

FACTORS INFLUENCING THE IMPLEMENTATION OF CHILD-FRIENDLY SCHOOL PROGRAMME IN PUBLIC PRIMARY SCHOOLS IN KIKUYU DISTRICT, KIAMBU COUNTY, KENYA

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DECLARATION

This project is my original work and has not been presented for a degree in any other university

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DEDICATION

This research project is dedicated to my dear father Celestino Njue, my loving mother Trizer Njue and to my dear twin daughters, Joan and Benanzia.

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I wish to thank the almighty God for giving me the strength, health, patience and insight that saw me through during the tireless struggle for the completion of this project.

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LIST OF ABBREVIATIONS AND ACRONYMS

CFS	Child-Friendly School
CFSMT	Child-Friendly School Monitoring Programme
CPRS	Contract for School Success Programme
CRC	Convention on Rights of the Child
DEO	District Education Officer
EFA	Education for All
ESAR	Eastern and Southern Africa Region
ESARO	Eastern and Southern Africa Region Office
GoK	Government of Kenya
M&E	Monitoring and Evaluation
MDGs	Millennium Development Goals
MoE	Ministry of Education
MoH	Ministry of Health
NASMLA	National Assessment System for Monitoring Learner Achievement
RMOE	Rwanda Ministry of Education
RoK	Republic of Kenya
SNE	Special Need Education
SPSS	Statistical Package for Social Sciences
TAC	Teacher Advisory Centre
TALULAR	Teaching and Learning Using Locally Available Resources
UNESCO	United Nations Educational, Scientific and Cultural Organization

UNHCR	United Nations Human Rights
UNICEF	United Nations Children's Fund
WASH	Water Sanitation and Hygiene
WFP	World Food Programme
WHO	World Health Organization

ABSTRACT

The Child-Friendly School programme in Kenya was contextually located within a broader context of relatively new developments in the nation's education sector, which seeks to accelerate achievements of EFA goals and the education targets as outlined in the Millennium Development Goals that effectively enhances quality learning for all children. Therefore, an assessment of factors influencing the implementation of Child-Friendly School programme in public primary schools in Kikuyu district was a big concern. The purpose of the study was to assess the factors influencing the implementation of Child – Friendly School programme in public primary schools in Kikuyu district, Kiambu County. It was guided by the following research objectives; to determine how schools' classroom facilities affect the implementation of Child-Friendly School programme; to establish how schools sanitation facilities affect the implementation of Child-Friendly School programme; to establish the extent to which school community participation in school programme affect the implementation of Child-Friendly School programme and finally to examine how the school feeding programmes affect the implementation of Child-Friendly School programme. The study adopted the systems theory by Ludwig Von Bertalanffy. The study adopted the descriptive survey research design. The target population consisted of all 57 public primary schools. Stratified sampling was used to sample 17 schools based on zonal strata. The sample size comprised of 17 head teachers, 131 teachers and 197 class eight pupils. Data was collected using questionnaires and an observation check list. Collected data was tabulated in percentages and frequencies and presented using tables, pie-charts and bar graphs. The study findings showed that the classroom and sanitation facilities of the schools affect the implementation of Child-Friendly School programme in public primary schools. There was also evidence of school community participation in the majority of the schools indicating high parental interest and support in the learning of the pupils. School feeding programmes were not evident in most schools and pupils in those schools wasted a lot of time meant for their studies going home for lunch hence leading to low learner achievements, poor retentions rates, low completion rates and eventually poor transition to secondary school. The study recommends for forums by educationists on creation of awareness on the importance of the quality education to learners and the school community. The study also recommends that educational policy-makers to come up with policies on measures to be used for provision, improvement and implementation of Child-Friendly School environment in the education sector. Finally, the research proposes further research to be carried out on investigation on factors underlying causes of drop-out pupils, an investigation why fire risks are one of the dangers to school, despite having many fire drills and an investigation on factors impending development of disability-friendly facilities in Kikuyu district.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is the seed and flower of development. It is a powerful lever for poverty reduction and economic growth. It empowers people to take charge of their lives and make informed decisions that bring forth quality of life. It opens up world of opportunities; reduces the burden of diseases, poverty and gives greater voice in society (World Bank, 2003). For nations, it opens doors to economic and social prosperity, dynamic workforce and well informed citizens who are able to compete and cooperate in the global arena. Further, education makes a positive contribution in several ways such as controlling and shaping of the environment and its degradation (UNESCO, 2000).

The United Nations Human Rights (1948), the Jomtien Forum on Education for All (1990), the Convention on the Rights of Child (1989), the World Education Forum; the Dakar Framework for Action (2000), the United Nations Millennium Development Goals (2000) and the Kenya Children Act (2001), all state and emphasize that every child has a right to a good quality education. Thus, education is right and key investment towards improving lives of people. Schooling is the one experience that most children worldwide have in common and the most common means by which communities prepare their young ones for the future (UNICEF, 2006). They are either in permanent or temporary buildings, in tents or under trees- sharing their experiences of learning, developing their potential and enriching their lives. But schooling is

not always a positive experience for children; it can mean shivering in cold, unheated buildings or sweating in hot, airless ones. It can also mean being forced to stand in unfurnished classrooms, being hungry, thirsty or unwell. These conditions are not conducive to learning or development and no child should have to experience this (MOEST, 2010).

The Child-Friendly School programme is a simple one at heart, it demands that a school operates in the best interest of the child. Educational environments must be safe, healthy and protective, endowed with adequate facilities and resources as well as appropriate conditions to enhance learning. Learning environment must be a haven for children to respect for their identities and varied needs (UNICEF, 2006). Child-Friendly Schools must therefore focus on the whole child, which means taking into account conditions in the family or community that might be hindering his or her educational progress. Fulfilling the education-- related Millennium Development Goals (MDGs) requires not just getting all children in school, but making sure that all schools work in the interest of the children entrusted into them. Recognizing that different children face different circumstances and have different needs, such schools build on the assets that such children bring from their homes and communities, and also compensate for shortcomings in the homes and community environment.

