

GOOD HOME GUIDE

Self -Audit and Monitoring Tools for Child Institutions





Sponsor A Child was created in 2003 for the relief of poverty, sickness, distress and the educational advancement of orphans and other at risk children in Nigeria. Child rights form the basis of our activities.

Our Good Home Scheme™ trains and evaluates child institutions, recognising and rewarding 'good' and 'outstanding' provision, using rights principles as measures. By these means and through joint delivery of rights-based projects, the scheme promotes continuous improvement of institutional care, education and protection services.

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Good Home Guide

Olatoun Williams

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GOOD HOME. QUALITY SERVICE ADVOCACY SCHEME™

Table of Contents

PREFACE	4
THE GOOD HOME GUIDE™ – A SELF-AUDIT TOOL	5
Instructions and Key.....	5
General Score Commentary.....	6
PART 1 –CARE AND PROTECTION SERVICES	
Is Our Environment Healthy?	7
General.....	7
Prevention of Diarrhoea	9
HIV/AIDS Prevention/Management/ Confidentiality.....	11
Nutrition and Growth.....	13
Complementary Feeding.....	13
Malaria Prevention	15
Is Our Culture Inclusive of All and Gender Sensitive?.....	17
Is Our Culture Protective of All?.....	20
Is Our Culture Participatory?.....	23
Child Participation	23
Parental Participation.....	23
Community Participation	24
PART 2 - EDUCATION SERVICES	
Is Our School Academically Effective for All?.....	26
Participatory Approaches in the Classroom.....	26
Enabling Environment.....	26
PART 3 – EVALUATING THE COMMITMENT AND EFFECTIVENESS OF THE INSTITUTION’S LEADERSHIP	
Leadership and Management.....	30
APPENDICES	
Good Home Guide™ Score Sheet	39
List of Child Rights	44
Millennium Development and Education for All Goals	46
SWOT Analysis.....	47
Sources of Information	48

PREFACE

“The Lord... blesses the home of the righteous” Proverbs 3:33

The Good Home. Quality Service Advocacy Scheme™ engages caregivers and educators in child institutions in order to address the problem of poor and uneven standards which put at risk the welfare of the children in their care.

The scheme is an innovation which ‘synthesizes’ and delivers our toolkit:

‘Local Champions’ is a caregivers training manual and a child rights implementing tool. Cutting across all areas of child care: survival, development, protection and participation, it targets all child institutions.

The **‘Good Home Guide’**™ a self-audit and monitoring tool, uses ‘child friendly’¹ criteria as indicators. The guide is cross-cutting and targets all child institutions.

‘Transitions’ is unique, offering specialized guidance for early years provision.

The **‘Manual for Good Home Evaluators & Report Writers’** provides evaluators and report writers with user friendly templates for reporting.

The Good Home Scheme™ importantly integrates projects delivered by our **‘Community Aid’** and **‘Education’** programs. We invite Good Homes™ (‘Outstanding’ and ‘Good’ child institutions) to partner with us in joint bids to grant makers for the delivery of capital projects which strengthen child rights and advance Millennium Development and Education for All Goals in their institutions.

Community Aid

Hostel Project
Sanitation Project
Safe Playground Project
Safe Kitchen Project
Good Food & Water Project
Primary Health & First Aid Project

Education

Resource Centre Project
The Literacy Challenge™

The Good Home Scheme™ brings a culture of continuous improvement to child institutions in Nigeria. This is a culture in which key principles are embedded: self evaluation against ‘child friendly’ criteria, the questioning of practice and the sharing of knowledge among practitioners through local, regional and national networking.

¹ Child Friendly criteria: Inclusive of all; Healthy; Protective of all; Academically Effective for all; Gender Sensitive; Participatory: welcoming the participation of children, parents and the community in the institution’s affairs.

It is our hope and prayer that the Good Home Scheme™ will be adopted as a model for the improvement of child welfare in institutions across Nigeria and beyond.

Olatoun Williams
Coordinator, Sponsor A Child
January 2012

THE GOOD HOME GUIDE™ – A SELF-AUDIT & MONITORING TOOL

We recommend institutions self-audit as an important for to maintaining existing good practice and for setting new and improved standards in child care, education and protection. We recommend self-auditing as a strategy for preparing institutions for evaluations by Sponsor A Child on the platform of the Good Home Quality Service Advocacy Scheme™. Self-auditing is useful as a preparation for inspection by government bodies charged by law (Child Rights Act 2003) to carry out inspections in compliance with policy provisions and to sanction or close institutions which violate child rights regarding safety, health and freedom from abuse.

The Good Home Guide™ is a user-friendly toolkit which we recommend for use at least twice a year. We recommend writing ‘big picture’ reports at the conclusion of the self-audit exercise. Big picture reports are no more than 3 pages (6 sides) of A4 paper outlining weaknesses and strengths of the institutions using our Good Home SWOT Analysis in the appendix to SMART planned actions should be listed in bullets as a concluding section of the report. The name of the person in charge of the specific improvement should be noted alongside each bullet. Reports of self-evaluations should be distributed to all stakeholders in improvement planning for the institution.

INSTRUCTIONS AND KEY

What to Do

To complete this self-audit:

- i. Do not write on the original tool. Photocopy the tool you wish to write on. Keep the original clean and hold onto it for future use.
- ii. Use a different colour ink for each letter (e.g. red – A, blue – B, green – C, purple – D)
- iii. Append the relevant letter from the key to the “Indicator” in each section
- iv. For a collaborative process, divide the tools among your evaluation team members i.e. a tool for each member
- v. Score ‘Nil’ for indicators that are not applicable to your institution and remember to:
 - (a) Subtract the total score for these indicators from the ‘Total Possible Score’
 - (b) Reflect these subtractions from the ‘Grand Total Possible Score’ on page 6.
- Vi When treating the Leadership and Management criterion and other criteria whose objectives have multiple indicators, score A, B, C, D respectively where “most are in place”, “ many are in place”, “ a few are in place”, or “none are in place”.

Key

A – In Place

B – Partially in Place

C – Not in Place, but Planned

D – Not in Place, and Not Planned

OVERALL SCORE COMMENTARY

Numeric Scoring

- A – 5 points
- B – 3 or 4 points
- C – 2 points
- D – 0 or 1 point

Grand Total Possible Score: 1,110

Mostly As

Outstanding. Work on your minimal deficits. Once those improvements are in place, join our network of outstanding centers as a Good Home. Quality Service Advocate™. Be active as an advocate. Why not produce a film (video) of a day in the life of your center? Why not launch an annual Good Home Open Day™, screening your documentary for stakeholders in your community, including government officials. Screenings at your open days should be followed by a discussion forum where principles of good care, education and protection can be disseminated.

Many As, Many Bs

Good. There are deficits that need to be addressed before the center can be set up as a model for the community. Work hard to meet all quality service standards and take your place as a Good Home. Quality Service Advocate™.

A few As, Many Bs, Many Cs

Adequate. There are strengths in your services but this score signifies a pressing need to promptly address the wide range of deficits identified. Failure to do so makes it highly likely your center will be short-listed for closer monitoring by the Government inspectorate.

Mostly Ds

Weak. If multiple child rights are at risk of violation in your center and there are breaches of the conditions of your registration, the Government inspectorate will take appropriate action. If you want to sustain operations as a child institution, improve your services in each area of deficit as a matter of urgency: closure of your center by the Government inspectorate is imminent. We strongly recommend visiting an institution offering similar services to your own which is recognized for good or outstanding provision. Engage with the leadership and management of that center and discuss good practice and how to overcome challenges faced in running a quality child institution. Implement lessons learned from these discussions. Implement the child friendly criteria taught by this guide, without delay.

IS OUR CULTURE HEALTHY?



IS OUR CULTURE HEALTHY?

Related Rights

Right to care in organization conforming with legislated/authorized standards on health, safety, welfare, staff-child ratios, suitability, and competence of staff (CRA s2.2)

Right to survival and development (CRA s4)

Right to health and health services (CRA s13)

Related MDGs:

Goal 1: Eradicate extreme hunger and poverty

Indicators: level of dietary energy consumption; prevalence of underweight children under 5 years

Goal 3: Promote gender equality and empower women

Goal 4: Reduce child mortality

Target: full immunological coverage to reduce mortality rate of children under 5 years

Goal 6: Combat HIV/AIDS, Malaria and other diseases

Indicator: % of population aged 15 – 24 years with correct knowledge of HIV/AIDS

Goal 7: Ensure environmental sustainability

Target: access to safe drinking water and basic sanitation

Goal 8: Develop a global partnership for development

Target: access to affordable essential drugs

Inadequate physical environments are responsible for a very large number of deaths among children under the age of 5. Pneumonia causes 19% of under -5 mortality – the biggest killer of young children – and is largely associated with indoor air quality. The 2nd largest cause of death, diarrhoeal diseases (accounting for 17% of under – 5 mortality), is associated with clean water and sanitation. To this we can add malaria and injuries both of which are environmentally triggered and together account for 11% of deaths among young children. ... it is very clear how huge positive health impact can be achieved by improving the physical environment that children grow up in

Living conditions: the influence on young children's health. Early Childhood Matters

Bernard van Leer Foundation.

June 2012/118

PART 1 – CARE AND PROTECTION SERVICES

IS OUR CULTURE HEALTHY?

	GENERAL	IN PLACE	PARTIALLY IN PLACE	NOT IN PLACE BUT PLANNED	NOT IN PLACE AND NOT PLANNED	COMMENTS
	KEY INPUT					
1.	No tripping hazards e.g. uneven steps					
2.	Regular maintenance and repair of furniture, toys, play and educational resources, equipment, machinery and electrical appliances					
3.	Adequate spaces for movement of pedestrians and vehicles e.g. car park					
4.	Fenced water reservoirs or well					
5.	Septic tank soak-away					
6.	Adequate number of toilets including disabled toilet					
7.	Safe drinking water technology and regular water treatment					
8.	Adequate ventilation e.g. cross-ventilation					
9.	1 bed for each child and each caregiver					
10.	Adequate hygiene supplies e.g. soap, towels, tooth brushes and toothpaste (1 set for each child/ caregiver)					
11.	Control of air pollutants					
12.	Regulation of noise level					
13.	Measures for adequate space/ventilation					
14.	Full coverage of routine immunisations					
15.	Relationship/Retainer with a health facility					
16.	First Aid supplies and regular staff training in First Aid					
17.	Routine child health surveillance (growth monitoring, deworming, etc)					
18.	Fire Safety measures and designated Fire Safety Officers					
19.	We ensure that the designated fire safety officers are known to all staff and children. E.g. Large notice of					

	names and contact details on notice boards in a visible place such as main corridors, hallways					
20.	We have adequate toilets to meet the needs of the number of people on the premises					
21.	We have securely fenced openings to prevent people from falling through					
22.	Our premises have clean floors, walls, furniture and fittings, ceilings and windows					
23.	An adequate number of beds for the number of residential children and staff have been provided					
24.	Suitable and separate washing facilities for male and female with clean hot and cold water, soap and clean towels have been provided					
25.	We organise training of staff and older children in household safety practices e.g. not to turn on the gas before lighting matches; not to fill the lantern/stove while the wick is burning, etc.					
26.	We ensure that all medications are properly labelled and stored in a secure location					
27.	We ensure that empty juice bottles filled with poisonous liquids, e.g. Dettol, Izal, are properly labelled and out of the reach of young children					
28.	We ensure that there is proper storage of flammable liquids and gasses					
29.	We ensure that electrical materials are repaired by qualified or experienced electricians and that electrical wires and outlets are out of reach of young children					
30.	We ensure regular servicing of equipment/machinery e.g. cookers, refrigerators, steamers, in accordance with recommendations of suppliers					
31.	We have window restrictors to stop windows opening fully to protect children from 4ft in height					
32.	We ensure that our premises are secure from the risk of intrusion					

SCORE ASSESSMENT

- | | | |
|-----|-------------------------------|---|
| (1) | In place: | A |
| (2) | Partially in place: | B |
| (3) | Not in place but planned: | C |
| (4) | Not in place and not planned: | D |

RATING

- Mostly A:** **Outstanding.** A healthy and good environment.
Mostly B: **Good.** Healthy environment, but strengthen your weaknesses.
Mostly C: **Adequate.** Moving toward a healthy environment, but you have far more work to do.
Mostly D: **Weak.** Not a healthy environment, but not condemned. Address your weaknesses urgently.

