

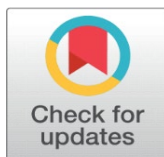
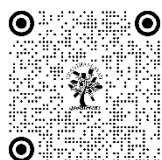
FACTORS CONTRIBUTING IN MAKING SCHOOL, A CHILD FRIENDLY SCHOOL

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DOI

10.29121/shodhkosh.v5.i5.2024.3570

Funding: This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

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ABSTRACT

A review study has been done to identify the factors that contribute in making a school, a child friendly school. Child friendly school is a place where student feels at home. Child friendly school not only provides effective emotional support to the students but also provides all the basic amenities required in school campus.

Studies conducted between 2013 to 2023 have been selected for this review study. This study revealed that there are number of factors that contribute in making a school, a child friendly school. Some of those factors are physical infrastructure, teaching methods, teachers attitude towards students, positive environment etc.

Keywords: Child Friendly School, Emotional Support, Physical Infrastructure

1. INTRODUCTION

Significant progress has been made in the past decade towards fulfilling Millennium Development Goal 2 (MDG 2) – universal access and completion of primary school by 2015 – even though the related interim target of MDG 3 – gender parity in primary and secondary education by 2005 – was not achieved globally. Many countries have scored impressive gains in both enrolment and closing the gender gap in education. Recent data show a decrease in the number of children not enrolled in school, from 94 million in 2002 to 75 million in 2006. However, far too many children who are enrolled still fail to complete their education, dropping out due to poor school quality and other factors. At any given time, the number of children attending school is far less than the number enrolled, since dropping out of school is not immediately reflected in enrolment data.

The challenge in education is not simply to get children into school, but also to improve the overall quality of schooling and address threats to participation. If both quality and access are tackled, children who are enrolled in primary school are likely to continue, complete the full cycle, achieve expected learning outcomes and successfully transition to secondary school.

2. CHILD FRIENDLY SCHOOL

The above discussed trends have given rise to concerted efforts to tackle the issue of quality in basic education worldwide, with such agencies as UNICEF intensifying their work to address education quality more systematically. It is in this context that UNICEF's strategy and programming have evolved over time, culminating in child-friendly school (CFS) models as comprehensive ways of dealing with all factors affecting quality.

Like most reality-based innovations, the CFS models are not simply an abstract concept or a rigid methodological prescription. They represent pragmatic pathways towards quality in education that have evolved (and are still evolving), from the principle of education as a human right to a child-centered ideology that regards the best interest of the child as paramount at all times. This makes the child central to the educational process and the main beneficiary of key decisions in education.

But it does not mean that CFS models are inflexible ideological blueprints. Because they are grounded in the reality of resource constraints and lack of capacity for designing and implementing ideal solutions, they adhere to the principle of 'progressive realization' of children's right to quality education. CFS advocates are willing to negotiate priorities regarding what is in the best interest of the child and make trade-offs based on what is feasible for schools and education systems to accomplish within a given time frame, using available resources and capacities.

3. NEED OF THE STUDY

Child friendly school is the need of the hour. The countries around the world are willing to implement the CFS model prorogated by UNICEF, but it is not an easy task to be completed and there could be various factors hindering in implementation of CFS model. The researcher decided to compile studies that focused on identifying factors that hinder or support child friendly schools. After analyzing the result of the previous studies conducted in the field, factors have been identified which contributed in making school a child friendly school.

4. REVIEW ANALYSIS

Kiso, Chenibei Stephen (2013) conducted a study with the purpose to carry out a detailed investigation on the factors leading to a Child Friendly School Environment in public primary schools in Njoro District, of Nakuru County. The target population of the study included the 87 head teachers; 732 teachers; and 3000 class eight, 2013 pupils representing all the pupils in the district. Systematic sampling technique was used to select nine (10%) schools where the 9 head teachers were drawn from; Proportionate stratified sampling was used to select three hundred (10%) pupils and seventy three (10%) teachers making a total of three hundred and eighty two (10%) responses. Interview schedules, questionnaires and observation schedules were used as research instruments to gather information on variables of interest. This study found out that the use of child-friendly pedagogy, the encouragement of learners to participate actively in teaching/learning process, well maintained, spacious and aerated classrooms and enough desks for all pupils, parental provisions to their children's moral and material support and parental active involvement in maintaining discipline, community's active involvement in decision making, the use of democratic leadership style and school administrators' exposure to educational management skills are key factors that lead to creation of CFSE in public primary schools in Njoro District of Nakuru County. It recommended that institutions charged with teacher education should continuously train teachers on use of child-friendly pedagogy, all educational stake holders including MOE, SMC, parents, community and teachers should ensure that key school infrastructures are well maintained, the parents and community should be encouraged and facilitated to play their part, and the inculcation of democratic leadership tenets in the schools and schools administrators' exposure to educational management skills should be encouraged and facilitated.