Child-Friendly Schools (CFS) embraces a multi-dimensional concept of quality and addresses the total needs of the child as a learner (MOEST, 2010).

However, the biggest challenge in education is not simply to get children into school, but also to improve the overall quality of schooling and addressing threats of participation, hence increasing retention rates, completion rates and achievement of learning outcomes (UNICEF, 2009). Conditions need to be established to make the school more flexible, more welcoming, more child-centered, more engaged with the community, and more holistic where all children are equally respected and valued.

According to UNICEF (2009), physical plant issues remain a challenge in some schools in South Africa and Nicaragua. Interviews and focus groups with school heads, teachers and parents in both countries indicated that many schools struggle with the maintenance of the school buildings. A finding that converged with the observations of the physical conditions of the school buildings that only 45% met the standards. Some school heads and teachers described serious weaknesses in classroom facilities and lamented that they did not have the resources to fix the problems.

In Malawi, the quality and adequacy of school infrastructure in terms of classrooms and access to water and sanitation services have always been a challenge hence contributing to low enrolment and high dropout rates, particularly for girls. Therefore, priorities were identified as requiring inclusion in an appropriate initiative for upgrading school facilities. This included a minimum of eight classrooms with permanent structure to accommodate all pupils from standard 1 to 8, a water point, and school latrines

with hand-washing facilities, a washroom for senior girls and access for disabled students (ESAR, 2006).

Ethiopian Ministry of Education Retention Study (1998), found out that young children are more likely to go to school and stick with it if their parents and community leaders encourage them. But once a child passes the gate of the school complex, they enter a new world that may or may not please them. Some schools have attractive grounds; dark and dusty classrooms stem teachers and even mean pupil peers. In contrast, Child-friendly School should have a supportive environment with sensitive community members and respectful school mates (MOE, Ethiopia, 1998). Community involvement in financing education has found support amongst many quarters. Local communities are responsible for building schools and providing labour and local materials (Psacharopoulos and Wood hall, 1985). The Eritrean Ministry of Education supported by UNICEF introduced the Child-Friendly School (CFS) education with a specific focus on girls and vulnerable children. The outcome was achieved by the year 2008 whereby over 8,000 children in the 25 pilot schools had benefited from the CFS interventions. Enrolment drives encourages the enrolment of all children, including vulnerable children.

School authorities should take precautionary measures to avert risks to children's health and safety; for example, facilitating provision of feeding programmes to help prevent serious illness in children (UNICEF, 2009). This in itself attracts and motivates children and inspires them to learn. In Angola, a

nationwide baseline survey on prevalence of helminthes in primary school age children was conducted in 2005 that established that 40% of school aged children were affected. The study recommended that children in the six most affected provinces take the medication twice a year while those in other provinces take it once a year (UNICEF, 2006).

Wandawa (2012), in his study on the role of head teachers in managing Child-Friendly environment in public schools in Nairobi found out that Child-Friendly environment had improved retention level in public primary schools in Nairobi. He observed that there was improved discipline and teaching and learning but a majority of the head teachers wanted the government to provide funds to help them maintain Child -Friendly environment in areas of provision of school physical infrastructure and installation of safety equipment and materials. He concluded that head teachers in public primary schools in Nairobi province had strived to provide Child-Friendly environment.

Abagi and Olweya (1999) observed that policy formation and implementation should not be restricted by rigid, political and bureaucratic structures and instead critical rational and professional inputs should provide short and long term goals for education if child-friendly environment in schools has to be maintained. Although the government has developed guidelines, procedures and strategies to create and sustain Child-Friendly School environment in Kenya, there appears to be lack of proper enforcement mechanisms which may

be the main obstacle to the effective implementation of the Child-Friendly School programme (Muigua, 2009).

1.2 Statement of the Problem

The Government of Kenya through the Ministry of Education has provided schools with guidelines on social and environment standards and school infrastructure. In addition to the guidelines, are funds to procure fire-fighting equipment and materials that help creating a Child - Friendly School environment (MOEST, 2008).

According to the National Assessment System for Monitoring Learner Achievement (NASMLA) study by KNEC (2010), schools in Kiambu County and other Counties across Kenya have inadequate classroom facilities, sub-standard sanitation facilities that were likely to be unhygienic as most schools lacked piped water and 76% of the sampled schools across Kenya did not have electricity. Thus, it is important to ensure adequate provision of school physical infrastructure like classrooms, toilets, water and electricity for they can contribute to better performance of pupils in their learning achievements, high retention and completion rates (KNEC, 2010).

The Ministry of Education in conjunction with UNICEF has also come up with a tool kit which provides a framework for policy-makers and educational practitioners at all levels on how to promote Child-Friendly School environment in the country but the question arises whether the available policy

guidelines are really put into effective use and are institutions prepared to put them into practice. This question formed the basis of the study to assess the factors influencing the implementation of Child-Friendly School programme in public primary schools in Kikuyu district, Kiambu County.

1.3 Purpose of the Study

The purpose of the study was to assess the factors influencing the implementation of Child-Friendly School programme in public primary schools in Kikuyu district, Kiambu County.

1.4 Objectives of the Study

The objectives of this study were:

- i. To determine how the provision of schools' classroom facilities affect the implementation Child-Friendly School programme in public primary schools in Kikuyu district.
- ii. To establish how the provision of schools' sanitation facilities affect the implementation of Child-Friendly School programme in public primary schools in Kikuyu district.
- iii. To establish the extent to which school community participation in school programmes influence the implementation of Child-Friendly School programme in public primary schools in Kikuyu district.
- iv. To examine how schools' provision of school feeding programmes affect the implementation of Child-Friendly School programme in public primary schools in Kikuyu district.

1.5 Research Questions

The study was guided by the following research questions:

- i. How does the provision of schools' classroom facilities affect the implementation of Child-Friendly School programme in public primary schools in Kikuyu district?
- ii. How does the provision of school sanitation facilities affect the implementation of Child-Friendly School programme in public primary schools in Kikuyu district?
- iii. To what extent does the school community participation in school programmes influence the implementation of Child-Friendly School programme in public primary schools in Kikuyu district?
- iv. How does the provision of school feeding programmes affect the implementation of Child-Friendly School programme in Public Primary schools in Kikuyu district?

