VANUATU
Child Friendly School Development

2009 Workplan
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A Rights-Based Approach implies a people-centred approach to development in which outside support should be catalytic and

School-Community Partnerships
Activity-based Child-centred Teaching and Learning
"A school-aged child has a valid claim (or right) to education – others have duties (or obligations) to ensure that the right is realized."
1. INTRODUCTION

1.1 CFS Development Vanuatu –2002 - 2008

A 'pilot' UNICEF-supported Child Friendly School (CFS) program has been operating in Tafea Province Vanuatu since 2002. The CFS initiative supports the Government of Vanuatu’s commitment to provide quality basic education for all, with specific recognition of the need to make concerted efforts to reach rural remote communities. The overall project goal was: ‘To improve access and quality of early childhood education and primary education in Vanuatu’. Significant achievements over this period have been documented1.

During 2007, the development of the Vanuatu Education Sector Strategy (VES) by the Ministry of Education (MOE) (including extension of Child-Centred Schools2 to other provinces), and development of education reform processes (in the form of a Sector Wide Approach), coincided with the development of UNICEF Pacific’s new five year country program (2008-2012). Anticipating a favourable environment for CFS strengthening, UNICEF engaged a consultant to support consolidation of the CFS development model.

Major achievements during 2007, documented in an end of year report3, included: the development of a set of CFS indicators/standards for each of the core dimensions of a child-friendly school, development of a school self-assessment tool, trialling of a Child-Friendly School Self-Assessment Process in 12 CFS Light-house schools, identification of priorities for support and planning for the development of CFS resources. A set of recommendations then developed is largely still applicable (See Attachment 4).

The 2007 consolidation process was guided by a set of human rights referenced ‘quality-principles’ to enhance the effectiveness of CFS interventions (See Attachments 6-7 for details). Major emphasis was placed on supporting a participatory and collaborative process, involving stakeholders from national, provincial, school and community levels, both government (cross-sectoral) and non-government. Despite implications for extended timeframes and costs, this approach is expected to promote commitment to a locally owned model for school improvement and consequently, the only way to proceed.

1.2 UNICEF Support to CFS Development 2009

While staff changes in UNICEF within the Suva, Vila and Tafea offices, together with delays in the release of funds, resulted in slippage of planned activities in 2008, renewed momentum is anticipated in 2009. A number of CFS development-specific activities are now planned (as per table below), together with a wider range of school/community, provincial and national capacity building activities, which collectively will contribute to an ‘enabling environment’ for CFS development (refer summary over-leaf).

<table>
<thead>
<tr>
<th>Summary – Pacific CFS Development Activities 2009 - Vanuatu</th>
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<tbody>
<tr>
<td>CFS Conceptual Framework, Indicators</td>
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<tr>
<td>• CFS awareness workshop(s)</td>
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<tr>
<td>• Enhancement CFS Conceptual Framework / Indicators, CFS School self assessment and CFS school development planning processes and associated training workshops</td>
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<td>School Self Assessment</td>
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<tr>
<td>• Consolidate and extend work with School Self Assessment (SSA) processes</td>
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<td>• Sorting and analysis of preliminary SSA data</td>
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<td>School Improvement Planning</td>
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<tr>
<td>• Trainers for School Development Plan training prepared</td>
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<td>• School Development Plan workshop conducted for all CFS and non-CFS schools</td>
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<td>• School Development Plan data collated and prioritised</td>
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<td>Expansion</td>
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<tr>
<td>• CFS awareness workshops &amp; field visits for representatives from other provinces and MOE head-teachers and school inspectorate from other provinces inducted to CFS</td>
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<td>CFS Resource Development</td>
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<tr>
<td>• CFS training and resource package developed for teacher education (pre- and in-service use field based training</td>
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2 ‘Child-Friendly’ Schools is being replaced by the term ‘Child-Centred’ Schools
<table>
<thead>
<tr>
<th>Pillar</th>
<th>Capacity Building Resources &amp; Processes</th>
<th>School-Community Level</th>
<th>Provincial Level</th>
<th>National Level</th>
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<tbody>
<tr>
<td>1. Inclusive</td>
<td>Develop CFS Standards, Training Manual, associated Resources</td>
<td>Mapping of Children with Disabilities</td>
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<td>Development of Inclusive Education Policy</td>
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<td>Mapping Out-of-School Children</td>
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<td>2. Gender Responsive</td>
<td>Develop CFS Standards, Training Manual, associated Resources</td>
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<tr>
<td>Protection</td>
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<td>Development of child protection policies in schools</td>
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<td>Develop / disseminate Education in Emergency plan</td>
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<td>4. Teaching &amp; Learning</td>
<td>Develop CFS Standards, Training Manual, associated Resources</td>
<td>Supply CFS school libraries x Tafea</td>
<td>Stocktake of assessment practices by teachers</td>
<td>Develop / Awareness raising campaign on national literacy targets</td>
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<td>-</td>
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<td>Training teachers on learner centred instruction</td>
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<td>Review of Student Assessment Practices – Development of new national Assessment Policy</td>
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<td>Training of teachers on improved assessment practices</td>
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<td>Develop Early Learning Developmental Standards</td>
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<td>Partnerships</td>
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<td>(SC training on CFS and SSA)</td>
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<tr>
<td>6. Leadership, Policy,</td>
<td>Develop CFS Standards, Training Manual (including SSA and SDP), associated Resources</td>
<td>SSA and SDP training delivered to 100% primary and community schools in Tafea</td>
<td>Training PEO staff on improved use of education data</td>
<td>CFS standards (updating existing indicators), endorsed by MoE by December 2009.</td>
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<td>Planning, Monitoring</td>
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<td>Teacher training on improved planning and financial management practices processes.</td>
<td>Education Program Baseline mapping</td>
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<td></td>
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<td>Trial and evaluation of School-based VEMIS</td>
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*In collaboration with UNICEF Protection Section and Save the Children Australia*
1.3 Planning CFS Implementation 2009

A UNICEF CFS Consultant was engaged at the end of 2008 to support the planning of CFS activities across three Pacific countries - Solomon Is, Kiribati and Vanuatu. A one-week visit was made to Vanuatu during February 2009 in order to take stock of CFS progress, and to prepare an implementation plan for 2009. The consultant’s Terms of Reference included:

- Discuss and roll out the 2008 Consolidation with steering committees.
- Discuss 2009 Expansion plans with CFS Coordinators and CFS Steering Committees, non-CFS and MEHRD/MOE participants of workshops
- Draw up plans drawn for steering committees to map out of school children.
- Provide support to UNICEF Field Office Education Officers, MOE, CFS Coordinators and steering teams in Tafea Province to consolidate and extend work with School Self Assessment (SSA) processes

The consultant met the Provincial Education Officer and Zone Curriculum Officers in Tafea to review the outcomes of the 2008 CFS school self-assessment process. Meetings were also held with stakeholders at the national level, including the MOE Directors Primary and Planning / Statistics. A meeting with curriculum and teacher training officers was not possible during this visit. The UNICEF Education Officer participated in the visit to Tanna. Outcomes of discussions and emerging issues are presented in the following section.
2. FINDINGS, ISSUES, RECOMMENDATIONS

2.1 CFS Development Model

The development of ‘child-friendly’ indicators and school self-assessment process are tools contributing to an ongoing school/community improvement process, supported by provincial and national level stakeholders, in the context of a collective vision of and commitment to achieving quality basic education for ALL children (no matter circumstance or location).