The purpose of the study conducted by **Kitheka Joseph Musila (2015)** was to investigate school factors influencing implementation of child-friendly programmes in public primary schools in Kangundo Sub-county, Kenya. Findings revealed that schools had inadequate classroom, desks, water and electricity as indicated by majority of head teachers. It was also found out that physical infrastructure in the schools were inadequate as indicated by majority 15 (75.0%) of head teachers and majority 58 (68.2%) of teachers. Half of head teachers 10 (50.0%) and majority of teachers 54 (63.5%) indicated that community involvement in the implementation of child friendly school in the school was effective. Majority 260 (77.6%) of pupils disagreed that their parents were supportive in doing homework and that their community ensure they had a child friendly school. Majority 209 (62.4%) of pupils agreed that their parents were concerned with their

friendly environment. The scarcity of learning materials in the classrooms has been the most serious impediment of the child friendly school model. Based on the study findings, the study concluded that schools had inadequate classroom, desks, water and electricity. It was also concluded that the classrooms in the school were not adequate. It was also concluded that psycho-social and service delivery was practiced to a very great extent in the schools. The study concluded that performance was determined by the wellbeing of a child at home and in the community and that psychosocial support ensures socially and emotionally support for pupils. It was also concluded that teachers helped pupils to understand hard topics. The study recommended that an effort to be made by the school administration to change the attitudes of all members of the school community so that whatever is done is done in the best interests of the learner. Schools should implement student-centred learning process as it allows students to actively participate in discovery learning processes.

Endang Fauziati (2016) found that living in a democratic and always changing world, children have to learn the basic facts about their rights and to acquire the needed democratic life skills. Such democratic life skills can be reinforced through the surrounding environment itself, such schools. A Child Friendly School is a framework designed by UNICEF as the answer to the above needs. A Child Friendly School is a school that recognizes and nurtures the achievement of children's basic rights. A school is considered child friendly when it provides a safe, clean, healthy and protective environment for children. At Child Friendly Schools, child rights are respected, and all children. Based on this concept we can design classroom practices which are child-centered and learning-friendly. The classroom practices provide us ideas about how to deal with children with diverse backgrounds and abilities that attend the class, as well as how to make learning meaningful for all the students. This paper is specifically intended to discuss the underlying principles of Child Friend School and the implication in classroom practices.

Hafsatu Umar Abdullahi, Igbaji Clement and Sadiyya Abdullahi Sunusi (2017) examined the role of the teacher with the above, features and characteristics of child friendly school in Nigeria, facilities required in the child friendly school. Framework of Right-Base child friendly school and objectives of child friendly schools and made some recommendations like: pre-primary schools be provide with the needed space, teaching learning equipment, health and sanitation facilities and teachers should be well motivated; individuals and companies should come into educational sector to help government build more schools of standard with low cost (School fees) to meet the exponential growth in population leading to overcrowded classrooms.

Study conducted by **Fatma Çobanoğlu, Zeynep Ayvaz-Tuncel, Aydan Ordu (2018)** tried to identify to what extend the teachers, the principals and the secondary school students (5th to 8th grades) perceive their school as child-friendly. The mixed method approach was chosen for the study. The quantitative data was collected with 'Child-Friendly School Scale (CFSS)' developed by the researchers. A total of 54 schools and 4007 students comprise the sample, and the scale was implemented in one class from each grade level chosen randomly. The qualitative data were obtained from the volunteer teachers. Results revealed that the CFS characteristics of the schools changed according to the socioeconomic level of the school, gender of the students and the grade level. It can be suggested to construct a sense of awareness for the child-friendly school concept, to provide the continuity of the arrangements and to make them functional. It is striking that, as the socio-economical level increases, the students perceive their schools less child-friendly. The reason for this can be the increase in the expectations in accordance with the opportunities owned. Furthermore, as the children grow older, their perception of being child-friendly decreased.

The objective of the study of **Shinto K Thomas, K. Jose, P. A. Kumar (2018)** was to to critically evaluate school-based child-protection programmes and suggest a model of child protection through positive schooling. Positive schooling is an approach to create a healthier and safer school environment. Positive schooling emphasises inclusiveness, strength-based education, developing character strengths, creating least restrictive environments, and fostering well-being among the school community, including students and teachers. It aims at creating a positive culture where every learner gets equal opportunities to learn and develop. It gives value to overall well-being of the individual and happiness within the learning environment. It promotes positive teaching strategies without the use of punishment and pressure. The positive culture within the school environment would promote peer support and collaboration, preventing bullying and abuse. Learners and facilitators would respect and support each other, focusing on strengths rather than weakness, which would, in turn, create an inclusive environment accommodating everyone. The chapter also highlights the need for: trained professionals, like counsellors, in school settings; stronger school-based policies; and the need for collaboration among school administrators, counsellors, teachers, and parents.

