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**UNICEF CHILD FRIENDLY SCHOOLS
PROGRAMMING:
GLOBAL EVALUATION FINAL REPORT**

2009

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Executive Summary

UNICEF contracted with the American Institutes for Research (AIR) in January 2008 to conduct a global evaluation of the CFS initiative, which was to be built upon site visits to Child Friendly Schools in six countries. The evaluation study was set out to be a baseline that addressed the challenge of variability and examined inclusiveness, pedagogy, architecture and services, participation and governance, systemic management, and cost. Specifically, the evaluation was to address three questions, each of which had several objectives:¹

- What are the underlying principles of CFS schools and what do they look like in practice? Data and analyses here were to assist UNICEF promulgate empirically grounded principles for CFS.
- Does CFS programming realize UNICEF's objectives for 'child-friendly schools'? Data and analyses were meant to provide evidence for quality improvement and strategic planning.
- Can UNICEF CFS programming have an impact at the national level? Data and analyses here were to provide evidence for the added-value of CFS implementation and its sustainability in the national context.

This Executive Summary briefly describes the evaluation approach and present the main findings from the evaluation. Detailed results and recommendations are presented in the full CFS evaluation report.

Overview of Evaluation

The evaluation utilized a mixed-methods design to determine whether the CFS framework could produce the type of school that its designers visualized, as described by Bernard (1999, cited in Chabbott 2004):

The value being added by the child-friendly school framework is precisely in its bringing together and attempting to integrate, conceptually and operationally, under the auspices of the CRC: (i) the well-established conditions and characteristics of effective, child-focused teaching and learning and (ii) the goals of sustainable human and child development, including health, protection from harm and peaceful participation. (p. 13)

In addition, the evaluation was designed to describe how CFS models have been implemented in multiple contexts to provide data on the extent to which the key principles of CFS-- child-centeredness, inclusiveness, and democratic participation – are being realized, to identify challenges, and to provide a baseline and create tools to monitor future progress.

The evaluation consisted of 10 distinguishing features.² It:

- employed site visits by teams - the data collection included one-day or two-day site visits by teams to approximately 25 schools in two or more regions/districts in each of the six countries – Nigeria, South Africa, the Philippines, Thailand, Guyana, and Nicaragua. A total of 150 schools were visited,
- focused on the range of schools - schools were selected to represent the range of CFS schools in terms of location, duration of implementation, and demography;

¹ Following the award of the contract to conduct the evaluation, UNICEF and AIR collaborated to refine the evaluation design to address UNICEF's priorities for this evaluation.

² More detail about the evaluation methodology, including instruments, sampling, and analysis is provided in Appendix A.

- employed randomization - students, teachers, and families were randomly selected for interviews, focus groups, and/or surveys, and the classrooms to be visited were randomly selected;
- addressed phenomenological issues - the evaluation employed survey instruments to explore how a representative group of students and staff experienced the school;
- balanced sensitivity to local context and analytical uniformity by combining AIR and local evaluators/data collectors;
- created and/or tailored instruments and scales to address the needs of the evaluation. AIR developed and/or customized 14 instruments and 17 reporting scales to meet the needs of the global evaluation;
- combined quantitative, qualitative, and visual data and employed Hierarchical Linear Modeling (HLM) to apply a rigorous standard to the patterns observed in the quantitative and qualitative data. This combination allowed triangulation of data from multiple sources, tested the consistency of findings obtained from different stakeholders and through different instruments, the evaluation team was able to clarify and nuance the findings appropriately (Greene et al., 1994; Johnson & Onwuegbuzie, 2004);
- employed a Delphi survey of UNICEF Education Officers to contextualize findings - a web-based modified Delphi survey was designed and administered to contextualize findings that were limited to two or more regions in six countries; and
- drew on AIR's experience with CFS through other projects with UNICEF and on AIR internal experts.

