

**Evolving
Child-friendly Schools
through
child-led processes**



Save the Children

Manual for

Evolving

Child-friendly Schools

through

child-led processes



Save the Children

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CONTENTS

1. Background and Context	2
2. Understanding ‘Child-led Child-friendly school’ and the framework	2
3. Developing a child-friendly school: Process Overview	3
4. Modules for evolving Child-led Child-friendly Schools	4
Step 1 : Constituency Building	4
Step 2 : Meaningful Child Participation	5
Step 3 : Child-led Process	6
Step 4 : Interpreting Child-led Indicators	8
Step 5 : Organising Indicators	9
Step 6 : Prioritisation of indicators	10
Step 7 : Sharing Outcomes	11
Step 8 : Action Plan	12
Step 9 : Creating Visibility	13
Step 10 : Monitoring and Sustaining Model Child-friendly Schools	13
5. A Child-friendly School in the making: From Training to Reality	13
6. Conclusion	16
APPENDICES	
1. Process Outline	17
2. Guidelines for identifying the school to work with	18
3. School mapping tool	19

BACKGROUND AND CONTEXT

Making schools more likeable for children ensures overall improvements in the school in line with children's own expectations. As a result, children are more attracted to the school with greater sense of ownership with the school. Issues such as absenteeism and dropout are effectively addressed through Child-friendly School Initiatives. This is the 'Child-led Child-friendly Schools' process where children are involved in defining what is child-friendly and what more is required to make their school more child-friendly. In developing child-friendly schools in a post-emergency context, the Tsunami Rehabilitation Programme has been able to draw from the rich experience of Save the Children's work in India particularly in Andhra Pradesh. Evolving a useful framework to organise children's ideas and demands for 'Child-friendly school' was a unique contribution of the Tsunami Response Programme.

At the outset of the Education work, preparatory workshops were held with the 5 pilot partners in North Tamil Nadu from December 2006 which shaped a framework early in 2007 for defining and developing child-friendly schools. This was followed by a workshop in May 2007 to equip the partners with the understanding of 'Child-friendly schools, and Child-led processes' along with the methods for developing tools and piloting the same through the 5 partners. During the June-August piloting phase, partners were supported in developing 1-2 model child-friendly schools in their operational areas. The learning from this phase enabled tools to be developed and training and support to be provided to a wider number of partners. This enabled all TRP education partners to adopt the "Child-led process for developing child-friendly schools", reaching across the Tsunami affected areas of Andhra Pradesh, Tamil Nadu and Andaman and Nicobar Islands and the partners of Save the Children, Finland, by December 2007.

The tool-kit encompasses the methods, learning and some resources to enable schools to work towards becoming child-friendly and this manual is aimed to guide schools through the process

Understanding 'Child-led Child-friendly school' and the framework

A Child friendly school is one which demonstrates that it satisfies criteria in areas such as Learning environment; Infrastructure; Teacher-Student Relationship, Teaching-Learning Methods, Community and Parental involvement and Management of Resources.

Child-led processes: Within these broad areas, for each school, children's priority needs are developed. This agreed upon list helps to define, measure, monitor and guide the school towards becoming more Child-friendly. The expectations of children would be evolved through a guided process by children, parents, community members and school staff. They would then be grouped in the framework to ensure that they reflect a balance across the five components.

It is clear that in different communities and contexts a school will have different aspects which will make it child-friendly and that this will change over time. The vital aspect of this is that it is developed through in a process which is led by children and includes all

stakeholders so that it is relevant to each school and everyone feels that they play a part in making their school child friendly.

Framework for child-friendly schools: To guide the process of defining how a school is Childfriendly, Save the Children developed a framework of 5 broad areas in which a school should be Child Friendly. The Framework is used to identify the factors relevant to context of each specific school and is intended as the basis of a monitoring tool over time.

Framework for child-friendly schools:

My School is Child Friendly				
Safe and violence free Environment	Minimum standards of physical infrastructure	Child centred, inclusive teaching and learning	Community and parental involvement	Effective and participatory school management
✓	✓	✓	✓	✓

Developing a child-friendly school Process Overview

Step 1: Constituency Building: Talk with the adult stakeholders in the community, especially with parents and family members about why a school should be child-friendly, how they will be involved, why it is important to listen to children on the ways they see to make the school child-friendly and discuss how they can all work together to achieve this

Step 2: Meaningful Child Participation: Talk with the children about the process and define how to work together to develop their vision of their child-friendly school

Step 3: Child-led Process: Work with the children in small groups according to age and gender to identify the child-friendly elements for their school. This should be done through a variety of methods, such as drawing a dream school, playing games showing good factors in a classroom, role play and other methods

Step 4: Interpreting Child-led Indicators: Talk with the children and get them to explain whatever they have depicted. It is important to understand what exactly they have in mind in terms of the indicators.

