



**Ghana Child Friendly Schools  
Assessment Tool Pilot  
in Savelugu and Kwahu North Districts**

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by

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## **Acronyms**

CFS	Child Friendly Schools
D.A.	District Assembly
GES	Ghana Education Service
JHS	Junior High School
KG	Kindergarten
MWAI	Miske Witt and Associates Inc.
NGO	Non-governmental Organization
P	Primary (as in P1 = Primary Class 1)
SHEP	School Health Education Programme
SMC	School Management Committee
UNICEF	United Nations Children's Fund

## Table of Contents

Acronyms.....	2
1. <i>Introduction</i> .....	5
2. <i>Background: CFS standards development</i> .....	5
3. <i>Ghana CFS assessment tools and pilot</i> .....	6
3.1 Instrument development process.....	6
3.2 The pilot study .....	6
Description of two districts .....	6
Agenda and activities for the two pilots .....	10
4. <i>Results</i> .....	11
4.1 Data analysis techniques.....	11
4.2 Findings from Savelugu.....	12
4.3 Findings from Kwahu North .....	19
4.4 Lessons learned from the pilot.....	25
5. <i>Considerations for next steps</i> .....	28
6. <i>Recommendations</i> .....	29
<i>References</i> .....	40
<i>Appendix A – Detailed description of data analysis</i> .....	41
<i>Appendix B – Results for all schools by dimension</i> .....	42
<i>Appendix C – Checklists for all stakeholders (submitted in separate electronic files)</i> .....	44

### **List of tables**

Table 1	Stakeholders and method of data collection – Savelugu	p. 8
Table 2	Stakeholders and method of data collection – Kwahu North	p. 9
Table 3	No. of Items asked per stakeholder by dimension for Savelugu	p. 11
Table 4	No. of Items asked per stakeholder by dimension for Kwahu North	p. 11
Table 5	Results by stakeholder for School #1 (Tarikpaa School)	p. 12
Table 6	School #1 Tarikpaa School – child averages by sex	p. 13
Table 7	Results by stakeholder for School #2 (Kpachelo School)	p. 14
Table 8	School #2 Kpachelo School – child averages by sex	p. 16
Table 9	Results by stakeholder for School #3 (Experimental School)	p. 17
Table 10	School #3 Experimental School – child averages by sex	p. 18
Table 11	Results by stakeholder for School #4 – Kofi Yeboah	p. 21
Table 12	School #4 Kofi Yeboah School – child averages by sex	p. 22
Table 13	Results by stakeholder for School #5 – Faaso Battor	p. 22
Table 14	School #5 Faaso Battor School – child averages by sex	p. 23
Table 15	Results by stakeholder for School #6 – Samankwae	p. 24
Table 16	School #6 Samankwae School – child averages by sex	p. 25
Table 17	Results from all three Savelugu schools by stakeholder groups	p. 30
Table 18	Results from all three Kwahu North Schools by stakeholder groups	p. 31

## **1. Introduction**

The Child Friendly Schools (CFS) framework began to emerge in the mid-1990s following the adoption of the Convention on the Rights of the Child (1989/1990). The CFS approach is flexible and offers multiple pathways to improving educational quality and equity in national education systems (UNICEF, 2009).

The Ghana Education Service (GES) in collaboration with UNICEF Ghana has been working for over a decade to improve the quality of basic education through the development of CFS in the country. Since 2010 they have also been working to develop CFS national standards and indicators. The Terms of Reference for this consultancy requested the development of a CFS assessment tool based on Ghana's standards with a "simple rating system" that (a) could be used to carry out a baseline assessment in target districts and (b) stakeholders could use to assess a school's child friendliness and plan future improvement actions.

This report describes the process used in 2011 to develop and then to pilot the school-based CFS assessment tools based on Ghana's CFS standards and indicators. The report also provides a technical analysis of the pilot data collected at six schools in two districts, comparing and contrasting the findings of stakeholder groups within each school and across schools within each district. The report concludes with lessons learned about the checklists and their administration in each of the two districts and with considerations for next steps in assessing CFS in Ghana.

## **2. Background: CFS standards development**

The standards development process in Ghana began in 2010 with meetings and workshops organized by the Basic Education Division of the Ghana Education Service (GES). Over 20 stakeholders, including the director and personnel from the Ministry of Education (MoE), GES personnel, regional directors, and district directors (including staff from the head office) and non-governmental organization staff participated in this process of developing CFS standards according to six dimensions<sup>1</sup>: (1) a rights-based inclusive school; (2) effective teaching and learning; (3) health promoting; (4) safe and protective schools; (5) gender sensitive schools; and (6) community engaged schools. The participants reviewed sample standards from other countries and adapted these documents to the Ghanaian context.

After the standards had been drafted, MWAI associates joined the work, analyzing Ghana's CFS draft standards and offering recommendations for strengthening the CFS standards document (e.g., ensuring that standards were written as broad goals and that indicators would provide clear and measurable evidence of CFS at the school level). The standards and indicators were then finalized during a workshop with key government stakeholders. Subsequently, one or two "power indicators" were chosen that were seen to capture the essence of each standard, and MWAI associates then developed CFS assessment tools for children, teachers, head teachers, parents, SMC members, and district officials that were based on and that would measure these power indicators.

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<sup>1</sup> The original seven dimensions were reduced to six when the GES agreed to integrate the standards from a dimension on school management throughout the other six dimensions of the document.

### **3. Ghana CFS assessment tools and pilot**

#### **3.1 Instrument development process**

The CFS assessment tools or checklists for Ghana were developed through a comprehensive and iterative process with MWAI associates in Ghana and in the United States.

First, MWAI associates compiled and reviewed CFS standards and assessment tools from other countries, including China, Ethiopia, Kenya, Macedonia, Malawi, Mozambique, Southern Sudan, Thailand, and Turkey. In light of this information, items for the Ghanaian checklist based on Ghana's standards and power indicators were developed, refined, and adapted. Draft items and response options were vetted by each MWAI associate multiple times to ensure that the items captured the essence of each power indicator. For the GES CFS Assessment Tool pilot, MWAI sought to gather a variety of perspectives by interviewing different stakeholders. Checklists were then created for children, teachers, head teachers, SMC members, parents, and district officials. Items that measure each power indicator are thus included in multiple stakeholder checklists to ensure triangulation of results and comparisons of indicators and dimensions across stakeholders. GES staff also reviewed the checklists and commented on the revisions. The checklists were first piloted in Savelugu; then MWAI associates revised the checklists for the second pilot in Kwahu North based on lessons learned at the first site. (See Annex C for a complete set of checklists.)

The GES and UNICEF Ghana selected two districts for the pilot study – Savelugu in the Northern Region and Kwahu North in the Eastern Region of Ghana. UNICEF Ghana has provided educational support and other interventions to these districts for a number of years; consequently, they were selected so that UNICEF-Ghana could take advantage of the synergy offered by this instrument pilot in order to learn about some of the possible effects of their earlier interventions or efforts. After selecting the districts, each District Directorate of Education was asked to select three schools in the district that they considered high, average, and low in terms of the success of the UNICEF support. (These classifications were not used in the study).

#### **3.2 The pilot study**

##### **Description of two districts**

###### *Savelugu*

Savelugu district is located in the Northern Region of Ghana, sharing administrative boundaries with East Mamprusi to the north, Karaga to the east, Tolon Kumbungu to the west, and Tamale Metro to the south. The MWAI team and UNICEF staff traveled by air from Accra to Tamale (approximately 270 miles, or two hours) to arrive in Savelugu. The Savelugu-Nanton district is considered the fourth most deprived of the 53 deprived districts in Ghana (Ampiah & Adu-Yeboah, 2009, p.222). It is mostly populated by Dagomba people who speak Dagbani, and many people live in traditional mud brick houses. In this district, 80% of the population resides in the 143 rural communities (out of 149 communities in total), and the average household size is about nine persons. Agriculture is the main occupation in the rural areas, and involves farming of cow pea, groundnuts, maize, rice, soya bean, and yam. In the semi-urban areas, the main occupations include subsistence farming and trading activities. Boys tend to have higher enrollments in school, due to challenges such as early marriage for girls; and the dropout rate is particularly high in the northern region due to child labor, household responsibilities, and poor quality of teaching and learning in school (Ampiah & Adu-Yeboah, 2009).

Three schools were selected in Savelugu district for the pilot: Tarikpaa (D.A.) School, Kpachelo (D.A.) School, and Experimental School (D.A.).

### *Kwahu North District*

The Kwahu North district is in the northern-most district in the Eastern Region of Ghana. It covers an area of 5,040 square kilometers and is the largest district in the Eastern Region in terms of landmass. The Kwahu North shares boundaries to the south with Kwahu South District, to the east with the Volta River, to the west with the Sekyere-East and Asante-Akim Districts (two districts in the Ashanti Region), and to the north with two districts in the Brong Ahafo Region namely Sene and Atebubu. Most people in the district are migrants from the Kwahu South District, the Volta Region, the Ashanti Region and northern Ghana who have been attracted to the area basically for employment in the agricultural sector (Usually the men migrate). The population is scattered in 544 towns, villages and hamlets spread over the 5040 sq km land area. Hundreds of these villages are on islands and can only be reached by boat. Owing to the widespread nature of the population, the district has a low population density of 19 persons per square kilometer.

The team of data collectors traveled in a UNICEF vehicle on Sunday, October 16, 2011, accessing the district by the Nkawkw-Mpraeso road. At Adawso, the team took a ferry to cross the Afram River to Ekye-Amanfrom before continuing by road again to Donkorkrom where the team was based for the week of data collection.

Three schools were selected in this district for the pilot. These were Kofi Yeboah District Assembly (D.A.) Primary School, with a population of 389 from Kindergarten (KG) to P6 at Donkorkrom; Faaso Battor (D.A.) Primary School, with a population of 270 students from KG to P6; and Samankwae (D.A.) Primary School, with a population of 167 students from KG to P6. Donkorkrom is the district capital while Faaso Battor and Samankwae are small fishing communities to the east and south of Donkorkrom respectively.

## **Stakeholders and data collection methods**

### *Savelugu*

In Savelugu district, MWAI associates gathered data from a variety of stakeholders at the three schools. The team interviewed 10 children in primary classes 3, 4, and 6 (five girls and five boys); the teachers from primary classes 3, 4, and 5; and any School Management Committee (SMC) members and parents who were available, attempting to interview the same number of females and males whenever possible. (See Table 1 for the number of students, parents, SMC members, and teachers who were interviewed in each school.) At Tarikpaa, Kpachelo, and Experimental schools it was possible to achieve relative gender balance in the data collection. However, in the second school, Kpachelo, only two male SMC members came to the school to be interviewed and at Kpachelo and Experimental schools the teachers for primary classes 3, 4, and 6 were all male. In addition, at all three schools, the head teachers and Circuit Supervisors were all male.

Since the children, SMC members, and parents were not fluent in English or literate in their first language and the number of translators was limited, the MWAI team had to adjust the data collection methods. The first day, at Tarikpaa School, data were collected from teachers through individual interviews in English and from parents and SMC members using group administration in mother tongue. After the first day, teachers and head teachers self-administered the checklist since they were proficient in English. Due to the limited number of translators available, interviews with children were conducted either individually or in

groups of two. See Table 1 below for the breakdown of stakeholders and a description of the method used to collect data with each stakeholder by school.

**Table 1: Stakeholders and method of data collection – Savelugu**

School	Stakeholder type	# of females	# of males	Method of collecting data
School 1 - Tarikpaa	Students	16	14	Individual interviews and in groups of two
	Parents	4	3	Small Group Administration
	SMC	3	3	Small Group Administration
	Teachers	1	2	Individual interviews
	Head teacher	0	1	Self-administration
	Circuit Supervisor	0	1	Self-administration
School 2 - Kpachelo	Students	15	15	Individual interviews and in groups of two
	Parents	5	4	Small Group Administration
	SMC	0	2	Small Group Administration
	Teachers	0	3	Self-administration
	Head teacher	0	1	Self-administration
	Circuit Supervisor	0	1	Self-administration
School 3 - Experimental	Students	15	15	Interviews in groups of two
	Parents	2	2	Small Group Administration
	SMC	3	2	Small Group Administration
	Teachers	0	3	Self-administration
	Head teacher	0	1	Self-administration
	Circuit Supervisor	0	1	Self-administration

#### *Kwahu North*

As in the Savelugu district, the stakeholders interviewed at the Kwahu North District included students in primary classes 3, 4 and 6 (10 students from each class were identified), parents, SMC members, teachers of the selected classes, the head teachers of each of the selected schools, and the Circuit Supervisors at the district education office who were responsible for the three schools. At each school, students were interviewed individually by class. Five boys and five girls from each of primary classes 3, 4 and 6 were selected and interviewed except in Faaso Battor where only two P4 girls were in attendance on the days of visit. In each school, eight parents were invited for interview. In order not to keep these parents for too long a time, a decision was made to do small group administration interview by interviewing them in pairs (as in Faaso Battor and Samankwae) or in threes (as in Kofi Yeboah) ensuring that no man and woman were paired together so that the women would feel comfortable speaking up. A similar approach was used with the SMC members. Self-administration of the interviews was done with the teachers, head teachers and Circuit Supervisors. While students and parents were being interviewed, teachers and head teachers were given their checklists to complete and encouraged to ask for clarification if any item was unclear. Circuit Supervisors completed their checklists at the end of the day's interviews. Table 2 summarizes this information.