1.6 Significance of the Study

These study findings may be significant to the government in that, they may be used by educational planners on how to blend the available inputs into education to achieve Child-Friendly School programme and meet some of the challenges at primary school level. To policy makers, the study may provide a basis for formulating more policies on measures that may be used for the provision, improvement and implementation of Child-Friendly primary school programme. The study may also be significant to the head teachers as it may

document the concerns about schools' commitment in the improvement on the provision of Child-Friendly School programme.

To learners, Child-Friendly School environment will ensure child-centered qualitative education that is capable of producing healthy, creative, confident and peace-loving citizens.

1.7 Limitations of the Study

A research like this one falls in the sphere of naturalistic inquiry that obtains information using qualitative techniques which emphasized on use of observation and interviewing respondents in their natural environment. This inquiry required long periods of time which the researcher did not have. However, through triangulation of the research instruments, an attempt was made to resolve the anomalies hence obtaining plausible findings.

1.8 Delimitations of the Study

The study delimited itself to public primary schools in Kikuyu district. It was also delimited to the guidelines in the CFS Monitoring Manual that touched on primary school level of education. All government policy guidelines that affect Child-Friendly environment also formed basis upon which questionnaire items were drawn.

1.9 Assumptions of the Study

Basic assumptions of the study were:

- a) The CFS Monitoring Manual is an essential tool in the qualitative development of Child-Friendly School environment at all school levels especially primary school level.
- b) The CFS guidelines have an influence on the implementation of Child Friendly School programme in public primary schools.

1.10 Definition of Significant Terms

Child refers to a person of between 6-13 years of age.

Child-Friendly School refers to a learning environment in which children benefit not only from learning but also from others whose needs are taken into consideration.

Children with special needs refer to children with physical sensory, emotional or intellectual challenges. They may experience difficulties in learning such children are often excluded from learning in regular schools.

Classroom refers to the actual place in which children come together to learn with the help of a teacher.

Drop-outs refers to primary school pupils who have withdrawn from school before completing primary education

Community refers to the wider social group to which the child and family belong.

Guidelines refer to recommended practices that the school should undertake to meet the Child-Friendly School education.

Learner refers to anyone who is participating in formal or non-formal learning at primary school level.

Physical infrastructure refers to any built facility for use in the school to facilitate the provision of services.

School refers to any formal or non-formal learning environment where primary school level of education takes place.

1.11 Organization of the study

The study report is divided into five chapters. The first chapter of this study is the introduction; in this section, the presentation of the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, basic assumptions of the study, definition of significant terms used and finally the organization of the study have been done.

The second chapter of this study focuses on literature review which included the introduction, Child-Friendly School concept, principles guiding the development of Child-Friendly School programme, benefits of Child-Friendly School, inclusive Child-Friendly classrooms ,safe and healthy sanitation facilities and retention rates, benefits of school community participation in school programmes, effects of school feeding programmes on access and retention rates, summary of the related literature review, theoretical framework and conceptual framework.

Chapter three presents the research methodology focusing on the introduction, research design , target population of the study, sample size and sampling techniques, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

Chapter four of the study is on data analysis, interpretations and discussions guided by objectives of the study. Chapter five presents summary of the study, conclusions and recommendations based on the study findings.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section presented literature on the Child-Friendly School concept, principles guiding the development of Child-Friendly School programme, benefits of Child-Friendly School, inclusive Child-Friendly classrooms, safe and healthy sanitation and retention rates, benefits of school community participation in school programmes, effects of school feeding programmes on access and retention rates, summary of the related literature review, theoretical framework and conceptual framework. This was to provide a critical synthesis of what was written on the topic.

2.2 Concept of Child-Friendly School

The Child-Friendly School (CFS) programme is a simple one at heart: it demands that a school should operate in the best interest of the child. Educational environments must be safe, healthy and protective, well endowed with adequate facilities and appropriate physical, emotional and social conditions to enhance learning. Learning environments must be a haven for children to learn and grow (UNICEF, 2006).

Child-Friendly School environment build upon the assets that children bring from their homes and communities, respecting their unique backgrounds and circumstances. At the same time, the CFS model compensates for any shortcomings in the home and community that might make it difficult for

children to enroll in school, attend regularly and succeed in their studies. For example, if there is a food shortage in the community, schools feeding programmes can provide children both with the nutrition they so critically need and the incentive to stay in school and get an education. The CFS model also builds partnerships between schools and the community. Since children have the right to be fully prepared to become active and productive citizens, their learning must be linked to the wider community.

2.3 Principles guiding the development of Child-Friendly School programme

Key principles based on the Convention on the Rights of Child (CRC) are used to generate the desired features or characteristics of Child-Friendly School in particular settings. These in turn can be reviewed against the reality of available resources over a given time-frame to arrive at a set of feasible standards for the design and implementation of Child-Friendly Schools in a given country. This approach makes it easier to incorporate Child-Friendly Schools into national planning processes and investment plans in a consistent and reliable way.

In Kenya, the application of the CRC to education provides schools with a rights-based approach, stressing that all children have a right to education and it is a duty and responsibility of the government to provide basic education to all children (MOEST, 2010). One of the most self-evident principles generated by the rights-based ideology is inclusiveness, which requires schools to be

open and welcoming to all children without exception. The school should not just passively receive children who seek out enrolment but also help children stay in school and attend regularly. This means that fair, transparent and non-discriminatory rules for accessing school are necessary. There must also be strategies and measures put in place to tackle the barriers that prevent children from taking the opportunities to participate in education (UNICEF, 2006).

Factors that keep children out of school include early childhood illness caused by exposure to unsafe and unhealthy environmental conditions such as contaminated water and indoor air pollution and hygiene facilities within the school. In some cases, the physical design and infrastructure of a school may exclude children. The design may inadvertently obstruct access and participation for children with disabilities, or the lack of separate toilet facilities may dissuade girls' participation. A Child-Friendly School; therefore is not just a child-welcoming school but also a child-seeking school. It works to attract and retain children from different backgrounds, respects diversity and ensures non-discrimination (UNICEF, 2006).