Step 5: Organising Indicators: Group the indicators in the framework to ensure that there is a balance across the indicators.

Step 6: Prioritisation of indicators: Using ranking tools such as bindis, post-it notes or other games, to involve each child in identifying the top priorities

Step 7: Sharing Outcomes: Share the outcomes of the exercise with the adults

Step 8: Action Plan: Agree upon an action plan to make the key changes

Step 9: Creating Visibility: The framework should be openly on display in the school so that all can see what the indicators are which have been developed

Step 10: Monitoring and Sustaining Model Child-friendly Schools: Periodic monitoring is done through children’s committee in collaboration with school Head Teacher, Child Protection Committee and Parent Teacher Association members

Evolving Child-led Child-friendly Schools - The Module

Step I: Constituency Building:

Objective of step I

- Introducing the process to the adult stakeholders to provide clarity on the need for child-friendly schools and value of child-led process
- Obtaining parents' agreement to involve their children in the child-led processes
- Ensuring ownership for the creation of model child-friendly schools by maximising the scope for adult involvement

Method/activity

Interactive meeting with the parents or a role-play or skit for the parents

Duration: 30 minutes minimum

Materials/resources required

- Child-friendly schools poster
- Slides with pictures of similar process
- If a short version of the video document of child-led process
- Leaflet /information papers with the framework

Instructions to facilitator

The points presented below are of great relevance throughout the process

- Though it is difficult to rule out external disturbance in a village or field setting, try to choose a location that will be quiet
- Keep the meeting focused and short because it is difficult to keep the adult stakeholders interested for long because their time is limited amidst their responsibilities
- Be aware that the creating model child-friendly schools through child-led process is a new concept for the parents and community members. Be sensitive and allow time for the idea to be internalised. There may be expectations that the needs might be met by whoever is facilitating the process, however, it is essential to have parental and community involvement to ensure the longterm commitment to developing and sustaining a child-friendly school
- Avoid giving promises, specially since there might be expectations in terms of school infrastructure
- Be sure you are clear about what can be committed

Process:

Talk with the adult stakeholders in the community, especially with parents and family members about why a school should be child-friendly. Explain how they will be involved, why it is important to listen to children on the ways they wish to make the school child-friendly and discuss how they can all work together to achieve this.

Guideline for the process

Introduction 15 minutes

- Present what is a child-friendly school 15 minutes
- Give examples of successful models (Use relevant audio-visuals) 15 minutes
- Share the process and agree on steps to develop a plan for their school 15 minutes

Discuss what their plan should contain for the two days until the process is complete

Key stages in the process

- o Focus group discussions and activities with children
- o Interpretation, Organising and Prioritisation
- o Presentation to the parents and community
- o Agreeing a plan to make the school child-friendly

Step 2: Meaningful Child Participation:

Objective of step 2

- Introducing the process to children to prepare them to cooperate in the child-led process for child-friendly schools.
- Organising groups according to age, gender etc for activities

Method/activity

Short activity to introduce facilitators and children and the topic of child friendly schools, and how the process will take shape

Duration: 30 minutes approximately

Materials/resources required

- Child-friendly schools poster

Instructions to facilitators

The points presented below are of great relevance throughout the process

- No child should feel left out (Be specially sensitive to the needs of children from poor families; children with disabilities; single parent children and children who have lost both parents; children who might be discriminated on the basis of caste, language or religion; children who may be HIV affected and those whose parents may be HIV affected)
- Ensure that the process follows the Practice standards for child participation
 - o An Ethical Approach : transparency, honesty and accountability
 - o Children participation is relevant and voluntary
 - o A child friendly, enabling environment
 - o Equality of opportunity
 - o Staff are effective and confident
 - o Participation promotes the safety and protection of children
 - o Ensuring follow-up and evaluation

- As with the adults, be aware of outside disturbance and that if adults are observing to the children's activities it may influence their outputs. While it is difficult to ensure complete lack of intrusion, this should be minimised as far as possible

Process:

Talk with the children about the process and define how to work together to develop their vision of their child-friendly school