Numeric Scoring

- A – 5 points
B – 3 or 4 points
C – 2 points
D – 0 or 1 point

Total Possible Score: 160

- ≥ 128 Points - Outstanding
≥ 96 Points - Good
≥ 64 Points - Adequate
≤ 63 Points - Weak

RECOMMENDATIONS

1. Assess your strengths and weaknesses using the Good Home SWOT ANALYSIS.
2. Meet with your colleagues, draw up, assess and agree to a **SMART** improvement/action plan.
 - **Specific**
 - **Measurable**
 - **Achievable**
 - **Realistic**
 - **Time bound**
3. Implement your actions/improvements within the agreed time frame.

PREVENTION OF DIARRHOEA



	PREVENTION OF DIARRHOEA	IN PLACE	PARTIALLY IN PLACE	NOT IN PLACE BUT PLANNED	NOT IN PLACE AND NOT PLANNED	COMMENT
1.	Inspection of cooking utensils for cleanliness					
2.	Facilities for heating cold meals before consumption e.g. microwaves, electric food heaters, cookers					
3.	Measures to wash uncooked food before eating/ serving e.g. fruits					
4.	Wash hands with soap before preparing and serving food to children					
5.	Measures to ensure safe, hygienic and adequate breast feeding of babies					
6.	Discouragement/prevention of use of feeding bottles					
7.	Encouragement to use cup and spoon to feed babies					
8.	Boiling/treating water before drinking					
9.	Storage of water in clean covered containers					
10.	Discouragement/prevention of passing stool/urine near water sources					
11.	Provision of washing points away from source of water supply					
12.	Provision of adequate water supply					
13.	Inspection of water supply					
14.	Inspection/regular visits to soak-away pit					
15.	Provision of adequate refuse bins in strategic locations					
16.	Measures for control of animal vectors (infection carriers e.g. cows, chicken, cattle)					

SCORE ASSESSMENT

- (1) In place: A
(2) Partially in place: B
(3) Not in place but planned: C
(4) Not in place and not planned: D

RATING

- Mostly A:** **Outstanding.** A healthy and good environment.
Mostly B: **Good.** Healthy environment, but strengthen your weaknesses.
Mostly C: **Adequate.** Moving toward a healthy environment, but you have far more work to do.
Mostly D: **Weak.** Not a healthy environment, but not condemned. Address your weaknesses urgently.

Numeric Scoring

- A – 5 points
B – 3 or 4 points
C – 2 points
D – 0 or 1 point

Total Possible Score: 80

- ≥ 64 Points - Outstanding
≥ 48 Points - Good
≥ 32 Points - Adequate
≤ 31 Points - Weak

RECOMMENDATIONS

1. Assess your strengths and weaknesses using the Good Home SWOT ANALYSIS.
2. Meet with your colleagues, draw up, assess and agree to a **SMART** improvement/action plan.
 - **Specific**
 - **Measurable**
 - **Achievable**
 - **Realistic**
 - **Time bound**
3. Implement your actions/improvements within the agreed time frame.

HIV/AIDS



	HIV/AIDS PREVENTION / MANAGEMENT / CONFIDENTIALITY	IN PLACE	PARTIALLY IN PLACE	NOT IN PLACE BUT PLANNED	NOT IN PLACE AND NOT PLANNED	COMMENT
1.	Teaching on preventive measures (including safe sex practices)					
2.	Provision of individual barbing instruments					
3.	Periodic HIV testing for caregivers (all members of staff)					
4.	Provision of separate containers (bins) for sharp objects e.g. needles, blades					
5.	Provision of individual razor blades, nail cutters, etc.					
6.	HIV positive mothers willing to breast feed must be counselled on all feeding options.					
7.	Sensitization of all pregnant mothers on early Antenatal care to prevent mother to child transmission (PMTCT) of HIV.					
8.	Confidential records of HIV status of children and staff					
9.	Measures to prevent stigmatization of HIV-positive persons					
10.	Prompt attention given to bleedings prevent all children from coming into direct contact with blood?					
11.	All blood and body fluids cleaned with disinfectants					
12.	Balanced diet to improve immune status of everybody					
13.	Linkage to reputable clinics to enable People living with HIV/AIDS have access to Anti – retroviral therapy (ART)					
14.	We make all staff and older children aware that HIV tests can only be carried out after pre-test counselling					
15.	We make sure that all staff and older children that tests can only be carried out with their individual consent					

SCORE ASSESSMENT

- | | |
|-----------------------------------|---|
| (1) In place: | A |
| (2) Partially in place: | B |
| (3) Not in place but planned: | C |
| (4) Not in place and not planned: | D |

RATING

Mostly A: **Outstanding.** A healthy and good environment.

Mostly B: **Good.** The institution is HIV/AIDS aware but there are gaps in your prevention measures.

Mostly C: **Adequate.** The institution's HIV/AIDS awareness is not high and preventive measures need to be increased and improved. You have far more work to do.

Mostly D: **Weak.** Not an HIV/AIDS aware environment. Preventive measures need to be put in place as a matter of urgency.

Numeric Scoring

A – 5 points

B – 3 or 4 points

C – 2 points

D – 0 or 1 point

Total Possible Score: 75

≥ 60 Points - Outstanding

≥ 45 Points - Good

≥ 30 Points - Adequate

≤ 29 Points - Weak

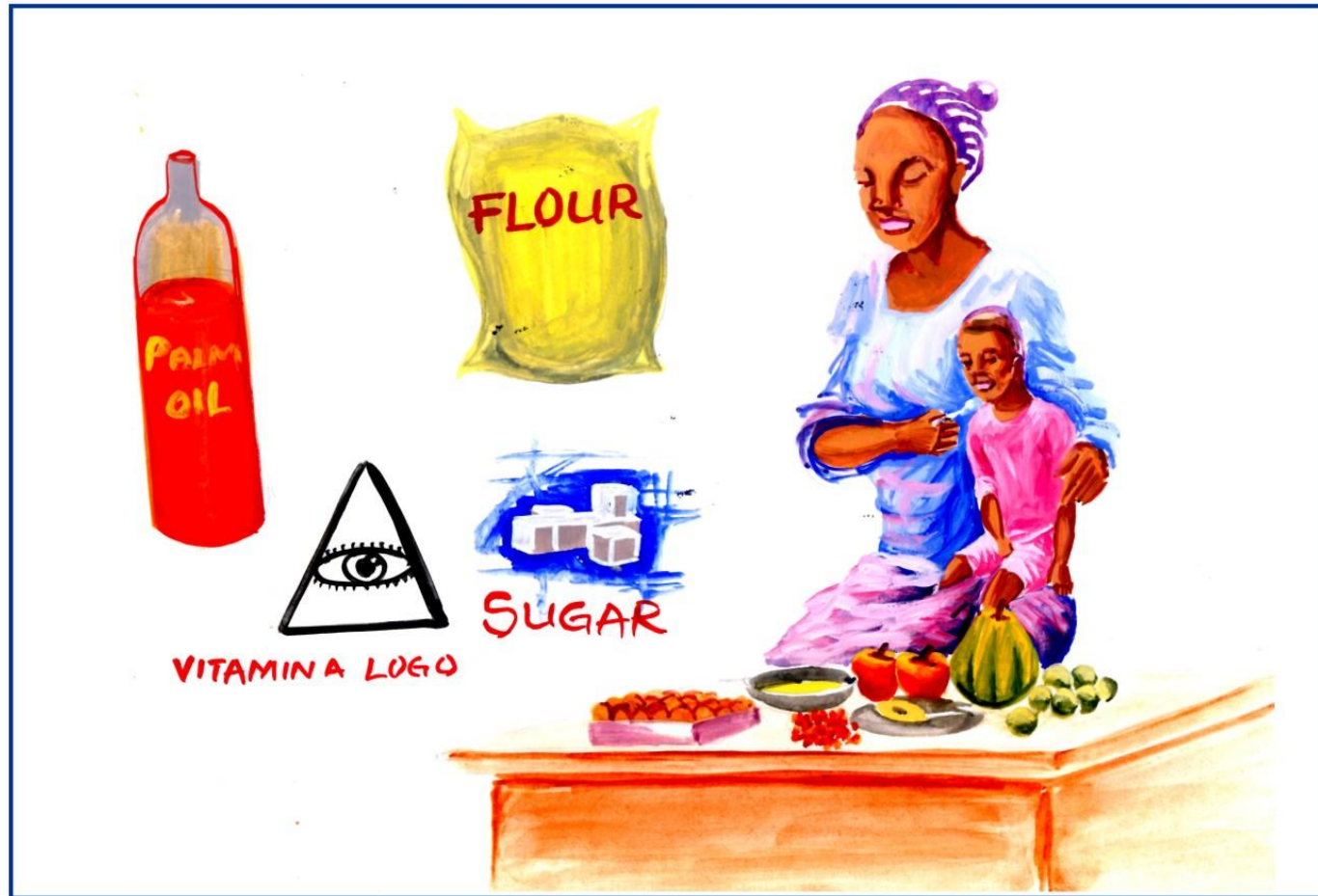
RECOMMENDATIONS

1. Assess your strengths and weaknesses using the Good Home SWOT ANALYSIS.
2. Meet with your colleagues, draw up, assess and agree to a **SMART** improvement/action plan.
 - **Specific**
 - **Measurable**

- **Achievable**
- **Realistic**
- **Time bound**

3. Implement your actions/improvements within the agreed time frame.

NUTRITION AND GROWTH



	NUTRITION AND GROWTH	CONSUMED DAILY	REGULARLY	ONCE/TWICE A WEEK	NOT TAKEN AT ALL	COMMENT
1.	Intake of carbohydrates e.g. bread, rice, yams					
2.	Intake of protein e.g. meat, fish, eggs, milk					
3.	Intake of lipids (fats) e.g. butter, nuts, cheese					
4.	Fruit consumption e.g. oranges, mangoes					
5.	Vegetable consumption e.g. spinach, carrots, tomatoes					
6.	Egg consumption					
7.	Milk for children					
8.	Water for all					

	COMPLEMENTARY FEEDING	CONSUMED DAILY	REGULARLY	ONCE/TWICE A WEEK	NOT TAKEN AT ALL	COMMENT
1.	Complementary food is given to all children after the first 6 months as follows:					
a.	6 to 8 months (2 to 3 times a day)					
b.	9 to 11 months (3 to 4 times a day)					
c.	12 to 24 months (3 to 5 times a day + nutritious snacks at 1 to 2 per day)					

SCORE ASSESSMENT

- (1) Consumed Daily: A
(2) Regularly: B
(3) Once/twice a week: C
(4) Not taken at all: D

RATING

Mostly A: **Outstanding.** A healthy balanced diet.