Overarching Findings

The site visits to six countries with different experiences implementing CFS, data collected from UNICEF Education Officers around the world implementing CFS, and a review of prior studies and literature on CFS demonstrated the following:

- Child Friendly Schools in varying contexts successfully apply the three key principles of CFS models-- inclusiveness, child-centeredness, and democratic participation. Schools operating in very different national contexts, with different levels of resources and serving populations with different needs have succeeded in being child-centered, promoting democratic participation, and being inclusive. Schools that had high levels of family and community participation and use of child-centered pedagogical approaches had stronger conditions for learning, that is, students felt safer, supported, and engaged, and believed that the adults in the school support the inclusion and success of each student.
- UNICEF Education Officers state that the CFS model is flexible, adaptable to different contexts, heuristic and broadly appropriate – that CFS is “not a blueprint” and can be implemented in different ways with different levels of support depending on local needs.
- The CFS initiative has been effective in engaging stakeholders at all levels of education systems in creating schools with conditions that reflect effective, child-focused teaching and learning, and in encouraging educators to think about how to serve the whole child. School heads and teachers across all countries we visited “speak the language” of CFS. The conceptualization of CFS appears to be “sticky” (Heath & Heath, 2007), helping stakeholders grasp the need to address the whole child in a manner that embodies the principles of inclusiveness, child-centeredness, and democratic participation. In interviews with teachers

we heard – with the exception of *one* school – universal support for CFS principles. They are enthusiastic in their support of the ideals of CFS and committed to striving to meet them, even in challenging circumstances. This speaks to the ability that CFS has to effectively engage stakeholders, an important element in implementing the CFS model. Often when asked, teachers, school heads, and families who have some comparative perspective stated that CFS changed the way in which they and others thought about education.

- The CFS initiative has provided Ministries of Education with a useful and relevant framework for improving education that promotes child development and is inclusive, participatory and responsive. Ministries support and have embraced, to varying degrees, the principles of CFS models. More than half (54percent) of UNICEF Education Officers who responded to the Delphi survey reported that countries had integrated the Child CFS initiative into its education strategy.
- For the most part, countries where CFS is more established are more successful than countries that began creating Child Friendly Schools more recently or have not integrated the initiative as well into the Ministry’s strategy. The Philippines and Thailand, countries that have been implementing CFS since the late 1990s and in which CFS is implemented as a national strategy for school reform, have many schools that realize the goals of CFS. Survey and observational data indicate schools’ success in creating child-centered learning environments and teachers and parents attest to changes in outcomes. In both of these countries the Ministry of Education has embraced the CFS framework – it is the education strategy, and other donors rally around the CFS model. Moreover, the UNICEF Regional Office has been a champion of CFS. At the other end of the spectrum, UNICEF only recently began supporting the CFS initiative, such as in South Africa. Although the evaluation indicates that in the Child Friendly Schools in South Africa there are many challenges to overcome, the objectives of CFS are integrated into Ministry’s education strategy.
- UNICEF Education Officers indicate that UNICEF collects and uses data on CFS. However, we were not able to obtain school-level data related to key CFS objectives (e.g., attendance, dropout rates) for this evaluation from UNICEF country offices. This suggests that these data are not regularly collected or accessible to UNICEF country offices. In some cases national education management information systems may not be fully operational, or are not being maintained systematically.
- Having insufficient resources was perceived by school staff as a challenge to being child-friendly. School heads and teachers felt hampered by lack of resources to support instruction – from instructional materials to trained teachers – and schools struggled to maintain the physical plant. Reports from UNICEF Education Officers who note the difficulty schools have with these issues, demonstrate that these challenges extend beyond the six countries visited. At the same time, UNICEF Education Officers pointed out that many aspects of the CFS model are not resource-intensive and can be implemented with little expense.

When implemented effectively Child Friendly Schools realize UNICEF’s objectives. Based on the six country site visits, secondary sources that put the country visits in a global context, and other work AIR has carried out in Child Friendly Schools, the evaluation found the following:

- School heads, teachers, and parents in Child Friendly Schools view inclusiveness as a key principle of the CFS model and make efforts to include, encourage, and support students, regardless of gender or background. Schools make concerted efforts to retain children in school, and reach out to children not in school - although there was variation across

countries in how much effort schools make. Child Friendly Schools provide inclusive classroom environments in which teachers demonstrate similar expectations for, and equal treatment of, all students regardless of background. The Child Friendly Schools visited appear to be particularly successful in creating an environment where female students feel safe, supported, and challenged.