Step 3: Child-led Process:

Work with the children in small groups according to age and gender to identify the child-friendly elements for their school. This should be done through a variety of methods, such as drawing a dream school, playing games showing good factors in a classroom, role play and other methods

The entire process of evolving child-led indicators could be summarised as below

Content focus	Methodology options
1. Likes and dislikes in the school 2. Dream school 3. One thing they would like to change in the school	1. Games 2. Role play 3. Drawing 4. Mapping (Body map/ Space map)-Discussion 5. Brainstorming (Using case study, roleplay/post-its) 6. Focus Group Discussion

Objective of step 3

- From the children, explore the factors which will make the school child friendly. In order to explore in depth the areas where the school can be developed to become child friendly, the facilitators should work with the children in groups of no more than 10 according to age and gender. A variety of methods should be used, according to the age of the children. These methods are outlined below:

Method 1 (suitable for children aged 8 – 12)

- Methodology: Brainstorm 'likes and dislikes'
- Duration: 30 – 45 minutes depending on the attention span and external factors
- Materials required: Small strips of paper card or post-it notes

Process:

The facilitator should distribute strips to the children and ask them to write down the things they like and dislike on each paper. The children should write one point only per post it and put it on a chart. The facilitator then asks for 3 volunteers to come and read out to the rest of the participants. When the reading exercise completes, the facilitator asks the participants if they feel anything is common. Together the participants and facilitator agree that there are a lot of points that are common.

Instructions to the facilitators: *Explain the task clearly giving concrete examples*

Method 2 (suitable for children aged 5 - 8)

Methodology:	drawing a dream school
Duration:	30 – 45 minutes (depending on children's attention span and external factors)
Materials required:	Large flip chart paper, pens, post-it notes etc

Process:

The facilitator should explain clearly that the children should in their individual groups, draw a picture of their ideal or dream school. They should be encouraged to think of factors which are not just related to the school building, but the learning and teaching environment. The facilitator should distribute large flip chart paper to each group and give them time to draw. The facilitator should watch over the progress of the groups so that all children have a chance to express themselves and it is not a case that the stronger voices dominate the activity. However, the facilitator should take great care not to influence or suggest aspects of a dream school, beyond the initial briefing.

The facilitator should ask for one or two volunteers from the group to describe their dream school to all participants from the drawing. This activity can be done with a number of groups at the same time.

1. Role play

2. Mapping (Body map/ Space map)-Discussion

Method 3 (suitable for children aged 5 – 12)

Methodology:	mapping aspects of likes and dislikes in schools
Duration:	45-60 minutes depending on the attention span and external factors
Materials required:	Large pieces of flip chart paper with an outline of a person drawn on it

Process:

The facilitator should explain clearly that the children should in their group, mark things which make them happy or sad about going to school on the shape of the body on the paper. Things which make them happy should be in the heart area and things which make them sad should be near the feet. Post it notes can be used, or the children can draw directly onto the paper. In the area of the head the children should mark things they would like to change.

Again, the children should be encouraged to think of factors which are not just related to the school building, but the learning and teaching environment. The facilitator should watch over the progress of the groups so that all children have a chance to express themselves and it is not a case that the stronger voices dominate the activity. However, the facilitator should take great care not to influence or suggest ideas.

Depending on the age group the children may need support in recording in written form, the aspects which they express.

The facilitator should ask for three volunteers, one to describe what makes them happy, one for what makes them sad, and one to share what they would like to change.

Further Methods

These methods can be supplemented by activities such as role play, games, focus group discussions and telling stories according to the experience and suggestions of the facilitators.

Step 4: Interpreting Child-led Indicators:

Objective: To draw out key points; getting greater clarity and arriving at shared understanding

It is important to spend time after each activity to draw out the essential points which the methods bring out. If children have drawn their dream school, it is good to discuss with the children and request them to explain whatever they have depicted. It might be useful to use post-it notes to add explanations in the dream school

In case of a role play, the facilitator checks with the participants whatever they want to highlight as their likes and dislikes in their play. In a role-play performed by children in Arangankuppam village in Pulicat in the Tiruvalluvar district of Tamil Nadu, children presented a situation where they found it difficult to concentrate learning as it was sultry. They depicted a situation where they were very attentive.