This process needs to begin with an analysis of the extent and nature of the ‘exclusion’ of some children from successful completion of primary education (who, what, where, why). This ‘failure’ to successfully complete primary school may result in exclusion at various stages of the education cycle. It could be a question of exclusion from initial enrolment, or from continuation past prep of Grade 1; or exclusion from regular attendance; or exclusion for active participation and mastery of a wide range of teaching/learning and extra-curricular activities, or exclusion from grade progression and/or primary school completion; or exclusion from progressive learning, achievement and gains in self-esteem.

A thorough understanding of the nature and extent of exclusion should be established in every school and community, through a process involving examination of school and VEMIS data, mapping out of school children, and school-community consultations. Consideration of the range of factors contributing to exclusion at any of the above-mentioned stages needs to be matched by a set of strategies designed to overcome the various constraints. These strategies are likely to be clustered within the CFS pillars and indicators already identified. School-community self-assessment of their own ‘child-friendly status’ is expected to facilitate identification of priorities for improvement, capacity gaps and support needs, which are then translated into a school development plan.

While the ‘drivers’ of child-friendly school development should be school-community-level stakeholders, they cannot do it alone. The ‘CFS’ approach requires an ‘enabling environment’ – including stakeholders having appropriate knowledge, skills and attitudes to support CFS development, as well as an enabling policy, planning, administrative and resource environment. The good thing is that we are not starting from scratch and the MOE is already implementing reform in a number of areas that are conducive to CFS development. However, there are also capacity gaps and these need to be identified and systematically addressed through appropriate capacity building programs. CFS development requires a range of development activities at different levels, involving different stakeholders.

Thus, the effectiveness of the CFS development process requires monitoring of change at different levels, namely: change in terms of stakeholder capacities built; change in terms of increasing child-friendly status of schools; and impact on student’s enrolment, participation, retention and learning. An integrated framework for CFS development has been established to map these different layers of CFS activity (see below).

This process needs to be accompanied by a realistic appreciation of the likelihood that the support needed will actually be available – whether this be a question of awareness, guidelines, exemplars, training, resources, infrastructure, other - to the transformation of schools into child-friendly ones.

Whilst UNICEF is a key advocate for the realisation of every child’s right to education and a major contributor to the development of the CFS model in Solomon Is, the development of child-friendly schools requires the support of multiple partners – at the local, provincial and national levels. It is therefore proposed that limited UNICEF resources be directed specially to development of the CFS model, including: i) local development of the CFS vision and associated tools and resources (a CFS capacity building package) through the pilot in Tafea province; ii) integration of the CFS concept at the national level, notably into VITE Teacher Training programs; iii) facilitation of expansion to new provinces and iv) development of a results-oriented monitoring and evaluation framework to demonstrate program effectiveness.

CFS development is still fragile in Vanuatu and continuous robust support from UNICEF is required until the model takes root becomes self-sustaining. Construction of a solid foundation is required for this reason.
CFS DEVELOPMENT MODEL

EVERY YOUNG PERSON PROVIDED WITH THE LIFELONG SKILLS, VALUES, AND CONFIDENCE NEEDED TO BE SELF-RELIANT AND TO CONTRIBUTE TO THE DEVELOPMENT OF VANUATU

Increased: Net enrolment ratio
Student attendance ratio
Completion Grade 6
Learning Achievement literacy, numeracy & life skills
Transition to Grade 7 and completion Grade 9
Reduced: Drop-out and repetition rates;
Gender disparity on all key indicators

Education Process is a positive nurturing empowering experience for all

Inclusive * Child-Centred * Relevant * Teaching & Learning
Healthy, Safe, Protective
Inclusive * Child-Seeking *
Community Partnership & Support
Gender-responsive

CFS Leadership, Policy, Planning, Management, Monitoring

CFS Principles integrated into National & Provincial Education System & Processes:
Policy, Plans, Teacher Training, Curriculum, Resources, Assessment, Inspections, Information, Administrative Systems

Ongoing monitoring & evaluation of CFS development process & results:
Feedback of lessons learnt into continuous quality improvement

CFS Capacity Building: Awareness, Training, Resources

- CFS Conceptual Framework, Indicators, Standards
- School-Community Mapping Out-of-School Children
- School CFS Self-Assessment & Planning Process
- CFS Awareness & Resource Package
- Lighthouse School and School Cluster Support System
- CFS / MEHRD Integration Strategy
- Monitoring, Evaluation, Reporting Framework

2. CFS ENABLING CONDITIONS

1.1 CFS DEVELOPMENT MODEL, STRATEGY & RESOURCES

1.2 IMPLEMENTATION OF CFS CAPACITY BUILDING STRATEGY

3. CHILD-FRIENDLY SCHOOL DEVELOPMENT

4. EQUITABLE ACCESS TO QUALITY BASIC EDUCATION FOR ALL CHILDREN
2.2 Stakeholder Understandings of ‘CFS’

It still appears that different stakeholders have different understandings as to what is ‘CFS’ and its relationship to regular MOE / PEO business. Lack of clarity leads to cross-purposes in communication and resulting confusion. As suggested, the term ‘CFS’ may be used with the intention of referring to:

- the set of indicators which describe a child-friendly school?
- the school itself, which may have achieved ‘child-friendly status’ or be working towards ‘CF’ status);
- a particular activity within a school that is characteristic of one aspect of a CFS approach – ie. school self-assessment; school-community mapping;
- the provision of capacity building support to a school, contributing to a targeted aspect of child-friendliness (ie. training on school-mapping, or the supply of library resources, or latrines); or
- the development of a ‘CFS-enabling’ environment at national level (policy, pre-service training, curriculum).

There is need to continually work ensure stakeholders have a common understanding of what is meant by CFS, to clarify which aspect is being referred.