- The majority of schools provide safe and comfortable environments conducive to learning (e.g., structurally sound buildings and classrooms, students protected from dangers such as toxic materials, sufficiently ventilated classrooms). During school visits we observed many beautiful schools, classrooms, and grounds—colorful murals, children’s artwork, well-cared-for gardens, bright open spaces—that reflected the pride that students, teachers, staff, parents and the communities feel in their school and the extent to which they view such environments as important to being child friendly. Most students feel that adults in their school provide important emotional supports and nearly all schools provide health education to support children’s health and safety.
- Most schools in the six countries are successful in creating an environment that conveys to students that learning is important and worthwhile, encourages students’ active engagement, and promotes learning. Teachers in most of the six countries are using child-centered instructional techniques, are creating environments that encourage active learning as well as trust and respect, and convey an understanding of the principles of the CFS model regarding pedagogy. HLM analyses suggest that these child centered pedagogies contribute to positive conditions for learning where students feel safe, respected and included, challenged, and supported.
- There are high levels of student involvement in many schools; schools make substantial efforts to create a welcoming atmosphere for parents and encourage parent and community participation in school events and decision-making. HLM analyses suggest that family and community involvement (as reported by teachers) contributed to positive conditions for learning where students feel safe, respected and included, challenged, and supported.
- HLM analyses suggest that CFS Schools have created an environment where female students feel included. For example, female students consistently rated the three dimensions of school climate higher than male students.

There are, however, challenges to meeting UNICEF’s objectives for Child Friendly Schools. Based on the six country site visits, and informed by other work AIR has carried out in Child Friendly Schools, the evaluation found the following:

- Schools struggle to be fully inclusive, particularly in the case of students with disabilities. School buildings and grounds often do not easily accommodate students with physical disabilities, and school heads and teachers overwhelmingly report that they are not equipped to meet the needs of children with special needs (learning disabilities, developmental disabilities, etc.). UNICEF Education Officers also report that more must be done to strengthen schools’ ability to be inclusive of and support all children. Few say that schools in their countries take concrete actions to make their schools inclusive; most say that teachers have insufficient training in supporting children with special needs.
- Although Child Friendly Schools in the six countries have been successful in creating welcoming classroom environments and providing academic and emotional support to children, they have been less successful in creating conditions in which many students feel emotionally and physically safe—factors which have been demonstrated to affect attendance, academic performance, and school dropout. Male students felt less safe than

female students, and fifth grade students³ had consistently lower perceptions of safety than did students in grades 6, 7, and 8. Students who reported having to miss school for work felt less safe than students who did not report having to miss school due to work obligations. Also, schools provides health education, but did not provide systematic social emotional learning to students learn to manage their health- related behavior. In addition, many schools struggle to provide healthy school environments—particularly sanitary and safe latrines and potable water.

- Observations and student and teacher reports suggest that many teachers in Child Friendly Schools are using child-centered pedagogical approaches. However, teachers are not necessarily following the pedagogical approaches one would expect in a child-friendly school. School heads and teachers identified the lack of trained teachers who can implement child-centered instructional methods as a challenge in the six countries, and UNICEF Education Officers concurred that teachers do not have the training they need to implement CFS.
- Although school heads, teachers and parents enthusiastically embrace the idea of parent and community involvement in schools, they also identified obstacles to involving them in meaningful ways. UNICEF Education Officers echoed this - more than two-thirds said that parents and the community do not take responsibility for implementing CFS principles and are parents not involved substantively in Child Friendly Schools. Moreover, less than 3percent of UNICEF’s CFS budget supports community involvement.
- Although having well-built, safe schools that provide comfortable learning environments is important, this alone is not sufficient to make a school child friendly. Our analysis shows that school architecture and architectural features do not predict school climate. Rather, it is other, less tangible aspects that determine whether a school is child friendly – factors such as child-centeredness, engaged parents, and mutual respect among students and teachers. However, there is a great emphasis on architecture in CFS programming: 67percent of UNICEF’s CFS budget in the funding cycle is allocated to architecture⁴. School heads feel burdened by their inability to maintain their facilities, while UNICEF Education Officers report that schools have difficulty attaining CFS’s school facilities goals even though UNICEF provides funds, training, and technical support in many countries.