Actual Interpretation: When asked what they wanted to convey through their role play, children explained that their class had a fan with no electricity connection. Because of this, they found it difficult to concentrate in the learning. Thus they represented the Need for a class room with provision for fresh air. Younger children were allowed to draw what they liked in their school. One child had drawn a flower and another child drew a chair. When they were asked what the drawings conveyed, children shared that they liked their school to have flowers and they wanted chairs

The following guidelines can be shared with the participants for them to better understand and internalise the principles behind interpretation and documentation of children's points

Guidelines for capturing points while working with children

DO's	DON'Ts
☛ Transcribe	☛ Translate
☛ Use Simple language	☛ Don't use Jargons / be too creative
☛ Use direct quotes from Children	☛ Don't use your own assumptions
☛ Ask the right questions to get the right answers	☛ Do not probe too much to get the answer you desire
☛ Write age, gender and geographical location	☛ Don't use stiff formal language
☛ Write only the facts	☛ Don't tamper with fact
☛ Be attentive - listen carefully	☛ Don't be distracted with outside surroundings / environment
☛ Be observant to the dynamics within any group discussion	☛ Ignore the group dynamics
☛ The person in charge of documenting should be an observer only	☛ Don't interfere in the discussion flow
☛ Document in a manner that is 'Child friendly' - easily understood	☛ Don't forget to mention the purpose of documenting the entire process - what the discussion is for etc.

Step 5: Organising Indicators:

Introduce the five-point framework for child-friendly school to the children. Encourage them to place their post-it notes under the relevant columns. This exercise helps in grouping the points. This is a step before prioritising as it would help in handling overlapping points. Organising indicators is a key step in understanding the requirements of a child-friendly school and internalising what a child-friendly school is. This step, when effectively done, helps in the next two steps viz. prioritisation, sharing outcomes, agreeing action plan, visibility creation and monitoring and sustaining model child-friendly schools. Grouping the indicators in the framework to ensure that there is a balance across the indicators. The facilitator can lead the discussion whenever there is difficulty in placing a particular point under a suitable heading

Methodology: Children coming around and grouping their points

Materials required:

A flip chart with the following template

Safe and protective environment	Minimum standards in physical infrastructure	Positive teacher-student relationship and participatory teaching - learning methods	Community and parental involvement	Effective management of resources

(To provide more explanation on what each title implies, examples are presented below)

Safe and violence-free protective environment	Minimum standards in physical infrastructure	Participatory Teaching and Learning	Community and parents' involvement	Effective management of resources
Examples only to provide clarity				
<ul style="list-style-type: none"> • Neither the teacher punishes nor children fight among themselves • Teachers use positive methods of discipline • School staff know how to identify safety risks broken equipment, stairs or paths 	<ul style="list-style-type: none"> • Safety of school building also ensuring air, light and space. • Functional toilet with regular water supply • Accessible (in terms of remoteness, by transport-disabled) 	<ul style="list-style-type: none"> • Teacher is warm in her approach • Learning is child focused and not teacher focused • Children are engaged in the learning process 	<ul style="list-style-type: none"> • The PTA is clear of the roles and responsibilities • Community cares for the school • Children feel that their parents and community are involved in improving the school 	<ul style="list-style-type: none"> • Available resources like time, teachers, facilities and materials are put to optimum use • Teachers feel motivated and valued in their work

Step 6: Prioritisation of indicators:

Using ranking tools such as bindis, post-it notes or other games, to involve each child in identifying the top priorities

Diamond Ranking Materials required:

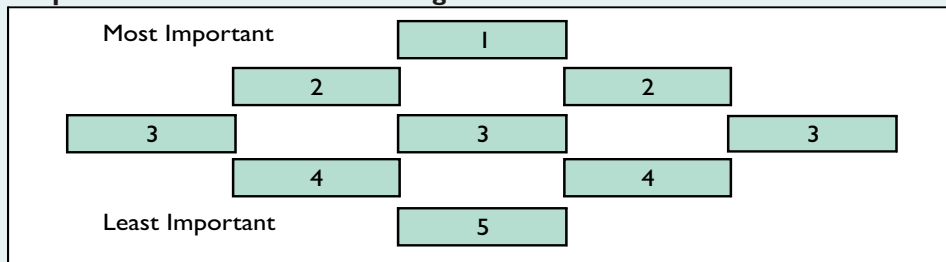
1. Post its
2. Diamond Ranking - Prepared chart

Duration: 20 minutes

Process

If post-it notes are used to get children's likes and dislikes about school. The diamond ranking chart as displayed below could be used. Children could be asked to place the post-it notes on the respective boxes as per their judgement on the importance

Prepared chart for diamond ranking



Prioritisation / Ranking using Bindis

If the facilitator uses a range of methods, then the points could be summarised and voting using bindis could be done as presented below. The below example is from the field work carried out at Kanathur Middle School during August CLCFS workshop.