2.4 Benefits of Child-Friendly School

According to (MOEST, 2010), Child-Friendly Schools, learners become more self-confident, develop greater self-esteem, take pride in themselves and their achievements learn how to learn independently inside and outside school, apply what they learn in school to their everyday lives, such as at play and at home, learn to interact actively and happily with their classmates and teachers,

enjoy being with others who are different from themselves and learn how to be sensitive to, and embrace the difference, learn together and value their relationships, no matter what their backgrounds or abilities, become more creative which improves how well they learn, appreciate their cultural traditions and realize they may be different from others, which is normal and something to respect and to celebrate, and to value their cultural language, improve their communication skills and better prepared for life and they gain or regain self respect for themselves as they learn to respect others.

2.5 Inclusive Child-Friendly classrooms

In many developing countries, the challenge of making classrooms stimulating is compounded by the problem of overcrowded space, especially as policies to boost enrolment begin to gain success. Malawi, Uganda and the United Republic of Tanzania experienced huge increases in enrolment when school fees were abolished and education was declared free; stretching the already limited infrastructure and resources. Even in these conditions, teachers can use innovative ways to maximize classrooms or school space; for instance, by using walls and floors creatively to make teaching/learning process in the early grades interesting and exciting (ESAR, 2006).

In Ethiopia, India and Kenya, ordinary classrooms have blossomed into stimulating classrooms through the use of pocket boards with word cards, picture cards and numerical cards; wall boards painted with indigenous ink, alphabets, numerals and mats signs, cut outs and story outlines on walls; and low cost or no cost teaching aids in learning corners. Optimal use of locally

available resources is encouraged as a way to make classrooms stimulating. The basic cost of converting an average Kenyan standard one classroom in only US \$ 25, a modest amount schools and communities can afford.

The input-output studies based on cognitive achievements of pupils provide little evidence that school resources have any regular important effect on results. Some studies have shown such factors to be apparently effective, whilst others have shown the opposite and the total outcome of these studies throws doubt on the importance of school facilities in the learning process (Ayot and Briggs, 1992). That notwithstanding, many parents associate the poor pupil achievement in public primary schools to lack of adequate learning facilities. The size of classrooms in terms of length and width should be 7.5M X 5.85M and such classroom should accommodate a maximum of 30 learners in 1 seater desks or 40 learners in 2 seater desks (MOEST, 2001). It has been found out that up to six pupils will squeeze onto a desk meant for only two. Sad enough, such a huge class needs to share that single black wall irrespective of the seating position. It all leads to the conclusion that very little learning can be said to be taking place given such horrendous conditions (Ayot and Briggs, 1992).

The Safety and Standards Manual for all schools in Kenya (2008) hypothesizes that primary education continues to experience many challenges relating to access and equity. Key among them is overstretched facilities due to overcrowding in schools. Other problems in the quality of learning relate to

poor learning environment due to overcrowding and inadequate classroom facilities. Teachers attempt to provide instructions with only a chalkboard as a teaching aid and children may have exercise books and a few textbooks shared among groups. The upshot is that there is no interactive learning and rote learning takes the centre stage, of course with its inherent drawbacks.

Child-Friendly School promotes quality effective teaching and learning in structured but flexible learning-centered methodologies, promotes meaningful child participation, appropriate gender-responsiveness, and equality-based interactive methodologies for the child, promotes quality learning outcomes equally for girls and boys; and maximizes the use of available resources.

The CFS work plan should include actions that the school will undertake to enhance teaching of reading and writing and life skills. This should include targets for provision of teaching and learning materials. Preparation of lesson plans that take care of learners with diverse backgrounds and abilities, selection of varied and relevant interactive teaching methodologies and assessment methods (UNICEF, 2002).

2.6 Safe and healthy sanitation facilities and retention rates

In Rwanda, the link between poor sanitation and poor health is evident; for lack of adequate sanitation facilities is a major reason why many children, particularly girls, fail to attend school. Lack of sanitation facilities affects the performance and achievement of all pupils and is detrimental to the working

conditions of teachers. Girls and boys must have equal access to adequate sanitation facilities in schools and must be separated with their own wash basins and taps (RMOE, 2009).

In Malawi, the quality and adequacy of school infrastructure in terms of access to water and sanitation services have always been a challenge hence contributing to enrolment and high drop-out rates, particularly for girls; therefore, priorities were identified as requiring inclusion in an appropriate initiative for upgrading school facilities, a washroom for senior girls and access for disabled pupils (ESAR, 2006).

According to GoK (2001), a safe school must have sanitation facilities built up to the required standards and kept clean with high standards of hygiene. Pit latrines should not be less than 6 metres (2ft) deep and should be regularly disinfected. They should be at least 15 metres (50ft) away from a borehole or well or water supply point. In the construction of sanitary facilities, the following must be observed in relation to numbers. The first 30 learners: 4 closets (holes), the next 270:1 extra closet for every 30 learners, every additional learner over 270:1 closet per 50 learners.

2.7 Benefits of school community participation in school programmes

The mobilization of the community may bring many benefits which include providing funds for the construction of classrooms and sanitation facilities, providing food, offering paid and unpaid labour for building school's

structures, planting trees, sourcing land and supplying locally procurable materials among other duties (UNICEF, 2009).

In Rwanda, it was observed that strengthening and establishing collaboration relationships between the school, families, children and stakeholders helps to create one of the key dimensions of a Child-Friendly School education. The way in which the school infrastructure is designed and managed can assist in developing strong partnerships between the community and school. The communities involved must be considered throughout the decision making process; from planning, designing to construction and maintenance (RMOE, 2009).

In Madagascar, UNICEF has provided technical and financial support to the Ministry of Education (MoE for the development, experimentation and implementation of the Contracts for School Success Programme (CPRS). The CPRS is a voluntary commitment among local stakeholders to improve primary school education. The process commences at the beginning of the school year, when the school directors, pupils, parents and community leaders or local authorities come together to review and discuss school results and learning conditions. The intent of the review was to identify those actions that were required to improve the school in general and retention rates in particular.