**Table 2: Stakeholders and Method of Data Collection – Kwahu-north**

School	Stakeholder type	# of females	# of males	Method of collecting data
<b>School 4:</b> Kofi Yeboah DA Primary	Students	15	15	Individual interviews
	Parents	3	3	Small Group Administration
	SMC	0	1	Small Group Administration
	Teachers	2	1	Self-administration
	Head teacher	0	1	Self-administration
	Circuit Supervisor	0	1	Self-administration
<b>School 5:</b> Faaso Battor DA Primary	Students	12	15	Individual interviews
	Parents	4	4	Small Group Administration
	SMC	0	5	Small Group Administration
	Teachers	0	2	Self-administration
	Head teacher	0	1	Self-administration
	Circuit Supervisor	0	1	Self-administration
<b>School 6:</b> Samankwae DA Primary	Students	15	15	Interviews in groups of two
	Parents	2	6	Small Group Administration
	SMC	0	0	No SMC Identified at school level
	Teachers	0	2	Self-administration
	Head teacher	0	1	Self-administration
	Circuit Supervisor	0	1	Self-administration

**Data collectors***Savelugu*

Throughout the first pilot in Savelugu, both MWAI and UNICEF staff served as data collectors. The MWAI team comprised two male Ghanaians and one female from the United States. Three UNICEF staff members (one female and two male expatriates and one Ghanaian male) also assisted with the data collection. Due to the need for translators who spoke the local language, Circuit Supervisors from the district GES office (five males) served as translators for the week. Toward the end of the week, the Circuit Supervisors who had been translating also served as data collectors so that 30 interviews could be completed for children at each school.

*Kwahu North*

At the Kwahu North district, the team of data collectors comprised two MWAI staff and one UNICEF Education Specialist. All three were Ghanaian males who are literate in Twi and English language. However, the majority of the stakeholders (parents, SMC members and majority of the students) interviewed were not literate in either Twi or English. With the exception of Kofi-Yeboah Primary School where the Primary 6 students could understand and speak English, all other students could only speak Ewe. In addition, none of the parents or SMC members who participated in the interviews could speak English or Twi. They were Ewes who had settled in the selected communities and spoke Ewe only. As a result, the data collectors relied on the Circuit Supervisors and the School Health Education Programme (SHEP) Coordinator at the District Education Office to interpret the questions to the stakeholders who participated in the pilot. The SHEP Coordinator worked with the team in all three selected schools while the Circuit Supervisors took turns to provide support in the schools in their circuits.

## Agenda and activities for the two pilots

### Savelugu

The checklists were piloted in Savelugu from Monday through Friday, September 26 - 30, 2011. Below is the agenda for this five-day pilot:

Day	Activities
Monday, Sept. 26, 2011	Meeting at UNICEF; meeting at GES. Data collection at Tarikpaa D.A. Primary School; introduction to head teacher (purpose of pilot, description of data collection process, etc.); focus groups with SMC members and parents; individual interviews with teachers, self-administration with head teacher (Children were not available for interviews, team made plans to return Wednesday)
Tuesday, Sept. 27, 2011	Data collection at Kpachelo D.A. Primary School Self-administration with teachers and head teacher Focus group with parents (all mothers), focus group with SMC members Began interviews with children in groups of two
Wednesday, Sept. 28, 2011	Returned to Tarikpaa D.A. Primary School Conducted interviews with children in groups of two and individually Debriefing meeting with UNICEF (Hiro, Bikook, Brendan, Eric, Forster, Nancy)
Thursday, Sept. 29, 2011	Data collection at Experimental D. A. Primary School Self-administration with teachers, head teacher, and Circuit Supervisors (all three Circuit Supervisors were serving as translators) Focus group of parents and SMC members Individual interviews with children
Friday, Sept. 30, 2011	Return to Kpachelo D.A. Primary School Completed interviews with children (in groups of two and individually) Meeting at UNICEF

### Kwahu North

Data collection for this pilot commenced on Monday, October 17, 2011 and ended on Friday, October 21, 2011. The program of activities in this district is as shown in the agenda below:

Day	Activities
Monday, Oct. 17, 2011	8.00am – 9.30am: Visit to the District Education Office 10.00am – 3.00pm: Pilot Commenced at Kofi Yeboah D.A. Primary
Tuesday, Oct. 18, 2011	Pilot continued at Kofi Yeboah D.A. Primary
Wednesday, Oct. 17, 2011	Work at Faaso Battor D.A. Primary
Thursday, Oct. 17, 2011	Work at Samankwae D.A. Primary
Friday, Oct. 17, 2011	Final visit to Faaso Battor & Samankwae Team's return to pick up ferry

After the close of work on Friday the team decided to return to join the ferry at Ekye-Aman from to return to Accra. However, the team spent the night at Koforidua because by 5.45 p.m. (at dark) they had only reached Koforidua.

## 4. Results

### 4.1 Data analysis techniques

To begin the analysis, the team first determined the average score on each dimension by stakeholder for each school. The criteria below were developed to determine a school's child-friendliness and to be able to chart progress over time. The color coding enables one to see at a glance how the stakeholder group rated a particular dimension in their school.

*Criteria for determining the school's child-friendliness and associated color*

Average between 0 – 0.7	= Not yet a child-friendly school	Red
Average between 0.8 – 1.5	= Taking steps to becoming child-friendly	Yellow
Average between 1.6 – 2.3	= Well on the road to becoming child-friendly	Blue
Average between 2.4 – 3.0	= You are a child-friendly school!	Green

The responses of each stakeholder group were added and the average found for each dimension. This enabled comparisons to be made of the findings of stakeholder groups within a school by dimension (highlighting the range of low and high, similarities and differences or discrepancies). In addition, it allowed comparisons of schools within the district so that patterns across the schools could be made. Finally, it permitted patterns from the two districts to be compared and contrasted. (See Appendix A for a more detailed description of the data analysis techniques). In addition, the pupil data were analyzed using gender as unit of analysis in order to look for any possible gender differences in responses on each dimension.

Table 3 shows the number of items asked per stakeholder for each dimension for Savelugu.

**Table 3: No. of Items asked per stakeholder by dimension**

Stakeholder	Number of items asked per dimension						Total
	Dim 1	Dim 2	Dim 3	Dim 4	Dim 5	Dim 6	
Children	1	6	5	3	3	1	19
Teachers	7	7	5	6	3	2	30
Head teacher	7	9	4	5	1	7	33
Parents	4	2	0	1	1	5	13
SMC	4	0	0	1	0	1	6
Circuit Supervisor	3	4	4	3	1	3	18

Table 4 shows the number of items asked per stakeholder for each dimension for Kwahu North.

**Table 4: No. of Items asked per stakeholder by dimension**

Stakeholder	Number of items asked per dimension						Total
	Dim 1	Dim 2	Dim 3	Dim 4	Dim 5	Dim 6	
Children	1	10	6	3	2	0	22
Teachers	2	11	2	4	2	1	22
Head teacher	6	8	3	4	1	4	26
Parents	3	1	0	0	0	3	7
SMC	4	0	0	1	0	1	6
Circuit Supervisor	3	4	1	2	1	0	11

After the first week of field testing the checklists, it was decided to decrease the number of items for four stakeholder groups and increase the number of items asked of children so that the items could be stated more simply. As a result, and as can be noted in the two tables above, the total number of items on the children's checklist increased by three; there was no change for number of items asked of the Circuit Supervisors; and there were six to eight fewer items on all other checklists.

## 4.2 Findings from Savelugu

### Findings from School #1 – Tarikpaa D.A. School

Tarikpaa D.A. School comprised one building made of brick and cement. Although there were separate urinals for girls and boys, a few students went to the bush to go to the bathroom, and there were no noticeable enclosed latrines for students. There were hand-washing tanks (e.g., five-gallon buckets with spouts) for students and staff to use to wash their hands. There was no fence around the school, and goats wandered throughout the property.

Table 5 summarizes the average scores on each dimension by the six stakeholders at Tarikpaa school (children, parents, SMC members, teachers, head teachers, and Circuit Supervisors).

**Table 5: Results by stakeholder for School #1 (Tarikpaa School)**

Stakeholder	No. of individuals	Score range	Average score for each dimension					
			Dim 1	Dim 2	Dim 3	Dim 4	Dim 5	Dim 6
Children	30	0 – 3	2.2	2.4	2.5	2.6	1.8	3
Teachers	3	0 – 3	1.9	2.4	2.3	2.2	2.4	2.2
Head teacher	1	0 – 3	2.3	2.3	1.8	2.2	2	1.3
Parents	7	0 – 3	1.6	3		3	.6	1.5
SMC	6	0 – 3	2			3		3
Circuit Supervisor	1	0 – 3	1	.8	2.5	.7	2	1.3

For Dimension 1 (a rights-based and inclusive school), the average scores for the six stakeholders ranged from 1 to 2.3. Children (average = 2.2), teachers (average = 1.9), the head teacher (average = 2.3), parents (average = 1.6) and SMC members (average = 2) all rated the school as 'well on the road to becoming child-friendly'. In contrast, the Circuit Supervisor gave the lowest rating for this dimension, reporting that the school is 'taking steps to becoming child-friendly' (average = 1).

For Dimension 2 (effective teaching and learning), five of the six stakeholder groups were asked items for this dimension. (SMC members were not asked items for Dimension 2.) The average scores ranged from 0.8 to 3. The head teacher (average = 2.3) rated the school as 'well on the road to becoming child-friendly'. The other three stakeholder groups (children's average = 2.4, teachers' average = 2.4, and parents' average = 3) all rated the school as 'child-friendly' in terms of effective teaching and learning. The Circuit Supervisor again rated the school the lowest as 'taking steps to becoming a child-friendly school' (average = 0.8).

Four stakeholder groups (children, teachers, the head teacher, and the Circuit Supervisor) were asked items related to Dimension 3 (health promoting), and the average scores had the smallest range of 1.8 to 2.5. The head teacher and the teachers rated the school as 'well on the road to becoming child-friendly' (average = 1.8 and 2.3 respectively), while the other two groups rated it as being 'child-friendly' (children's average = 2.5, the Circuit Supervisor's average = 2.5).

For Dimension 4 (safe and protective schools), the average scores ranged from .7 to 3. Teachers and the head teacher rated it the same (average = 2.2) as 'well on the road to becoming child-friendly', while the other three groups rated it as being already 'child-friendly' (children's average = 2.6, parents' average = 3, and SMC's average = 3). The Circuit Supervisor once again gave the lowest rating at 'not yet a child-friendly school' (average = .7).

For the five stakeholder groups that were asked items related to Dimension 5 (gender-responsiveness), the average scores ranged from .6 to 2.4. (SMC members were not asked about Dimension 5.) Of these stakeholder groups, teachers rated the school highest on this dimension (average = 2.4) as being 'child-friendly'. Three of the remaining stakeholder groups rated the school as 'well on the road to becoming child-friendly' (children's average = 1.8, head teacher's average = 2, and the Circuit Supervisor's average = 2). Parents rated the school lowest as 'not yet a child-friendly school' (average = .6).

Lastly, the average scores at Tarikpaa School for Dimension 6 (community engaged schools) ranged from 1.3 to 3. Children and SMC members rated it as being already 'child-friendly' (both averages = 3). Teachers rated the school as 'well on the road to becoming child-friendly' (average = 2.2). The three remaining stakeholder groups – the head teacher (average = 1.3), parents (average = 1.5), and the Circuit Supervisor (average = 1.3) – rated the school as 'taking steps to becoming child-friendly'.

Overall, children, parents, teachers, the school head, and the SMC (in all but one category) rated their school as well on the road to becoming a CFS or as already being a CFS. The Circuit Supervisor gave the school the lowest ratings overall. With regard to particular dimensions, both parents and SMC members rated the school perfectly (averages = 3) on Dimension 4, showing they feel the school is safe and protective, while the Circuit Supervisor disagreed completely (average = .7). Similarly, parents also rated the school perfectly for Dimension 2 (average = 3), while the Circuit Supervisor again completely disagreed (average = .8) indicating that he did not feel the school is child-friendly but is just beginning to take steps to becoming child friendly in terms of effective teaching and learning. Children and SMC members rated the school perfectly on Dimension 6 (averages = 3), indicating that they believe they and the community are engaged in the school, while the head teacher and Circuit Supervisor disagreed and gave the school a rating of less than half (average = 1.3), showing that they did not feel that the community is engaged in the school.

Table 6 also shows the breakdown of averages by female and male children for each dimension.

**Table 6: School #1 Tarikpaa School – child averages by sex**

Sex	# of individuals	Average score for each dimension					
		Dim 1	Dim 2	Dim 3	Dim 4	Dim 5	Dim 6
Girls	16	2.4	2.5	2.6	2.6	1.8	3
Boys	14	2.1	2.3	2.4	2.6	1.9	3
Sig. value*		.5	.2	.03	.9	.6	1
Cohen's d**		.3	.5	.8	.1	.2	0

\*a p-value of .05 or smaller is significant

\*\*Cohen's *d*, a measure of effect size, shows meaningful significance between groups (in this case female and male children). This report uses a threshold of meaningful significance at a *d*-value of greater than .60). Field (2009) stated that effect size is an objective and usually standardized measure of the magnitude of an observed effect.