Methodology: Voting / Ranking

Materials required

1. Prepared chart
2. Bindis
3. Making A Wish

Duration: 20 - 30 minutes

Process: The facilitator gives each child 3 bindis and asks them to place the bindis against the indicators on the list.

Notes to the facilitator

1. The facilitator has to carefully instruct the children to see the list carefully and keep the bindi against the point they consider important rather than go with what others think is important.
2. The facilitators has to tell the children to be patient and wait for their turn

Methodology: *Wishes Granted from a Fairy*

Duration: *15-20 minutes*

Materials required: Large pieces of flip chart paper with an outline of a person drawn on it

Process:

The facilitator can ask a child to volunteer to stand like a Fairy with magic power. The facilitator can then tell the children to ask for a blessing / wish for the school from the fairy

Notes to the facilitator:

- This exercise emerged in the field with the creativity of one of the facilitators in her exercise at Arangankuppam village Pulicat during the May 2007 CLCFS exercise. In Tamil it was called “*Samiyidam Varam Ketta*” which means asking for wishes from God. This exercise proved to be very novel and fascinating for children
- So as to encourage similar creative solutions in the field, this exercise is presented here. To ensure that the exercise does not get a religious colour, here the idea is modified here as ‘Fairy’. As per discretion, the facilitator can use or not use the exercise. If she or he decides to use it, it has to be made culture-specific and secular

Step 7: Sharing Outcomes :

WHAT THE CHILDREN WANTED	How many children voted (By using bindis)
1. Protective and natural environment.	19
2. Safe drinking water.	17
3. Upgrading to a high school	15
4. Smooth Relationship between students and teachers.	15
5. Compound wall.	15
6. School with a clean environment.	9
7. Trespassers and cattle should be avoided.	9
8. Unbroken furniture with desk.	9
9. Leveled Play Ground with play materials.	7
10. Electricity	7
11. Proper midday meals.	6
12. Better infrastructure.	5
13. Toilet facilities.	4
14. Ban the unhygienic food sold outside the school.	4
15. Dust bin and Garbage disposal arrangements	4
16. Lack of parents involvement in school activities	3
17. Tap facilities.	3

Share the outcomes of the exercise with the adults

Methodology: Role play / Presentation

Duration: 30-45 minutes

Materials required:

1. Flip chart
2. Black board

Process:

1. Assemble the adult stakeholders in the field
2. The key points / demands raised and agreed by children can be written on a chart / black board depending on the facilities in the field.
3. Children jointly present each outcome in a clear tone to the adults
4. If it is role play, support children to develop a play which would represent all the issues identified by them after prioritisation
5. When the presentation is complete, adults can be encouraged to seek clarifications and children.

Step 8 : Action Plan:

Agree upon an action plan to make the key changes

Methodology: Interactive meeting

Duration: 30-45 minutes

Materials required:

1. Prepared flip charts where adults can sign up
2. Facilities and a person in charge to document

Process:

The facilitator can facilitate a process in which children get adults' commitments on how needs could be met. In a typical situation, committees comprising of adults and children are constituted

Structures that might support

1. Child Protection Committee /Village based Parents' group
2. Child Rights Club / Children's Collectives / Children's Parliaments

Points to be kept in mind: The following table could be used to arrive at an action plan

Tasks	Person Responsible		Timeline
	Adults	Children	

Step 9: Creating Visibility:

The framework should be openly on display in the school so that all can see what the indicators are which have been developed.

The following is one model painted on the school wall by Jeevajyothi (one of our partner NGO's). In Andhra Pradesh, the key indicators were painted on the wall in the headmaster's room and monitoring was done through the charts in the teachers' staff room.