The Kenya Basic Education Act (2013) provides for school-community collaboration in the management of schools in Kenya through school committees. Learners and staff should create a school climate that is conducive and share in the same vision regarding the role of the school. They should have positive attitudes towards members of the local communities, behave with respect towards them and their culture, and encourage them to cooperate with schools in ensuring Child-Friendly School Education (MOEST, 2008)

2.8 Effects of school feeding programmes on access and retention rates

School-based health and nutrition programmes encourage parents to send children to school regularly and encourage communities to prepare and support school garden projects hence providing children with good nutrition and helping in developing attitudes, knowledge and values to make appropriate dietary decisions throughout their lives (UNICEF, 2006).

Studies have revealed a strong correlation between children's health and their learning ability. Children in poor health are more likely to learn less as they are unable to concentrate. In turn, their lower learning achievements are likely to cause their grade repetition and possibly eventually drop-out. In Angola; for example, high levels of retention of 1.3 million over aged children at primary level and drop out at 75% before reaching Grade 6 posed severe challenges in ensuring Universal quality primary Education. Since 2005, UNICEF in Angola has been supporting the Ministry of Education (MoE) and Ministry of Health (MoH) in a joint effort to strengthen the capacity of primary school to

improve children's health conditions and deliver basic health conditions and deliver basic health and hygiene related messages to children as a prevention measure. Primary schools were identified as the best possible channel for this effort in the current Angolan context, as school takes the key responsibility in reaching children and mobilizing parents and communities. Coordinating the effort is a working group formed by MoE, MoH, UNICEF, WHO and WFP. Through the campaigns in 2006 and 2007, an estimated 4.1 million primary school children benefited from feeding interventions in approximately 14,000 schools across 18 provinces. The same scale of coverage was achieved from the 2008 and 2009 campaign, reaching over 4 million children nationwide each year. This resulted to improved health of the children and eventually enhancing children's learning achievements and helping keep them in school, thus contributing to a reduction in repetition and drop-out (UNICEF, 2009).

Learners in the school should have access to safe and wholesome food for their proper physical and intellectual development. The Ministry of Education, the Public Health Departments and the school community will ensure that schools have adequate safe storage facility for food items. The school Management committee should ensure that illegal hawking/vending of food to school children in the school compound or its vicinity is prohibited and where the school has a feeding programme provided by an outsider, the quality of food must be inspected on an regular basis (MoE, 2008).According to Standards Manual for all the schools in Kenya, good health and nutrition are

indispensable for effective learning and learners can reap maximum benefits from teaching/learning process if they are healthy (MOEST, 2008).

2.9 Summary of the related literature review

This section discussed a summary of the related literature to the study. It found out that Child-Friendly programme is determined by various factors such as provision of inclusive Child-Friendly classroom facilities, provision of safe and healthy sanitation facilities, school community participation in school programmes and provision of school feeding programmes.

Wandawa (2012) in his study on the role of head teachers in managing Child-Friendly environment in public primary schools in Nairobi County, found out that Child-Friendly environment had improved retention levels in schools and concluded that head teachers had strived to provide Child-Friendly School education. This study therefore, seeks to assess the factors influencing the implementation of Child-Friendly School programme in public primary schools in Kikuyu district.

2.10 Theoretical framework

The research is based on the Systems Theory. The theory was first proposed under the name of general systems theory by the biologist Ludwig Von Bertalanffy in 1951. General systems theory is based on the assumption that there are universal principles of organization which hold for all systems whether physical, chemical, biological, mental or social.

Systems theory emphasizes the significance of interrelationships between the various internal components of an organization. It has the assumptions that a system does not exist in isolation; it is made up of numerous parts joined together to make a whole, that is, a unit with an existence and goal of its own. Its parts do make a whole in the sense that they interact and are interrelated, that is specific relationships pattern them into a system. The theory implies patterned relationship among its numerous parts, explaining their relative behavior and role they are expected to perform. The system operates through a mechanism of inputs and outputs and under/within an environment which influences it and which in turn, provides feed back to the environment.

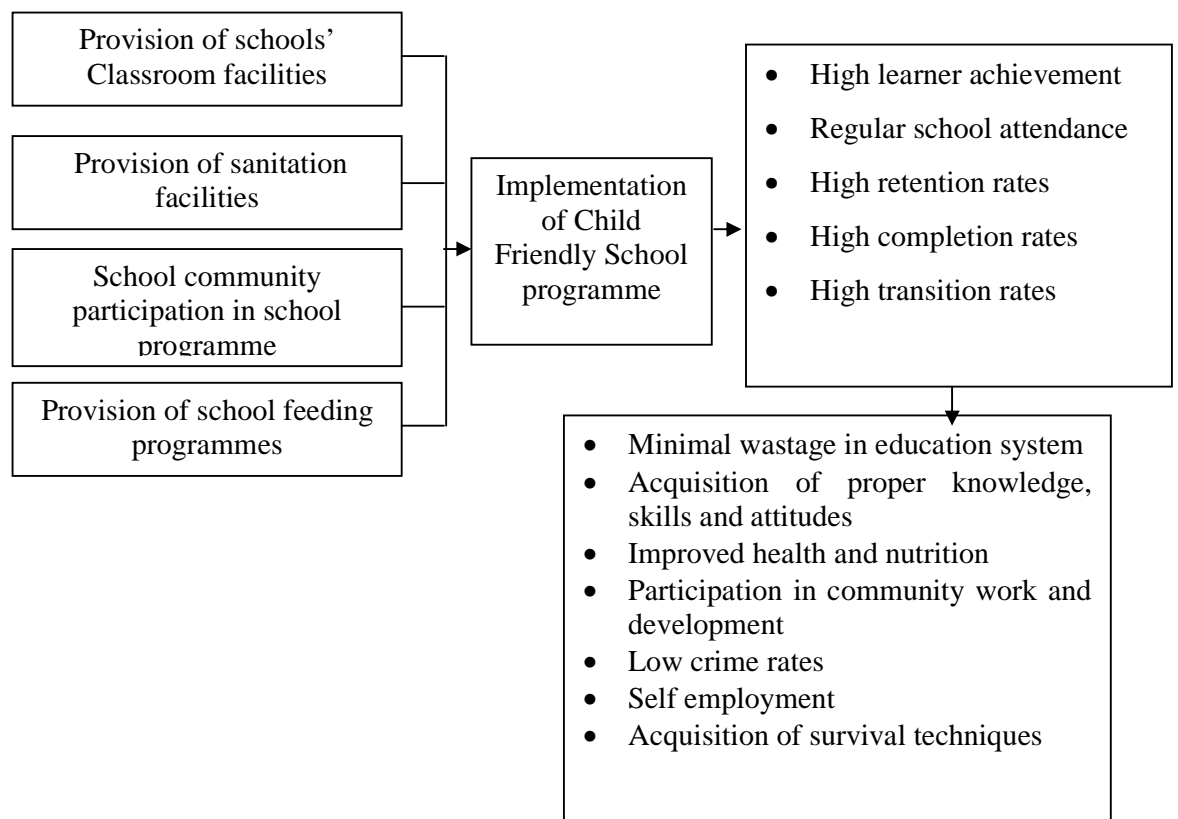
The school system exists to achieve objectives through the collective efforts of individuals embedded in larger community and institutional setting. Child-Friendly School programme is a phenomenon that can be explained as a product of dysfunctional elements within the education system. Using systems theory perspective, there are five general classes of factors that affect Child-Friendly School programme in a school system. These are; an inclusive and Child-Friendly classroom, a safe and protective school, nutrition promoting school and school community linkages and partnerships.