Mostly B: **Good.** Your children's diet is quite a good one but could be healthier and better balanced. There is still room for improving the quality, quantity and regularity of meals.

Mostly C: **Adequate.** You must make a serious commitment to improve the balance and increase the quantity and regularity of meals.

Mostly D: **Weak** Your children are at risk of under nutrition. Improve their diet immediately by introducing nutrient rich food on a regular basis. Consult a nutritionist or a dietician for recommendations.

Numeric Scoring

A – 5 points

B – 3 or 4 points

C – 2 points

D – 0 or 1 point

Total Possible Score: 45

≥ 36 Points - Outstanding

≥ 27 Points - Good

≥ 18 Points - Adequate

≤ 17 Points - Weak

RECOMMENDATIONS

1. Assess your strengths and weaknesses using the Good Home SWOT ANALYSIS.
2. Meet with your colleagues, draw up, assess and agree to a **SMART** improvement/action plan.
 - **S**pecific
 - **M**easurable
 - **A**chievable
 - **R**ealistic
 - **T**ime bound
3. Implement your actions/improvements within the agreed time frame.

MALARIA PREVENTION



	MALARIA PREVENTION	IN PLACE	ARTIALLY IN PLACE	NOT IN PLACE BUT PLANNED	NOT IN PLACE AND NOT PLANNED	COMMENT
1.	Destroy water-logged receptacles					
2.	Have mosquito control measures					
3.	Use Insecticide Treated Nets (ITNS)					
4.	Treat ITNS					
5.	Regularly fill pot holes					
6.	Have windows with functional nets					
7.	Regular drainage of stagnant pools					
8.	Clear overgrown weeds in compound					
9.	Wear protective clothing					

SCORE ASSESSMENT

- (1) In place: A
(2) Partially in place: B
(3) Not in place but planned: C
(4) Not in place and not planned: D

RATING

Mostly A: Outstanding. A healthy, malaria preventive environment.

Mostly B: Good. You are almost but not fully secured against malaria. Increase your prevention measures.

Mostly C: Adequate. To protect your children and caregivers from contracting malaria, you must work far harder to protect the environment.

Mostly D: Weak. Your environment makes children and caregivers prone to contracting malaria. Protect your environment urgently.

Numeric Scoring

- A – 5 points
B – 3 or 4 points
C – 2 points
D – 0 or 1 point

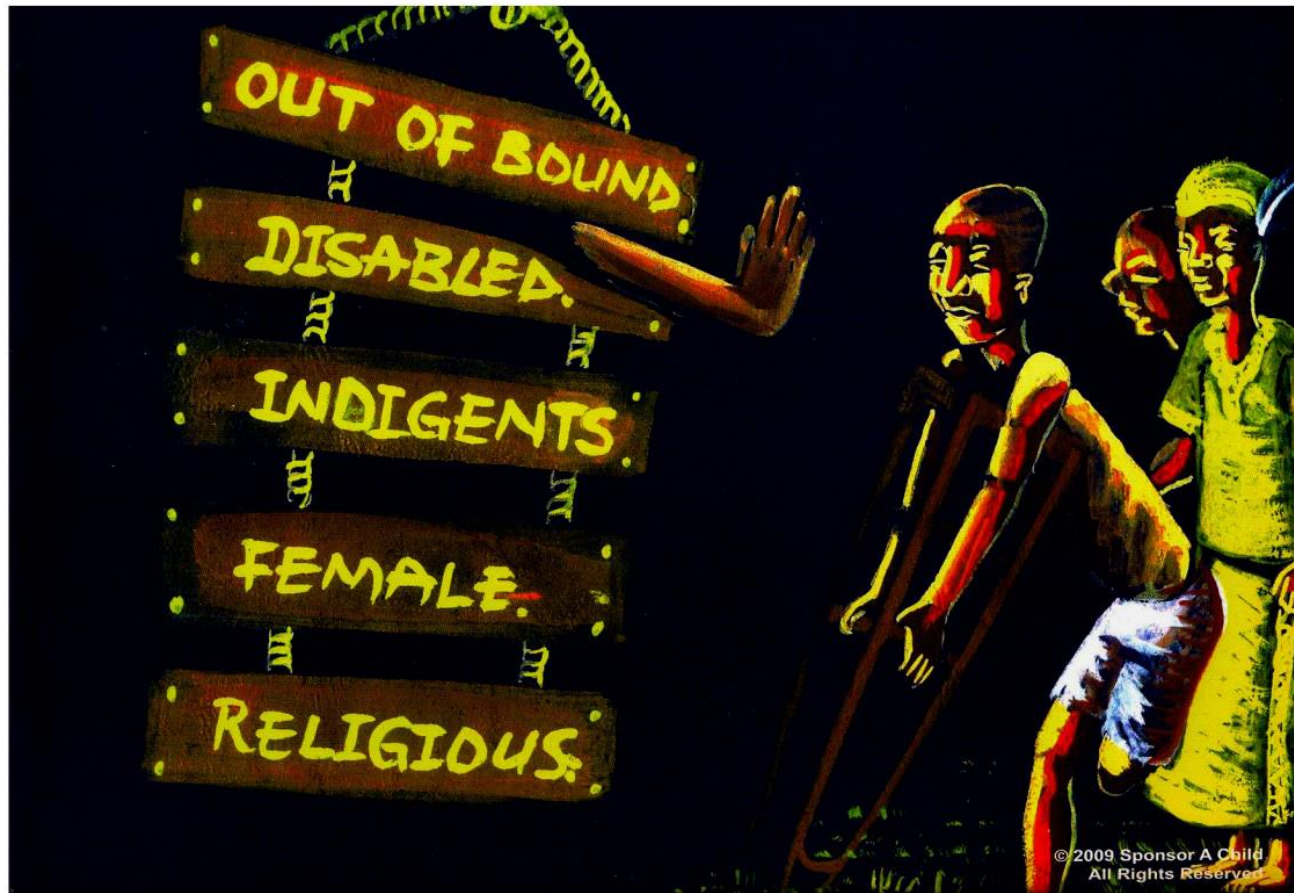
Total Possible Score: 45

- ≥ 36 Points - Outstanding
- ≥ 27 Points - Good
- ≥ 18 Points - Adequate
- ≤ 17 Points - Weak

RECOMMENDATIONS

1. Assess your strengths and weaknesses using the Good Home SWOT ANALYSIS.
2. Meet with your colleagues, draw up, assess and agree to a **SMART** improvement/action plan.
 - **S**pecific
 - **M**easurable
 - **A**chievable
 - **R**ealistic
 - **T**ime bound
3. Implement your actions/improvements within the agreed time frame.

IS OUR CULTURE INCLUSIVE OF ALL & GENDER SENSITIVE?



IS OUR CULTURE INCLUSIVE OF ALL & GENDER SENSITIVE?

Related Rights

Right to freedom from discrimination on the basis of ethnic origin, birth, colour, sex, language, religion, political and social beliefs, status or disability (CRA s10)

Right to freedom of thought, conscience and religion (CRA s7)

Related Millennium Development Goals

Goal 2: Achieve Universal, Free Primary Education

Target: a full course of primary schooling for children everywhere, boys and girls

Goal 3: Promote gender equality and empower women

Indicators (i) ratio of boys to girls in primary, secondary and tertiary education (ii) ratio of literate women to men, 15 – 24 years

Goal 6: Combat HIV/AIDS, Malaria and other diseases

Indicator: % of population aged 15 – 24 years with correct knowledge of HIV/AIDS

Goal 8: Develop a global partnership for development (Target: promotion of male and female youth employment (15 – 24 years)

Related Education for All Goals

Goal 2: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances, and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.

Goal 5: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Goal 6: Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills

Child participation can be described as listening to children and giving them space to articulate their own concerns, while taking into account the children's maturity and capacities. It may also include enabling them to take part in the planning, conduct and evaluation of activities within or outside the family or institutional sphere and involving them in decision making

IS OUR CULTURE INCLUSIVE OF ALL AND GENDER SENSITIVE?

	KEY INPUTS	IN PLACE	PARTIALLY IN PLACE	NOT IN PLACE BUT PLANNED	NOT IN PLACE AND NOT PLANNED	COMMENT
1.	We uphold the value that every child is unique					
2.	We uphold the value that every child is a competent learner from birth who can be resilient, capable, confident and self-assured					
3.	We aim to meet the individual needs of children and deliver personalized learning, development and care, understanding that children learn and develop in different ways and at different rates					
4.	We use Individual Care and Education Plans (IECPs) for tailored provision particularly for children with special educational needs, children with disabilities, and children who are gifted and talented					
5.	We promote positive attitudes to diversity and difference and aim to help our children learn to value different aspects of their own and other people's lives					
6.	We plan for the needs of children from minority ethnic backgrounds and religions					
7.	We plan for the needs of children with learning difficulties or disabilities					
8.	We ensure in our practice and in our interactions to avoid gender stereotyping and all negative values ascribed to boys or to girls					
9.	Our learning materials are free of stereo typing and free of negative or limiting values ascribed to boys or to girls					
10.	We challenge any expression of prejudice or discrimination by children or adults					
11.	Our equal opportunities policy ensuring freedom for all from discrimination is written, framed, visible in the centre and communicated regularly to all stakeholders e.g. candidates for employment, existing staff, children, parents, volunteers, visitors					