2.3 CFS Self Assessment Tafea

The Tafea ZCAs commenced training and implementation of the CFS school self-assessment process at the end of 2008. Due to the late release of funds, and close proximity to the Christmas holiday period, about half of the schools in Tafea were reached. The time spent in each school was reduced to one day, at the end of which time, in many cases, the process remained incomplete. The forms then left with the school/community for later completion, largely remained outstanding at the time of the present visit.

The intention - to work with ZCAs to summarise SSA findings - was not pursued given the few complete SSA forms available (about 12, of approx. 45 schools visited, of approximately 80 schools in Tafea). The lag in UNICEF support in 2008 appears to have resulted in a loss of momentum in Tafea.

Reflection on the SSA process highlighted a number of areas requiring strengthening. The following suggestions were made:

- SSA facilitators need to have a thorough understanding of CFS, the pillars and indicators (For the ZCAs, it is felt their understanding can be enhanced through involvement in the CFS Resource Kit development process – discussed separately below)
- The ZCA from the school’s community (ideally language group) should be the one to facilitate the self-assessment process in that area
- The SSA format and indicators requires simplification and eventual translation into Bislama
- Child-referenced school self-assessment, and prioritisation needs to be integrated into regular school development planning process
- Clarification is required of the budgeting formula supporting ZCA facilitation of school/community SSA process – a sustainable and replicable basis for costing is required.
- A user-friendly system for storing, managing and analysing the SSA data had not yet been established.

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5 Every effort should be made on the part of UNICEF to prevent staff turnover from negatively impacting continuity of program implementation.
• School / community expectations of external support need to be managed through facilitator awareness of the type of support likely to be required and corresponding sources

• To stream-line the process and expand and strengthen the provincial CFS resource base, consideration may be given to allocating one ZCA per Zone (as is the case in regular responsibilities), accompanied by 2 or 3 other locally-identified persons to be designated as CFS Provincial or Zone Resource team (teachers, community members, other partners). It would be desirable if a community member could form part of this team, and for there to be at least one female representative. In this regard, there is need for formal recognition and official sanction by MOE of stakeholder participation in CFS development activity - to eliminate the notion that CFS activity is something different to regular work. (In fact, CFS activity is about ‘quality education for all’ which is everybody’s core business.) The involvement of additional stakeholders in CFS awareness / training activities needs to be matched with appropriate allocations (per diems), which should be considered part of the cost of awareness / training.

The question arose as to whether the ZCAs should continue / complete the school self-assessment process in the remaining 50% of schools in Tafea or, or whether the indicators, tool, strategy should be revised first. The latter was agreed to be the preferable option.

2.4 Mapping the Exclusion from Quality Basic Education

While significant work has been completed in terms of developing the CFS model. One significant step has been left out - and that is the mapping of exclusion, mentioned above.

It is therefore proposed that the first major CFS activity in Vanuatu in 2009 be the development and implementation of a School-Community Mapping exercise. It is anticipated that the school-community mapping will produce valuable insights into the extent and nature of ‘exclusion’ from primary education, and identify pockets of need that may require a tailored response. It will also provide useful direction for CFS manual development and information for purposes of cross-checking the comprehensiveness of CFS indicators as capturing the key elements of a school that will reverse exclusion. Following the school-community mapping exercise, the indicators / standards should be reviewed, to ensure they are comprehensive in their response to exclusion.

It is therefore recommended:

• That a School-Community Mapping Workshop be conducted in Tanna in late April (or early May) to develop and trial a school-community mapping strategy, tools, quality guideline and workplan, and

• That school-mapping implementation proceed during May-June, with a follow-up workshop to consider findings in July.

2.5 CFS Resource Package

There is need to place greater emphasis on consolidation of the CFS development process, and development of a CFS Resource Package. Already developed are: a set of CFS indicators/standards, a school self-assessment process and tool. The indicators were developed in 2007 with the involvement of key national level stakeholders together with provincial, school and community level representatives in Tafea province. As discussed above, these tools now need review and revision, again with the input of key stakeholders.

It is therefore proposed that the CFS indicators, standards, types of evidence, school self assessment tool and process be reviewed and further refined, with the involvement of VITE Teacher Training and CDU staff, other relevant stakeholders, and the Tafea team, incorporating feedback from the school mapping activities.
At the same time, it is prosed that a CFS Resource Package be mapped out in a workshop environment involving relevant resource persons linked to the specific content areas. It is suggested that consideration be given to:

- Development of 6 CFS Manuals (one for each CFS Dimension), each containing a series of Modules linked to each indicator. The modules would explain the indicator/standard, expected behaviour and provide a range of strategies that might be employed, with local examples, plus links to relevant resources, or specific extracts of importance included as annexes. This will require drafting, trialling, monitoring, documenting.
- That at least to one Manual – CFS Awareness, Policy, Planning, Management, Leadership, be completed in 2009, building on existing resources/processes and develop others.
- That examples of CFS-related Good Practices or Guidelines be identified and documented for inclusion in the manuals
- That CFS Reference Groups for each CFS pillar be established to provide quality guidance on the development of CFS resources / processes, and ensure coordination with related efforts at national level. That the CFS Reference groups include both provincial and national level stakeholders, government and non-government - as appropriate to each pillar.
- That the Tafea ZCAs participate in this workshop
- That the Resource Kit include a set of posters for each dimension.
- That a set of rewriteable posters be produced containing school self-assessment templates for each pillar, to enable mapping of school CF status, for display in the school office.
- That, following this workshop, the Tafea ZCAs continue to support the School self-assessment process in Tafea, utilising the revised tools. And
- That a follow-up workshop be held three months later, to review the findings of the SSA process, to contribute exemplars to the manuals, and to review progress on the Resource Kit development

2.6 Coordination of CFS Support in Tafea

As indicated in the earlier table, a considerable amount of UNICEF-supported development activity is planned for Tafea in 2009, over and above other activities planned by MOE and/or other partners. Much of this activity will place demands on the Provincial Education office team, the ZCAs, teachers, community members and possibly other partners. Several different types of training for teachers are proposed – including training on the CFS SSA process, on child-centred instruction, student assessment and school-community mapping. It is expected other training activities have also been planned by MOE or other partners. In addition to this, support for water and sanitation and school libraries, is also anticipated. This is a considerable amount of activity impacting a relatively small group of people. With a view to ensuring the planned activity proceeds as planned and in a manner that minimises the burden on individuals, resources and avoids disruption to schools, it is suggested that a holistic implementation schedule be developed for Tafea, in consultation with the PEO and ZCAs.