In general, girls and boys ratings on each dimension did not differ dramatically. Not surprisingly, therefore, both girls and boys agreed that the school is 'well on the road to becoming child-friendly' in terms of gender-responsiveness (Dimension 5: girls' average = 1.8, boys' average = 1.9). For Dimensions 1 and 2, girls rated the school as 'child-friendly' (average = 2.4 and 2.5 respectively), while boys rated it as 'well on the road to becoming child-friendly' (average = 2.1 and 2.3 respectively). Both girls and boys rated the school as 'child-friendly' for Dimensions 4 and 6. Similarly, both boys and girls rated the school as 'child-friendly' for Dimension 3 (health promoting), but girls had a statistically significant ( $p=.03$ ) and meaningfully significant higher rating than boys ( $d=.8$ ), which suggests there may be gendered health-related issues to be explored at this school.

### Findings from School #2 – Kpachelo (D.A.) School

Kpachelo (D.A.) School has two buildings made of concrete without electricity. Latrines that were built by the community with the help of a non-governmental organization (NGO) years ago were on the school's land; however, the latrines have been taken over by the community, which has deprived the pupils of access to them. Hence, children go into the bush to attend to nature's call. The school has no immediate access to water so pupils (i.e., the older girls) are sent to fetch water from the community, which is about a 30-minute walk away, to retrieve water for school use. The school is also faced with severe teacher shortage: it has only four teachers for KG 1 to P6. The school also runs a shift system with the Arabic school thereby constraining it from offering the recommended number of instructional hours since it closes at 12 noon. The school also is not fenced, so children face possible danger from straying animals, among other threats. Teachers' quarters are located near the school, which have latrines for male and female teachers but no electricity or water. The school has a playground made of wood for younger students.

Table 7 summarizes the average scores on each dimension by the six stakeholders at Kpachelo school (children, parents, SMC members, teachers, head teachers, and Circuit Supervisors).

**Table 7: Results by stakeholder for School #2 (Kpachelo School)**

Stakeholder	No. of individuals	Score range	Average Scores for each dimension					
			Dim 1	Dim 2	Dim 3	Dim 4	Dim 5	Dim 6
Children	30	0 – 3	1	1.9	1	1	1.4	2.4
Teachers	3	0 – 3	1.5	2.2	1.5	1.1	1.8	2.2
Head teacher	1	0 – 3	1.1	1.1	1.8	1.8	3	1.4
Parents	9	0 – 3	1.2	2.6		1.3	2.3	1.6
SMC	2	0 – 3	1.7			0		3
Circuit Supervisor	1	0 – 3	1.7	1.3	1.5	2	2	1.3

For Dimension 1 (a rights-based and inclusive school), the average scores for the six stakeholders ranged from 1 to 1.7. Four stakeholder groups had similar averages and rated the school as ‘taking steps to becoming child-friendly’: children (average = 1), teachers (average = 1.5), the head teacher (average = 1.1), and parents (average = 1.2). SMC members (average = 1.7) and the Circuit Supervisor (average = 1.7) both rated the school as ‘well on the road to becoming child-friendly’.

For Dimension 2 (effective teaching and learning), the average scores ranged from 1.1 to 2.6. The head teacher (average = 1.1) and the Circuit Supervisor (average = 1.3) rated the school as ‘taking steps to becoming child-friendly’. Children (average = 1.9) and teachers (average = 2.2) rated the school as ‘well on the road to becoming child-friendly’, and parents rated the school as being ‘child-friendly’ (average = 2.6).

For Dimension 3 (health promoting), the average scores ranged from 1 to 1.8. Three groups – children (average = 1), teachers (average = 1.5), and the Circuit Supervisor (average = 1.5) – rated the school as ‘taking steps to becoming child-friendly’. The head teacher rated the school as ‘well on the road to becoming child-friendly’ (average = 1.8).

For Dimension 4 (safe and protective schools), the average scores ranged from 0 to 2. Three groups rated the school as ‘taking steps to becoming child-friendly’: children (average = 1), teachers (average = 1.1), and parents (average = 1.3). The head teacher (average = 1.8) and the Circuit Supervisor (average = 2.0) rated it as ‘well on the road to becoming child-friendly’. The SMC members gave the lowest rating at ‘not yet a child-friendly school’ (average = 0).

The average scores for Dimension 5 (gender responsiveness) ranged from 1.4 to 3. Of these stakeholders, three groups rated the school as ‘well on the road to becoming child-friendly’: teachers (average = 1.8), parents (average = 2.3) and Circuit Supervisor (average = 2). The head teacher (average = 3) rated the school as being ‘child-friendly’ in terms of gender-responsiveness. Children (average = 1.4) gave the lowest rating of ‘taking steps to becoming child-friendly’.

For Dimension 6 (community engaged schools), the average scores ranged from 1.3 to 3. Children (average = 2.4) and SMC members (average = 3) rated the school the highest as being ‘child-friendly’. Teachers (average = 2.2) and parents (average = 1.6) rated the school as ‘well on the road to becoming child-friendly’. The head teacher and Circuit Supervisor rated the schools the lowest, reporting the school is ‘taking steps to becoming child-friendly’ (head teacher’s average = 1.4, Circuit Supervisor’s average = 1.3).

Overall, stakeholders ranked their school as taking steps to becoming child-friendly or ‘well on the road to becoming child friendly’. Children rated the school lowest out of the stakeholder groups on Dimensions 1, 3, and 5, indicating that the students do not feel the school is as rights-based, inclusive, health promoting, or gender-sensitive as the other

stakeholders. SMC members gave the school the lowest rating possible for Dimension 4 (average = 0), indicating the school is not safe and protective. The head teacher gave the highest rating (average = 3) on Dimension 5, indicating that he felt the school is gender-responsive. The SMC members rated the school highest (average = 3) on Dimension 6 (community engaged), while the Circuit Supervisor rated the lowest on Dimension 6, indicating that community members felt the community is engaged in the school (for the specific item asked) while the Circuit Supervisor completely disagreed. The head teacher's lowest average score was for Dimension 2 (effective teaching and learning) suggesting that he would like more supplies and more training for teachers on learner-centered methods.

Table 8 also shows the breakdown of averages by female and male children for each dimension at Kpachelo School.

**Table 8: School #2 Kpachelo School – child averages by sex**

Sex	# of individuals	Average score for each dimension					
		Dim 1	Dim 2	Dim 3	Dim 4	Dim 5	Dim 6
Girls	15	1.5	1.9	1.0	.8	1.3	2.5
Boys	15	.4	2	1	1.2	1.5	2.3
Sig. value		.02	.5	.7	.07	.2	.4
Cohen's d		.9	.3	.1	.7	.5	.3

In general, girls and boys agreed that their school is 'child-friendly' in terms of community engagement (Dimension 6), and 'well on the road to becoming child-friendly' in terms of effective teaching and learning (Dimension 2). Girls and boys also agreed that their school needs improvement in health promotion (Dimension 3) and is 'taking steps to becoming child-friendly'.

Girls and boys differed in their ratings of Dimension 1, 4, and 5. For Dimension 4, boys rated their school significantly higher than girls (boys average = 1.2, girls average = .8), suggesting that girls do not feel the school is safe and protective. While this difference was not statistically significant ( $p=.07$ ), it was meaningfully significant, ( $d=.7$ ). For Dimension 1, girls rated their school significantly higher than boys (girls average = 1.5, boys average = .4) suggesting that boys do not feel the school is rights-based or inclusive (this difference also was statistically significant ( $p=.02$ ) and meaningfully significant ( $d=.9$ ). For Dimension 5 (gender-responsiveness), boys (average = 1.5) rated the school slightly higher than the girls (average = 1.3).

### Findings from School #3 – Experimental (D.A.) School

Experimental School comprised two buildings made of brick and cement. There is a two-seater latrine for students; one for girls and one for boys, which serves a cluster of schools (with a population of about 300) and has been taken over by the Junior High School (JHS) students, compelling the primary pupils to resort to the bush to attend to nature's call. The school also has a source of water – a bore hole which is located some distance away from the school's premise; therefore, pupils have to walk for some minutes to drink water. The school is also not fenced, exposing the children to danger, as was observed on the day of data collection when a mentally challenged person scared the pupils causing commotion in the class.

Table 9 summarizes the average scores on each dimension by the six stakeholders at Experimental School.

**Table 9: Results by stakeholder for School #3 (Experimental School)**

Stakeholder	No. of individuals	Score range	Average Scores for each dimension					
			Dim 1	Dim 2	Dim 3	Dim 4	Dim 5	Dim 6
Children	30	0 – 3	.4	2.2	1.4	1.6	1.6	2.5
Teachers	3	0 – 3	.8	2	1.6	1.4	2.3	2.2
Head teacher	1	0 – 3	1.6	1.7	1.3	1.2	3	.3
Parents	4	0 – 3	1.3	2.1		1.3	.3	1
SMC	5	0 – 3	1.8			2.2		2.4
Circuit Supervisor	1	0 – 3	2.7	1.5	1.8	.7	1	1

For Dimension 1 (a rights-based and inclusive school), the average scores for the six stakeholder groups ranged from .4 to 2.7. Children rated this dimension lowest (average = .4), indicating that the school is ‘not yet a child-friendly school’. Teachers (average = .8) and parents (average = 1.3) indicated the school is ‘taking steps to becoming child-friendly’. The head teacher (average = 1.6) and SMC members (average = 1.8), rated the school as ‘well on the road to becoming child-friendly’. In contrast, the Circuit Supervisor (average = 2.7) rated the school as being already ‘child-friendly’.

For Dimension 2 (effective teaching and learning), the average scores ranged from 1.5 to 2.2. The Circuit Supervisor gave the lowest rating that the school is ‘taking steps to becoming child-friendly’ (average = 1.5). The remaining four stakeholder groups (children’s average = 2.2, teachers’ average = 2, head teacher’s average = 1.7, parents’ average = 2.1) rated the school as ‘well on the road to becoming child-friendly’ for this dimension.

For Dimension 3 (health promoting), the average scores ranged from 1.3 to 1.8. Children (average = 1.4) and the head teacher (average = 1.3) rated the school as ‘taking steps to becoming child-friendly’. Teachers (average = 1.6) and the Circuit Supervisor (average = 1.8) rated the school as ‘well on the road to becoming child-friendly’ in terms of health promoting.

For Dimension 4 (safe and protective schools), the average scores ranged from .7 to 2.2. Teachers (average = 1.4), the head teacher (average = 1.2) and parents (average = 1.3) reported the school is ‘taking steps to becoming child-friendly’. Children (average = 1.6) and SMC members (average = 2.2) reported the school is ‘well on the road to becoming child-friendly’. In contrast, the Circuit Supervisor (average = .7) rated the school the lowest for this dimension, reporting the school is ‘not yet a child-friendly school’.

The average scores on Dimension 5 (gender responsiveness) ranged from .3 to 3. Parents rated the school lowest for this dimension (average = .4) reporting the school is ‘not yet a child-friendly school’. The Circuit Supervisor (average = 1) reported the school is ‘taking steps to becoming child-friendly’, while children (average = 1.6) and teachers (average = 2.3) reported the school is ‘well on the road to becoming child-friendly’. The head teacher gave the highest rating on this dimension (average = 3), reporting that the school is ‘child-friendly’.

For Dimension 6 (community engaged schools), the average scores ranged from .3 to 2.5. Children (average = 2.5) and SMC members (average = 2.4) gave the school the highest rating for this dimension, reporting the school is ‘child-friendly’. In contrast, the head teacher rated the school the lowest (average = .3), reporting the school is ‘not yet a child-friendly school’. Both parents and the Circuit Supervisor reported the school is ‘taking steps to becoming child-friendly’ (both averages = 1), while teachers (average = 2.2) reported the school is ‘well on the road to becoming child-friendly’.

Overall, stakeholder groups largely rated the school as ‘taking steps to becoming child friendly’ and ‘well on the road to becoming child friendly’. On the dimensions, children rated the school lowest out of all the stakeholder groups on Dimension 1 (average = .4), indicating that the students do not feel the school is as rights-based, while the Circuit Supervisor rated the school highest on this dimension (average = 2.7). For Dimension 3, again the Circuit Supervisor had the highest rating (average = 1.8) while the head teacher had the lowest (average = 1.3), indicating a wide variation on the perception of health-promotion at school. Parents (average = .3) and the Circuit Supervisor (average = 1) reported that the school could improve its gender responsiveness, while the head teacher felt the school was child-friendly on this dimension. The head teacher reported that the community was not engaged with the school (Dimension 5, average = .3), while children (average = 2.5) and SMC members (average = 2.4) felt more positively about the community engagement.

Table 10 shows the breakdown of averages by female and male children for each dimension at Experimental school.

**Table 10: School #3 Experimental School – child averages by sex**

Sex	# of individuals	Average score for each dimension					
		Dim 1	Dim 2	Dim 3	Dim 4	Dim 5	Dim 6
Girls	15	.5	2.2	1.4	1.8	1.6	2.5
Boys	15	.4	2.1	1.4	1.4	1.6	2.5
Sig. value		.9	.6	.7	.09	.9	1
Cohen’s d		.1	.2	.1	.7	0	0

In general, girls and boys rated their school the same on Dimension 1, 2, 3, 5, and 6. For Dimension 4, boys gave the school a lower rating than girls (boys’ average = 1.4, girls’ average = 1.8). Although this difference was not statistically significant ( $p=.09$ ), it was meaningfully significant ( $d=.7$ ), indicating that boys reported feeling less safe at school than girls. Children gave Dimension 6 the highest rating (averages = 2.5) as being ‘child-friendly’, while Dimension 1 received the lowest rating (boys’ average = .4 and girls’ average = .5) of ‘not yet a child-friendly school’.