12.	We have disability access, e.g. wider doors, ramps, lifts, play equipment for wheelchairs, sensory materials, braille-based books and computers					
13.	We have ramps at all toilet entry points for the disables using wheelchairs					
14.	We operate a pre-entry assessment in order to quickly identify the special needs of children					
15.	Our equal opportunities policy is regularly communicated to all our stakeholders e.g. candidates for employment, existing staff, children, parents, volunteers, visitors					
16.	We plan and deliver strategies in collaboration with the LGEA desk officers to help reduce the population of out of school children in the community, e.g. Almajiri, nomadic, fishing community children, girl children					
17.	We plan and deliver strategies to increase the number of girls enrolling in and completing primary and secondary education via outreaches to out of school children in collaboration with LGEA desk officers (Northern Nigerian schools)					
18.	We plan and deliver strategies to increase the number of boys enrolling in and completing primary and secondary education via outreaches to out of school children in collaboration with LGEA desk officers (south east Nigerian schools)					
19.	We use school attendance records to track the attendance of children at risk of 'dropping out'					
20.	Our girls are provided with feminine hygiene supplies (orphanages, other residential centres)					
21.	Our girls and boys receive puberty, sexual and reproductive health education.					
22.	We use Children's Day (May 27 th) International Literacy Day (September 8 th), People Living with Disability Day (December 3 rd) to create awareness of the importance of educating disadvantaged children and to dispel misconceptions and cultural inhibitions about girls in the North, boys' education in the south East, children living with disability nationwide					

23.	We are aware that poor quality in education is a major access barrier and we plan SMART actions which use our institution's own resources to improve the quality of education on offer in our institution in order to raise the quality of education not geared toward income generation and to teaching life skills					
24.	Our institution specializes in a particular category or categories of children e.g. children in early childhood (0 – 8 years); children with disabilities etc, in order to uphold the right of children with disabilities to interact and to develop their full potential alongside other children.					
25.	Our special needs policy is operational and written in language easy for children to understand and communicated to be fully accessible and to uphold the right of children with disabilities to interact and to develop their full potential alongside other children					
26.	Our special needs policy provides information about how the values expressed in it are to be implemented.					
27.	Our equal opportunities policy provides girls and boys with equal opportunities to make contributions to the advancement of the vision/goals of the institution					
28.	We encourage the viewing of 'Home Videos' and other films which reflect the empowerment of women and promote women and children's rights and the rights of people living with disabilities					
29.	Electoral process for our students' council and other child associations are gender fair					
30.	Our institution operates gender responsive budgeting processes to address critical gender priority issues facilities, gender biased educational materials					
31.	We create spaces for the voices of girl children to be heard in the affairs of the institution e.g. student's council, management committee, peace club (in communities affected by conflict)					
32.	We have separate sanitation facilities (toilets and showers, bathrooms) for girls and boys					
33.	We have non-adjointing, fully separate bedrooms for girls and boys					

SCORE ASSESSMENT

- | | | |
|-----|-------------------------------|---|
| (1) | In place: | A |
| (2) | Partially in place: | B |
| (3) | Not in place but planned: | C |
| (4) | Not in place and not planned: | D |

RATING

Mostly A: **Outstanding.** An inclusive environment, free from discrimination against minority groups and free from gender stereotyping.

Mostly B: **Good.** Moving toward an equal opportunities culture but you need to increase measures to entrench this in your institution's systems.

Mostly C: **Adequate.** Your institution has taken/is taking some steps in the right direction. However, inclusion (freedom from discrimination) and gender sensitivity need to be formally addressed in an operational, written equal opportunities policy communicated to all stakeholders: adults and children.

Mostly D: **Weak.** Not an inclusive or gender sensitive culture. Put in place immediately measures to protect the rights of girl children, children from minority groups and children with disabilities so they may be free from discrimination and participate in the life of the institution.

Numeric Scoring

A – 5 points

B – 3 or 4 points

C – 2 points

D – 0 or 1 point

Total Possible Score: 165

≥ 132 Points - Outstanding

≥ 99 Points - Good

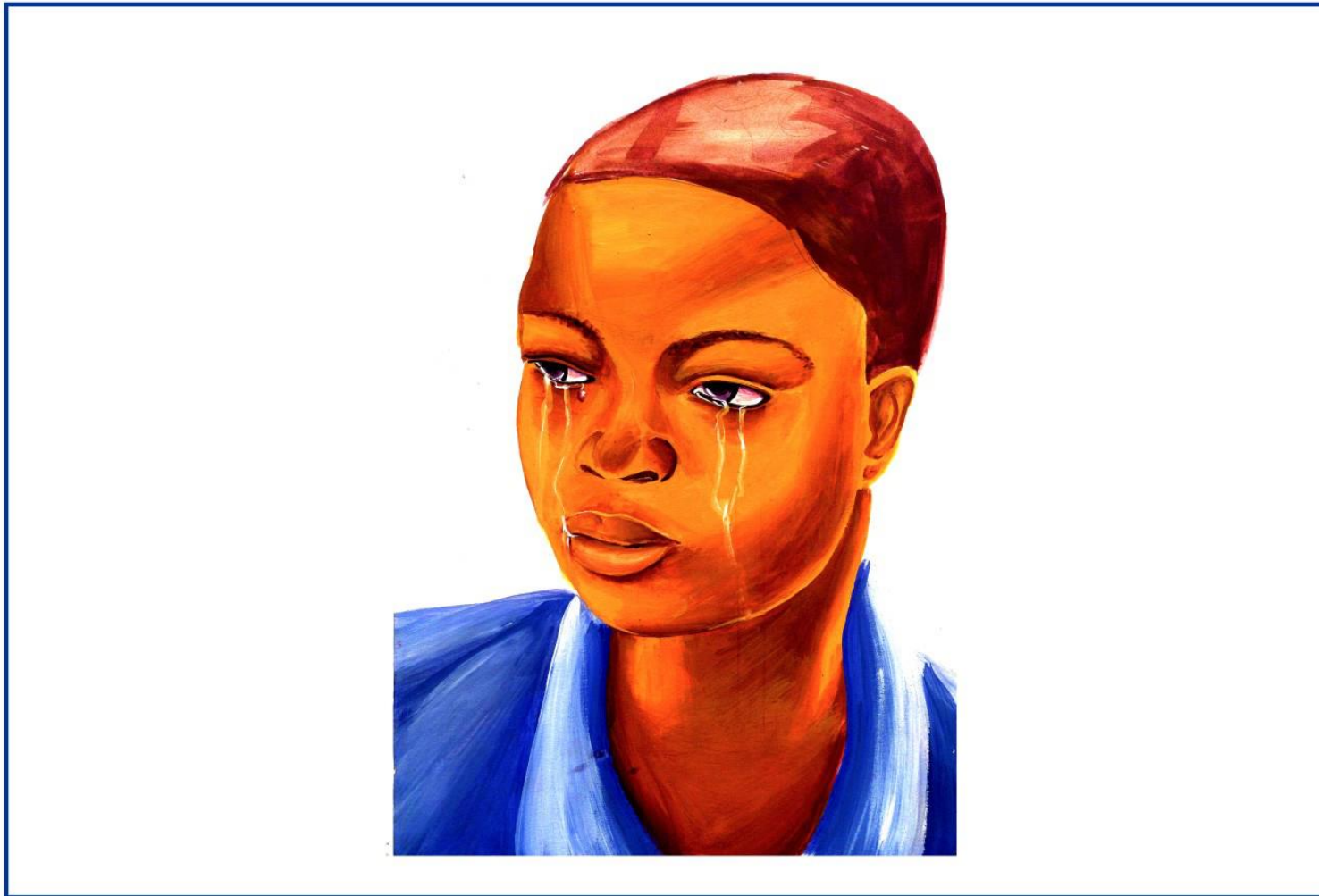
≥ 66 Points - Adequate

≤ 65 Points - Weak

RECOMMENDATIONS

1. Assess your strengths and weaknesses using the Good Home SWOT ANALYSIS.
2. Using the SWOT, discuss and identify key opportunities for action and threats that might thwart action
3. Conclude by identifying and documenting development priorities
4. Meet with your colleagues, draw up, assess and agree to a **SMART** improvement/action plan.
 - **S**pecific
 - **M**easurable
 - **A**chievable
 - **R**ealistic
 - **T**ime bound
5. Implement your actions within the agreed time frame.

IS OUR CULTURE PROTECTIVE OF ALL?



IS OUR CULTURE PROTECTIVE OF ALL?

Related Rights

Right to care in organization conforming with legislated/authorized standards on health, safety, welfare, staff-child ratios, suitability, and competence of staff (CRA s2.2)

Right to protection from indecent and inhuman treatment through sexual exploitation, drug abuse, child labour, slavery, servitude, torture, maltreatment and neglect (Basic Principle. cf Right to dignity CRA s11)

Right to protection from any act which interferes with his or her privacy, honour and reputation (Basic Principle. cf Right to dignity CRA s11)

Related MDGs:

Goal 2: Achieve Universal, Free Primary Education

Target: *a full course of primary schooling for children everywhere, boys and girls*

Goal 3: Gender equality and empower women

Indicator: *ratio of literate women to men, 15 – 24 years*

Goal 6: Combat HIV/AIDS, Malaria and other diseases

Indicator: *% of population aged 15 – 24 years with correct knowledge of HIV/AIDS*

Goal 8: Develop a global partnership for development

Target: *promotion of male and female youth employment (15 – 24 years)*

Over recent years, there has been increasing recognition of the global nature of child abuse, and growing acceptance of the potential risks to children of adults working in positions of trust....many agencies are still not sufficiently aware of the importance of building protection measures into their work. ..All are looking for practical guidance, tools and support materials to assist them in overcoming a host of obstacles that confront them in tackling child protection issues in their work.

Foreword. Keeping children safe. Standards for child protection. Tool 1.

Produced by the Keeping Children Safe Coalition

2006

IS OUR CULTURE PROTECTIVE OF ALL?