Safe and Violence free environment	Date achieved	Infrastructure and Access	Date achieved	Teacher Student Relationship Teaching- learning methodology	Date achieved	Parent and community involvement	Date achieved	Efficient school management	Date achieved
No bullying and violence among children in class		Clean surroundings		Respect children's feelings and views		Leaders to support and address the issue of beating		More teachers. One teacher per class	

It would be useful to get suggestions from children where the display could be to ensure greater visibility from the children's perspective

Step 10: Monitoring and Sustaining Model Child-friendly Schools:

Periodic monitoring is done through children's committee in collaboration with school Head Teacher, Child Protection Committee and Parent Teacher Association members. The following table is an example of the task status as monitored in the Jameelabad Primary School at Pulicat. A successful model is presented below

**In the making of a model child-friendly school
A success story from Jameelabad
Partner: Jeevajyothi, Pulicat, Tiruvallur District**

When the children of Panchayat Union Primary school, got together on the 28th of May 2007, they had no clue that they were designing the destiny of their school! Nor did the partner and the Save the children staff from Tamil Nadu and Sri Lanka envisage the possible changes this process would bring. On that hot and eventful day, the children explored the possibilities of making their school child-friendly. They were actively involved in mapping, drawing, brainstorming, role-plays, games and focus group discussion to design a child-friendly school.

The five-point framework to identify or define a child friendly school, devised by Save the Children's Tsunami Response Programme, which consists of:

1. A safe and violence free environment;
2. Infrastructure and access;
3. Teacher student relationship and teaching- learning methodology;
4. Parent & community Involvement; and
5. Efficient school Management

was used to tabulate the prioritised needs and concerns listed by the children.

Save the Children's partner Jeevajyothi led the follow-up process, supported by the school headmistress, teachers, community members, parents, local leaders, panchayat leader, ruling party members, Village Education Committee (VEC), Parent Teachers Association (PTA) and the Assistant Elementary Education Officer.

The following needs and concerns expressed by children during the exercise were addressed by the school authorities in conjunction with the local education and other government authorities:

Safe and Violence free Environment	Infrastructure and Access	Teacher Student Relationship Teaching- learning methodology	Parent and community involvement	Efficient school management
<ul style="list-style-type: none"> o No punishment o No bullying and violence among children in class o Peaceful learning environment o No heavy school bag o Play ground free from thorny bushes and stones o Gate to avoid attack by children from other schools o Complete Compound wall construction. Ensure that the compound walls are free from vulgar scribbling 	<ul style="list-style-type: none"> o Clean surroundings o Air in the class - Fun with electricity o Benches and desks to help children keep their uniforms clean o Beautiful garden with trees and plants o Pots /Water cans in each class for drinking water. o Good building without damage in floor and roof. o Separate eating space and facilities to wash hands o Clear the well and use the water to wash hands and for gardening o Clean-new toilets. Per class - Separate for boys and girls. Separate for teachers and children o Classrooms-Separate for each class and clean o Block the way leading to the dirty pond o Black board in good condition o Dust bins that are cleared regularly o Repair the windows and have wooden windows o Good road to reach the school o No outdoor learning. It is distracting o Transport facility o Cycles for children from class VI to X or 2 vans for Jamilabad children 	<ul style="list-style-type: none"> o Pictures and play materials o Teachers should treat us with love and care and give us individual attention. o Teachers should not displace their anger on us o Teach in such a way that one can understand o Respect children's feelings and views o Give opportunities for all children to mingle o Don't blame but respect children o Have speech and writing competitions 	<ul style="list-style-type: none"> o Madarasa-School timing makes it difficult therefore classes up to X std in Jamilabad School o Parents' help in home work completion o Clean uniform o Leaders to support and address the issue of beating o Teachers should not waste their time with mobile phone calls and other talks o Teachers should not give us long lunch break and talk during that time o Teachers should not share their personal stories with other teachers during class hours 	<ul style="list-style-type: none"> o More teachers. One teacher per class o Teachers' time in class to be efficiently managed. o After cultural programme practice, teachers overload with too much portions to complete o Appoint sweepers and a watchman to protect school and children and assist teachers o Healthy and tasty food o Frequent tours

A Achieved already

A Achieved through the introduction of Activity Based Learning by the State Would be achieved when the ongoing efforts to construct and upgrade the school to a high school is achieved

A Not yet achieved because of the procedural and financial implications. Efforts underway