#### *Comparison across schools*

The results show how stakeholders responded to the six Child-Friendly School dimensions for Ghana. Specifically, stakeholders at Tarikpaa School reported that the school needs improvement especially on inclusiveness, child rights, and gender responsiveness (Dimensions 1 and 5). Kpachelo School stakeholders also expressed that improvement is needed on Dimension 1 as well as on Dimension 4 (safe and protective schools). Experimental School stakeholders also reported that improvement is needed on Dimension 4.

For Kpachelo and Experimental schools, children gave the lowest rating of all stakeholders for Dimension 1, indicating children did not feel the schools were rights-based and inclusive. For all three schools, the Circuit Supervisor and head teacher gave the lowest ratings to Dimension 2, indicating they did not feel the schools had effective teaching and learning.

Dimension 3 had a small range for all schools, indicating similarities in ratings among different stakeholders. For Tarikpaa and Experimental schools, again the Circuit Supervisor gave the lowest rating on Dimension 4, indicating he did not feel the schools were safe and protective. Parents at Tarikpaa and Experimental schools gave Dimension 5 the lowest rating, indicating they did not feel that the schools are gender-responsive.

### 4.3 Findings from Kwahu North

#### Findings from Kofi Yeboah D.A. Primary School

At Kofi Yeboah D/A Primary School, the school has the GES recommended number and kind of classrooms, built with cement and roofing sheets. The school has access to toilet, to water, and to hand-washing facilities. In addition, each class had its own teacher. However, the school is not fenced, thereby exposing the children to danger from straying animals or other nuisance. For example, town folks were reported to have destroyed the doors and locks of the toilet facility at the school in order to use it. Table 11 below summarizes the data from Kofi Yeboah.

**Table 11: Results by stakeholder for School #4 (Kofi Yeboah School)**

Stakeholder	No. of Individuals	Score Range	Average Scores for each Dimension					
			Dim 1	Dim 2	Dim 3	Dim 4	Dim 5	Dim 6
Children	30	0 – 3	0.1	1.5	1.8	1.2	1.6	
Teachers	3	0 – 3	1.8	1.6	1.0	1.3	1.0	0.7
Head teacher	1	0 – 3	2.1	2.3	1.8	2.0	3.0	2.1
Parents	6	0 – 3	0.5	0.7				0.7
SMC	1	0 – 3	0.8					3.0
Circuit Supervisor	1	0 – 3	1.3	1.3	2.5	2.5	3.0	0

On Dimension 1 (rights-based inclusive school) the average score (out of a maximum score of 3) for the six different stakeholder groups ranged from 0.1 to 2.1. Two stakeholder groups (students, and parents) rated the school as ‘not yet a child friendly school’ (i.e., average score less than 0.8). On the other extreme, two other stakeholder groups – teachers and the head teacher – rated the school as being ‘well on the road to becoming a child-friendly school’ with average scores of 1.8 and 2.1 respectively. The Circuit Supervisor and the SMC rated the school as ‘taking steps to becoming a child friendly school’ (i.e., with average scores between 0.8 and 1.5). Thus, on the basis of Dimension 1 (i.e., rights-based inclusive school), it is clear that the different stakeholder groups perceive the school differently with regard to its level of child friendliness.

The average scores on Dimension 2 ranged from 0.7 (parents) to 2.3 (head teacher) with parents rating the school as ‘not yet a child friendly school’ compared to the head teacher and teachers (average = 1.6) who rated the school as ‘well on the road to becoming a CFS’. Two stakeholder groups – students (average = 1.5) and Circuit Supervisor (average = 1.3) – rated the school as ‘taking steps to becoming a CFS’.

Dimension 3 (health promoting) ranged from 1.0 to 2.5. As Table 12 indicates, two stakeholder groups – students (average = 1.5) and head teacher (average = 2.3) – rated the school as ‘well on the road to becoming a CFS’, while teachers (averages between 0.8 and 1.5) perceived the school as ‘taking steps to becoming a CFS’. The Circuit Supervisor (average = 2.5) was the only person who perceived the school as already ‘a child friendly school’.

On Dimension 4 (safe and protective), the average scores for the four groups who responded to this dimension ranged from 1.2 to 2.5. Out of these four groups, two (students and teachers, with averages of 1.2 and 1.3 respectively) rated the school as ‘taking steps to becoming a CFS’. The remaining two groups – the head teacher and Circuit Supervisor –

rated the school as being ‘well on the road to becoming a CFS’ and being a ‘child friendly school’, respectively.

On Dimension 5 (gender responsiveness), four stakeholder groups responded to items measuring the power indicators on this dimension. Teachers rated the school lowest (1.0) and the head teacher and Circuit Supervisor rated the school 3.0. Whereas teachers rated the school as ‘taking steps to becoming a CFS’ the head teacher and Circuit Supervisor rated the same school as being ‘child friendly school’ with respect to gender responsiveness. The students, however, rated the school as ‘well on the road to becoming a CFS’ with an average score of 1.6.

The average scores on Dimension 6 (community engagement) ranged from 0 (Circuit Supervisor) to 3.0 (SMC). That is, stakeholder groups held perceptions that ranged from the school ‘not yet a CFS’ to the school being a CFS’ to it being ‘a child-friendly school’. Three stakeholder groups – parents, teachers and the Circuit Supervisor (with averages 0.7, 0.7 and 0 respectively) – perceived the school as ‘not yet a child friendly school’ when it comes to community engagement while the SMC saw the school as being ‘a child friendly school’. The head teacher averaged 2.1, and thus, perceived the school differently as being ‘well on the road to becoming a child friendly school.’

Overall, children and teachers rated the school as well on the road to becoming a child friendly school on only two of the dimensions they responded to (Dimensions 3 and 5 for children and Dimensions 1 and 2 for teachers) with their lowest ratings being on Dimensions 1 and 6 respectively. The head teacher, however, rated the school as well on the road to becoming a child friendly school on five out of the six dimensions he responded to. Parents, interestingly, rated the school as not a child friendly school on all the three dimensions they responded to. The Circuit Supervisor rated the school the highest, averagely, as being a child friendly school on three dimensions. With regard to particular dimensions, where as teachers and head teacher rated the school as well on the road to becoming a child friendly school (averages 1.6 and 2.3 respectively) on Dimension 2, showing they feel that teaching and learning is conducted in a child friendly manner, parents rated the school as not yet a child friendly school with the children and the Circuit Supervisor rating the school as (average =1.3) indicating that the school is just taking steps to becoming a child friendly school in terms of effective teaching and learning. On dimension 5, while the head teacher and Circuit Supervisor rated the school perfectly (average = 3) as being child friendly in terms of gender responsiveness, teachers disagreed with them and rated the school as just beginning to take steps to becoming a child friendly school (averages = 1.0) with children rating the school as well on the road to becoming a child friendly school (averages = 1.6) in terms of gender responsiveness. SMC members rated the school perfectly on Dimension 6 (average = 3), indicating that they believe they and the community are engaged in the school, the head teacher gave the school a rating of just taking steps to becoming a child friendly school (average = 1.3). However, both teachers and parents rated the school as not yet a child friendly school (average=0.7) indicating that they did not feel that the community is engaged in the school.

**Table 12: School #4 Kofi Yeboah School – child averages by sex**

Sex	No. of Individuals	Average scores for each dimension				
		Dim 1	Dim 2	Dim 3	Dim 4	Dim 5
Girls	15	0.1	1.5	1.8	1.2	1.6
Boys	15	0.1	1.6	1.8	1.2	1.6
Sig. value		1.0	0.8	0.6	0.9	0.8

Considering the average scores on each dimension by gender for Dimensions 1, 3, 4 and 5 there was no difference in how girls and boys rated their school's level of child friendliness. On Dimension 2, however, girls rated their school as 'taking steps to being a child friendly school' while the boys rated the school as 'well on the road to becoming a child friendly school.' However, boys' and girls' difference in rating on this dimension (effective teaching and learning) was found not be significant as shown in Table 12.

### Findings from Faaso Battor D.A. Primary School

At Faaso Battor, the school faces severe challenges, such as inadequate teaching staff -- only four teachers for KG 1 to JHS 3 -- and a lack of adequate classrooms. For KG 1 to P6 the school had three mud-built classrooms, and JHS had a near-collapsing three-classroom block. KG1 to P2 pupils were observed to have no teacher and loitered about the whole day, while P3 and P4 pupils were in the same classroom together with P5 and P6 pupils. The school does not have a toilet, a hand-washing facility, access to clean drinking water, and it is not fenced. Table 13 shows the results by stakeholder group for each dimension.

**Table 13: Results by stakeholder for School #5 (Faaso Battor School)**

Stakeholder	No. of Individuals	Score Range	Average Scores for each Dimension					
			Dim 1	Dim 2	Dim 3	Dim 4	Dim 5	Dim 6
Children	27	0 – 3	1.0	1.5	0.4	1.4	1.8	
Teachers	2	0 – 3	2.8	2.7	1.8	1.4	1.8	1.5
Head teacher	1	0 – 3	2.0	2.1	1.8	2.0	3.0	2.0
Parents	8	0 – 3	0.6	0.6				2.1
SMC	5	0 – 3	1.3					1.4
Circuit Supervisor	1	0 – 3	3.0	1.3	2.5	2.5	3.0	0

The average scores in Table 13 for Faaso Battor D. A. Primary School on Dimension 1 (rights-based, inclusive school) ranged from 0.6 to 3.0. Whereas parents rated the school as 'not yet a child friendly school' with an average score of 0.6, students, and SMC rated the school as 'taking steps to becoming a child friendly school'. The head teacher, on the other hand, perceived the school as being 'well on the road to becoming a child friendly school' while the teachers and Circuit Supervisor perceived that Faaso Battor was 'a child friendly school'. Thus, on Dimension 1, the different stakeholders varied greatly.

On Dimension 2 (effective teaching and learning), average scores ranged from 0.6 to 2.7. Again the different stakeholders rated this school on all four levels of child friendliness, indicating wide disagreement in their perceptions of the school. Parents (average = 0.6) rated the school as 'not yet a child friendly school'. The Circuit Supervisor and students opined that the school was 'taking steps to becoming a child friendly school'. The head teacher rated the school as 'well on the road to becoming a child friendly school', and teachers rated the school as having achieved the status of 'a child friendly school'.

In terms of the school's effort at health promotion (i.e., Dimension 3), the average scores ranged from 0.4 to 2.5. Unlike the first two dimensions, stakeholders rated it on three of the four levels of child friendliness; 'not yet a child friendly school' (students, averaging 0.4), 'well on the road to becoming a child friendly school' (teachers and head teacher, averaging 1.8 each) and 'the school is a child friendly school' (Circuit Supervisor, averaging 2.5).

On Dimension 4 (safety and protection), recorded average scores ranged from 1.4 to 2.5. The Circuit Supervisor rated the school highest (2.5), as a 'child friendly school'. Students and teachers (average = 1.4) rated the school as 'taking steps to becoming child friendly', and the head teacher (average = 2.0) perceived the school as 'well on the road to becoming a child friendly school'.

On Dimension 5 (gender responsiveness), average scores at Faaso Battor D.A. Primary School ranged from 1.8 to 3.0. The four stakeholder groups were divided between rating the school as 'well on the road to becoming a child friendly school' (students and teachers, average = 1.8) and being 'a child friendly school' (head teacher and Circuit Supervisor, average = 3.0).

The average scores on Dimension 6 (community engagement) ranged from 0 (Circuit Supervisor) to 2.1 (parents). The five stakeholder groups rated the school as follows: 'not yet a child friendly school' (Circuit Supervisor), 'taking steps to becoming a child friendly school' (SMC and teachers), and 'well on the road to being a child friendly school' (parents and head teacher).

Overall, the majority of stakeholders who responded to items on any particular dimension rated the school as either just beginning to take steps to becoming a child friendly school or well on the road to becoming a child friendly school. The ratings by parents on the three dimensions were particularly low (not yet a child friendly school) on two out of the three dimensions they responded to. The head teacher was the only stakeholder who on the average rated his school the highest on all six dimensions. Considering specific dimensions, while teachers and the head teacher rated the school as well on the road to becoming a child friendly school on Dimension 3 (average=1.8) indicating the school is well on the road to being a child friendly school with regards to health promoting, the Circuit Supervisor rated the school as being a child friendly school on Dimension 3 with children disagreeing with all these stakeholders by rating the school as not yet a child friendly school (average 0.4). On Dimension 4, children, teachers and head teacher all rated the school as well on the road to becoming a child friendly school (averages= 1.4-2.0) indicating that the school environment is almost safe and protective, the Circuit Supervisor rated the school as being a child friendly school (average=2.5) indicating that the school is safe and protective although his average score is at the lowest level of the range of scores for this rating.