	INDICATORS	IN PLACE	PARTIALLY IN PLACE	NOT IN PLACE BUT PLANNED	NOT IN PLACE AND NOT PLANNED	COMMENT
1.	Our recruitment process references legal criteria for staff working with children with respect to appropriate qualifications and criminal records					
2.	Our recruitment process is thorough: candidates for employment are thoroughly vetted using appropriate interview procedures, reference checks and guarantor letters					
3.	Our staffs are 'suitable' according to legal and standard criteria for working with children of various ages and with children with special needs					
4.	We have a child protection policy in the centre which is fully operational; the policy makes it clear the kind of activity and behaviour that is 'prohibited' in our centre and what are considered to be the duties/ responsibilities of stakeholders i.e. directors/ trustees, staff, children, volunteers, visitors					
5.	Our staffs are informed at interview stage and upon employment of our child protection policies and of steps to be taken when a concern about a child's welfare or safety is raised and how this should be recorded and addressed					
6.	We understand the importance of teaching children self-protection and our children are included in key meetings about child safety issues; all relevant information is communicated to them in a child friendly way					
7.	Our children's opinions are sought at meetings and in other ways (e.g. opinion polls and surveys) to ensure effective child protection measures are in place					

8.	Our centre has a child protection officer who has lead responsibility for keeping the children safe; the name, role and responsibilities of the child protection officer are communicated to all stakeholders and importantly, children					
9.	Child protection information is integrated into staff recruitment interviews, staff appraisals and in-house staff trainings while regular external training is also organized for the child protection officer					
10.	Child safety issues are addressed promptly by the appropriate people and with appropriate confidentiality in our centre					
11.	We clearly define what constitutes 'harm' in our planning for child protection, taking into account the risks commonly faced by child institutions and other risks which may be faced by the various kinds of children in our care.					
12.	We keep confidential records of concern regarding children and adults					
13.	We make contact details of agencies and information about various child protection resources available to those charged with child protection					
14.	We implement procedures for dealing with allegations against staff and volunteers					
15.	We carry out safe recruitment procedure at the interview and vetting stages e.g. well-researched and standardised set of interview questions, guarantors' letters, referenced, police checks and checks with other relevant agencies e.g. Ministries of Women Affairs & Social Development					
16.	We have an exclusions policy which clearly states the conditions for excluding adults and children from the institution					
17.	In the child adoption process, children's wishes are consulted through counselling and consultation and their wishes are given due consideration according to their ages and understanding in compliance with CRA section 133, Part 12, 'Adoption' (orphanages)					
18.	We uphold the child's right to dignity and operate a					

	zero-tolerance policy for corporal punishment. The institution's Behaviour Policy and implementation guidelines, must be followed in case of infractions or perceived infractions. Our policy enables the appropriate person to positively enforce discipline in various ways e.g. 'time out' for young children; closer supervision of the child, all with counselling of the child to reinforce correction.					
19.	We ensure that there is close supervision of children in order to minimize the risks of accidents and injuries, in compliance with legislated/authorized guidelines for staff-child ratios e.g. 'Operational Guidelines for Orphanages Selection 7b'					
20.	We make sure that we outline and clearly communicate procedures for protecting children in various activities e.g.: <ul style="list-style-type: none"> - Use of internet - Reading and viewing materials e.g. magazines, books, videos - Trips away from the institutions - Children and young people only groups 					
21.	We provide follow-up care for children who have to leave in the institution due to age					

SCORE ASSESSMENT

- | | | |
|-----|-------------------------------|---|
| (1) | In place: | A |
| (2) | Partially in place: | B |
| (3) | Not in place but planned: | C |
| (4) | Not in place and not planned: | D |

RATING

- Mostly A: Outstanding.** A child protective environment in which there is a high awareness of the risks of abuse and a commitment to prevent it and to respond when abuse is alleged.
- Mostly B: Good.** You have some key child protection mechanisms in place but strengthen your controls.
- Mostly C: Adequate.** Moving towards a child protective environment, but you have far more work to do.
- Mostly D: Weak.** This is not a safe environment for children. Put controls in place as a matter of urgency.

Numeric Scoring

- A – 5 points
- B – 3 or 4 points
- C – 2 points
- D – 0 or 1 point

Total Possible Score: 105

- ≥ 84 Points - Outstanding
- ≥ 63 Points - Good
- ≥ 42 Points - Adequate
- ≤ 41 Points - Weak

RECOMMENDATIONS

1. Assess your strengths and weaknesses using the Good Home SWOT ANALYSIS.
2. Using the SWOT, discuss and identify key opportunities for action and threats that might thwart action
3. Conclude by identifying and documenting development priorities
4. Meet with your colleagues, draw up, assess and agree to a **SMART** improvement/action plan.
 - **S**pecific
 - **M**easurable
 - **A**chievable
 - **R**ealistic
 - **T**ime bound
5. Implement your actions within the agreed time frame.

IS OUR CULTURE PARTICIPATORY?



IS OUR CULTURE PARTICIPATORY ?

Related Rights

The participation of children, parents/guardians and the community serves to advance all child rights particularly:

Right to have his/her best interests considered as paramount in all decision making and actions (CRA s1)

Right to be given the protection and care necessary for his well being (CRA s2.1)

Right to be cared for in an organization conforming with legislated/authorised standards on health, safety, welfare, staff– child ratios, suitability, and competence of staff (CRA s2.2)

Right to freedom of thought, conscience and religion (CRA s7)

Right to the guidance of authorized caregivers (parents, guardians, teachers etc) (CRA S20)

Related Millennium Development Goals

Goal 1: Eradicate extreme hunger and poverty

Goal 2: Achieve Universal, Free Primary Education

Goal 3: Promote gender equality and empower women

Goal 4: Reduce child mortality

Goal 6: Combat HIV/AIDS, Malaria and other diseases

Goal 8: Develop a global partnership for development

Corporal punishment, humiliation and intimidation are factors which often cause girls to drop out of school. In South Eastern Nigeria, more boys than girls drop out of secondary school due to preference for a trade, quest for money, parental decision, lack of employment opportunities, long process of education and lack of counseling. In Southern Nigeria, there is a moderate bias towards boys' enrollment in the South West; South East displays a bias towards girls' enrolment. In the North, there is a strong bias towards boy's enrolment.

**Access and Equity Strategy 2011 – 2014.
Education Sector Support in Nigeria,
(ESSPIN) UKAID.
March 2012.**

IS OUR CULTURE PARTICIPATORY?

	CHILD PARTICIPATION	IN PLACE	PARTIALLY IN PLACE	NOT IN PLACE BUT PLANNED	NOT IN PLACE AND NOT PLANNED	COMMENT
1.	Student representation on School-based Management Committee (SBMC)					
2.	Functional Student Council					
3.	Involvement in formulation of annual calendar					
4.	Involvement in environmental sanitation					
5.	Involvement in school improvement/development planning (SIP/SDP)					
6.	Consulted via voting (opinion polls, referenda, show of hands, etc.)					
7.	Workshops and conferences (child-led and adult-led)					
8.	Peer counselling/peer education e.g. HIV, hygiene					
9.	Clubs/associations e.g. drama, music, photography, football, dance, etc.					
10.	Participation in community-based events					
11.	Child involvement in formulation of Child protection policies					
12.	We place a high value on the benefit of children's access to nature and to play in nature and recognise that such access increase children capacity to concentrate their imagination. Physical agility and social confidence					
13.	We encourage children to engage in tree and garden planting within the walls of the institution and in the wider community					

	PARENTAL PARTICIPATION	IN PLACE	PARTIALLY IN PLACE	NOT IN PLACE BUT PLANNED	NOT IN PLACE AND NOT PLANNED	COMMENT
1.	Parents Teachers Association (PTA)					
2.	Invitations to Open Days, Sports Days, School Concerts					
3.	Policy to make parents feel included and valued					
4.	Regular child progress updates and knowledge sharing with parents and guardians to advance child's progress					
5.	PTA participation on school-based Management Committee (SBMC)					
6.	Parental education courses					
7.	'Parental/guardian consent always sought for medical interventions, outings etc'					

	COMMUNITY PARTICIPATION	IN PLACE	PARTIALLY IN PLACE	NOT IN PLACE BUT PLANNED	NOT IN PLACE AND NOT PLANNED	COMMENT
1.	Functional School-based Management Committee (SBMC) (Public Schools) on which committed members of the community from various demographic groups e.g. artisans, market women, traditional rulers, are represented					
2.	Fundraising in the community for the institution's projects					
3.	Partnerships with other agencies stakeholder e.g. Family Social Service Centres, police station, clinics, hospitals, therapists, counsellors, legal services, churches, mosques, local government education authorities (LGEAs)					

SCORE ASSESSMENT

- (1) In place: A
(2) Partially in place: B
(3) Not in place but planned: C
(4) Not in place and not planned: D

RATING

- Mostly A: Outstanding.** The leadership of this institution is fully committed to the principles of democratic governance at the heart of which is participation.
- Mostly B: Good.** Moving toward a participatory culture but increase the structures of opportunity to participate.
- Mostly C: Adequate.** The institution needs to be far more participatory if the social and democratic goals of child care and education are to be achieved.
- Mostly D: Weak.** An autocratic culture. The leadership needs to commit without delay to implementing the participatory principles which ensure good governance and which fulfill the social and democratic goals of child rights.

Numeric Scoring

A – 5 points

B – 3 or 4 points

C – 2 points

D – 0 or 1 point

Total Possible Score: 115

≥ 92 Points - Outstanding

≥ 69 Points - Good

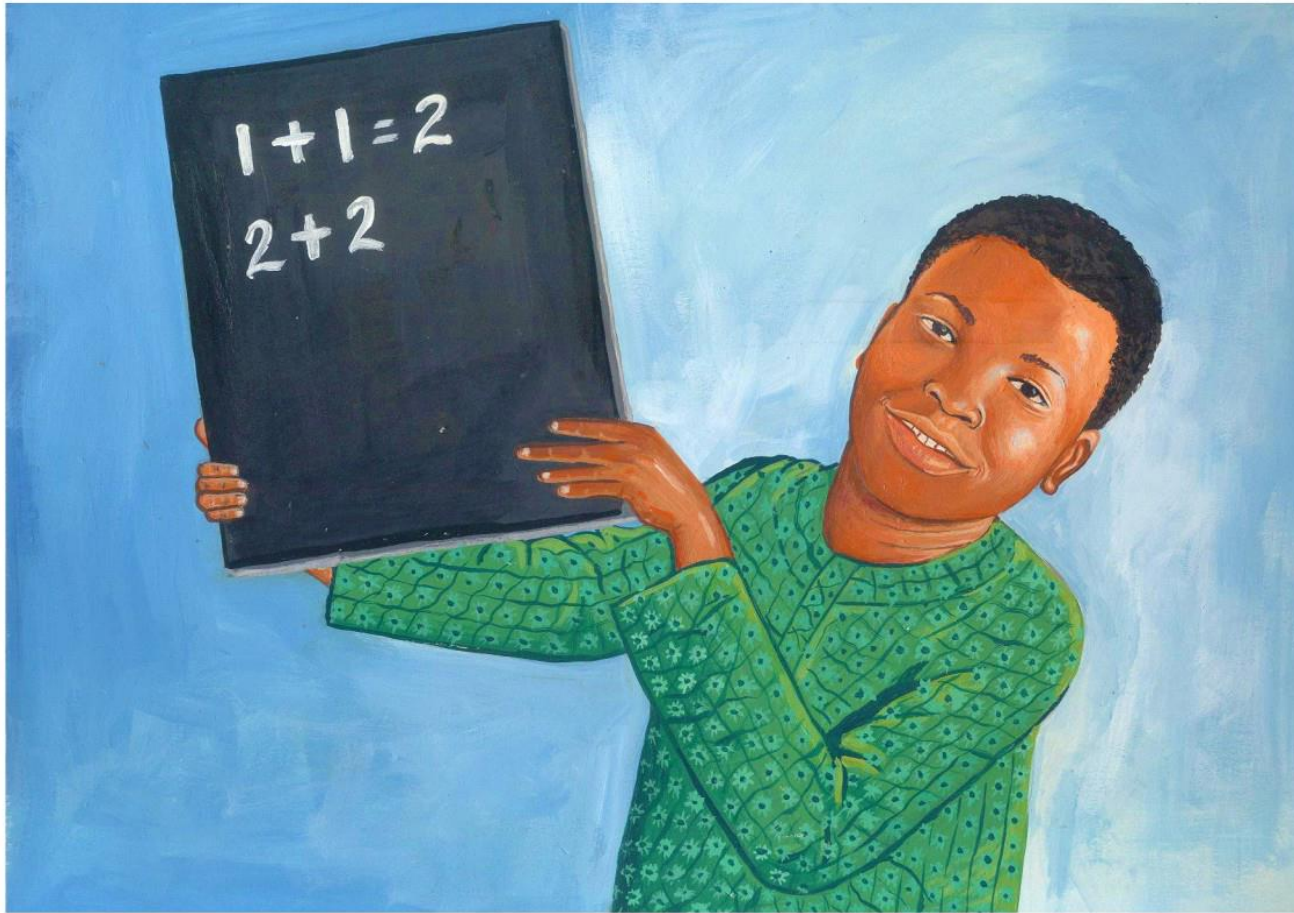
≥ 46 Points - Adequate

≤ 45 Points - Weak

RECOMMENDATIONS

1. Assess your strengths and weaknesses using the Good Home SWOT ANALYSIS
2. Using the SWOT, discuss and identify key opportunities for action and threats that might thwart action
3. Conclude by identifying and documenting development priorities
4. Meet with your colleagues, draw up, assess and agree to a **SMART** improvement/action plan.
 - **S**pecific
 - **M**easurable
 - **A**chievable
 - **R**ealistic
 - **T**ime bound
5. Implement your actions within the agreed time frame.