2.7 Expansion to Another Province

It is proposed:

- that expansion to the next designated CFS province begin in July with a stakeholder awareness workshop and planning of a pilot school-community mapping exercise;
- that participants include: the PEO, SEO, NFE, ECE, church authorities, Education Board, other key government and/or non-government partners representing health, protection, paralegal, etc.
- That CFS stakeholders from Tafea Province facilitate this workshop;
that a follow-up workshop be held in October to: I) review the school-community mapping process and findings; and to introduce the CFS concept and school self-assessment process; and

that a SSA pilot be trialled in a select number of school prior to the end of the school year.

2.8 Integration, Coordination, Reporting

Integration of CFS principles and processes within MOE is a priority. There is a sense that MOE officers are still not fully aware of the specifics of CFS development in Tafea. It is therefore suggested:

That an assessment be done of the ‘child-friendliness’ of the enabling education system environment to support CFS development, that child-friendly inconsistencies or gaps be identified and that a CFS/MOE Integration Strategy be developed. Its is furthermore suggested that this coincide with the July CFS Resource Package planning. The integration of CFS into pre-service training programs may be considered at this point.

Given the anticipated consolidation and expansion of CFS in Vanuatu, the establishment of a national-level CFS Steering Committee and the development of an effective Communication and Coordination mechanism is recommended.

3. Proposed CFS Workplan Vanuatu 2009

The proposed workplan for CFS development in Vanuatu 2009 follows:
<table>
<thead>
<tr>
<th>Month</th>
<th>Visit Duration</th>
<th>Mapping</th>
<th>Indicators / SSA</th>
<th>CFS/MOE Integration</th>
<th>Expansion new Province</th>
<th>Develop Resource Kit</th>
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<tbody>
<tr>
<td>1 April</td>
<td>1-2 wks</td>
<td>Workshop to develop school-mapping strategy, followed by implementation of mapping in Tafea</td>
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<td>2 May</td>
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<td>Examine integration of CFS into pre-service teacher training</td>
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<td>3 June</td>
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<td>School Mapping continues in Tafea</td>
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<td>5 August</td>
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<td>School Mapping in new province</td>
<td>Manual development</td>
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<td>6 September</td>
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<td>7 October</td>
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<td>Workshop to review outcomes of trial school-community mapping in new province – Introduce CFS, SSA. Plan trial</td>
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<td>Review Manual development</td>
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<td>8 November</td>
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<td>Trial SSA /Integration SDP in limited number of schools</td>
<td>Manual development</td>
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<td>9 December</td>
<td>2 wks - SchHol</td>
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<tr>
<td>Attachments</td>
<td>Description</td>
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<td>Attachment 1</td>
<td>CFS Diagram</td>
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<td>Quality Principles</td>
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OVERALL PROGRAM OBJECTIVE:

to develop effective strategies for building awareness and capacity amongst key stakeholders to plan, develop, implement & monitor the progressive achievement of child-friendly schools.
Attachment 2

Lessons Learnt from CFS Development

A number of useful lessons have been learnt from the CFS development experience in Vanuatu and Solomons to date (see summary below). These will be taken into account in the continuing development of CFS in Vanuatu:

- Development of a common understanding of what is meant by a ‘Child-Friendly School’ is required at the outset. It is important to start with:
  - local identification of those children who are excluded from active and continuous participation in a positive quality education process, together with analysis of contributing factors; followed by:
  - development of a vision and definition of the characteristics of a school that proactively seeks to include all children in quality learning processes – that is, a child-inclusive, a child-centred, or ‘child-friendly’ school; followed by:
  - assessment of the extent to which schools are currently child-friendly and identification of child-friendly school development priorities and strategies; followed by:
  - assessment of the child-friendly status of the CFS ‘enabling environment’ and identification of capacity building needs of individuals (in terms of knowledge, skills, attitudes) and of education system policy and processes, in order to support CFS development; followed by:
  - development and implementation of a capacity building strategy and associated resources; followed by:
  - progressive monitoring of the effectiveness of interventions and their impact on capacities built, changes in school child-friendly status, and impact on the education participation and learning experience of children

- It is critical to work hand in hand with the MOE from the start – and to work towards integration of CFS principles and practices from the beginning

- CFS is not a ‘project’ – it provides a framework for education planning and monitoring that is child-centred and child-focused and initially school-community based – and locally responsive

- CFS development should involve all key stakeholder groups at the community level including chiefs, other leaders (women, youth), church, and teachers.

- Community or parents must really understand what CFS is – widespread awareness is needed (school Open Days, AGM Meetings, PTA, Education Week, School Committee meetings, Chiefs meetings, Mothers Union gatherings, Church Festival Gatherings, Village Area gatherings, Radio Programs)

- The establishment of ‘model schools’, if pursued as a strategy, needs to be accompanied by clarification as to what is expected to be achieved by these schools, over what period of time, with what resources, their role in relation to other schools, and the strategy for expansion from the model schools to all schools

- The critical role of teachers as key agents of change needs to be recognised. If change is to be implemented and sustained, teachers need to ‘own’ the educational innovation and the process of change – that means: understanding, and seeing enough benefit, to be prepared to invest sufficient personal energy to make it happen. For this to occur, most of the change process needs to be devolved to, the school working in collaboration with the local community.

- The need to develop a CFS monitoring and evaluation framework, from the beginning, mirroring the Conceptual Framework – and to adopt a strategy of continuous results-oriented review, learning and action – as part of continuous improvement process – with a major emphasis on LEARNING.
Attachment 3

Key Documents


1 PROJECT PURPOSE: CFS CAPACITY BUILDING

1.1 Clarification Project Goal, Purpose and Specific Objective

That while the overall goal of the project is:
- To contribute to improvements in equitable access to quality primary education Vanuatu

And the project purpose is:
- To promote the development of inclusive, child-centred primary schools in Vanuatu, by launching a continuous locally-driven child-friendly-referenced school improvement program

the specific objective is:
- To create build the capacity of stakeholders (in terms of knowledge, skills, attitudes) and system support mechanisms, at school, community, provincial and national levels, i) plan CFS improvement; ii) enhance the child-friendliness of schools and iii) monitor the impact on student enrolment, participation, completion and learning achievement.

Accordingly, the immediate task of UNICEF support over 2008-09 is the development of a CFS Capacity Building Strategy.

1.2 Project Focus: Inclusion of the Excluded

That the ultimate beneficiaries of the project are children who are currently excluded from basic education, whether this be a question of limited access, limited participation, limited completion or limited learning achievement, and that project decision-making, given limited resources, be referenced to this group.