In the following sections we present key findings that address the key principles of CFS— inclusiveness; child-centeredness in terms of supporting students and creating healthy, safe, and protective learning environments; child-centeredness in terms of child-centered teaching and learning; and democratic participation, on a 3 point scale – *needs improvement, satisfactory or excellent*. We then present findings from our analysis using hierarchical linear modeling to determine the relationship between elements of CFS models and student outcomes (student perceptions of school climate) and findings from the cost analysis of CFS.

Inclusiveness

- For the most part, in schools implementing the CFS approach school heads, teachers, and parents express a commitment to inclusiveness, view inclusiveness as a key element of the CFS model, and make efforts to include, encourage, and support students, regardless of gender or background.

³ Students who responded to the survey were in grade 5 or higher; explained in the introduction, at the time of the evaluation the survey had not been adapted or validated for use with young populations but since has been. In this analysis, Primary is defined as grade 5, Middle is defined as grades 6-8, and Secondary is defined as grades 9-12.

⁴ A high proportion of funding in EAPR and ROSA was emergency relief funding earmarked for reconstruction efforts.

- According to school heads, schools make efforts to reach out to children not in school to engage them and make efforts within school to retain them. However, variation exists across countries in how much effort schools make.
- In five of the six countries the majority of students feel physically and emotionally safe in school and that their schools are inclusive. Still, many students do not feel safe or feel that their schools are inclusive; 19-56percent provided responses that resulted in a rating of “needs improvement.” Female students have, on average across countries, more positive feelings about safety than male students.
- Teachers are somewhat more positive than students in their assessment of the school climate. Across all countries school heads report that policies and conditions are largely in place to support a positive school climate.
- Schools struggle to provide buildings, classrooms, and grounds that are accessible to all students, particularly those with disabilities. This was especially the case in Nigeria, South Africa, and Guyana where 26-56 percent of schools needed improvement on this dimension.
- Schools appear to be more successful at providing inclusive classroom environments where teachers demonstrate similar expectations for and equal treatment of students regardless of background. In Thailand and the Philippines more than 80 percent of classrooms were deemed excellent on this dimension and in Nigeria, South Africa, Guyana, and Nicaragua, 87percent or more classrooms were judged to be satisfactory or excellent in terms of being inclusive.
- HLM analyses suggest that students feel safer, supported, and engaged, and believe that the adults in the school support the inclusion and success of all students when schools have high levels of family and community participation and use of child-centered pedagogical approaches. School heads and teachers identify few obstacles to gender inclusiveness and equality. Classroom observations did not find obvious bias, although some observations and interview data suggest that gender stereotyping is in practice.
- Schools in all countries make fewer efforts to reach out to children with disabilities in the community than to children from minority groups, students living in poverty, or others at risk for poor educational outcomes.
- School head survey responses, classroom observations, interviews conducted with school heads, teachers, and parents, indicate that school heads and teachers feel that serving students with disabilities is an enormous challenge for which they are not equipped.
- These findings are consistent with both a multitude of studies have been conducted in recent years on the ways in which Child Friendly Schools promote inclusiveness, respect and respond to diversity, and provide equal access to free, high quality educational opportunities for all children Both the studies and the Delphi survey suggest that although inclusive education and awareness of disability rights is an increasingly prominent theme in some countries, it is not in all countries, and even in the countries where it is, only some Child Friendly Schools were successful in their attempts to recruit and integrate children with disabilities. Previous evaluations also suggest that MOEs, UNICEF, and schools can promote inclusiveness in a number of ways that range from community mobilization to teacher training programs.