Child-Friendly School programme is an output of a result of the Child-Friendly School conditions, features and standards associated with this system. These elements do not operate in isolation but are interrelated making Child-Friendly School programme a process. The purpose of this study is to assess

the factors that influence the implementation of Child-Friendly School programme.

2.11 Conceptual framework

Figure 2.1 Interplay of factors influencing the implementation of Child-Friendly School programme



Source, researcher, (2013).

This conceptual framework had focused on assessing the outcome on the implementation of Child-Friendly School programme (dependent variable) and the factors that influence it (independent variables). Timely satisfaction of the mentioned preconditions (independent variables) in public primary schools

in Kikuyu district led to the implementation of Child-Friendly School programme that enhanced learning achievement, school attendance, retention rates, completion rates, transition rates coupled with other long term social and economic benefits.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this study was to assess the factors influencing the implementation of Child-Friendly School programme in public primary schools in Kikuyu district.

The main focus of this section was to describe the methodology which was used to collect data; research design, target population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, the data collection procedures and data analysis techniques.

3.2 Research design

The study adopted the descriptive survey design. Gay (1981), defines descriptive survey as a process of collecting data in order to test the hypothesis or to answer questions concerning the current status of the subjects. Orodho (2008), Brog and Gall (1989), noted that descriptive survey is intended to provide statistical information about aspects of education that interest policy makers and educators. It was appropriate in this study as it aimed at establishing the status of the schools with regard to the implementation of Child-Friendly School programme.

3.3 Target population

The target population consisted of all public primary schools in Kikuyu district, all head teachers, all teachers and class eight pupils. There are 57 registered primary schools in Kikuyu district, 57 head teachers, and 768 teachers, 3750 class eight pupils (Statistical Returns, DEO's Office, Kikuyu District, and March 2013).

3.4 Sampling size and sampling procedure

According to Best and Khan (2008), the ideal sample should be large enough to serve as adequate representation of the population about which the researcher wishes to generalize the findings.

Stratified sampling was used to select the 17 schools, where the district was divided into 4 zones.

Table 3.1: A distribution table showing the sampled schools in the zones

Zone size	Target population	Sample computation	Sampled schools
Muguga	14	$(14/57 \times 17)$	4
Kabete	17	$(17/57 \times 17)$	5
Karai	14	$(14/57 \times 17)$	4
Thogoto	12	$(12/57 \times 17)$	4
TOTAL	57		17

Simple random sampling was used to select the schools within each zone. Purposive sampling was also used to select 17 head teachers in the sampled schools. In the sampled schools from the four zones, there are 404 teachers and 1974 class eight pupils. Simple random sampling was used to sample 131 teachers and 197 class eight pupils basing on Mugenda and Mugenda (2003) argument of 10% of accessible population exceeding 1000 and 30% representation of population less than 1000.

Table 3.2: A distribution table showing the sampled teachers in the zones

Zone population	Targeted teachers	Sample computation	Sampled teachers
Muguga	103	$(30/100 \times 103)$	31
Kabete	111	$(30/100 \times 111)$	33
Karai	90	$(30/100 \times 90)$	27
Thogoto	100	$(30/100 \times 100)$	30
TOTAL	404		131

Table 3.3: A distribution table showing the sampled class eight pupils in the zones

Zone population	Targeted pupils	Sample computation	Sampled pupils
Muguga	503	(10/100x503)	50.0
Kabete	550	(10/100x550)	55.0
Karai	420	(10/100x420)	42.0
Thogoto	501	(10/100x501)	50.0
TOTAL	1974		197.0

3.5 Research instruments for data collection

In this study, two instruments were used to collect data; questionnaires and observation schedule. The questionnaires comprised of part A and B. Part A consisted of personal information about the respondents while part B consisted of both closed and open ended questions focusing on the concept of Child-Friendly School programme in schools. Three sets of questionnaires were used; the head teachers', teachers' and class eight pupils' questionnaires. An observation schedule contained areas of observation that included; classrooms, sanitation facilities, halls and school grounds.

3.6 Instrument validity

Validity of an instrument refers to the ability of that instrument to measure what it is supposed to measure (Borg and Gall, 1989). Validity of the instruments was discussed by presenting the instruments to the two

supervisors whose expert judgment was used to improve on accuracy, format and content of the instruments.