**Table 14: School #5 Faaso Battor School – child averages by sex**

Sex	No. of Individuals	Average scores for each dimension				
		Dim 1	Dim 2	Dim 3	Dim 4	Dim 5
Girls	12	1.1	1.5	0.5	1.3	1.8
Boys	15	1.0	1.5	0.4	1.4	1.7
Sig. value		0.9	0.7	0.4	0.8	0.8

As Table 14 shows, in general, girls and boys rated the school's level of child friendliness the same on all five dimensions (i.e., girls' perceptions on each of the dimensions did not differ markedly from boys').

### **Findings from Samankwae D.A. Primary School**

In contrast to the other schools, Samankwae (D.A.) Primary School has classrooms built as recommended by GES, a toilet facility, and a source of clean water (polytank and rain harvesting). However, P3 and P4 pupils were merged into one class, which suggests there is

an inadequate supply of teachers. The school also does not have buckets to fetch water for the various classes and it lacks hand-washing facilities. In addition, the school is not fenced, which exposes the children to possible dangers.

**Table 15: Results by stakeholder for School #6 (Samankwae School)**

Stakeholder	No. of Individuals	Score Range	Average Scores for each Dimension					
			Dim 1	Dim 2	Dim 3	Dim 4	Dim 5	Dim 6
Children	30	0 – 3	0.9	1.4	1.1	1.3	2.0	
Teachers	2	0 – 3	1.0	2.4	1.0	1.5	1.3	2.0
Head teacher	1	0 – 3	1.1	1.9	1.8	1.0	2.0	1.0
Parents	8	0 – 3	0.9	1.1				1.1
SMC	0	0 – 3						
Circuit Supervisor	1	0 – 3	3.0	1.3	2.5	2.5	3.0	0

On whether their school could be described as a rights-based inclusive school as measured on Dimension 1, out of the five stakeholder groups (no SMC member was identified at this school), the average scores on this dimension ranged from 0.9 to 3.0. The Circuit Supervisor was the only person who rated the school as being ‘a child friendly school.’ The other four stakeholder groups (students, parents, teachers and head teacher) rated the school in the second of four categories (i.e., ‘taking steps to becoming a child friendly school’), with scores ranging from 0.9 to 1.1.

On Dimension 2 (effective teaching and learning), the average scores ranged from 1.1 to 2.4. Three stakeholder groups – students, parents and the Circuit Supervisor – all rated the school as ‘taking steps to becoming a child friendly school’. The head teacher rated the school as ‘well on the way to being a child friendly school.’ Teachers were the only stakeholder group that described the school as being a ‘child friendly school’.

On Dimension 3 (health promotion), the average scores ranged from 1.0 to 2.5. Students and teachers (averages = 1.1 and 1.0, respectively) perceived the school as ‘taking steps to becoming a child friendly school’. The head teacher rated the school as being ‘well on the way to being a child friendly school’, while the Circuit Supervisor was the only person who rated the school as being ‘a child friendly school’.

On Dimension 4 (safety and protection), the average score obtained ranged from 1.0 to 2.5. Three of the four stakeholder groups that responded to items on this dimension (students, teachers, and head teacher) perceived the school as ‘taking steps to becoming a child friendly school’. Only the Circuit Supervisor rated the school as ‘a child friendly school’.

On Dimension 5, the two extreme ratings (1.3 and 3.0) were from teachers and the Circuit Supervisor, who perceived the school as ‘taking steps to becoming a child friendly school’ and being ‘a child friendly school’ respectively. The students and the head teacher (average = 2.0), rated the school as being ‘well on the road to becoming a child friendly school’.

On Dimension 6 (community engagement), teachers rated this highest (average = 2.0) or ‘well on the way to becoming a child friendly school’, while the Circuit Supervisor rated it lowest (average = 0) or ‘not yet a child friendly school’. The other two stakeholder groups, parents and the head teacher, had average scores of 1.1 and 1.0 respectively, indicating their perception of the school as ‘taking steps to becoming a child friendly school’.

Overall, the majority of stakeholders who responded to items on any particular dimension rated the school as just beginning to take steps to becoming a child friendly school (average

= 0.9-1.5) with only one stakeholder, the Circuit Supervisor, rating the school perfectly (average=3.0) on two of the dimensions. The highest ratings of the school on most of the dimensions were obtained on the scores of the Circuit Supervisor with children on the average rating the school the lowest. Considering specific dimensions, children, teachers, head teacher and parents rated the school the same as just beginning to take steps to becoming a child friendly school on Dimension 1 indicating that the school is not yet a rights-based inclusive school with only the Circuit Supervisor rating the school perfectly (average=3.0) as being a child friendly school on Dimension 1. On whether the school is child friendly in terms of effective teaching and learning, three of the stakeholders namely; children, parents and Circuit Supervisor rated the school as just taking steps to becoming a child friendly with teachers and the head teacher rating the school as well on the road to becoming a child friendly school on Dimension 2. On Dimension 6 which is about community engaged schools, there was sharp disagreements with parents and the head teacher rating the school as just taking steps to becoming a child friendly school, while teachers rated the school as well on the road to becoming a child friendly school (average=2.0) with the Circuit Supervisor rating the school as not yet a child friendly school (average=0).

**Table 16: School #6 Samankwae School – child averages by sex**

Sex	No. of Individuals	Average scores for each dimension				
		Dim 1	Dim 2	Dim 3	Dim 4	Dim 5
Girls	15	1.4	1.4	1.1	1.4	1.9
Boys	15	0.3	1.3	1.1	1.3	2.1
Sig. value		0.02*	0.7	0.8	0.8	0.1

\* Test is significant at 0.05 significance level in favor of girls.

For Dimensions 2, 3, and 4, Table 16 shows that girls and boys rated Samankwae School similarly in terms of child friendliness – that is, ‘taking steps to being a child friendly school’. For Dimension 5 (gender responsiveness), both rated the school as ‘well on the road to being a child friendly school’. However, on Dimension 1, while girls at Samankwae rated the school as ‘taking steps to being a child friendly school’, boys rated the school as ‘not yet a child friendly school.’ This difference was found to be significant (with a p-value of 0.02), and significantly large ( $d=1.1$ ), as shown in Table 17. At Samankwae, girls perceived the school as being rights-based and inclusive contrary to that of boys who perceived it as not yet a rights-based, inclusive school.

### **Cross-site analysis of data from the three schools in the Kwahu North district**

In each of the three schools there are obvious variations in the level of child friendliness as perceived by the various stakeholders on all six dimensions. Nevertheless, several patterns emerge from the data from these three schools. On Dimension 1, parents from Kofi Yeboah and Faaso Battor D/A schools (Schools 4 and 5) perceive their wards’ schools as ‘not yet child friendly’ with average scores of 0.5 and 0.6, respectively. Even at the third school, Samankwae, where parents rated the school as ‘taking steps to becoming a child friendly school’, their average rating of 0.9 was on the low side, quite close to the criterion of ‘not yet child friendly school’.

With regard to effective teaching and learning (i.e., Dimension 2), pupils in the three schools viewed their school as ‘taking steps to becoming a child friendly school’ with average scores of 1.5 (Kofi Yeboah and Faaso Battor) and 1.4 for Samankwae. On the other hand, parents from Kofi Yeboah and Faaso Battor viewed the teaching and learning going on in their wards’ schools as one that can be classified as ‘not yet a child friendly school.’ All three

Circuit Supervisors rated their schools as 'taking steps to becoming a child friendly school' on this dimension. The ratings arising from the scores obtained by these different stakeholders indicate that the issue of effective teaching and learning is one that needs attention in order to create a child friendly school.

With regard to the issue of schools being safe and protective to children (i.e., Dimension 4), pupils and teachers from all three schools rated their schools as 'taking steps to becoming a child friendly school', revealing that education managers need to take seriously issues of safety and protection so that the school environment is not threatening to pupils. The strong disagreement, with students and head teachers at Kofi Yeboah and Faaso Battor on one side and Circuit Supervisors responsible for each of the schools on the other side highlights how decisions by school administrators on safety issues have the potential of being perceived differently by students who are at the receiving end.

In Dimension 6 (community engagement), all Circuit Supervisors rated their schools of operation as 'not yet a child friendly school'.

When the pupils' average scores are disaggregated by sex, girls and boys in Schools 4 and 5 (i.e., Kofi Yeboah and Faaso Battor) appear to have consensus on all five dimensions. However, for School 6 (Samankwae), on Dimension 1, girls perceived the school as 'taking steps to becoming a child friendly school' and boys rated the school as 'not yet a child friendly school.'

There are also notable trends in perception across the various schools. For instance, girls in Faaso Battor and Samankwae rated their schools as 'taking steps to becoming a child friendly school' and their peers in Kofi Yeboah rated their school as 'not yet a child friendly school' with regard to Dimension 1. On the same dimension, while boys in Kofi Yeboah and Samankwae rated their school as 'not yet a child friendly school', boys in Faaso Battor rated their school as 'taking steps on becoming a child friendly school.' Another dimension where differences emerged in terms of gender is Dimension 3. Girls in Kofi Yeboah rated their school as 'well on the road to becoming a child friendly school' with girls in Faaso Battor rating their school as 'not yet a child friendly school' compared to girls in Samankwae, who perceived their school as 'taking steps to being a child friendly school.'

#### ***4.4 Lessons learned from the pilot***

The purpose of piloting an instrument is to learn how to strengthen both the instrument and the process of administering it. Lessons the team learned related to both the checklists and the administration process are discussed below. The lessons learned in Savelugu were taken into account and the checklists were slightly revised for Kwahu North based on this information.

The more fundamental purpose of why a checklist such as this was created in the first place and how the findings can or should be used is alluded to throughout this section. Then it is addressed more specifically with a set of recommendations at the end of the report.

#### **Checklists**

In Savelugu, the MWAI team learned many lessons about the checklists and their administration: (1) it is more helpful to have the standard rather than the indicator written out next to the question on the checklist; (2) it is important to administer the checklist in a standardized manner; (3) it is difficult for stakeholders to answer questions about more than one concept (e.g., double-barreled items); (4) some terminology needs to be well-defined for

the stakeholder groups in advance of administering the checklist (e.g., special needs, psycho-social-emotional, gender-based violence, vulnerable children, bullying, sexual harassment, etc.); (5) while it is difficult to administer items with long and detailed response options, it is also extremely important to have comprehensive response options (to cover all possible responses).

### **Administration to Stakeholders**

It is important to ask a variety of stakeholders (not just one or two) about the conditions at school to ensure a comprehensive picture. Occasionally, few stakeholders were available to answer the questions. For instance, in Savelugu, one might look at the results on Table 2 of the SMC members' responses to Dimension 6 from Kpachelo and think that the school is very community engaged. Yet this average is from just two SMC members answering one item only, which may not be representative of the dimension or of the population. Therefore, it is important to keep in mind the number of items asked per stakeholder and the number of stakeholders in each group, information provided in Tables 3 and 4.

Also problematic from a research perspective, the stakeholders were not chosen at random and thus the results have limited generalizability. The team's general impression from this pilot was that when teachers were left on their own to select students to respond to the items on the checklist they tended not to select the children randomly.

Especially when interviewing children, it is imperative that both the data collector and the translator understand the purpose and intent of each item. Similarly, from the perspective of outsider data collection, it is imperative that both data collectors and translators understand that they are to remain neutral during the interview, that any answer from a participant is acceptable, as participants' opinions are being sought. Data collectors and translators must refrain from showing acceptance, disappointment, or judgment in an answer, or else oftentimes the participant will not feel comfortable to answer honestly. In addition, it is important to keep in mind different emotions and motivations of stakeholders – some may be scared, nervous, or may feel pressured to respond a certain way to either protect themselves or their positions. When collecting data on child-friendly schooling, it is important to ensure safety and confidentiality, especially for children.

With regard to the dimensions and which stakeholder group is asked what set of questions, parents in Kwahu North schools were not asked about gender responsiveness due to the decision of two of the team members. However, given the findings from the two schools in Tamale where parents ranked the schools very low in terms of gender responsiveness, this item should be returned to the instrument and questions about gender responsiveness in the schools should be asked of parents in all schools in the future. In fact, the suggestion was raised and should be followed in future that parents and SMC members should be asked about all the dimensions and given the option of answering "I don't know" if they do not have information on the status of a particular dimension.

The team also noted that teachers attempted to find out from students after they had been interviewed what questions they had been asked, which may have influenced the way they thought about the questions and adjusted their responses. If the tool is used for monitoring and evaluation, this indicates there would be the need for supervision in the manner in which schools use the instruments so as to ensure that the instruments are administered in a non-threatening environment, especially for children. If the instruments are used to encourage stakeholder discussion about changes needed at the school level and for the development of a viable School Performance and Improvement Plan (SPIP), then sharing information and

answers takes on different meaning and the instruments could be administered in a very different manner.

### **Language of administration**

In a country where more than 60 languages are spoken, it is important to have and to train someone who can speak the local language to help administer the checklists. MWAI and UNICEF staff were not from the northern region of Ghana and did not speak the local language in Savelugu. At the first school they quickly learned that the SMC members, parents, and children were not proficient enough in English to administer the checklists, and translators were required to assist. In Kwahu North, three of the stakeholder groups (i.e., students, parents and SMC) were literate in neither English nor Twi, the languages of the MWAI team members. Members of the three communities were Ewe fishermen and women who have settled there and who communicate mostly in Ewe. The pilot administrators were therefore compelled to rely on Ewe speakers from the district education office to help translate the items during the pilot.