That the feasibility of providing a package of additional resources to a select number of particularly disadvantaged schools, be explored.

1.3 Local Participation, Collaboration, Capacity Building Ownership

That the project process continue to place a major emphasis on multiple stakeholder participation and collaboration with a view to capacity building and local ownership.

1.3 CFS Reference Group

That CFS Reference Groups for each CFS pillar be established to guide the development of CFS resources / processes, and ensure coordination with related efforts at national level.

That the CFS Reference groups include both provincial and national level stakeholders, government and non-government - including representatives of key areas, such as VITE, curriculum, inspections, examinations, planning, chiefs, churches, youth, women, health, protection - as appropriate.

1.4 Quality Framework

That project monitoring include compliance with the Quality Framework (Principles Guiding CFS Development), alongside monitoring implementation progress and outcomes.

1.5 CFS Indicators and Standards

That the CFS indicators/standards/rubric be further refined in the context of the Pillar Module development and again reviewed (with further revision as appropriate) at the end of 2009.

That greater specificity be provided in indicators related to school infrastructure, textbooks quantity / quality, teaching & learning processes, and water and sanitation facilities, so that self-assessment results can provide more detailed feedback for provincial and national planning purposes.
1.6 CFS Pilot and Cluster School Model
That the role of the Pilot schools be further clarified—and that this include the provision of venues for trialling CFS development processes and as lead schools providing training support for other cluster schools.

1.7 School/Community Mapping Process - Identification of Excluded Groups
That immediate priority in 2008 be given to the conduct of a school/community mapping exercise, to identify the number of out-of-school children (whether these be never enrolled children or recent school drop-outs), their location, factors contributing to their out-of-school status and to develop joint school-community strategies to include each and every one.

That a School/Community Mapping Strategy be developed in Quarter 1 2008 and trialled in one set of school communities, prior to the extension to all Tafea schools.

That specific consideration be given to gender differences in numbers of out-of-school children, location, contributing factors and solutions.

That implementation of the School / Community Mapping exercise involve Zone Facilitation Teams, teachers, chiefs and community volunteers.

That the process include the collection of local stories of out-of-school children and dropouts, for and eventual successful inclusion strategies, inclusion in Training Materials, that a Provincial Report on Out-of-School Children be compiled for presentation and discussion at a provincial Stakeholder Workshop, including participation of MOE representatives.

1.8 Gender Review
That a dedicated review be conducted on the gendered aspects of inclusion / exclusion in relation to access, participation, retention, completion, learning, transition to secondary.

1.9 Baseline Data – Education Outcomes for Children
That a set of 2007 VEMIS data be generated for each school in Tafea including: enrolment, attendance, repetition (by grade), drop-out (by grade), primary completion, transition to secondary (all disaggregated by gender) by March 2008

That this data be analysed at the school/community level in the context of the CFS school improvement planning – with targets set for annual improvement

That a basis for monitoring change in learning achievements at the end of grades 6 be established.

1.10 School CFS Self-Assessment
That the school self-assessment process be revised, based on feedback from the Trial, and documented in a CFS Self Assessment Manual, incorporating the following adjustments:

Tools
- That self-assessment report document the ‘type of evidence’ that has been referred to confirm the CFS status nominated (especially ‘standard achieved – 4’) be documented
- That ‘standard achieved’ status be confirmed and examples of ‘good practice/ successful strategies’ be collected for inclusion in the CFS Manuals
- That questions for children and drop-outs be modified (and reduced) so they are more explicitly aligned to indicators

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That a School Self-Assessment booklet be prepared, that enables schools to record and compare CFS status over a five year period.

That a set of re-useable plastic charts be prepared and distributed to each school (one per CFS Pillar) for comparative recording (and display) of CFS Status in Graph form over several years.

Process (to be reviewed)

That 4 school training clusters be established (2 anglophone and 2 francophone).

That an initial awareness be provided, at a central location in each training cluster, for 5-6 participants from each school in the cluster – including: HeadTeacher, 1 other teacher and 3-4 x community (1 x chief, 1 x women’s rep; 1 x School Committee chair-person; 1 x youth rep). That four school self-assessment Facilitation teams be established, including 2 ZCAs and 4 other partners – with female as well as male members.

That three days be allocated to this training: 1 day x Introduction to CFS; 1 day x Self-Assessment process and analysis; 1 day x school improvement planning) {NB. An extra 1-2 days could be added to this training session to enable planning for the school-community mapping}.

That school facilitation teams return to their schools after the initial awareness to i) implement the school community mapping and ii) provide CFS awareness and facilitate the self-assessment process at local level, with representation from all school catchment villages.

That schools budget provision of ‘refreshments’, to encourage attendance of representatives from more remote communities.

That cluster school self assessment be conducted in a phased manner so that Facilitation teams can participate at each school as ‘critical friends’ and observers.

1.11 School Child-Friendly Improvement Planning Process

Based on analysis of the School-Community Mapping exercise, analysis of their education data for children and school self-assessment outcomes, that ZCAs support and pilot the development of a CFS School Improvement Planning process, including baseline, targets for improvement over five years, annual milestones, priorities and strategies.

1.12 School Management Information System

That the effectiveness and sustainability of the SMIS be assessed in the pilot schools and pending positive outcome, that the SMIS be extended to all other schools in Tafea.

1.13 School Committee Training

That Schools/Communities review the operations and membership of their School Committees, to ensure inclusion of representation from each village, and equal male/female membership.

That CFS training be provided to School Committee members.

1.14 CFS Development Manual

That CFS Manuals be developed for each of the CFS pillars, drawing on available resources such as the UNESCO Toolkit for Inclusive and Learner-Friendly Environments, UNICEF New York-developed manuals and existing CFS manuals from other countries.

That Reference Teams be established for the development of each Pillar Manual, with involvement from National Level Resource persons and overseen by CFS National Reference Group.

That teachers be involved in manual development - That manuals include local anecdotes, stories and examples of good CFS practices progressively collected from local contexts - That manuals include a set of topics related to each pillar indicator, case-studies, activities, guidelines, etc.
1.15 Manual Development / Training Cycle...

Reference Grp

Monitoring & Evaluation

Data collection

Implementation

Manuals

School/Community Training

Provincial Planning

Zone Cluster Training

1.16 CFS Advocacy / Communication / Awareness Strategy

That specific support be provided to develop a CFS Advocacy, Communication, Awareness Package including use of radio, posters, other.

1.17 Monitoring and Evaluation: learning, knowledge sharing and continuous improvement

That the effectiveness of all processes (including self/community self-assessment, school development planning, school-community mapping, pilot/cluster school training model) and resources be closely monitored over 2008-09, within the involvement of local stakeholders and the Reference Groups.