IS OUR CULTURE ACADEMICALLY EFFECTIVE FOR ALL?



IS OUR CULTURE ACADEMICALLY EFFECTIVE FOR ALL?

Related Rights

Right to free, compulsory and universal primary education (CRA s13)
Right to freedom of thought, conscience and religion (CRA s7)

Related Millennium Development Goals

Goal 2: Achieve Universal Primary Education

Goal 3: Promote Gender Equality & Empower Women

Goal 8: Develop A Global Partnership for Development

In cooperation with developing countries, develop and implement strategies for decent and productive work for youth (Target 16)

In cooperation with the private sector, make available the benefits of new technologies, especially Information Communication Technology (ICT) (Target 18)

Related Education for All Goals

Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

Ensuring that by 2015 all children, particularly girls, children in difficult circumstances, and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs.

Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills

Nigeria's philosophy of education is based on:

- a) the development of the individual into a sound and effective citizen
- b) the full integration of the individual into the community; and
- c) the provision of equal access to educational opportunities for all citizens of the country at the primary, secondary and tertiary levels both inside and outside the formal school system.

National Policy on Education. 4th edition.

2004

PART 2: EDUCATION SERVICES

IS OUR CULTURE ACADEMICALLY EFFECTIVE FOR ALL?

	PARTICIPATORY APPROACHES IN THE CLASSROOM	IN PLACE	PARTIALLY IN PLACE	NOT IN PLACE BUT PLANNED	NOT IN PLACE AND NOT PLANNED	COMMENTS
1.	Our teachers are trained in variety of approaches over the course of a lesson, talking into consideration the learning objective of the lesson. The numbers of children involved, the children's characteristics and the resources available for teaching					
2.	We use direct instruction for teaching basic skills and knowledge which enables our teachers to present new skills or knowledge clearly and simply to the students					
3.	Our teachers give students enough time to practice the lessons learned through direct instruction and give students immediate feedback with extra teaching arranged (remediation) and review whatever necessary					
4.	Teachers use participatory lecture format i.e. 10 minutes teacher talking time followed by 2 minutes questions and answers with pupils to evaluate learning					
5.	Pair work, group work, project work e.g. a group or individual science project on a chosen theme					
6.	Open-ended questions from teachers: <ul style="list-style-type: none"> • What have you learned so far in this lesson? • Why is this information important? • How does this relate to what we have already learned? • How do you feel about your progress so far? 					
7.	Round Robin (e.g. teacher can throw a soft bean bag to each child in a reasonably small group [no more than 10] or the pupils can throw it to one another; the objective of Round Robin is that everyone has a turn to contribute to the discussion)					
8.	Teachers use Individual Education Plans i.e. teaching					

	plans tailored for each child so that his or her needs are met for the fulfilment of his or her potential					
9.	Our teaching methods are differentiated: they take into account the learning differences and difficulties of children					
10.	Our teachers are committed to true differentiation strategies which provide each student with the ability to learn, understand and demonstrate mastery of skill in a way that fits their personal needs, i.e. interest, learning styles and preferences					
11.	We based our differentiation strategies on our assessment of the student's knowledge and initial abilities					
12.	We assess initial abilities of our students in their knowledge base with written quizzes, class discussion and oral exams to understand how they learn and how they process information					
13.	During group discussions, our teachers differentiate subject matter so that all students participate effectively					
14.	During group discussion and for written quizzes, our teachers ensure that they ask a mixture of questions with higher level or more complex questions aimed at students who can handle them and simpler questions for the others					
15.	Our teachers provide problem solving activities to students who quickly master the curriculum and continuous instruction to others whose understanding of the subject matter is in development					
16.	Our teaching methods set suitable learning challenges with a view of helping children overcome potential barriers to learn and promote equal education outcomes for all children					
17.	Our teacher uses tools that test children knowledge, skills and attitudes, rather than rely exclusively (or at all) on examination courses.					
18.	We have teachers trained in Special Education with a view to meeting the need of children with					

	disabilities, with learning difficulties, and the need of gifted and talented children					
19.	We have teachers trained in entrepreneurship, education with a view of helping students acquire life skills and occupational skills for the job market					
20	Our teachers are taught and recognize the important relationship between educational achievement of individual children and their individual wellbeing					

	ENABLING ENVIRONMENT	IN PLACE	PARTIALLY IN PLACE	NOT IN PLACE BUT PLANNED	NOT IN PLACE AND NOT PLANNED	COMMENTS
1.	An environment designed to support children's learning and development					
2.	A well-resourced and computerized library					
3.	A clean, sanitary school environment with toilet facilities for both genders					
4.	An environment rich in resources: signs, framed policies, information boards with clear readable print for children and staff, pictures that pay homage to the various cultures represented in the student body					
5.	A culture designed to work against underachievement in pupils					
6.	A culture that emphasises working with parents/ guardians to quickly identify learning needs of children and to draw up a clear action plan to meet those needs					
7.	We encourage the establishment and activities of young readers clubs in compliance with the national policy on education					
8.	A culture that integrates special needs children into the class with the other children					
9.	An equal opportunities culture that challenges prejudice or discrimination by children or teachers in the classroom					
10.	A learning environment which welcomes the expertise of professionals from other agencies to identify needs and provide the best learning opportunities for children					
11.	A collaborative learning culture which promotes knowledge sharing among staff, questions teaching practice and tests new ideas					
12.	Opportunities provided for continuous professional development of teachers who must be appropriately qualified and trained with up-to-date skills					
13.	Teachers engage in regular cycles of planning and review, informed by accurate record keeping, particularly information on children's learning progress					

14.	Continuous assessment is maintained to track the progress of all children					
15.	Smooth transitions from class to class and from school to school are ensured by involving parents/guardians in the process and sharing relevant knowledge with them					
16.	Well laid out and ventilated classrooms					
17.	Safe playground and a culture which values daily opportunities to play and to enjoy sports					
18.	Appropriate and sufficient materials to advance the school curricula					
19.	Clear, colourful advocacy signs distributed visibly around the environment that read e.g. <ul style="list-style-type: none"> • "Say no to drugs" • "Clean water saves lives" • "Regular exercise is essential" 					
20.	Children involved in classroom layout and management and consulted about improvement of learning environment					
21.	Children's work displayed in classroom and around the school					
22.	Children have regular access to computer-based learning e.g. Software's for literacy, numeracy, life, entrepreneurial and occupational skills					
23.	Our staff are trained to make appropriate provision for reducing the impact on children's ability to learn and socialise, of difficult circumstances, e.g. bereavement, family separation, poverty and extreme hunger, substance abuse in family or domestic violence					
24.	Our in-service training courses for teacher improvement involve training in inclusive education practices					
25.	We are operational behaviour and exclusions policies written in language easy for children to understand and communicated to all stakeholders. Our policies clearly express a zero-tolerance policy against all forms of violence gender based violence particularly against girls and women					

26.	We recognise the importance of language for social cohesion and we teach the language of our immediate environment.					
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SCORE ASSESSMENT

- | | | |
|-----|-------------------------------|---|
| (1) | In place: | A |
| (2) | Partially in place: | B |
| (3) | Not in place but planned: | C |
| (4) | Not in place and not planned: | D |

RATING

- Mostly A: Outstanding.** This school boasts a strong academic culture which plans for all children.
- Mostly B: Good.** This school has some key strengths but should make further efforts toward academic effectiveness for all children.
- Mostly C: Adequate.** This school has to work harder in some key areas to achieve academic effectiveness for all children.
- Mostly D: Weak.** The leadership of this school fails to show real commitment toward academic effectiveness for all children.

