

**Indicators of School Quality:
Towards Gender-Friendly Schooling Environment**

Process Indicators

Developed by the

International Roundtable

Bangalore

March 26 – 29, 2008

Co-Sponsored by
The Commonwealth of Learning
The Commonwealth Foundation
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And organized by
The Institute for Social and Economic Change

The Process Indicators included in the following tables came out of discussions held at the International Roundtable on “Indicators of School Quality: Towards Gender-Friendly Schooling Environment” co-sponsored by the Commonwealth of Learning, The Commonwealth Foundation and the Commonwealth Secretariat organized by the Institute for Social and Economic Change in Bangalore, March 26-29, 2008.

These quality and gender indicators represent three distinct areas of school influence: inside the classroom, outside the classroom and in relation to the community.

The indicators have been placed within a framework provided by UNICEF’s Child-friendly Schools Initiative, as demonstrated in their report found at http://www.unicef.org/eapro/Assessing_CFS.pdf. The indicators devised at the Roundtable have been placed in the first column of the framework. Column two provides space for allocating the level at which the assessment could take place, for example, child; classroom; school; community. Column three offers space for indicating the method of assessment, for example, review of documentation; interviews; classroom observation; checklists and surveys. A fourth column could be added to allocate responsibility for the assessment, for example, child, teacher, administrator, PTA member, Community-Based Organization.

INSIDE CLASSROOM

<i>Process Indicators</i>	<i>Assessment Level(s)</i>	<i>Assessment Method(s)*</i>
Physical Environment		
1. Ready physical access to classroom/school.		
2. Adequate classroom space per child.		
3. Adequate lighting and ventilation.		
4. Adequate child-friendly, child-sized furniture provided.		
5. Seating arrangement facilitates teacher-child and child-child interaction and is not segregated.		

Learning Environment		
1. Boys and girls are given equal access and opportunity to school enrolment and completion.		
2. Girls and boys are given equal opportunity for academic achievement.		
3. Both boys and girls are encouraged to participate actively in the learning process.		
4. Acceptance, respect and encouragement of both girls and boys is communicated.		
5. All children's abilities to learn are affirmed.		

INSIDE CLASSROOM

<i>Process Indicators</i>	<i>Assessment Level(s)</i>	<i>Assessment Method(s)*</i>
6. Boys and girls have equal access to essential learning materials.		
7. Gender- friendly culture is cultivated by		

teachers and students.		
8. Learning materials are free of gender bias.		
Teaching/Learning Processes		
1. Both boys and girls are encouraged to explore, experiment and develop critical thinking capacities.		
2. Girls and boys are given equal opportunity to express themselves.		
3. Boys and girls are given equal opportunity to achieve academic success.		
4. All children are given opportunities to have a voice in planning school activities.		
5. Children are encouraged to share their experiences with others.		
6. Both female and male teachers are adequately represented to provide role models for boys and girls.		

INSIDE CLASSROOM

<i>Process Indicators</i>	<i>Assessment Level(s)</i>	<i>Assessment Method(s)*</i>
7. Regular attendance by students and teachers is expected.		
8. Teaching and learning materials portray girls and boys of varying socio-economic backgrounds with equal prominence, potential and respect.		
Teacher Performance		
1. Teachers' approach is child centred.		
2. Teachers are sensitive to children's special needs.		
3. Teachers are supportive and non-judgmental.		
4. Teachers provide equal opportunities for girls and boys.		
5. Teacher's workload is within their comfort level.		
6. Teachers have taken gender sensitization training.		

OUTSIDE CLASSROOM, within school jurisdiction

<i>Process Indicators</i>	<i>Assessment Level(s)</i>	<i>Assessment Method(s)*</i>
Library and Laboratory		
1. Books, especially new acquisitions, are evaluated for gender bias.		
2. Books feature girls and boys equally and reflect their life situation in a gender-fair manner.		
Facilities		
1. Provision of clean separate toilets and change rooms for girls and boys as well as men and women faculty.		
2. Girl-friendly, age appropriate toilet facilities ensure privacy and facilitate menstrual hygiene.		
3. Adequate hostel facilities are available for		

boys and girls.		
Cultural Activities, Music and Drama		
1. Mixed groups of girls and boys participate in activities that go beyond stereotypes.		
Games and Sports		
1. Playground has been assessed for gender-friendliness.		

OUTSIDE CLASSROOM, within school jurisdiction

<i>Process Indicators</i>	<i>Assessment Level(s)</i>	<i>Assessment Method(s)*</i>
2. Girls have the same access to and opportunity for physical play and extra-curricular activities as boys.		
3. Games promote team building, cooperation and self-confidence and avoid sex-stereotyping through mixed teams.		
School Assemblies		

1. School assembly is a proactive environment, promoting gender-friendly behavior.		
2. School assembly offers opportunity to build leadership skills among boys and girls.		
Health and Nutrition		
1. Girls and boys have equal access to clean, safe drinking water and a healthy mid-day meal.		
2. Iron tablets and other nutritional supplements are provided.		
3. Linkages to health service providers exist.		
4. Frequent/regular health check-ups are provided for girls and boys.		

OUTSIDE CLASSROOM, within school jurisdiction

<i>Process Indicators</i>	<i>Assessment Level(s)</i>	<i>Assessment Method(s)*</i>
5. Health records are kept for each child.		
6. Puberty education and		

individual counseling is available.		
7. Girls have access to feminine hygiene provisions.		
Field Visits		
1. Girls participation is encouraged.		
2. Mothers and/or female teachers accompany class on excursions.		
3. Adequate number of supervisors accompanies excursions to ensure safety and security.		
4. Parents, especially mothers participate actively in planning field trips.		
Security and Harassment		
1. Escort programmes are provided to ensure children's safe passage between home and school.'		
2. Policy Against Sexual Harassment and Bullying established.		

OUTSIDE CLASSROOM, within school jurisdiction

<i>Process Indicators</i>	<i>Assessment Level(s)</i>	<i>Assessment Method(s)*</i>
3. Committee on Sexual Harassment and Bullying formed and includes members of the community and students.		
4. School provides a safe, comfortable environment for children.		

COMMUNITY-SCHOOL RELATIONSHIP

<i>Process Indicators</i>	<i>Assessment Level(s)</i>	<i>Assessment Method(s)*</i>
1. PTA/MTA established and holding regular meetings.		
2. Community organizations work with the school to create an enabling and supportive environment for the school.		
3. Regular community campaigns are conducted to encourage		

parents to enroll all girls and boys in school.		
4. Community acts as monitor to ensure standards of equity within the school.		

COMMUNITY-SCHOOL RELATIONSHIP

<i>Process Indicators</i>	<i>Assessment Level(s)</i>	<i>Assessment Method(s)*</i>
5. The community, especially parents with school aged children, holds the school accountable.		
6. Women are represented on school management committee.		
7. Women in leadership positions on school committees.		
8. Daycare facilities have been established at the school.		
9. School and community have a shared vision of quality and equity of education.		