions in the school," says Jeruba, age 15, while taking a break in the painting. "This is the first time we are listened to." Child participation is an inclusive process – the idea is that everybody should have their say. Participation in decisions gives children a feeling of ownership of their school, which in turn will likely lead to higher school attendance and improved performance. The initiative targets all the tsunami-affected schools UNICEF has supported with semi-permanent structures, as well as a number of child-friendly schools that existed before the tsunami. "The murals allow children to engage in a creative process. They are allowed to express themselves and their ideas while making their school environment more attractive, more child-friendly," said Gabriela Elroy, head of UNICEF's field office in Trincomalee. "The fact that children are engaged and allowed to influence the process from the beginning to the end promotes their overall ownership of the final result. This is empowering for the children themselves, but it also sends a strong message to the adults both in the school and the community of the gains we all can make when allowing children to truly engage in processes and decisions affecting their lives," she says, noting that the participation should be adapted to the child's age and mental maturity.

The first phase of the project is workshops for teachers. Through 'learning by doing', they are trained in child participation methodologies as well as in how to plan and paint a mural. Emphasizing the importance of child participation from the beginning, the teachers have decided to invite one to three students from their respective schools to participate in the training workshops. Child participation is thus incorporated from the outset. In the second phase, the trained teachers and students will engage 15–20 students in their own schools in the same process. In total, 800 students will be directly involved in the mural painting project in Trincomalee. "The painted murals in themselves enhance the school environment," said Elroy. "But they are also useful in communicating important messages about peace, how to protect environment and the importance of education."

Source: Adapted from 'Child Friendly Schools', Jens Laerke, Trincomalee, Sri Lanka, December 2005, www.unicef.org/srilanka/reallives_1714.htm

APPENDIX 1: Criteria/expected results of the child-friendly school initiative in Sri Lanka

RIGHTS-BASED AND PROACTIVELY INCLUSIVE

- ♥ Effective mechanisms for preventing drop-outs and seeking and responding to out-of-school girls and boys are in place and used
- ♥ All girls and boys have equal access to all activities and resources in the school
- ♥ Corporal and psychological punishment are not practised and preventive measures and responses to bullying are in place
- ♥ The school's undertakings are based on the understanding of the Convention on the Rights of the Child by the whole school community

GENDER RESPONSIVE

- ♥ Equal opportunities exist for girls and boys to support completion of primary education and the transition to secondary education
- ♥ Girls and boys participate on an equal basis in all school activities (curriculum and co-curriculum, management)
- ♥ Physical facilities are appropriate for girls and boys

PROMOTING QUALITY LEARNING OUTCOMES RELEVANT TO CHILDREN'S NEED FOR KNOWLEDGE AND SKILLS

- ♥ Essential learning competencies are regularly assessed and effective remedial measures are taken
- ♥ Child-centred teaching methodologies are used
- ♥ Adequate human resources and classroom facilities are available to support learning
- ♥ The classroom atmosphere is inclusive, stress-free, democratic and conducive to learning
- ♥ School curriculum is adapted to bring in local environment, culture and knowledge
- ♥ Teachers are continuously improving their capacity through provided opportunities and their own initiatives

HEALTHY, SAFE AND PROTECTIVE OF CHILDREN

- ♥ School-level policies on health, safety and protection are in place
- ♥ School environment is hygienic and attractive
- ♥ Water and sanitary facilities are adequate and well maintained
- ♥ Appropriate play facilities are available, used and well maintained
- ♥ Competency-based health education is effectively conducted for students
- ♥ Effective psychosocial support and referral services are available and used
- ♥ Girls and boys are protected from harm, abuse and injury
- ♥ Emergency (disaster) preparedness and response plans and systems are in place and operational

ACTIVELY ENGAGED WITH STUDENTS, FAMILIES AND COMMUNITIES

- ♥ Schools conduct self-assessments and school development plans with effective participation of students, families and communities

- ♥ Principals, teachers, students, families and the community actively participate in the implementation of the school development plan
- ♥ Principals, teachers, students, families and the community actively participate in monitoring and evaluation of the school development plan
- ♥ Schools are actively engaged in promoting and supporting child-friendly home/community environment

SUPPORTED BY CHILD-FRIENDLY SYSTEMS, POLICIES, PRACTICES AND REGULATIONS

- ♥ Government policies, regulations and their implementation are supportive to the development of CFS
- ♥ Effective coordination exists between all relevant government agencies at all levels
- ♥ Appropriate financial resources are allocated at different levels
- ♥ Quality technical support systems exist at all levels
- ♥ Curriculum, textbooks and teacher's manuals incorporate child-friendly principles

APPENDIX 2: Estimated unit cost for CFS activities (in US\$)**Conceptualization and materials development:**

3 stakeholders' consultation workshops @ \$1,500	=	\$4,500
20 working group meetings @ \$100	=	\$2,000
Materials development: 5 days x 25 participants x \$80	=	\$10,000
Printing (assumption) \$2 x 50,000 copies	=	\$100,000
Subtotal	=	\$116,500
Unit cost \$116,500.00 ÷ 1,400 schools	=	\$83

TRAINING

Type of training	Number to be trained	Unit cost	Total cost	Cost per school
CFS process training				
National resource teams; incorporating provinces	40 participants x 5 days	\$25 per day	\$5,000.00	\$3.60
Zonal resource teams for 35 zones	5 participants x 5 days x 35 zones	\$12 per day	\$10,500.00	\$7.50
School-level resource teams training	2 days x 1,400 schools	\$150 per school	\$420,000.00	\$450.00
School self-assessment development planning; on average 3 days but will depend on size of the school	3 days x 1,400 schools	\$200 per school	\$630,000.00	\$600.00
Preparation of School Development Plans; on average 2 days but will depend on size of the school	2 days x 1,400 schools	\$150 per school	\$420,000.00	\$450.00
Subtotal			\$1,485,500.00	\$1,1511.10
Teacher training				
Training of trainers (TOT) – 5 participants per zone, 35 zones	3 days x 5 participants x 35 zones	\$37.50 per participant	\$19,687.50	\$14.10
Teacher training – average 8 primary teachers per school x 1,400 schools	8 participants x 3 days x 1,400 schools	\$25 per participant	\$840,000.00	\$28.60
School cluster support – 350 clusters (quarterly activities)	350 clusters x 4 quarters	\$100 per school	\$140,000.00	\$100.00
Subtotal			\$999,687.50	\$1,421.00
Monitoring and review				
National level for Year 1; to be integrated into the ESDFP monitoring and evaluation review framework	2 meetings	\$100	\$200.00	\$100.00

Provincial level – 1 day each quarter	4 meetings x 5 provinces	\$100	\$2,000.00	\$14.20
Zonal level – 1 day per quarter; 5 participants per zone x 35 zones	4 meetings x 35 zones	\$100	\$14,000.00	\$10.00
Subtotal			\$16,202.00	\$124.00
Total for training			\$2,501,389.50	\$3,056.10
Total consolidation process			\$116,500.00	\$83.00
Grand total			\$2,617,889.50	\$3,139.10

¹ENDNOTES

UNDP. 2007/2008 Human Development Report. Accessed 10 February 2009, <http://hdrstats.undp.org/countries/data_sheets/cty_ds_LKA.html>.

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