2 CFS CAPACITY BUILDING Isabel Schools

2.1 Phased Approach to Tafea Capacity Building

That a phased approach to CFS awareness / capacity building for Tafea schools and communities be implemented, over a 24 month period - during non-teaching periods (March, June/July, September, December/January) covering all six CFS pillars.

That Zone-based CFS Training teams be established – involving ZCAs, teachers from Pilot Schools, other identified teachers and local partners – including up to 12 trainers per Zone

That CFS training be conducted at individual school levels and involve representatives from school catchment villages

3 Integration at National Level

3.1 System Support

That a review of education system structures, policies and processes be conducted to assess the implications of CFS principles for adjustment.

3.2 Harmonisation of ‘Child-Friendly School Development’ and ‘Health-Promoting Schools’

That MOE and Ministry of Health initiate a dialogue early in 2008 to review the similarities, overlaps, and differences between the Child-Friendly School approach and ‘Health-Promoting Schools’ approach – and to reach agreement on how the two approaches may be harmonised.
3.3 Integration within IOE

Those representatives of VITE participate in the CFS Reference Group and in specific Pillar Manual Development teams, with a view to introducing the CFS approach within VITE pre-service teacher and future in-service training programs.

That a CFS Capacity Building / Coordination Unit be established within VITE.

4. EXPANSION TO OTHER PROVINCES

4.1 Expansion to other Provinces

That prepare for expansion of CFS to other provinces be initiated in 2008, including:

- Short-duration participation of ZCAs/PEOs from other provinces in various CFS development activities in Tafea during 2008
- Provincial CFS awareness workshop in Penama and limited trial – 3-4 schools. (NB. Penama has been suggested given re-location of Tafea ZCA to Penama, PEO support and co-existence of PRIDE-supported inclusive education initiative.)
- Conduct of a national level CFS Workshop at the end of 2008 to provide awareness to representatives from other provinces on CFS achievements to date, to confirm interest to adopt the approach and to develop a strategy for launching CFS in a phased manner (one possibility is presented below).

5. CFS MANAGEMENT, COORDINATION, MONITORING, KNOWLEDGE SHARING

5.1 Appointment of Provincial Counterpart for UNICEF CFS Project Officer

That a Provincial CFS Coordinator be appointed from the commencement of 2008 in Tafea.

5.2 Provision of Technical Support for CFS Consolidation

That UNICEF continue to provide technical support to CFS development during 2008-09, with a major emphasis on quality control, particularly with regard to: School / Community Mapping; CFS Indicators/Standards/Rubric; School/Community self-assessment; CFS School Improvement Planning; CFS Resource and Manual Development; CFS Monitoring and Evaluation and Reporting

5.3 CFS Coordination - Harmonisation with Related Developments at the National Level

That a CFS Coordination Committee be re-established and meet quarterly to review progress and ensure harmonisation of CFS activities in Tafea with related developments at the national level within MOE, within the Ministry of Health, within other UNICEF-supported programs (ie. Child Protection) and with other partners

5.4 Monitoring and Evaluation

That a comprehensive participatory M&E strategy be implemented as part of a continuous improvement process with a major emphasis on learning and action – focusing on the relationship between processes, contexts and results at different levels

That the first self-assessment in each school provide a baseline for monitoring change

5.5 Knowledge Sharing

That the feasibility of establishing a Pacific a CFS web-site be established, containing resources, as these are developed, and documenting achievements.

That ni-Vanuatu CFS representatives participate in the annual UNICEF regional CFS workshops
### Attachment 5 - PRIORITIES FOR SUPPORT (2007) - Identified on basis of Trial school-Self-Assessment in 12 'Light-house' schools

<table>
<thead>
<tr>
<th>Priorities Identified</th>
<th>Inclusive, Child-Seeking, Responsive to Diversity</th>
<th>Gender-Responsive</th>
<th>Health-Promoting</th>
<th>Safe, Protective</th>
<th>Child-centred Teaching / Learning</th>
<th>Community Partnership</th>
<th>Leadership, Management, Planning, Monitoring,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Training / Awareness</td>
<td>Documentation of Gender Policy Gender Training / workshop on lids Establishment blong gender-sensitive student counselling body Establishment blong gender-disaggregated school data</td>
<td>School Health policies regular school visits by health workers specialist check-up (eye, teeth) updated student medical records in skul ongoing school health program</td>
<td>Concrete classrooms Fencing blong school yard Standard school policy MOE / PEO Standard classroom felem ratio (35) Enforcement Teachers Code of Conduct</td>
<td>Multi-level teaching strategies School library CFR (French Reading Program) Expansion of SMIS</td>
<td>Fulap community awareness Monitoring community partnerships Continuing school/community self-assessment Strengthenem school / home communication</td>
<td>Leadership training for school committee; community and students Standard policy blong province long school leadership/ management Community leaders involvement in School Committee and PTA</td>
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#### 1. Resources Needed - to be developed

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<tbody>
<tr>
<td>(or procured / supplied)</td>
<td>Water Tanks/Toilets First Aid Kits</td>
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#### 2. CFS-related Information, Data, Research, M&E, Communication, Advocacy

<table>
<thead>
<tr>
<th>School-Community Mapping Out-of-School Children</th>
<th>Gender-specific CFS Study</th>
<th>CFS Communication / Advocacy Package</th>
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| Gender-Disaggregated Data on Enrolment, Progression, Retention, Drop-out x Grade x School, AND Primary completion | Gender-Disaggregated Data on Enrolment, Progression, Retention, Drop-out x Grade x School, AND Primary completion | Gender-Disaggregated Data on Enrolment, Progression, Retention, Drop-out x Grade x School, AND Primary completion | Gender-Disaggregated Data on Enrolment, Progression, Retention, Drop-out x Grade x School, AND Primary completion | Gender-Disaggregated Data on Enrolment, Progression, Retention, Drop-out x Grade x School, AND Primary completion | Gender-Disaggregated Data on Enrolment, Progression, Retention, Drop-out x Grade x School, AND Primary completion |

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20
### Attachment 5 - PRIORITIES FOR SUPPORT (2007) - Identified on basis of Trial school-Self-Assessment in 12 'Light-house' schools