Child-centeredness: Supporting Children and Creating Healthy, Safe, and Protective Learning Environments

- About two-thirds or more of the schools visited in each country had physical environments that met at least minimum standards for providing safe and comfortable environments conducive to learning (e.g., structurally sound buildings and classrooms, students protected from dangers such as toxic materials, sufficiently ventilated classrooms). However, school heads, teachers, and parents reported pervasive challenges maintaining school buildings and grounds and in some schools reported severe problems related to security, such as vandalism.
- Eighty-four percent of students stated that they “feel safe at my school,” but with only between 15 and 52 per cent of students feeling physically and emotionally unsafe, results on the Emotional and Physical Safety scale (EPS) were mixed.
- More than two-thirds of students in each country feel that adults in their schools provide important supports; students feel adults listen to, care about, and help them.
- In most countries nearly all schools met minimum requirements or better for providing safe and sanitary conditions. However, there is wide variation in the availability of services to support students’ health and hygiene, and some schools are struggling to meet the basic needs, such as providing consistent access to drinking water, which was unavailable in 16 percent of schools across countries and in as many as 30 percent of schools within a country.
- In all countries, school feeding programs were cited as a key service to promote inclusion and student engagement and learning, but such programs are *not* available in 30 percent of schools across countries and in as many as 65 percent of schools in some countries.
- Nearly all schools across the six countries provide health education to students to support healthy living and develop positive social and emotional skills. However, there is much variation in how life skills education is implemented and there was little evidence of intentional social-emotional learning.
- Results from the Delphi survey of UNICEF Education Officers suggest that UNICEF’s advocacy and commitment to supporting students and creating healthy, safe and protective learning environments is high, yet it is a challenging principle to fully realize. In some places the challenge is providing necessary facilities to facilitate health and hygiene while in others the material supports are there, but changing behaviors is a challenge.
- These findings are consistent with multiple evaluations of the degree to which learning environments are healthy, safe and protective that has been conducted in recent years across geographic regions. These studies suggest that the primary foci of CFS initiatives within countries have often focused on improvement to the physical plant, consistent provision of a safe water supply, and expanded sanitation and hygiene services, such as constructing sanitary latrines, providing hand-washing facilities next to areas where food is prepared and ensuring that school grounds are kept free of garbage and other contamination sources. Evaluations of Child Friendly Schools also suggest that without parental and community involvement, many of the physical improvements observed would not be feasible.

Child-centeredness: Child-centered Teaching and Learning

- Most schools in the six countries are successful in creating an environment that conveys to students that learning is important and worthwhile, encourages students' active engagement, and promotes learning. Eighty-three to 96 percent of students reported satisfactory or excellent on the "Challenging Student-Centered Learning Environment" scale.
- Classroom observations across the six countries found that teachers are using child-centered instructional techniques and are creating an environment that encourages trust and respect. Across five of the six countries, all classrooms were satisfactory or excellent on this dimension.
- The use of child-centered pedagogies was statistically associated in a positive manner with higher students' perceptions of school climate. During teacher focus group discussions, teachers in all countries demonstrated an understanding of the fundamental principles of the CFS model regarding pedagogy and shared that there has been a shift from teacher-centered to student-centered, active learning with the implementation of the CFS model. However, traditional notions of effective instruction persist.
- The success of Child Friendly Schools in meeting teachers' needs regarding professional development and resources is mixed, although generally encouraging. In surveys, teachers report that opportunities for professional development and support are sufficient, but discussions with teachers and school heads indicate that there is a dearth of well-trained teachers.
- In focus group discussions, teachers in every country noted that a major challenge to being child friendly is a lack of trained teachers, suggesting that there is a need for more expansive training at the pre-service stage and for teachers currently teaching. Teachers in all countries talked about the provision of teaching materials and trained teachers as having helped their schools be child friendly. At the same time, however, lack of sufficient resources (trained teachers, textbooks, materials) is stated again and again by teachers and school heads during interviews and focus group discussions in every country as a challenge to the school being child friendly in the area of pedagogy. According to the focus group data, the lack of materials is especially acute in Nigeria, South Africa, and Guyana.
- While few prior studies that we reviewed have explicitly measured the impact of the CFS initiative on pedagogical shifts within the classroom environment, extant research demonstrates that teachers believe the primary benefit to the CFS approach is exposure to and implementation of a range of new teaching methods, including participatory and student-centered approaches. Further, these evaluations do provide some evidence that CFS bolsters student learning and improves teaching practices. The inconsistency of these findings, however, warrants future research on the relationship between the CFS approach, teaching practices and learning outcomes.
- According to UNICEF Education Officers who responded to the Delphi survey, child-centered pedagogy is strongly emphasized by UNICEF across countries. Respondents viewed implementation of the CFS model as motivating for teachers, because it produces results. However, there is a widespread feeling among UNICEF Education Officers that teachers do not have sufficient training to apply the principles of CFS, particularly regarding child-centered pedagogical techniques. Finally, UNICEF might be able to do more to promote child-centered pedagogy to parents and communities and help them see the benefit