Although these data are rich and tell an interesting story about these six schools, from the perspective of monitoring and evaluation, there are thus limitations to the data. Due to timing and budgetary constraints, MWAI staff were not able to provide data collector training to those who served as translators. Data collector training is imperative to ensure that all people working to collect the data have a common understanding of the nuances of each item and response option, and so that there is a standardized and consistent process for data collection.

In addition, since the team was not able to translate the checklists into local language, they were not able to verify the translation of the nuances of each item and response option and they were not able to standardize examples of complex concepts (e.g., standard definition of 'special needs'). This resulted in the checklists being administered in a variety of ways, which, as noted above, is problematic for collecting comparable data from different stakeholders at the same site.

### **Implications of the Findings**

Data from the pilot shows that stakeholder groups in each of the schools were never unanimous in their perception of their school's level of child friendliness on any of the six dimensions. These baseline data can help GES staff determine which interventions may be most effective in each school (e.g., interventions in gender responsiveness at Tarikpaa, inclusiveness interventions at Tarikpaa and Kpachelo schools, and interventions targeted at discipline, crime, and counseling services at Kpachelo and Experimental schools).

These results also show that stakeholders hold different opinions about each dimension at each school. While there were some similarities showing specific areas of high quality and areas that may need improvement, there were also discrepancies. These discrepancies may point to the different realities of stakeholders; for instance, children may not feel that school is a safe and protective place because they are caned or beat often when they misbehave. Teachers, on the other hand, might feel that their caning makes children misbehave less. Parents may also feel that caning improves their child's motivation to succeed in school, and therefore rated the school higher on the safe and protective dimension.

By gathering stakeholders to discuss the results, determine how stakeholders can apply the results to the School Performance Improvement Plan (SPIP), and identify how the students themselves, other school stakeholders, the GES, and UNICEF may support interventions,

these data can serve as the basis of information for an action plan to get community and school members to work together to improve their school. In addition, more in-depth, detailed, contextual qualitative data from stakeholders might possibly help explain reasons for these discrepancies.

## **5. Considerations for next steps**

Taking into consideration the pilot process and results, the following suggestions emerge for consideration.

First the purpose and use of the checklists should be clarified. Will they be used for careful monitoring on behalf of the government, using trained data collectors to conduct a more careful analysis of CFS across schools and districts in Ghana? Or will they be used to promote discussion at the school level and in order to help stakeholders develop an action plan and bring about change toward schools that are more child friendly at the school and local community level?

The purpose of the checklists will help determine the simplicity of form of the checklist (e.g., something children can easily answer and mark) as well as who is best in charge of collecting data. If the purpose is for monitoring and evaluation, future administration of the checklists at the school level would be better done if administrators were used who could speak the market language of the communities used. Alternatively, if the instruments are to be used for school-based change, the questions could be translated (e.g., into Ewe for Kwahu North) so that each site is answering the same questions.

The fact that stakeholder groups in each of the schools were never unanimous in their perception of their school's level of child friendliness on any of the six dimensions in any of the six schools has implications on how to use these checklists at the school level.

A process would need to be developed that is synchronized with the SPIP process that would be useful at the school level by different stakeholders. One part of the process would be to bring the different stakeholder groups together to discuss the differences in the ratings so as to help them identify the gaps and what needs to be done to bring all stakeholders to an agreed level of child friendliness of the schools on each dimension. To promote this someone could be nominated or appointed to act as a CFS coordinator at the school level. This should involve multiple stakeholders: a teacher, who would be responsible for coordinating the completion of the instruments; the head teacher and SMC, who would call the meeting to discuss the ratings of the various stakeholder groups; a student leader, who would articulate the opinions and perceptions of the students. In a child-centered, CFS environment, central to the educational process is the opportunity to give voice to the girls and boys and for them to learn democratic participation -- that is, how boys and girls can be in constructive dialogue with their peers, their elders (duty-bearers), and with younger children about improving quality and equity in education in Ghana. *This should be the primary consideration in deciding next steps for moving forward.*

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## **6. Recommendations**

We concluded the draft version of this report with section 5 above, posing the question about how the checklist would be used in the future, and offering suggestions about how to proceed if one course or the other were selected. However, UNICEF Ghana asked for more specific recommendations about the assessment mechanism and next steps in the process of using the assessment, based on the experience of the pilot in the two districts and on experiences in other countries. More specifically, UNICEF Ghana asked for suggestions about (a) how to aggregate the data from the assessment mechanism at the school level; (b) how to integrate this assessment mechanism and the resulting information into the existing SPIP and SPAM process; and (c) how to chart progress over time. We address these requests below.

Our recommendations for next steps are grounded in a theory of change that highlights the importance of movement toward a CFS approach taking place at all levels -- in the classroom and the school, with support from the wider community, at the circuit and district levels, all the way to the central level. As part of this theory of change, listening to all stakeholder voices, including -- and, from a CRC perspective, especially -- *children's* voices through participation in respectful dialogue at every level, is critical, as is developing a plan of action that includes built-in measures for accountability -- with stakeholders holding themselves and each other accountable for improvement in the various CFS dimensions.

### **The Assessment Mechanism**

The Terms of Reference requested the development of a CFS assessment tool based on Ghana's standards with a simple rating system that (a) could be used to carry out a baseline assessment in target districts and (b) stakeholders could use to assess a school's child friendliness and plan future improvement actions.

The CFS assessment tool is based on Ghana's standards and indicators, and it has a simple rating system. Participants are asked to choose a number from 0 (low) to 3 (high) that best describes their perception of the school's child-friendliness based on individual items that are matched with a particular indicator. The answers showed variation among groups and within groups, and participants seemed very able to choose a number that matched their assessment of the school. Therefore, we concluded the following:

- The 0 – 3 rating system works well;
- The assessment tool can be used to carry out a baseline assessment in target districts; and
- Stakeholders can use this tool to assess a school's child friendliness and plan future improvement plans.

After we piloted the assessment instrument, we also reflected critically on its design and utility. Those reflections are listed at the end of the report in the final section, "Suggestions for how to use this study."

### **Suggestions for Next Steps**

Upon completion of the report, the team learned that UNICEF Ghana needs to report on "percentage of Child Friendly Schools in a district" and, thus, needs to be able to arrive at a score for a school that will make it possible to determine this percentage for a district.

Using this assessment mechanism, we propose a process below for administering the assessment and for arriving at an aggregated "CFS school score." We then discuss how progress at the school level can be charted over time.

### ***Administering the Assessment***

While the assessment tool worked relatively well in the pilot administered by the MWAI team, for administration at the school level, it would be important to consider the following: (1) individuals would need to be identified who would administer the assessment (the Ghanaian team members propose that the Circuit Supervisor or a teacher -- or both -- be trained for this administration task); (2) administration guides should be developed so that the tool would be administered and scored uniformly at each school; and (3) training would need to be provided (using the administration manuals just described) to those individuals who would administer the CFS assessment tool at the school level.

### ***Aggregating school-level data***

In order to report on the percentage of CFS in a district as per UNICEF's request, a CFS threshold score needs to be decided on for each dimension and an overall score calculated for each school. This section describes how to arrive at this score -- that is, how to aggregate the data at the school level.

Once the assessment has been administered at a school, we propose that the CFS school-level score be calculated in this way:

1. Scores for each of the six dimensions from the five (5) school-level stakeholder groups are to be used. (The Circuit Supervisor's score will not be included in the calculation of a school's CFS score. The CS's score in the pilot frequently was very different from the scores of the other stakeholder groups and skewed the group's findings; therefore, this score will be eliminated.)
2. To be a Child Friendly School (as described earlier in the report), each of the five stakeholder groups must score each of the six dimensions at 2.4 or above. If even one of the five groups scores one of the dimensions below 2.4, the school is still on the path toward becoming child friendly.
3. A summary score is then calculated for each school by adding together the average means for all stakeholder groups for each dimension. A child-friendly school could receive a minimum score of 72, a maximum score of 120, or any number in between. If a school achieves a score of 72 or higher, but if even one of the stakeholder groups scores one of the six dimensions below 2.4, then the school will not yet be considered child-friendly.

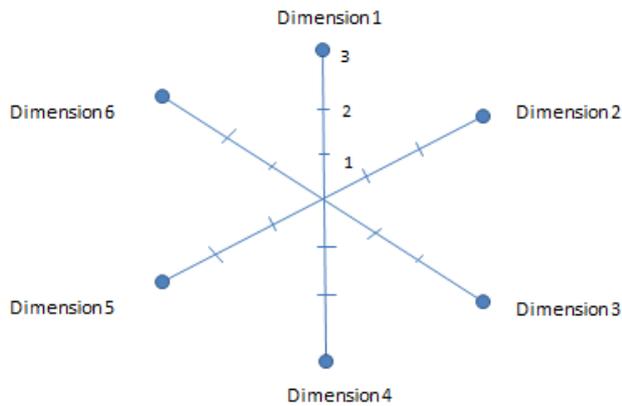
### ***Charting findings and progress over time using a pictorial "wheel" graphic***

This section addresses the questions, How can stakeholder results be shown in a way that can be easily understood by all, and how can progress be charted over time?

One method for showing the results on a yearly basis is to develop an axis wheel for each stakeholder group for each CFS dimension. Since Ghana's CFS standards include six dimensions, there will be six axes or "spokes" on the wheel. The center of the wheel represents a zero, or that the school is 'not yet a child-friendly school'. As one moves further away from the center of the axis toward the rim of the wheel, the numbers increase towards a perfect rating of '3', and the results are thus moving towards an increased level of child-friendliness.

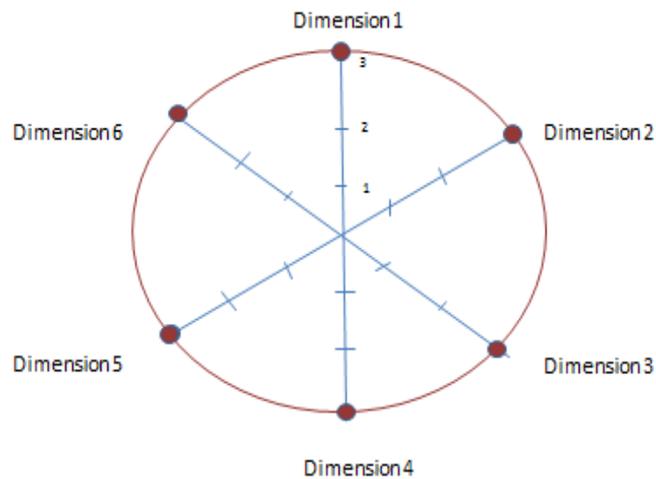
Here is an example of the axis wheel graphic:

## Axis wheel graphic



Stakeholders would then plot their ratings on the axis wheel graphic, to see if their results create a large and even wheel. A 'child-friendly school' with ratings on all dimensions at a '3' would look like this:

## Axis wheel – a 'child-friendly school'



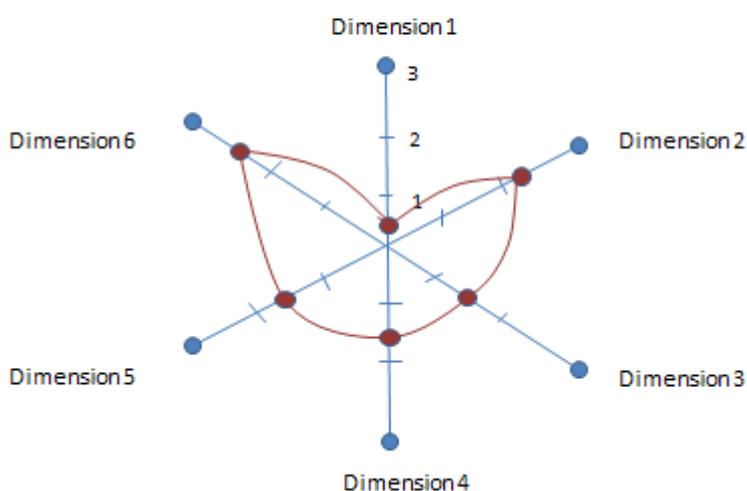
Each stakeholder could plot their results for each dimension on the axis wheel to see their results visually.

For instance, at Experimental school in Savelugu, the children gave the following ratings:

Dimension	Rating	Child-friendliness level
Dimension1	.4	'Not yet a child-friendly school'
Dimension 2	2.2	'Well on the road to becoming child-friendly'
Dimension 3	1.4	'Taking steps to becoming child-friendly'
Dimension 4	1.6	'Well on the road to becoming child-friendly'
Dimension 5	1.6	'Well on the road to becoming child-friendly'
Dimension 6	2.5	'You are a child-friendly school!'