Numeric Scoring

- A – 5 points
- B – 3 or 4 points
- C – 2 points
- D – 0 or 1 point

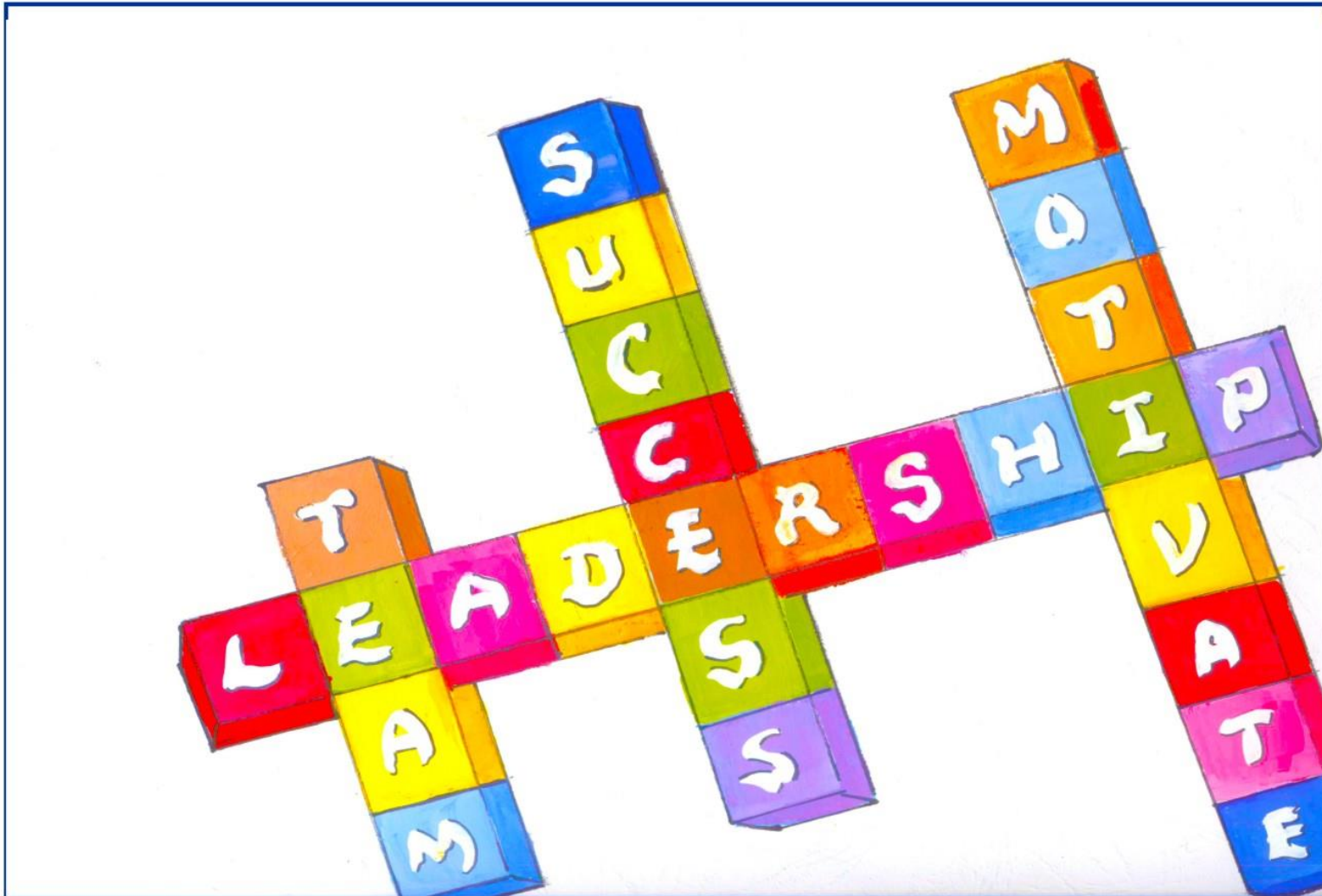
Total Possible Score: 230

- ≥ 184 Points - Outstanding
- ≥ 138 Points - Good
- ≥ 92 Points - Adequate
- ≤ 91 Points - Weak

RECOMMENDATIONS

1. Assess your strengths and weaknesses using the Good Home SWOT ANALYSIS.
2. Using the SWOT, discuss and identify key opportunities for action and threats that might thwart action
3. Conclude by identifying and documenting development priorities
4. Meet with your colleagues, draw up, assess and agree to a **SMART** improvement/action plan.
 - **S**pecific
 - **M**easurable
 - **A**chievable
 - **R**ealistic
 - **T**ime bound
5. Implement your actions within the agreed time frame.

LEADERSHIP & MANAGEMENT



LEADERSHIP & MANAGEMENT

Related Rights

A committed and effective leadership protects all the rights of children in the institution particularly:

Right to have their best interests considered as paramount in all decision making and actions (CRA s1)

Right to be given the protection and care necessary for their well being (CRA s2.1)

Right to be cared for in an organization conforming with legislated/authorised standards on health, safety, welfare, staff– child ratios, suitability, and competence of staff (CRA s2.2)

Right to freedom of thought, conscience and religion (CRA s7)

Right to the guidance of authorized caregivers (CRA S20)

Related Millennium Development Goals

Goal 1: Eradicate extreme hunger and poverty

Goal 2: Achieve Universal, Free Primary Education

Goal 3: Promote gender equality and empower women

Goal 4: Reduce child mortality

Goal 6: Combat HIV/AIDS, Malaria and other diseases

Goal 7: Ensure environmental sustainability

Goal 8: Develop a global partnership for development

Related Education for All Goals

Goal 6: Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills

As leaders shift their focus to customers and quality, they realize that the old authoritarian leadership style does not work anymore. To achieve quality, service, and rapid response, leaders must utilize all available talent. They must find ways to inspire, involve, and empower employees. They must create a work environment that encourages commitment, innovation, and cooperation.

Instead of evaluating, leaders now coach. Instead of doing, they delegate. Instead of telling, they facilitate. No one is expected to boss anyone. Everyone is expected to participate."

Dr. Suzanne Willis Zoglio

PART 3 – EVALUATING THE COMMITMENT AND EFFECTIVENESS OF THE INSTITUTION’S LEADERSHIP

LEADERSHIP AND MANAGEMENT

	OBJECTIVES	KEY INPUTS	IN PLACE	PARTIALLY IN PLACE	NOT IN PLACE BUT PLANNED	NOT IN PLACE AND NOT PLANNED	COMMENTS
1.	Ensure successful day-to-day operations of the facility with respect to accounts, budgeting and budget compliance, and purchasing procedures	<ul style="list-style-type: none"> • Standard office equipped with: <ul style="list-style-type: none"> ○ Invoice and receipt books ○ Payment vouchers ○ Ledgers ○ Inventory of school ○ Computer with relevant accounting software (e.g. Peachtree, Microsoft Excel) • Qualified bookkeeper • Qualified administrative officer 					
2.	Establish all-round accountability in respect of individual children	<ul style="list-style-type: none"> • Pre-entry assessment protocols (e.g. screening to detect special needs, HIV/AIDS) • Individual care and education plans in individual files containing all relevant child records: <ul style="list-style-type: none"> ○ Name, home address and certificate of birth ○ Name, home address and telephone number of parents/next of kin ○ Special needs information ○ Pre-entry assessment records ○ Continuous assessment 					

		<ul style="list-style-type: none"> records <ul style="list-style-type: none"> ○ 2 passport photos of the child • Name, home address and telephone number of every person living or working on the center premises • A daily record of hours of attendance for each child • A record of accidents that occur at the center • A record of any medicinal product administered to any child including: <ul style="list-style-type: none"> ○ The date and circumstances of its administration ○ Who it was administered by ○ A record of parent's consent • School readiness assessments for each child at 5 years • Records of: <ul style="list-style-type: none"> ○ Child deaths ○ Child adoptions (domestic, international) ○ Reviews of placement ○ Family reunification ○ Enrolment into school, university, technical colleges, etc. 					
3.	Form an effective leadership structure via clear roles and Responsibilities	<ul style="list-style-type: none"> • Clearly displayed organogram of supervision 					
4.	Establish accountability with respect to the institution	<ul style="list-style-type: none"> • Institution's self-audit reports and external evaluation/ inspection reports filed and archived • School readiness assessments for each outgoing child 					

		<p>communicated to receiving primary school</p> <ul style="list-style-type: none"> • Individual care and education plans filed/archived • Careful data collection regarding status of children and the workforce 					
5.	Encourage good relations with the parents/guardians of children and strengthen community participation.	<ul style="list-style-type: none"> • Minutes of SBMC meetings, Minutes of parent–teacher conferences • Photos of orientation sessions with parents on arrival of new children • Minutes of meetings, reports and other records of cooperation with government agencies e.g. Local Government, State Government, Inspectorate • Availability of Parental Education Program 					
6.	Promote good learning and development outcomes	<ul style="list-style-type: none"> • Smaller class sizes per teacher • Train teachers in language, literacy, numeracy, participatory methods in the classroom and in child rights • Efforts made by leadership to listen to caregivers/educators and children • Close attention paid to children and caregivers/educators in areas of self-esteem, development of social identities and emotional security 					
7.	Promote sound budget management	<ul style="list-style-type: none"> • Use of local resources (e.g. mats, stools and chairs and play equipment made of metal, good wood, sturdy cane, well woven, sturdy raffia, palm 					

		fronds, etc.)					
8.	Promote harmony in relations and resolve conflicts	<ul style="list-style-type: none"> • Written behavior policy, complaint reporting procedures 					
9.	Promote MDG 6 by raising awareness about HIV/AIDS and promoting protective behavior among children	<ul style="list-style-type: none"> • Parental education and staff training in HIV prevention and management • Strict health, hygiene and safety practices • Encouraging children to follow simple health, hygiene and safety practices (e.g. hand washing after toilet use) • HIV/AIDS posters and other IEC materials used at Parental Education Program 					
10.	Assure quality of care provision and policy-based outcomes	<ul style="list-style-type: none"> • Availability and use of caregivers manual • Regular training of teachers, other staff and parents • Regular self-audits using policy compliant tools 					
11.	Promote consistency of attendance at school	<ul style="list-style-type: none"> • 0 to 2 years: 4 to 6 hours daily (Nat. Policy); Attendance Register • 3 to 5 years: 4 to 6 hours daily (Nat. Policy); Attendance Register • 6 to 18 years: 8am – 2pm (schools); Attendance Register 					
12.	Evaluate the progress of MDG 2 – universal primary education and MDG 3 – gender equality, in the center	<ul style="list-style-type: none"> • Records kept of: <ul style="list-style-type: none"> ○ Number of center children annually enrolled into primary and secondary schools ○ Ratio of girls to boys annually enrolled into primary and secondary schools ○ Special needs children 					

		<p>annually receiving primary and secondary education in an institution or at home</p> <ul style="list-style-type: none"> ○ Number of children from minority groups (e.g. nomadic children, almajiri children) enrolled into primary and secondary education at registered institutions ○ Ages of children enrolled into primary school 					
13.	Ensure that only suitable staff are employed and retained	<ul style="list-style-type: none"> • Written procedures for safe recruitment • Standardized interview format and sample questions • Guarantor/referee requirements outlined • Child protection policy requirements communicated to candidates including child protection declaration form (e.g. to confirm or deny criminal record) 					
14.	Ensure that only competent staff are employed and retained	<p><i>Caregiver Qualifications (Orphanages, Center for children with special needs):</i></p> <ul style="list-style-type: none"> • 0 to 3 years: basic literacy, not less than 21 years old • 3 to 5 years: NCE holders with specialization in ECD, Senior School Certificate holder, not less than 21 years old • Caregivers can be retired nurses, teachers or other retirees with experience in early childhood care and special needs education 					

		<p><i>Schools</i></p> <ul style="list-style-type: none"> • Primary school teachers: NCE holders • Secondary school teachers: Bachelor of Education (BEd) or other relevant degree <p><i>Other Credentials</i></p> <ul style="list-style-type: none"> • Reference letters • Guarantors letters • Police character records (optional) • Signed Child Protection Policy statements/declaration forms <p><i>Helpers/Security Guards</i> <i>Qualifications:</i> Basic Education Certificate or Basic Literacy Certificate</p>					
15.	Ensure staff retention and key positions are filled	<ul style="list-style-type: none"> • Good working conditions • Performance rewards • Succession planning 					
16.	Build the capacity of the workforce	<ul style="list-style-type: none"> • Records of thrice yearly staff performance appraisals • External and internal training in teaching, child care and related fields (certificates, timetables, etc.) • Availability and use of Child Rights Laws (State or Federal); National Minimum Standards for Early Child Care Centers in Nigeria and National Policy on Integrated Early Child Care and Development in Nigeria; other child focused policy documents 					
17.	Ensure the center meets all requirements of its registration status and conditions imposed by the	<ul style="list-style-type: none"> • Clearly displayed registration certificate • Availability of conditions if any imposed by Government 					

	state government	<ul style="list-style-type: none"> • Compliance with registration requirements and conditions 					
18.	Ensure that the facility meets the requirements of all relevant policies and legislation, particularly the Child Rights Act 2003 or the State equivalent	<ul style="list-style-type: none"> • Availability of relevant national policy documents e.g. National Minimum Standards for Early Child Care Centers in Nigeria and National Policy for Integrated Early Childhood Care and Development in Nigeria • Availability of Child Rights Act 2003 or State child rights laws • Regular monitoring and evaluation using policy compliant tools • Clear display of center rules and regulations (e.g. policy on ill children, policy on visitors, behavior policy, child protection policy, special needs policy, equal opportunities policy, etc.) 					