of this over traditional methods; some countries have done this and some respondents acknowledge that they have not done much of this kind of advocacy.

Democratic Participation

- Family and community involvement as reported by teachers was positively associated with higher ratings on all three student climate scales: Challenging Student-Centered Learning Environment (CSCLE); Safe Inclusive and Respectful Climate (SIRC); and Student Support.
- Surveys and interviews administered to students, teachers, school heads, and parents and community members suggest the following patterns across countries:
 - high levels of student and parent involvement in many, but not all, schools;
 - increasingly formal roles of students in decision-making activities through student governments or councils that participate in a range of school activities, including fundraising, beautifying the school compound, and peer tutoring;
 - perceptions that students' self-esteem and school engagement improve as a result of increased student involvement;
 - high levels of parent involvement both at home and at school (an important outcome given the beneficial impact of parent involvement on student achievement and on generating resources and support for CFS schools);
 - improved communication between school officials and local community members to increase community involvement and ownership of the CFS initiative;
 - substantial efforts by many schools to create a welcoming atmosphere for parents and encourage parent and community member participation in school events and decision making activities (however, interviews with parents and school heads also suggested that parents and community members face several challenges to increasing parent involvement: poverty, parental illiteracy, and negative judgments of parents by school officials and teachers based on parents' educational background); and
 - family and community absorption of some education-related costs. For example, parents provided free labor or materials for school construction projects. Also, in many of the schools visited in this sample—especially in Thailand and the Philippines—parents (often mothers) cooked simple and nutritious meals for the school feeding program.
- Previously conducted research on CFS consistently points to the increased involvement of students in their education and the powerful influence of family and community involvement on the degree to which schools were able to implement and sustain the CFS approach.
- UNICEF Education Officers responding to the Delphi survey reported that community ownership of the school hinges on the strength and vision of the school head and that the school head is, more broadly, the key to the success of the school. Respondents suggest, though, that having other supports in place, such as trained school committee members, can ensure that responsibility for a school's success is not concentrated in one person, reiterating the importance of family and community involvement in school management. UNICEF Education Officers felt that parents and community members could contribute in more meaningful ways than they typically do.

Relationship between CFS and Student Outcomes

Patterns Across CFS Programming Elements

- Two aspects of Child Friendly Schools were positively associated with higher ratings on all three dimensions of students' perceptions of school climate—Safe, Inclusive, and Respectful Climate (SIRC), Challenging Student-Centered Learning Environment (CSCLE), and Emotionally Supportive Climate: family and community involvement (as reported by teachers) and the use of child-centered pedagogy (as measured through classroom observations). This indicates that in schools that have high levels of family and community participation and use of child-centered pedagogical approaches students have more positive perceptions of school climate.
- Teachers' ratings of student involvement were positively associated with higher ratings on Emotionally Supportive Climate but were not significantly related to CSCLE. Mixed results were obtained in models predicting ratings on SIRC.
- Inclusive classroom climate was not statistically associated with students' perceptions on SIRC, CSCLE, or Emotionally Supportive Climate.
- Inclusiveness and safety at the school level were, in statistical terms, negatively associated with Emotionally Supportive Climate but not significantly associated with perceptions on SIRC or CSCLE.
- Variables related to child-centeredness in terms of student support and healthy, safe, and protective learning environments were not statistically associated with student outcomes.
- Having good grades was consistently associated with higher perceptions of academic and emotional support.
- Students who reported earning excellent grades experienced the school environment as being safer, more respectful, inclusive, and emotionally and academically supportive than did students who reported poor or failing grades.