<table>
<thead>
<tr>
<th>3. Capacity Building - CFS Awareness, Skills, Knowledge School/ Community Level</th>
<th>Inclusive, Child-Seeking, Responsive to Diversity</th>
<th>Gender-Responsive</th>
<th>Health-Promoting</th>
<th>Safe, Protective</th>
<th>Child-centred Teaching / Learning</th>
<th>Community Partnership</th>
<th>Leadership, Management, Planning, Monitoring,</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Inclusive Education In-service Training</td>
<td>Gender-Responsive Education I/S Training</td>
<td>Health, Safety, Protection Training First Aid Training and for Teachers</td>
<td>Safety/Protection Training</td>
<td>Child-Centred Teaching / Learning Multi-level Teaching</td>
<td>Community Partnership Education Training School Council Handbook</td>
<td>CFS Self-assessment School Improvement Planning School Committee Management</td>
</tr>
</tbody>
</table>

**Recurrent**
- Classroom Infrastructure
- Train untrained Teachers
- ZCA Transport

**LINKS & Partners**
- VEMIS
- Inclusive Education (PRIDE)(Penama)
- Vanuatu Disability Society
- National Council of Women
- Department of Women
- Women’s Crisis Centre
- Health Program (CDU)
- Health Promoting Schools
- Oil nurse often visit our schools
- Vanuatu Sport for Development Program
- Pacific Children’s Program (PCP) Child Protection
- Health Promoting Schools Insurance
- Family Life Education (FLE) Police
- Outcomes-based curriculum
- Inclusive Ed Project Penama (PRIDE)
- CAPS
- PCP (Pacific Children’s Program)
- AUF
- Family Life Program
- Vanlep
- Vernacular
- Vanuatu Cultural Centre
- Provincial Education Board (PEB)
The Human Rights Based Approach to Development Cooperation
-Towards a Common Understanding Among UN Agencies

Introduction
The United Nations is founded on the principles of peace, justice, freedom and human rights. The Universal Declaration of Human Rights recognizes human rights as the foundation of freedom, justice and peace. The unanimously adopted Vienna Declaration and Programme of Action states that democracy, development, and respect for human rights and fundamental freedoms are interdependent and mutually reinforcing.

In the UN Programme for Reform that was launched in 1997, the Secretary-General called on all entities of the UN system to mainstream human rights into their various activities and programmes within the framework of their respective mandates.

Since then a number of UN agencies have adopted a human rights-based approach to their development cooperation and have gained experiences in its operationalization. But each agency has tended to have its own interpretation of approach and how it should be operationalized. However, UN interagency collaboration at global and regional levels, and especially at the country level in relation to the CCA and UNDAF processes, requires a common understanding of this approach and its implications for development programming. What follows is an attempt to arrive at such an understanding on the basis of those aspects of the human rights-based approach that are common to the policy and practice of the UN bodies that participated in the Interagency Workshop on a Human Rights based Approach in the context of UN reform 3-5 May, 2003.

This Statement of Common Understanding specifically refers to a human rights based approach to the development cooperation and development programming by UN agencies.

Common Understanding

1. All programmes of development co-operation, policies and technical assistance should further the realisation of human rights as laid down in the Universal Declaration of Human Rights and other international human rights instruments.

2. Human rights standards contained in, and principles derived from, the Universal Declaration of Human Rights and other international human rights instruments guide all development cooperation and programming in all sectors and in all phases of the programming process.

3. Development cooperation contributes to the development of the capacities of ‘duty-bearers’ to meet their obligations and/or of ‘rights-holders’ to claim their rights.

A set of programme activities that only incidentally contributes to the realization of human rights does not necessarily constitute a human rights-based approach to programming. In a human rights-based approach to programming and development cooperation, the aim of all activities is to contribute directly to the realization of one or several human rights.

*Developed at the Inter-Agency Workshop on a human rights-based approach in the context of UN reform, 3 to 5 May 2003.
Human rights standards contained in, and principles derived from, the Universal Declaration of Human Rights and other international human rights instruments guide all development cooperation and programming in all sectors and in all phases of the programming process. Human Rights principles guide programming in all sectors, such as: health, education, governance, nutrition, water and sanitation, HIV/AIDS, employment and labour relations and social and economic security. This includes all development cooperation directed towards the achievement of the Millennium Development Goals and the Millennium Declaration. Consequently, human rights standards and principles guide both the Common Country Assessment and the UN Development Assistance Framework.

Among these human rights principles are: universality and inalienability; indivisibility; interdependence and inter-relatedness; non-discrimination and equality; participation and inclusion; accountability and the rule of law. These principles are explained below.

- **Universality and Inalienability**: Human rights are universal and inalienable. All people everywhere in the world are entitled to them. The human person in whom they inhere cannot voluntarily give them up. Nor can others take them away from him or her. As stated in Article 1 of the UDHR, “All human beings are born free and equal in dignity and rights”.

- **Indivisibility**: Human rights are indivisible. Whether of a civil, cultural, economic, political or social nature, they are all inherent to the dignity of every human person. Consequently, they all have equal status as rights, and cannot be ranked, a priori, in a hierarchical order.

- **Inter-dependence and Inter-relatedness**: The realization of one right often depends, wholly or in part, upon the realization of others. For instance, realization of the right to health may depend, in certain circumstances, on realization of the right to education or of the right to information.

- **Equality and Non-discrimination**: All individuals are equal as human beings and by virtue of the inherent dignity of each human person. All human beings are entitled to their human rights without discrimination of any kind, such as race, colour, sex, ethnicity, age, language, religion, political or other opinion, national or social origin, disability, property, birth or other status as explained by the human rights treaty bodies.

- **Participation and Inclusion**: Every person and all peoples are entitled to active, free and meaningful participation in, contribution to, and enjoyment of civil, economic, social, cultural and political development in which human rights and fundamental freedoms can be realized.

- **Accountability and Rule of Law**: States and other duty-bearers are answerable for the observance of human rights. In this regard, they have to comply with the legal norms and standards enshrined in human rights instruments. Where they fail to do so, aggrieved rights-holders are entitled to institute proceedings for appropriate redress before a competent court or other adjudicator in accordance with the rules and procedures provided by law.

Programmes of development cooperation contribute to the development of the capacities of duty-bearers to meet their obligations and of ‘rights-holders’ to claim their rights.

In a HRBA human rights determine the relationship between individuals and groups with valid claims (rights-holders) and State and non-state actors with correlative obligations (duty-bearers). It identifies rights-holders (and their entitlements) and corresponding duty-bearers (and their obligations) and works towards strengthening the capacities of rights-holders to make their claims, and of duty-bearers to meet their obligations.
Implications of A Human Rights Based Approach to Development Programming of UN Agencies

Experience has shown that the use of a human rights-based approach requires the use of good programming practices. However, the application of “good programming practices” does not by itself constitute a human rights-based approach, and requires additional elements.

