

CHILD – FRIENDLY SCHOOLS



QUALITY OF EDUCATION

The Voices of Child-Friendly Schools

“The education methods of child-friendly schools are a form of quality education in China, designed to empower children and allow them to develop in a well-rounded and holistic manner.”

Zheng Zengyi, Senior Official, Chinese Ministry of Education, 27 September 2006

“Child-friendly schools can be a model for many countries in the region, a model that we should support and expand with all education development partners.”

Leila Pakkala, UNICEF Representative in Mozambique, 21 August 2006

“The difference is really stark between your average school and a school that is really moving along a child-friendly path. Not only school officials but parents also are beginning to see the difference. Children themselves come out of these schools much more confident and have learned a lot more, they can express themselves more clearly. There is a great deal of all-round development in the schools for facilitated learning and providing for all the needs of children. It’s a major shift in thinking, really, in what schools are for and how they should be organized.”

Cream Wright, Global Chief of Education, 10 August 2006

“The most remarkable contribution of UNICEF is the extended definition of ‘quality’, which is not just about pedagogy in the classroom process, but about the whole school environment and about the links between schools and communities. It’s about the way schools are managed, the way the classroom process takes place, the way children are treated.”

Cream Wright, Global Chief of Education, GAP report, November 2005

“Better schools not only help each and every child to develop their abilities; they are also the most sustainable investment in the development of society.”

Changu Mannathoko, UNICEF’s Regional Education Advisor for Eastern and Southern Africa, 20 May 2005

“The first strong message is the need to take bold measures to try to inject a critical burst of momentum – most obviously in encouraging governments to abolish school fees, but also in introducing a so-called ‘essential learning package’ in which a country is blitzed with the basic resources needed for education (the strategy put 5 million children in school in two years in Afghanistan). Wright’s second lesson is the need to ‘work smart’, ensuring, for example, that “child-friendly schools” with well-trained teachers are standard.”

Cream Wright, Global Chief of Education, Guardian Newspaper, 6 September 2005

“No child in Africa, and in fact anywhere in the world, should be denied education. I know that we can reach this goal. By pooling our different strengths and assets and through strong partnerships with government, business and civil society, we can make a difference. I am launching a worldwide fundraising Campaign for Schools in Africa led by the Nelson Mandela Foundation, UNICEF and the Hamburg Society for the Promotion of Democracy and International Law. The funds raised will, in the initial phase, support the creation of Child-Friendly Schools in South Africa, Angola, Malawi, Mozambique, Rwanda and Zimbabwe. The schools will focus on improving access specifically for girls, orphans and vulnerable children. So much is already being done to improve the life opportunities for children in Africa. This campaign will enhance and strengthen those efforts.”

Nelson Mandela for Schools for Africa, 6 December 2004