Patterns Across Student Demographics

- Female students consistently had higher perceptions on SIRC, CSCLE, and Emotionally Supportive Climate than male students.
- Students who reported having to miss school for work had consistently lower perceptions on SIRC, CSCLE, and Emotionally Supportive Climate than peers who did not report having to miss school due to work obligations.
- Primary school students⁵ (grade 5) had consistently lower perceptions of SIRC and CSCLE, although attending primary school was not significantly related to ratings on Emotionally Supportive Climate.
- Middle, or lower secondary, school students (grades 6-8) had consistently higher perceptions of SIRC and Emotionally Supportive Climate, although attending middle school was not significantly related to ratings on CSCLE.

⁵ Students who responded to the survey were in grade 5 or higher; explained in the introduction, at the time of the evaluation the survey had not been adapted or validated for use with young populations but since has been . In this analysis, Primary is defined as grade 5, Middle is defined as grades 6-8, and Secondary is defined as grades 9-12.

- Having good grades was consistently associated with higher perceptions on CSCLE and Emotionally Supportive Climate but not on SIRC.
- Having excellent grades was consistently associated with higher perceptions on SIRC, CSCLE, and Emotionally Supportive Climate.

School Characteristics

- Neither urban locality nor years of implementation were statistically associated with students' perceptions. This finding must be interpreted cautiously, as it could be due to the small sample size. (Between 23 and 27 schools were sampled per country.) It is possible that there were not enough schools within each category (e.g., urban, rural) to demonstrate significant effects.
- Effects of country "membership" also differed across outcomes. Nicaraguan students had higher perceptions of SIRC; Filipino students had higher perceptions of CSCLE; and Thai students had higher perceptions of Emotionally Supportive Climate.

Cost Analysis

Findings from Our Global Analysis of UNICEF's Chart of Accounts

- Funding for CFS increased substantially from 2006 to 2007 overall and in EAPR and ESAR, and decreased in ROSA.
- Emergency resources constitute a significant portion of funding for CFS—36percent globally and more than 50percent in UNICEF's East Asia and the Pacific (EAP) and ROSA regions.
- EAP spends more than any other region on CFS.
- Sixty-seven percent of CFS funds are spent on supplies, equipment and construction.

Findings from Our Analysis of School-level Data from the Six Countries

- Expenditures on Child Friendly Schools vary by country and variance relates closely to overall income inequality. Where overall income variation is high, variation in per pupil expenditure is also high, except in South Africa where there is high variability in teacher wages.
- In our analysis of school-level data from the six countries, we found that there were economies of scale—total expenditure per pupil decreases as school size increases. However, UNICEF's investments do not reflect this pattern—as school size increases UNICEF's proportional investment also increases.
- Variance in UNICEF's expenditures on Child Friendly Schools increased the longer schools receive support.

Recommendations

The main recommendations include the following:

- improvement in CFS programming aspects, such as identifying strong school leaders and equipping them with more skills and capacity to implement CFS, developing strategies to improve readiness for CFS implementation at the school and community level,

- positioning CFS as a good model for teaching lifeskills education by playing on the relationship with inclusiveness, child-centeredness, and democratic participation.
- promoting and supporting community input and buy-in at all stages of the creation and implementation of a CFS—conceptualization, planning, management, implementation and monitoring and evaluation and support schools in using family and community-driven approaches to engaging individuals who are harder to reach.
- that UNICEF should focus efforts on encouraging Ministries of Education to adopt the CFS framework and build it into their national education strategies and budgets.

The evaluation also recommended additional strategies to improve programming in post-conflict and transition countries, such as inclusion of social emotional learning component for teachers and students suffering from post-traumatic disorder. For middle income countries with high levels of income inequity, UNICEF was advised to target advocacy efforts and programming to pockets of poor and vulnerable children. A strategy recommended for UNICEF country officers was to use a data-driven approach to select programming priorities, including examining composite indices such as contained in the Human Development Report, the Human Development Index, Human Poverty Index or Gender Empowerment Measure⁶ when determining how to adapt and focus the CFS model.

⁶ See <http://hdr.undp.org/en/statistics/>