SCORE ASSESSMENT

- (1) In place: A
(2) Partially in place: B
(3) Not in place but planned: C
(4) Not in place and not planned: D

RATING

- Mostly A:** **Outstanding.** A dynamic, informed leadership. The management of this institution successfully demonstrates its commitment to continuous improvement and to the provision of quality service for all children.
- Mostly B:** **Good.** An informed leadership making necessary efforts to secure quality service for all children with some key successes.
- Mostly C:** **Adequate.** The leadership is taking some important steps in the right direction, but far more needs to be done to secure quality service for all children.
- Mostly D:** **Weak.** The leadership appears uncommitted to securing quality service for all children.

Numeric Scoring

- A – 5 points
- B – 3 or 4 points
- C – 2 points
- D – 0 or 1 point

Total Possible Score: 90

- ≥ 72 Points - Outstanding
- ≥ 54 Points - Good
- ≥ 36 Points - Adequate
- ≤ 35 Points - Weak

RECOMMENDATIONS

1. Assess your strengths and weaknesses using the Good Home SWOT ANALYSIS.
2. Meet with your colleagues, draw up, assess and agree to a **SMART** improvement/action plan.
 - **S**pecific
 - **M**easurable
 - **A**chievable
 - **R**ealistic
 - **T**ime bound
3. Implement your actions/improvements within the agreed time frame.

APPENDICES

GOOD HOME GUIDE™ SCORE SHEET

LIST OF CHILD RIGHTS

MILLENNIUM DEVELOPMENT AND EDUCATION FOR ALL GOALS

SWOT ANALYSIS

SOURCES OF INFORMATION

GOOD HOME GUIDE™ SCORE SHEET

Name of Institution:.....

PART 1 – CHILD FRIENDLY AUDIT TOOLS

1. Is Our Environment Healthy? General

Total Possible Score: 85

Your Score:.....

Tick:	Outstanding		Good		Adequate		Weak	
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2. Is Our Environment Healthy? Prevention of Diarrhoea

Total Possible Score: 100

Your Score:.....

Tick:	Outstanding		Good		Adequate		Weak	
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3. Is Our Environment Healthy? HIV/AIDS Prevention/Management/Confidentiality

Total Possible Score: 65

Your Score:.....

Tick:	Outstanding		Good		Adequate		Weak	
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4. Is Our Environment Healthy? Nutrition and Growth/Complementary Feeding

Total Possible Score: 45

Your Score:.....

Tick:	Outstanding		Good		Adequate		Weak	
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5. Is Our Environment Healthy? Malaria Prevention

Total Possible Score: 55

Your Score:.....

Tick:	Outstanding		Good		Adequate		Weak	
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6. Is Our Culture Inclusive of All and Gender Sensitive?

Total Possible Score: 55

Your Score:.....

Tick:	Outstanding		Good		Adequate		Weak	
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7. Is Our Culture Protective of All?

Total Possible Score: 50

Your Score:.....

Tick:	Outstanding		Good		Adequate		Weak	
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8. Is Our Culture Participatory? Child/Parental/Community Participation

Total Possible Score: 120

Your Score:.....

Tick:	Outstanding		Good		Adequate		Weak	
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9. Is Our School Academically Effective for All? Participatory Approaches in the Classroom/Enabling Environment

Total Possible Score: 135

Your Score:.....

Tick:	Outstanding		Good		Adequate		Weak	
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PART 2 – EVALUATING THE COMMITMENT AND EFFECTIVENESS OF THE INSTITUTION’S LEADERSHIP

Leadership and Management

Total Possible Score: 90

Your Score:.....

Tick:	Outstanding		Good		Adequate		Weak	
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Grand Total Possible Score: 800

Your Grand Total Score:.....

Your Overall Rating

Tick:	Outstanding		Good		Adequate		Weak	
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Once you have completed the self-audit of your institution and filled out the score sheet, kindly scan it and email it before the deadline to sponsormychild@yahoo.com. Your email subject heading should read: 'Good Home Score Sheet + name of your institution'.

LIST OF CHILD RIGHTS

The Nigeria Child Rights Act (CRA 2003) is Nigeria's federal equivalent to the UN Convention on the Rights of the Child (1989). Currently 20 states have domesticated the CRA into law: Lagos State adopted it as law in December 2007. Nigeria's CRA corresponds with the articles of the African Charter on the Rights and Welfare of the Child (1990) also derived from the UN Convention on the Rights of the Child – the most ratified convention in world history with 191 countries participating. The rights in the Convention, in the African Charter, and in our national and state equivalents are anchored on 4 pillars: (1) survival/life, (2) development, (3) protection, and (4) participation. Dominant themes running through the legislation include consideration for the evolving capacities of children, respect for children, respect toward children, child consultation in relevant decision making, and children's best interests at all times. Duty bearers in child rights should become familiar with the laws listed here. We call them our "working rights."

- Right to Have Best Interests Considered as Paramount in All Decision Making (CRA s1)
- Right to Care in an Organization Conforming with Legislated Standards on Health, Safety, Welfare, Staff–Child Ratios, Suitability, and Competence of Staff (CRA s2.2)
- Right to Survival and Development (CRA s4)
- Right to Identity (CRA s5)
- Freedom of Association and Peaceful Assembly (CRA s6)
- Right to Communicate (Freedom of Thought, Conscience, and Religion [CRA s7 & 8])
- Freedom of Movement (CRA s9)
- Freedom from Discrimination (CRA s10)
- Right to Privacy, Honor, and Reputation (CRA s11)
- Right to Protection from Neglect, Maltreatment, Sexual Abuse, and Torture (CRA s11)
- Right to Dignity (CRA s11)
- Freedom from Slavery and Servitude (CRA s11)
- Right to Leisure and Recreation and to the Provision of Recreational Facilities (CRA s12)
- Right to Health and Health Services (CRA s13)
- Right to Parental Care, Protection, and Maintenance (CRA s14)
- Right to Education (CRA s15)
- Right to Special Protection for Children in Especially Difficult Circumstances (CRA s16)
- Right of the Unborn Child to Protection from Harm (CRA s17)
- Right to the Guidance of Authorized Caregivers (CRA s20)
- Right to Protection from Child Marriage (CRA s21–23)
- Right to Protection from Exposure to Use, Production, and Trafficking of Narcotic Drugs (CRA s25)
- Right to Protection from Use in Criminal Activities (CRA s26)
- Right to Protection from Abduction, Removal, and Transfer from Lawful Custody (CRA s27)
- Right to Protection from Child Labor (CRA s28)
- Right to Protection from Being Sold/Trafficked (CRA s30)

- Right to Protection from Unlawful Sexual Intercourse (CRA s31)
- Right to Protection from Recruitment into the Armed Forces and from Involvement in Military Operations or Hostilities (CRA s34)
- Right to Protection from Exposure to Harmful Publications (CRA s36–38)
- Right to Protection from Unsuitable or Disqualified Caregivers (CRA s123 & 197)
- Right to Due Process in Adoption (CRA s125–148)
- Right to Care Only in a Registered Children’s Home and to Safety and Appropriate Welfare Therein (CRA s195–197)
- Right to the Child Justice System and Its Processes (CRA s204–238)

Where there are rights, there are also responsibilities. The Child Rights Act (2003) addresses these responsibilities. They involve the responsibility of the child to his parents and family, to his community, his nation, and to the world. Provisions in the Act emphasize the need for the child to demonstrate respect and honorable conduct at all times to all people including his peers. The child’s responsibility toward maintaining peace and the common good, including the good of his peers, is a recurrent theme. To this end the Act exhorts parents and authorized caregivers to provide all manner of guidance to their children appropriate to their evolving capacities. (See CRA s19)

RESPONSIBILITIES OF THE CHILD

MILLENNIUM DEVELOPMENT AND EDUCATION FOR ALL GOALS

MILLENNIUM DEVELOPMENT GOALS

The Millennium Development Goals (2000) are 8 international development goals that 189 United Nations member states and at least 23 international organizations have agreed to achieve by 2015. The goals were developed out of the 8 chapters of the United Nations Millennium Declaration (2000). They aim to spur development by improving social and economic conditions in the world's poorest countries.

Goal 1: Eradicate Extreme Hunger and Poverty

Goal 2: Achieve Universal Primary Education

Goal 3: Promote Gender Equality and Empower Women

Goal 4: Reduce Child Mortality

Goal 5: Improve Maternal Health

Goal 6: Combat HIV/AIDS, Malaria, and Other Diseases

Goal 7: Ensure Environmental Sustainability

Goal 8: Develop a Global Partnership for Development

EDUCATION FOR ALL GOALS (DAKAR 2000)

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances, and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs.
4. Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills.

SWOT ANALYSIS

<p>STRENGTHS</p> <p><i>Provide a summary of high development priorities you have fully in place.</i></p>	<p>WEAKNESSES</p> <p><i>Provide a summary of high development priorities you lack or in which there are weaknesses.</i></p>
<p>OPPORTUNITIES</p> <p><i>Identify factors that will help you in your quest to make improvements in high priority areas e.g. a wealthy donor interested in the progress of your center; a supportive local government chairman, etc.</i></p>	<p>THREATS</p> <p><i>Identify obstacles to making improvements in high priority areas e.g. an uncaring trustee/director; financial difficulties; lack of political will in your local government for the improvement of child welfare or for school's improvement, etc.</i></p>

SOURCES OF INFORMATION

1. Practice Guidance for the Early Years Foundation Stage May 2008 (Non-Statutory Guidance. Dept. of Children, Families & Schools. UK)
2. Millennium Development Goals (UN, 2000)
3. Child Rights Act 2003 (Federal Republic of Nigeria)
4. Education for All Goals (UNESCO, Dakar 2000)
5. Local Champions: A Caregivers Manual for At Risk Children in Nigerian Institutions (Sponsor A Child. 2009)
6. Transitions: Self-Audit and Monitoring Tools for Early Years Centers in Nigeria (Sponsor A Child. 2011)

The Good Home. Quality Service Advocacy Scheme™ encourages a culture of self-evaluation, questioning of practice and informed discussion among practitioners to identify the institution's strengths and priorities for development. This child friendly scheme promotes continuous improvement of care, protection and education services for all children. The Good Home Scheme™ advocates that practitioners share best practice among themselves through community, state and nationwide networking.