Amna Saleem, Iqra Shaheen, Humaira Zahid (2020) aimed to assess the basic needs of the children in the public school, to analyze the behavior of the staff with parents and children, and to analyze the availability of child-friendly facilities in the public schools. The study was descriptive and it was conducted to an analysis of facilities provided by the government for Child-Friendly Schools. For this study, the target population was public sector schools of the Multan district. A convenient sampling technique was utilized for the selection of the sample which comprises 81 respondents (male 40 and female 41). For the collection of data, a questionnaire was utilized in this study. With the help of the survey technique, data had been collected from participants. Collected data were analyzed in terms of descriptive statistics (frequency distribution, mean, and percentage). Significant findings exposed that schools are providing maximum of the facilities such as clean drinking water, security system for the school, enough classroom with proper lights, attendance register for students, refer children to get treatment for their health problem, parent-teacher meeting, etc. Major recommendations for this study were; schools should introduce committees to stop bullying and corporal punishment in their schools and coordinate with a local organization to survey so that all children can come to schools.

Somariah Fitriani, Istaryatiningtias (2020) carried a study that intended to elaborate on the role of the school committee in addressing and promoting the implementation of the child-friendly school model to create a positive school climate and atmosphere. This qualitative approach research adopted a comparative case study since two primary schools become a unit of research analysis. Two primary schools, a public and private primary school in which both of them are located in Jakarta as a study site. The researchers obtained the data through observation, interviews, and document analysis. The research has revealed that the school committees, both in public and private schools, bring a vital contribution to help the schools in terms of supporting and controlling the implementation of the child-friendly school model with several different perspectives. The participation of the school committee is highly needed in monitoring the activity of the learning process toward the quality of school life and in bridging the communication between schools and students' parents, particularly in promoting the model of child-friendly school.

The study conducted by **Musili, W. (2023)** sought to examine institutional factors influencing the implementation of Child-Friendly Schools (CFS) in Kenya focusing on health, safety and protection in schools. Secondary data was used and a total of twenty (20) studies were reviewed, ten (10) studies conducted in Kenya and ten (10) others from different parts of the world that used different methods that yielded varying results. This study revealed that few schools have elaborate child protection mechanisms where child abuse incidents are prevented, detected and reported. Discrimination based on gender, ethnic stereotypes and harmful traditional practices were also reported which are not conducive for learning. Themes identified in the analysis included collaboration, coordination, playing a role, misunderstandings, vulnerability, and support network. This study concluded that while making efforts to address challenges of implementation of child-friendly schools, stakeholders in the family, community and school institutions have not focused on the whole child by taking into account conditions in the family, community and school environment which are critical to the understanding the plight of children. This study recommends that all stakeholders in education be cognizant of the fact that different children face different situations and have diverse needs.

5. DISCUSSION AND FINDINGS

The review analysis of the above mentioned studies gives a very clear picture about a child friendly school. The studies belong to different countries and results of almost all the studies mentioned importance of many factors which are in common. This shows that concept of Child Friendly School is universal in nature and it's components are similar around the world.

The review analysis revealed that child friendly pedagogy and active participation of learners in teaching learning process is crucial for child friendly school. Sound physical infrastructure is another basic requirement of child friendly school. Physical infrastructure like clean drinking water, airy and well ventilated classrooms, comfortable desk and table of proper size, play ground, playing equipments etc. helps in making a child feel at home in school. Active participation of parents and community can also play an important role in ensuring that schools are keeping the place child friendly. Providing proper facility for health check-up and providing counseling to deal various issues related to students also important for child friendly schools. Sanitation facility, trained teachers (with quality of love and empathy), Attitude of Principal, teacher-administrators relation, democratic environment are also crucial. One most important aspect came out of these studies that child friendly school is somewhat a relative term it means that the stakeholders of different socio economic status value these facilities in term of their socio-economic status. With the change in socio-economic status their expectations from schools changes. It was also concluded that while making efforts to address challenges of

implementation of child- friendly schools, stakeholders in the family, community and school institutions have not focused on the whole child by taking into account conditions in the family.

CONFLICT OF INTERESTS

None.

ACKNOWLEDGMENTS

None.

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