3.7 Instrument reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003). To establish the reliability of the instrument, the measures should give consistent results from the test. The researcher used test-retest technique to ascertain the instrument reliability during pre-testing of instrument. This involved administering the same instrument twice to the same group of respondents, allowing one week between the first and the second test. The scores from both testing periods were then correlated to determine correlation coefficient using the Pearson Product Moment Correlation Co-efficient formula. It was noted that a correlation of 0.7 or higher is considered 'acceptable' in most social science research situations.

$$r = \frac{\sum xy - (\sum x)(\sum y) / N}{\sqrt{[\sum X^2 - (\sum X)^2 / n][\sum y^2 - (\sum y^2) / N]}}$$

Where x = scores of the first test, y scores of the second test

$\sum xy$ = sum of cross product of the values of each variable

$\sum x$ = sum of x

$\sum y$ = sum of y

N = number of pair scores

$\sum x^2 = \text{sum of } x^2$

$\sum y^2 = \text{sum of } y^2$

$(\sum x)^2 = \text{square of } \sum x$

$(\sum y)^2 = \text{square of } \sum y$

The value obtained in this study was 0.75 hence the instruments were found to be reliable since it was above the recommended value of 0.7.

3.8 Data procedure

A research permit was obtained from the National Council for Science and Technology. The researcher also reported to the District Commissioner (D.C) Kikuyu district and to the District Education Officer (DEO) Kikuyu District to obtain authorization to conduct the study. The researcher also obtained permission from each head teacher to conduct the research in the schools.

The respondents filled the questionnaires after which they were collected immediately. The researcher made personal observations and filled in the observation schedule with regard to the implementation of Child-Friendly School programme.

3.9 Data analysis

The study generated both qualitative and quantitative data. Descriptive statistics was used to analyze quantitative data. The researcher presented the data in frequencies, percentages, averages, tables, charts and graphs. Qualitative data was arranged into themes as per the objectives and research

questions. The Statistical Package for Social Sciences (SPSS) for windows version 18.0 was used to generate frequency distributions using descriptive statistics in order to examine the patterns of the responses.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATIONS AND DISCUSSIONS

4.1 Introduction

The study assessed the factors influencing factors influencing the implementation of Child-Friendly School programme in Kikuyu district. This chapter presents and discusses the findings of the study. Data collected is interpreted in reflection to the research objectives. Analyzed data is compiled into frequencies, percentages and presented in tables, pie charts and bar graphs.

4.2 Questionnaire return rate

The researcher targeted 17 public primary schools, 17 head teachers, 131 teachers and 197 class eight pupils; therefore, 345 questionnaires were administered. A total of 345 questionnaires (representing 100%) were returned.

4.3 Demographic Information

The researcher sought to know from the teachers their gender and presented the findings in Table 4.1.

Table 4.1 Teachers' gender

	Frequency	Percentage
Yes	12	70.5
No response	5	29.4
Total	17	100.0

Table 4.1 shows that majority of the teacher population is dominated by female teachers (70.5%). There is gender disparity in the teaching fraternity of Kikuyu district.

Girls and boys need to be represented by male and female teachers who are good role models so as to be moulded as good citizens.

The researcher requested the teachers to indicate their age bracket. The response was tabulated in Table 4.16

Table 4.2 Teacher age bracket

	Frequency	Percentage
20-25	3	2.3
26-30	19	14.9
31-40	38	29.0
41-50	51	38.9
Above 50	20	15.2
Total	131	100.0

The study findings show that most of the teachers are aged between 31 to 50 years.

The age of a person enhances professional competence from past experiences thus an individual long term experience affects the efficiency and performance of and the individual.

4.4 Provision of classroom facilities

The study sought to establish whether boys and girls are treated equally by teachers in classes. The findings are as per Table 4.3.

Table 4.3 Boys and girls are treated equally

	Frequency	Percentage
Yes	197	100.0
No	0	0

There is no gender bias by teachers to pupils in primary schools in Kikuyu district.

According to (MOEST, 2010), Child-Friendly Schools, learners become more self-confident, develop greater self-esteem, take pride in themselves and their achievements, learn how to learn independently inside and outside school, apply what they learn in school to their everyday lives; such as at play and at home and learn to interact actively and happily with their classmates and teachers.

The head teachers were asked to comment on the availability of disability-friendly facilities such as ramps and stairways in classrooms. Their responses are as per Table 4.4

Table 4.4 Head teachers’ responses on availability of disability- friendly facilities such as ramps and stairways in classrooms.

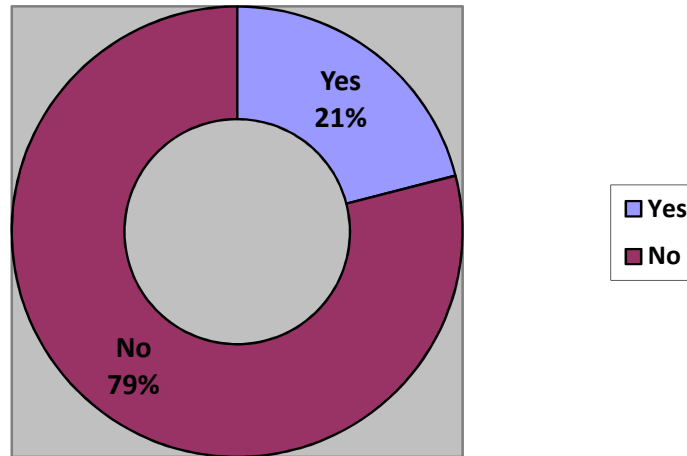
	Frequency	Percentage
Yes	7	46.7
No	8	53.3
Total	15	100
No response	2	

Fifty three percent of the respondents indicated that schools do not have Child-Friendly facilities such as ramps and stairways for the disabled children.

Children with special needs are at times excluded from learning. This often happens when schools fail to effectively implement policies or programmes that support the inclusion of learners with physical, emotional, or learning impairments. The school’s facilities such as steps and stairways may block such children from entering school (CFS Manual, 2010).

The head teachers were asked to comment whether their schools have a school development plan that addresses the needs of a child holistically. The findings are as per Figure 4.1

Figure 4.1 School development plan that addresses the needs of a child holistically



Eleven schools (79%) have development plans tailored to address the needs of pupils holistically.