A plot of these ratings on the axis wheel graphic would look like this (in red):

## Experimental school – children results

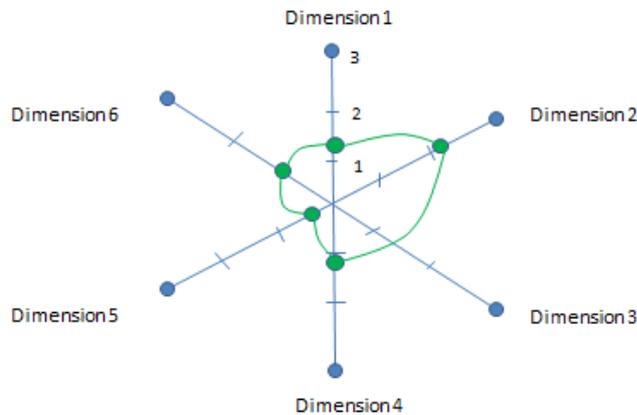


Also at Experimental school in Savelugu, the parents gave the following ratings:

Dimension	Rating	Child-friendliness level
Dimension1	1.3	'Taking steps to becoming child-friendly'
Dimension 2	2.1	'Well on the road to becoming child-friendly'
Dimension 3	NA	NA
Dimension 4	1.3	'Taking steps to becoming child-friendly'
Dimension 5	.3	'Not yet a child-friendly school'
Dimension 6	1	'Taking steps to becoming child-friendly'

A plot of these ratings on the axis wheel graphic would look like this (in green):

### Experimental school – parent results

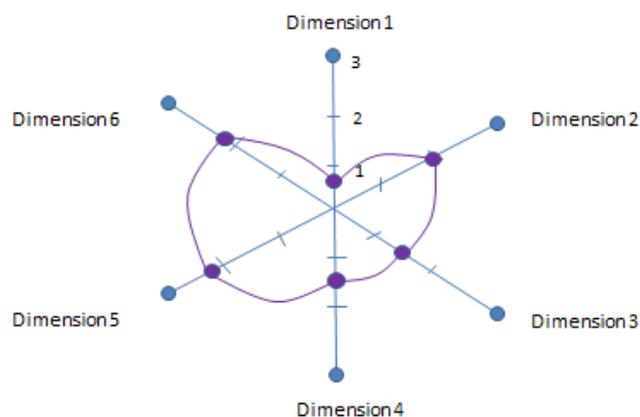


Lastly, at Experimental school in Savelugu, the teachers gave the following ratings:

Dimension	Rating	Child-friendliness level
Dimension 1	.8	'Taking steps to becoming child-friendly'
Dimension 2	2	'Well on the road to becoming child-friendly'
Dimension 3	1.6	'Well on the road to becoming child-friendly'
Dimension 4	1.4	'Taking steps to becoming child-friendly'
Dimension 5	2.3	'Well on the road to becoming child-friendly'
Dimension 6	2.2	'Well on the road to becoming child-friendly'

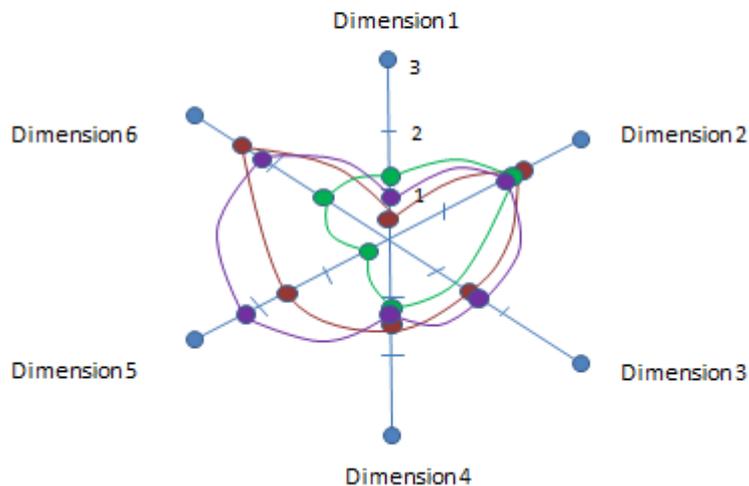
A plot of these ratings on the axis wheel graphic would look like this (in purple):

### Experimental school – teacher results



Looking at all three ratings together, the axis wheel would look like this:

## Experimental school – children (red), parent (green), teacher (purple) results



Since everyone is familiar with a wheel, literate and non-literate individuals would be able to see the mean of their own ratings and the mean of the ratings of other groups. They would also be able to see that this wheel would not turn in its current condition. They could then begin to answer the question, "What do we as a school community need to do to make this a wheel that turns?" The answer lies in making the school more child friendly -- and in moving the means farther out toward the rim of the wheel so that the wheel would be "round" and could "roll".

The stakeholder groups would need to review their different answers to the questions on the six dimensions, discuss what they need to do to make the school more child friendly -- giving particular weight to the children's answers -- and develop an action plan to move the school toward that goal of being a Child Friendly School.

### ***Showing progress over time***

To see progress over time will require that the stakeholder mean scores on each axis increase annually. To show this progress, the wheels can be compared over time to see how progress is being made from one year to the next toward becoming a CFS. This progress would be discussed in the school level SPAM meeting each year, and goals for bringing about school-level change specific to each of the CFS standards and indicators would be included in the SPIP (see below for further elaboration). Using a "wheel" graphic to represent the findings would make it possible for all stakeholders -- literate and non-literate -- to discuss what they need to do (and what assistance they need) to help the school become a truly child-friendly school.

Additionally, increases on the overall mean score for the school over time can be reviewed annually. However, at the school level, the more important information is the detailed information of how successfully stakeholder groups are carrying out the action plan to move

toward school improvement and toward a greater understanding and enactment of child friendliness.

### ***Integrating the assessment into the SPAM process***

The description of the school level SPAM process (p. 175) states:

- The head teacher outlines the process of class-by-class consultation that he/she intends to undertake on how to improve the performance of the school, as soon as pupils go back to their classrooms after morning assembly.
- In the company of the SMC chairperson, the headteacher moves from class to class to facilitate the class level SPAM. SPAM in all classes should be facilitated by the headteacher and chaired by the SMC chairperson. The purpose of this SPAM is to find out from the class:
  - What the pupils see as factors militating against quality teaching and learning in their specific class, and
  - What they think should be done to improve the performance of the class.
- After the class level SPAM, the headteacher, accompanied by the SMC chairperson, meet the staff to discuss the following matters:
  - Issues raised at the community level SPAM
  - Issues raised at the class level SPAM
  - ***Information the CFS Matron or Patron has collected at the CFS meeting that address all CFS standards will also be included in this meeting.***
  - The type of support each teacher needs in order to raise the performance of his/her class.
- In the presence of the SMC chairperson, the headteacher announces at the morning assembly, on the following day, the major findings from the class level SPAM and major decisions taken by staff to improve the performance of the school.

The headteacher should record the major decisions taken at the school level SPAM in the Log Book.

- ***Within two weeks, a meeting is held with the SMC, parents, teachers, and pupils to discuss the findings of the CFS assessment tool – that is, to examine the wheel graphic and discuss the steps needed to become a more child friendly school environment.***

One major activity at the various levels for SPAM is getting all stakeholders to know their respective roles and responsibilities to promote schooling. The key stakeholders being the Central Government, the Local Government (Assembly), the Community (including SMC, Parents, Chiefs, Queens, Elders, and Opinion Members), Headteachers, Teachers, and Pupils. ***A second major activity at the various levels is for all stakeholders to review the principles of the Convention on the Rights of the Child for education along with the dimensions and standards of Child Friendly Schools.*** (p. 176)

The SPAM process at the school level asks pupils to tell the headteacher and SMC chairperson what factors they believe are militating against quality teaching and learning in

their class and what pupils think should be done to ameliorate the problems. We propose that the CFS process differ from this in several ways so that children feel freer and more confident to express themselves: (1) the conversation with children is held with a trusted teacher or other adult rather than the headteacher and SMC chair; (2) the conversation is structured around the CFS standards and indicators by using the assessment tool; (3) this information is gathered before the SPAM process described above and is fed into the SPAM process.

In an effort to ensure that students' voices are included in child-centered, Child-Friendly Schools, we propose the following process. (Other processes already tried and tested in Ghana which children's voices are included could be instituted instead.)

Each school assigns one highly trusted teacher to be the CFS Matron or Patron (or similar title). Students will be asked to recommend to the head teacher which teacher should fill this position. This CFS Matron or Patron is responsible for:

- preparing the assessment tools (papers) on which children will mark their responses;
- calling a random group of students together from two different age groups
- ensuring that students are given proper directions for filling out the assessment tool
- ensuring that all children are called on to give their responses
- ensuring that children have filled in the checklist properly
- working with the children to calculate their CFS mean scores; and
- working with the head teacher and SMC chair to calculate the CFS score for the school. This information is included in the SPAM discussion score is then sent to the Circuit Supervisor, as part of the School Performance Improvement Plan.

As for the other stakeholder groups, this CFS Matron or Patron would work with the principal to ensure that each group is convened and the individual who has been trained to administer the assessment tool is present when the various stakeholder groups are convened to fill out the assessment forms.

School Performance Improvement Plan. The MWAI team learned in the pilot communities that past head teachers of the schools visited had been known to develop the School Performance Improvement Plan (SPIP) on their own and then simply ask the SMC head to sign it (i.e., give it a "rubber stamp") before officially submitting the plan. A participatory process similar to the SPAM process described above should be developed to ensure that pupils' and parents' voices are included in this work.

### ***CFS assessments in other countries***

UNICEF Ghana also asked the Miske Witt & Associates team to address the experiences of other countries with this CFS process. Based on experiences of other countries, a review of approaches to CFS assessment and of CFS assessment instruments shows that countries are approaching CFS assessment in different ways. Some focus on monitoring and evaluation at the system level; others on school-based change through School Self-Evaluations or Assessments.

**Thailand.** Thailand was one of the first countries to establish CFS pilot schools and to expand the pilot to thousands of schools across the country. A hallmark of Thailand's approach from the beginning (along with the Philippines, and other countries of the region) was to introduce the CFS concepts at the school level with a one- or two-day workshop for

stakeholder groups on the key messages of the Convention on the Rights of the Child. Through role plays and other materials, all stakeholder groups (i.e., children, parents, teachers and the head teacher, and SMC and community members) came to understand in this workshop what the rights of children and the responsibilities of duty-bearers were with respect to *all* children receiving a quality education. Following the workshop, each stakeholder group filled out a School Self-Assessment (SSA) checklist with questions about how 'child friendly' they considered their school to be, based on the CFS dimensions. When each group had finished filling out the checklist, the stakeholder groups compared their answers. When there were big discrepancies between groups, the workshop leader facilitated a discussion about the gap in perceptions and about what would need to take place in the school for this to change. These gaps and these discussions then formed the basis of the school level action plan, with children, parents, teachers, SMC members, and each stakeholder group taking or being assigned responsibilities for bringing about change in the school in the various dimensions over the course of the next year.

More recently, Thailand has begun asking the stakeholder groups to draw pictures of various CFS dimensions of the school from their unique perspectives, and the different views of the school are used to spark a discussion about what stakeholder groups -- including children -- need to do to make their school more child friendly (personal communication, B. Namfa, 2012).

**FYR Macedonia.** Representatives from a Macedonian NGO and from UNICEF FYR Macedonia visited Thailand in 2006 and adapted this same approach for Macedonia: a workshop on child rights was followed by a School Self Evaluation (SSE) based on the CFS standards that had been developed according to Macedonia's six CFS dimensions (inclusiveness; learning effectiveness; healthy, safe, and protective school environments; gender responsiveness; student and community involvement; and child rights and multiculturalism). In Macedonia, the NGO director was a university professor and psychometrician; she entered the SSE findings into an Excel database and computed means for each item. Since the Government of FYR Macedonia had mandated that all schools needed to prepare an SSE every year, the following year the CFS SSE process was merged with the open-ended government SSE development process, and CFS concepts were thus integrated into the system.

In both countries, stakeholder understanding of the CRC was and is foundational to the process of developing Child Friendly Schools. The purpose of the SSA and the SSE is to be a tool for gathering data about how child friendly the school is and to bring about a discussion for action planning that would result in change at the school level grounded in the principles of the CRC. (Macedonia's psychometricians have continued to enter the data in subsequent years and have prepared reports about the change in means over time.) The SSA process has served Thailand well; Thailand appears to have had wider success at the school level. Macedonia has experienced challenges in moving forward with CFS pilot schools; it has experienced success in integrating CFS dimensions into education system structures at the national level (e.g., adding life skills to the curriculum, integrating CFS dimensions into the new primary education law and into SSE, improving early grade child-centered teaching and learning in literacy and numeracy through teacher professional development).

The framing experiences of Thailand and Macedonia highlight the value of maintaining the practice from this pilot study of focusing on the *different* perspectives of school-level stakeholders rather than asking stakeholders to arrive at consensus on the dimensions. The separate means are mentioned throughout the report in order to highlight the very different perceptions of the stakeholder groups. We anticipate that these differences would evoke a very rich discussion. Tensions may also arise when the differences in the means are

discussed; however, this discussion is itself a critical part of process of democratic participation, one of the principles of CFS. This discussion is also central to bringing about true change at the school and community level.

In April 2011, UNICEF Macedonia organized a two-day meeting for several other countries in the region to share the lessons it had learned in implementing a CFS approach across the education system. After the meeting, a document entitled "Strategies of CFS System-wide Reform" was developed, which summarized the ways in which various stakeholders described their actions and activities in implementing CFS during the previous five years. The six strategies are listed below. (See Appendix D for the complete list.)

Subsequently, in April 2012 Miske Witt & Associates began to elaborate this process further and to map out the "(non-linear) components of education system change through Child Friendly Schools." If desired, we will share this draft map with UNICEF Ghana for comments.