Key achievements

- Children wanted their school to be upgraded to a high school. The process started immediately and in the current academic year itself the school was upgraded to VI standard through the strong demand from the PTA and VEC
- Children wanted one teacher per class. Already there are 6 teachers in the school. Government has appointed one teacher; PTA and VEC are jointly supporting one teacher and SIGA an NGO is supporting one teacher
- Children wanted the way exposing the school to a dirty pond to be blocked and this has already been achieved
- Children demanded adequate functional toilets. The existing toilet in damaged condition has been renovated and is now in use
- As per children's demand, dust bins are placed in all the classrooms. Drinking water is available in all the classrooms.
- Though children demanded separate classrooms, as this was not possible, sufficient privacy is ensured through temporary partitions
- The vulgar writings on the compound walls have been removed and a complete compound wall would be constructed along with the completion of the school building as the school is being upgraded to a high school
- Positive Discipline: The head teacher R. Bhavani attended all the training programmes of Save the Children. She imparts her learning to her teachers and corporal punishment is now banned in the school
- Children wanted their play ground to be free from stones and thorny bushes. Already the ground was cleared twice and the periodic maintenance is thus ensured
- As per children's wish, the old building was repaired and a separate eating place was arranged for them however the facility for hand wash would come with the construction of the new building
- The electric connection has been made all the class rooms have fans that are working
- The forest department and the organisation IFDP would plant trees and create gardens inside the campus as dreamt by children once the construction work is complete
- Inclusion is ensured through admission and special care to children with disability
- Children wanted quality black boards and periodic painting of the blackboard has been ensured
- As per children's voice, periodic competitions are held within the school to bring out children's skills. To celebrate special days and festivals, competitions are held
- Use of mobile phones by the teachers during class hours has been restricted
- As per the suggestion made by children, a local person is appointed as sweeper with local contribution made by the PTA however appointing a watchman has not materialised

- The quality of mid-day meal has improved as desired by children
- The activity-based learning method introduced by the government on its own has taken care of certain demands. Children's demand for furniture could not be met because the ABL method is activity-based transaction of curriculum where the teacher and children sit on the floor and the learning is based on the use of cards which require maximum space. The use of furniture can disturb the process.
- Positive Discipline – Future Plan: Jeevajyothi is preparing vinyl boards 5'X5' size which would have key points on the effects of corporal punishment highlighting why it should not be practised. Below this informative piece, all the teachers would sign under the statement "Hereafter I will not beat the children". This would be displayed outside all the 15 schools of Pulicat by February 15, 2008. Jeevajyothi believes that this would strengthen their campaign for child-friendly schools and punishment-free schools also enlightening the parents on the harms of physical punishment by providing them with an opportunity to self-correct based on the messages displayed.
- Ripple effects of the success: Based on its success experience, Jeevajyothi is leading a campaign for child-friendly schools in all the 14 blocks of Tiruvalluvar district. Through the 12 NGOs identified by Jeevajyothi, the 10 school per block would be reached in the pilot phase and the present process would be replicated. The organisation has taken up this initiative on its own and this has set of the tone for a 'Child-friendly school movement' in Tamil Nadu

Conclusion

The work to establish child-friendly schools increasingly highlighted the need for a violence-free class room. The need for supporting teachers with positive discipline techniques was increasingly felt through the demands from Programme Teams and Partners. Our work steadily became focused in that direction, the tool-kit along with this manual presents a manual on Positive Discipline Techniques for Positive Behaviour which would make this process complete .

We realised that we had made a breakthrough in the following areas as far as 'Child-led Childfriendly Schools' is concerned

- o Demystifying the concept of 'Child-friendly schools' through the framework for childfriendly schools
- o Convincing duty-bearers that children can define and design 'Child-friendly school'
- o Equipping stakeholders with the methods and skills to work with children to evolve their definition and designs of the 'Child-friendly schools'
- o Enabling the partners and communities to adopt the ten step process through which a school can be made child-friendly with the support of adults

We believed and confirmed throughout the process that a child-friendly world is possible through child-friendly schools. We were further inspired with the efforts of our partner Jeevajyothi who developed a campaign for Child-friendly schools throughout Tiruvallur District through 12 NGOs in 140 schools. This testified that the simple process had grand hopes towards making a childfriendly world.

Appendix I

Process Outline :

2006		2007											2008			
Nov	Dec	Jan	Feb	March	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
6th Consul Adv visit	4-5th Edu wrsh	4 CTPM	2nd SHO	2 CT PM		3rd JJ Pulicat			2 SMIDS							
			CFS frame work						14 REAL					11 Cudlr		
						CT PM			16 SEA 17-19 ANI ANI			18 PD Tiruv allur			21 Chen	
		23rd Edu wrsh	23rd CFS Proces Meet		PCF Finland	24 prep Meet			21 Prep Meet							
				CT PM		28-31			28-31			23 PD TN	28 PD			