The following elements are necessary, specific, and unique to a human rights-based approach:

a) Assessment and analysis in order to identify the human rights claims of rights-holders and the corresponding human rights obligations of duty-bearers as well as the immediate, underlying, and structural causes of the non-realization of rights.

b) Programmes assess the capacity of rights-holders to claim their rights, and of duty-bearers to fulfill their obligations. They then develop strategies to build these capacities.

c) Programmes monitor and evaluate both outcomes and processes guided by human rights standards and principles.

d) Programming is informed by the recommendations of international human rights bodies and mechanisms.

Other elements of good programming practices that are also essential under a HRBA, include:

1. People are recognized as key actors in their own development, rather than passive recipients of commodities and services. (Local ownership)

2. Participation is both a means and a goal. (Participation)

3. Strategies are empowering, not disempowering. (Empowerment)

4. Both outcomes and processes are monitored and evaluated. (Process & outcome M&E)

5. Analysis includes all stakeholders. (Inclusive)

6. Programmes focus on marginalized, disadvantaged, and excluded groups. (Rights realization)

7. The development process is locally owned. (Local ownership)

8. Programmes aim to reduce disparity. (Disparity Reduction)

9. Both top-down and bottom-up approaches are used in synergy. (Interactive planning)

10. Situation analysis is used to identify immediate, underlying, and basic causes of development problems. (Responsive to context)

11. Measurable goals and targets are important in programming. (Realistic targets)

12. Strategic partnerships are developed and sustained. (Partnerships)

13. Programmes support accountability to all stakeholders. (Accountability)
QUALITY PRINCIPLES UNDERPINNING CFS DEVELOPMENT

Human rights, particularly the rights of children and women, are fundamental to the work of UNICEF, which is mandated to advocate for the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential." The Convention on the Rights of the Child (CRC), is UNICEF’s frame of reference. Furthermore, human rights principles guide UNICEF programming. These principles include the four foundation principles of the CRC: non-discrimination; the right to life, survival and development; the best interests of the child; and respect for the views of the child.

A Human Rights-based Approach (HRBAP) has specific requirements, namely:

a) identification of those groups whose rights are being denied and the factors contributing to the non-realization of rights;

b) assessment of the capacity of ‘duty-bearers’ to assist in fulfilling the rights of targeted groups;

c) development and implementation of programs to build the capacity of rights-holders to claim their rights, and of duty-bearers to fulfill their obligations.

d) monitoring and evaluation of both outcomes and processes guided by human rights principles and commonly held understandings of good development practice. (See Attachment 1).

Accordingly, the development of a set of agreed ‘human-rights referenced’, good practice principles can provide a framework for program planning, monitoring and evaluation.

Attachment 7
QUALITY PRINCIPLES UNDERPINNING CFS DEVELOPMENT

<table>
<thead>
<tr>
<th>Overarching human-rights-based approach</th>
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<tbody>
<tr>
<td>• Identification of children whose rights to quality education are denied - Identification of contributing factors</td>
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<tr>
<td>• Development of strategies to overcome constraints –</td>
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<tr>
<td>• Assessment of the capacity of stakeholders and education system to support CFS development</td>
</tr>
<tr>
<td>• Implementation of capacity building program including integration of CFS in education system</td>
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<tr>
<td>• Monitor and evaluate both quality of processes &amp; outcomes achieved guided by human rights standards and principles.</td>
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<table>
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<tr>
<th>Accountability</th>
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<tr>
<td>• Through demonstration of quality of processes implemented &amp; results achieved</td>
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<tr>
<th>Alignment with National Priorities</th>
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<tbody>
<tr>
<td>• Both ensuring national Priorities are integrated in CFS model and identifying CFS-related gaps within national plan</td>
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<tr>
<th>Disparity Reduction</th>
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<tr>
<td>• Major focus on the most vulnerable, disadvantaged, excluded (children, schools, communities) &amp; responding accordingly</td>
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<tr>
<th>Local Relevance: Responsiveness to Context–</th>
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<tbody>
<tr>
<td>• CFS development based on analysis of local constraints to inclusive quality education (school/community mapping)</td>
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<tr>
<td>• Supporting school/community CFS self-assessment, planning – tailoring support to locally-identified priorities</td>
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<tr>
<th>Gender- Sensitivity</th>
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<tbody>
<tr>
<td>• Gender-responsiveness integrated in CFS conceptual framework - Ensuring gender disaggregation of all data with analysis of the same - Ensuring adequate representation of men and women in CFS development activities</td>
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<thead>
<tr>
<th>Local Ownership &amp; Broad Participation</th>
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<tbody>
<tr>
<td>• Adopting strategies that explicitly seek to involve and empower school &amp; community stakeholders to work in partnership to locally plan, implement and monitor school improvement - Facilitating a participatory process to develop CFS vision</td>
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<thead>
<tr>
<th>Fostering Partnerships: Coordination &amp; Collaboration with multiple stakeholders</th>
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<tbody>
<tr>
<td>• Involving all relevant stakeholders in CFS development – building partnerships across ministries, between national, provincial &amp; local levels, between government and non-government stakeholders, between school and communities</td>
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<tr>
<th>Simplicity</th>
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<tr>
<td>• Working to ensure terminology/language and processes are as simple as possible</td>
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<tr>
<td>• Training Resources to be appropriately designed for environments of limited reading &amp; significant oral/aural traditions</td>
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<th>Interactive Planning</th>
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<tr>
<td>• Promoting a combination of top-down and bottom-up planning</td>
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<th>Integration &amp; Institutionalisation</th>
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<tr>
<td>• Examination of the ‘child-friendliness’ of national education system policy, plans, processes – development CFS integration strategy.</td>
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<th>Results-based Approach</th>
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<td>• Participatory development of a clearly defined realistic Results Framework –Aligning activities supported to results targeted</td>
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<tr>
<td>• Being realistic about results targeted given available resources – phasing and prioritising</td>
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<td>• Progressive monitoring of the quality of and relationships between processes and results</td>
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<th>M&amp;E, Continuous Improvement, Information Sharing</th>
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<td>• Development of comprehensive M&amp;E plan at the outset - Establishing baseline data</td>
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<tr>
<td>• Promoting participatory approach - Including multiple methods &amp; perspectives</td>
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<td>• Progressively document good practices at school/community level &amp; disseminate widely</td>
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<th>Capacity Building and Empowerment</th>
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<tr>
<td>• Major emphasis on capacity building (individual and institutional), ‘development of CFS Resource Package</td>
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<tr>
<td>• Capacity building will be supported by participatory approach, training, teacher exchanges, amongst other</td>
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Yes
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to
CFS
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