#### *Strategies of CFS System-wide Reform in Macedonia*

(1) *A clear understanding of child rights as a pre-requisite for CFS.* (Macedonia's Center for Human Rights and Conflict Resolution facilitated school-based workshops on the CRC and child rights.)

(2) *A clear set of CFS principles, dimensions, standards, and indicators were developed that provide the foundation for CFS practices.* Macedonia selected the CFS dimensions of Inclusiveness; Effectiveness; Health, Safety, and Protection; Gender Responsiveness; Involvement of Students, Family and Community; Respect for Children's Rights and Multiculturalism. Some of the specific practices that built on these principles included Child Rights Workshops; an official Life Skills curriculum that was introduced in all primary schools across the country; the School Self Evaluation (SSE) mandated by law that was adapted to the CFS; training literacy and math coaches through a series of Training of Trainers workshops.

(3) *Systemic support for CFS principles was institutionalized through laws, policies, practices, and/or strategic plans.*

(4) *Meaningful partnerships with Ministry, NGOs, and experts helped to implement CFS.* The partners included the CFS National Expert Team, the Bureau of Education Development from the Ministry of Education; the Center for Human Rights and Conflict Resolution; the Macedonia Center for Civic Education (MCGO) NGO; and the international Consultant (Miske Witt and Associates).

(5) *CFS baseline assessment and school based self-assessment and activities were aligned to CFS dimensions, standards, indicators.*

(6) *A Communication and dissemination strategy was developed.* Macedonia's communication and dissemination strategy included stakeholder participation at all levels of the system; information and validation meetings; and social marketing and media. At the national level the CFS National Expert group drafted the standards and supported the work at the pilot schools; they also conducted training workshops, for example, training advisors from the Bureau of Education Development (BED) on CFS dimensions. CFS pilot schools created steering committees consisting of school leaders and teachers, along with CFS working groups, one for each dimension.

## Suggestions for how to use this study

Based on the experience of the pilot and our experiences in other countries, we offer the following suggestions for ways in which to proceed with this work:

1. National level. Convene a meeting with the GES (and other stakeholder representatives) to share the findings of the pilot study and to discuss recommendations and suggestions. Possibilities for discussion at this workshop -- or for smaller level discussions with the GES prior to such a meeting -- are:

- Review the “power indicators” selected by UNICEF and MWAI carefully and discuss what other kinds of evidence they would expect or hope to find related to the standards at the school level if a school truly is child friendly (e.g., first aid kit; child protection policy). (The GES, especially those familiar with evaluation, could also review the assessment tool at this meeting.)
- Discuss concretely how SPIP and SPAM relate to CFS standards implementation process and evaluate MWAI suggestions for integrating CFS assessment into the SPAM process at the school level.
- Discuss the desirability of revising the instrument based on the suggestions listed above in 4.4 "Lessons Learned from the Pilot" and consider adding a checklist to the school level process that includes observations or other methods of data collection in addition to the stakeholder discussions. (Examples: a list of all students living in the catchment area and whether or not they are enrolled as one measure of inclusiveness; a first aid kit as one measure of a health-promoting school environment; a written policy on gender-based violence and bullying in school posted in the head teacher's office as a measure of protection of children.)

2. School level. Share the findings with the schools where the pilot was conducted. These data were collected from them; it is respectful, courteous, and a practice of sound research to return and share the data with school-level stakeholders.

- Conduct child rights workshops with stakeholders (i.e., children, teachers and head teacher, parents, SMC) at the schools where the data was collected. Stakeholder opinions as elicited through the CFS assessment tool are critical. However, for stakeholders to accurately assess a particular dimension of child friendliness, they need to understand the concepts they are assessing. Since the concepts of a child-friendly school assessment are grounded in the language of the CRC and may be unfamiliar, *prior* to using the assessment tool, the concepts should be introduced, defined, discussed, and clarified. This would best happen in a child rights workshop, where each stakeholder group would be introduced to the principles of the CRC in ways that make sense to them before they answer the assessment tool questions. A wide range of materials and workshop designs exist for this purpose.
- At the workshops, share the findings of this study in a simplified way (e.g., a wheel graphic, as described above).

## **References**

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## **Appendix A – Detailed description of data analysis**

The data from Savelugu were entered into Microsoft Excel and transferred into PASW 18.0 for data analysis. Because this is a baseline assessment of individual schools, the school serves as the unit of analysis and all results are broken down by school. For each school, we first calculated each individual's average on every dimension. For instance, because there we asked children 6 questions from Dimension 2, we summed these questions and divided by 6 to obtain the *individual's* average for Dimension 2. (If there were missing data, we summed the remaining items in the dimension and divided by the total number of items answered.) Then, for the thirty children from School #1 – Tarikpaa School, we summed each child's Dimension 2 average and then divided by the total number of children (30), to arrive at the *school* average for Dimension 2. After calculating the *school* average score on each dimension for each stakeholder (children, parents, SMC, teachers, head teachers, and Circuit Supervisor), we then compared the *school* average scores for each dimension by each stakeholder group to determine similarities and differences of stakeholders on each dimension. To compare results of female and male children, t-tests were run to analyze the extent that the mean score for each dimension differed for boys and girls (a *p*-value of .05 or less was considered statistically significant). In addition, Cohen's *d* was included to measure effect size.

In a similar manner, data from the pilot sites in the Kwahu north District were entered into Microsoft Excel. Within the Excel files/sheets the averages of the various stakeholder groups were computed for each dimension at the school level. After this the average ratings were extracted into the various tables for discussion (refer to Tables 12, 14, and 16). Since there were no missing data for schools in this district there was no need to make any of the adjustments done with the Savelugu data. To be able to do the gender analyses of the children's ratings, the children's data was transported into SPSS where it was sorted by gender and analysed for possible significant differences in the average ratings. The output of this analysis is presented in Tables 13, 15, and 17. This analysis was also done at the school level. At Samankwae Primary school where a significant difference was obtained between the girls' and boys' ratings was detected, a further analysis of the size of this difference (i.e., the effect size) was done using Cohen's approach (i.e., by using Cohen's *d*). At the other schools, the effect size (i.e., the size of the difference) was not computed because the differences were not found to be significant.

## Appendix B – Results for all schools by dimension

KEY:

Average between 0 – 0.7

Average between 0.8–1.5

Average between 1.6 –2.3

Average between 2.4–3.0

= Not yet a child-friendly school

= Taking steps to becoming child-friendly

= Well on the road to becoming child-friendly

= You are a child-friendly school!

Red

Yellow

Blue

Green

**Table 17. Results from all three Savelugu Schools by stakeholder groups**

	Stakeholder	No. of Individuals	Score Range	Average Scores for each Dimension					
				Dim 1	Dim 2	Dim 3	Dim 4	Dim 5	Dim 6
Tarikpaa Primary	Children	30	0 – 3	2.2	2.4	2.5	2.6	1.8	3
	Teachers	3	0 – 3	1.9	2.4	2.3	2.2	2.4	2.2
	Head teacher	1	0 – 3	2.3	2.3	1.8	2.2	2	1.3
	Parents	7	0 – 3	1.6	3		3	.6	1.5
	SMC	6	0 – 3	2			3		3
	Circuit Supervisor	1	0 – 3	1	.8	2.5	.7	2	1.3
Kpachelo Primary	Children	30	0 – 3	1	1.9	1	1	1.4	2.4
	Teachers	3	0 – 3	1.5	2.2	1.5	1.1	1.8	2.2
	Head teacher	1	0 – 3	1.1	1.1	1.8	1.8	3	1.4
	Parents	9	0 – 3	1.2	2.6		1.3	2.3	1.6
	SMC	2	0 – 3	1.7			0		3
	Circuit Supervisor	1	0 – 3	1.7	1.3	1.5	2	2	1.3
Experimental Primary	Children	30	0 – 3	.4	2.2	1.4	1.6	1.6	2.5
	Teachers	3	0 – 3	.8	2	1.6	1.4	2.3	2.2
	Head teacher	1	0 – 3	1.6	1.7	1.3	1.2	3	.3
	Parents	4	0 – 3	1.3	2.1		1.3	.3	1
	SMC	5	0 – 3	1.8			2.2		2.4
	Circuit Supervisor	1	0 – 3	2.7	1.5	1.8	.7	1	1

**Table 18. Results from all three Kwahu North Schools by stakeholder groups**

	Stakeholder	No. of Individuals	Score Range	Average Scores for each Dimension					
				Dim 1	Dim 2	Dim 3	Dim 4	Dim 5	Dim 6
Kofi Yeboah D.A. Primary	Children	30	0 – 3	0.1	1.5	1.8	1.2	1.6	
	Teachers	3	0 – 3	1.8	1.6	1.0	1.3	1.0	0.7
	Head teacher	1	0 – 3	2.1	2.3	1.8	2.0	3.0	2.1
	Parents	6	0 – 3	0.5	0.7				0.7
	SMC	1	0 – 3	0.8					3.0
	Circuit Supervisor	1	0 – 3	1.3	1.3	2.5	2.5	3.0	0
Faaso Battor D.A. Primary	Children	27	0 – 3	1.0	1.5	0.4	1.4	1.8	
	Teachers	2	0 – 3	2.8	2.7	1.8	1.4	1.8	1.5
	Head teacher	1	0 – 3	2.0	2.1	1.8	2.0	3.0	2.0
	Parents	8	0 – 3	0.6	0.6				2.1
	SMC	5	0 – 3	1.3					1.4
	Circuit Supervisor	1	0 – 3	3.0	1.3	2.5	2.5	3.0	0
Samankwae D.A. Primary	Children	30	0 – 3	0.9	1.4	1.1	1.3	2.0	
	Teachers	2	0 – 3	1.0	2.4	1.0	1.5	1.3	2.0
	Head teacher	1	0 – 3	1.1	1.9	1.8	1.0	2.0	1.0
	Parents	8	0 – 3	0.9	1.1				1.1
	SMC	0	0 – 3						
	Circuit Supervisor	1	0 – 3	3.0	1.3	2.5	2.5	3.0	0

***Appendix C – Checklists for all stakeholders (submitted in separate electronic files)***

**1. Clear understanding of child rights as a pre-requisite for CFS.**

School-based workshops facilitated by Macedonia's Center for Human Rights and Conflict Resolution

**2. A clear set of CFS principles, dimensions, standards, and indicators that provide the foundation for CFS practices.**

- a. CFS Dimensions: Inclusiveness; Effectiveness; Health, Safety, and Protection; Gender Responsiveness; Involvement of Students, Family and Community; Respect for Children's Rights and Multiculturalism
- b. CFS Practices: Child Rights Workshops; Life Skills Course; School Self Evaluation (SSE); Literacy and Math Training of Trainers

**3. Systemic support through laws, policies, practices, and/or strategic plans.**

- a. 2007 Revised Primary Education Law to introduce nine-year primary education starting in 2007/2008 school year
  - i. Development of *Concept of New Nine-Year Compulsory Education Strategy*
  - ii. Revision of curricula in all subjects; adding Life Skills-Based Education (LSBE) into primary education curriculum
  - iii. School Self Evaluation (SSE) based on amendment of Primary Education Law
  - iv. Article 29 – school improvement plan based on SSE
- b. Department of Assessment, State Testing Center: National Assessments and PIRLS/TIMSS

**4. Meaningful partnerships with Ministry, NGOs, and experts.**

- a. CFS National Expert Team – MoES, university professors, experts in child rights and child-centered pedagogy
- b. Bureau of Education Development/Ministry of Education
  - i. Monitors and supports Literacy and Math Trainers and Teachers;
  - ii. Supports school self evaluation and action plan for improvement
- c. Center for Human Rights and Conflict Resolution
  - i. Provides school-based child rights workshops
  - ii. Facilitates SSE
- d. Macedonia Center for Civic Education (MCGO)
  - i. Conducts baseline study for Math and Literacy Trainers
  - ii. Develops Math and Literacy Trainer and Teacher Certification
- e. Miske Witt and Associates
  - i. Co-authored CFS Baseline Study
  - ii. Developed literacy (reading and writing) training materials and identified mathematics materials for teacher professional development
  - iii. Provided experts to facilitate literacy and math training of trainers for teacher professional development

iv. Reviewed CFS standards and indicators

**5. CFS baseline assessment and school based self-assessment and activities aligned to CFS dimensions, standards, indicators**

- a. Baseline study co-authored by MWAI
- b. Malina Popivana Primary School: CFS Committees based on dimensions, standards and indicators; activities organized by Teacher Working Groups include all six dimensions, also classroom level continuous assessment
- c. Sande Sterjoski School: Macedonian, Albanian and Turkish as languages of instruction, activities include multi-ethnic teacher professional development, and school level activities

**6. Communication and Dissemination**

- a. Macedonia's communication and dissemination strategy is to work within existing structures by forming committees and working groups, and providing training. At the national level the CFS National Expert group drafted the standards and supported the work at the pilot schools. The CFS National Expert group also conducted training workshops, for example, training advisors from the Bureau of Education Development (BDE) on CFS dimensions.
- b. CFS Pilot schools had steering committees consisting of school leaders and teachers. In addition, these schools had 6 CFS working groups, one for each dimension.
- c. A CFS communication and dissemination strategy includes but is not limited to: stakeholder participation at all levels of the system; information and validation meetings; and social marketing and media.