1. Meeting with the Senior Management and Consultant Adviser Dr.Vimala Ramachandran, November 6, 2006
2. Education Workshop - North Tamil Nadu Partners, Jeevajyothi, CSHD, SEA, REAL, CROP- December 4-5, 2006-Chennai
3. Chennai Team Partners' Meet: Preliminary sharing on Child-friendly schools January 4, 2007
4. Education follow-up Workshop - North Tamil Nadu Partners,
5. Jeevajyothi, CSHD, SEA, REAL, CROP- January 23, 2007 Chennai
6. Framework for child-friendly schools evolved to organise the indicators. February 2007
7. Visit to Model Child-friendly School – Ullapalem, Prakasam District-
8. February 2, 2007
9. Meetings with Chennai Team-Participants-Resource Team-February 23, 2007
10. Chennai Team Partners' Meet: Discuss way forward March 2, 2009
11. Meetings with Chennai Team-Participants- March 29, 2007
12. Save the Children Finland – Partner Consultative Meet- Preliminary sharing on Child - friendly schools April 17, 2007
13. Child-led child-friendly schools - Jeevajyothi-Pulicat- May 3, 2007
14. Chennai Team Partners' Meet: Finalise and share arrangements for CLI orientation May 15, 2007
15. Meetings with Chennai Team-Participants-Resource Team-May 24, 2007
16. Child-led indicators for child-friendly schools - North Tamil Nadu Pilot:
17. Orientation and Planning for field work May 28-31, 2007
18. CLI Workshop Planning with the Save the Children Finland Programme Manager, June 20, 2007, July 24, 2007
19. Child-led child-friendly schools-SMIDS Kanyakumari- August 2, 2007
20. Child-led child-friendly schools-REAL-Villupuram- August 14, 2007
21. Child-led child-friendly schools- SEA-Kanchipuram- August 16, 2007
22. Child-led child-friendly schools and Positive Discipline Techniques: IGSSS, Butterflies, Brindaban Andaman-August 17-19, 2007
23. CLI Workshop Planning with the Save the Children Finland Programme Manager and Media and Communication Manager, August 21, 2007
24. Orientation for the TRP Partners to evolve 'Child-led child-friendly schools', August 28 - 31, 2007-Chennai-Kanchipuram
25. Positive Discipline Training for NGO staff, teachers and PTA members
26. Tamil Nadu partners – October 23, 2007
27. Positive Discipline Training for teachers – Tiruvalluvar Block, November 18, 2007
28. Positive Discipline Training for teachers - Andhra Pradesh partners; November 28, 2007
29. Positive Discipline workshop – Cuddalore ASSEFA teachers January 11, 2008
30. 'Child-friendly school' consultation with parents, teachers, community members and children. February 21, 2008 – CSHD, Chennai

Appendix 2

Evolving child-led indicators for model Child-friendly schools

Guidelines for identifying the schools

1. Two schools per partners from within Organisation's operational areas
2. The schools could be either Primary, Middle, High School or Higher Secondary, however, preferably Primary and Middle Schools
3. Established Schools / schools functioning in permanent structures instead of temporary schools in the temporary shelters
4. Schools where there is existing rapport or good working relationship with the head of the school, teachers or the community
5. There is good rapport in the village where the selected school is located
6. Schools where there is greater possibility to evolve the child-led indicators and demonstrate impact on child-friendliness. This implies the time and space availability to conduct the process and also the cooperation from the teachers and head teacher

Appendix 3

School Mapping

District level information

District Population

S.No.	Adults		Children (0-5)		Children (6-14)		Children (15-18)	
	Male	Female	Male	Female	Male	Female	Male	Female

Total number of villages served by the organization with the support of Save the Children	
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Village-wise school list

S.No.	Name of the Village	Pre-Primary ICDS or Nursery School	Primary School	Middle School	High School	Higher Secondary School

VILLAGE SPECIFIC INFORMATION

Village Population

S.No.	Adults		Children (0-5)		Children (6-14)		Children (15-18)	
	Male	Female	Male	Female	Male	Female	Male	Female

Total number of schools in the village

S.No.	Name of the Village	Pre-Primary ICDS or Nursery School	Primary School	Middle School	High School	Higher Secondary School

Appendix 3

SCHOOL SPECIFIC INFORMATION (Only for the two identified schools)

Total number of children		Class I		Class II		Class III		Class IV		Class V		Class VI		Class VII		Class VIII		Class IX		Class X		Class XI		Class XII	
Male	Female	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F