The basic planning and design requirements that make a good school are the foundation on which further elements can be used to turn them into Child-Friendly Schools. The challenge in many schools goes beyond simply designing and building; to renovating and converting existing classrooms and sanitation facilities to becoming friendly to children (CFS, 2010).

The teachers were asked if there were operational peace building programmes in their schools. Their responses were presented in Table 4.5.

Table 4.5 Teachers' responses on the availability of operational peace-building programmes to address problems affecting pupils.

	Frequency	Percentage
Yes	124	94.6
No	7	5.4
Total	131	100

A majority of the teachers (N=124) pointed out that there are peace-building programmes in schools to address problems affecting pupils.

A Child-Friendly School environment should be a haven for peace and should address issues of physical, mental and emotional development in a holistic manner (CFS, 2002)

The researcher sought to find out from the teachers whether they had ideas of any children who had never enrolled. The responses are as per Table 4.6

Table 4.6 Teachers' responses on whether there were school-going age children who had never enrolled in school

Responses	Frequency	Percentage
Yes	18	14.5
No	106	85.5
Total	124	100
No response	7	131

From Table 4.6, the majority of the teachers (85%) did not know any existing non- enrolled child in their area. This may imply that there are very few school aged children who are not enrolled in school.

Despite the introduction of Free Primary Education in 2003, there are still school- going age children who have never enrolled in school. The population of school- going aged children enrolled in schools affects the number of classroom facilities to be provided to pupils (MOEST, 2008).

The findings of the study on whether teachers knew if CFS encourages safe protective environment were presented in Table 4.7

Table 4.7 Child - Friendly School encourages safe and protective environment

	Frequency	Percentage
Very important	107	82.3
Important	13	10
Not important	6	4.6
Do not know	4	3.1
Total	130	100
No response	1	
Total	131	

The study findings revealed that the majority of the teachers indicated that CFS is very important in encouraging safe and protective environment.

Ensuring that all children are safe and able to learn is an essential part of a Child-Friendly School. School safety policies state that actions be taken to improve the overall safety and protection of children, especially those with diverse backgrounds and abilities. These policies promote a positive emotional environment for children; for instance, safety measures like installing fire extinguishers in classroom facilities, enclosure of school grounds by fencing, putting up a gate and practicing fire drills (CFS Manual, 2010). Indeed, no meaningful teaching and learning can take place in an environment that is unsafe and insecure to both the learners and the teachers. It is therefore imperative that education stakeholders foster safe and secure environment to facilitate increased learner enrolment, retention and completion hence the attainment of quality education (CFS Manual, 2010).

The pupils were asked to indicate the number of pupils per class. The findings are as per Table 4.8

Table 4.8 Classroom capacity

	<i>Frequency</i>	<i>Percentage</i>
30	20	10.2
32	25	12.7
35	61	31.0
41	51	25.9
42	25	12.7
45	5	2.53
50	5	2.53
65	5	2.53
Total	197	100

The class sizes vary from as low as thirty up to sixty in schools in Kikuyu district.

The size of classes in terms of length and width should be 7.5M X 5.85M and such classrooms should accommodate a maximum of 30 learners in 1 seater desk or 40 learners in 2 seater desks (MOEST, 2001). It has been found out that up to six pupils will squeeze onto a desk meant for only two. Sad enough, such a huge class needs to share that single black wall irrespective of the seating position. It all leads to the conclusion that very little learning can be said to be taking place given such horrendous conditions (Ayot and Briggs, 1992).

The teachers were asked to comment on whether Child-Friendly School encourages attendance of pupils. Their comments are as per Table 4.9

Table 4.9 Child- Friendly School encourages attendance

	CFS	Frequency	Percentage
Valid	Very important	104	80.0
	Important	16	12.31
	Not important	7	5.38
	Don't know	3	2.3
	Total	130	100
	No response	1	
Total		131	

The study findings revealed that a majority of the teachers indicated that CFS is very important in encouraging pupils' attendance. Child-Friendly School environment enhances retention rates, better academic performance, increased enrolment, learners being motivated to learn and enjoying going to school. Child-centered methods used in classrooms promote participation of all children hence increasing their learning outcomes. In addition, there will be reduced pupil drop- outs, increased transition from primary to secondary school, improved self esteem among pupils and increased attendance. The teachers were asked to comment on whether the school buildings were friendly to children with disabilities. Their responses are as per 4.10

Table 4.10 Pupils have access to safe clean water for drinking and washing

		Frequency	Percentage
Valid	Yes	188	100
Missing	No response	9	
Total		197	

There is safe clean water for drinking and washing hands in public primary schools in Kikuyu district.

Good health and hygiene of learners is very crucial for lack of it may lead to irregular attendance of pupils in schools.

The study sought to establish whether schools experienced safety problems and the findings are as per Table 4.11

Table 4.11 Safety problems in schools

		Frequency	Percentage
Valid	Yes	187	100
Missing	No response	10	
Total		197	

All the respondents who answered this question indicated that there are safety problems in their respective schools.

According to Ndiangui (2010), there are various types of hazards existing within the school set- up in different proportions that expose learners to disaster situations in some schools in Butula district, Kenya; the magnitude of the hazards is higher than in others, implying that some schools are more vulnerable than others. Other factors, for example, lack of safety assessment on classroom facilities; like, exposed electricity wires, lack of basic training on security and use of fire extinguishers in key exits and lack of fire drills among other factors, expose schools to disaster.

The study sought to establish whether boys and girls are treated equally by teachers in classes and findings are as per Table 4.12

Table 4.12 Boys and girls are treated equally

	Frequency	Percentage
Yes	197	100.0
No	0	0

There is no gender bias by teachers to pupils in primary schools in Kikuyu district.

According to (MOEST, 2010), Child-Friendly Schools, learners become more self-confident, develop greater self-esteem, take pride in themselves and their achievements, learn how to learn independently inside and outside school, apply what they learn in school to their everyday lives; such as at play and at home and learn to interact actively and happily with their classmates and teachers..

The study findings on whether schools have practiced fire drills since the year 2008 are as per Table 4.13

Table 4.13 Number of fire drills conducted in the school since year 2008

	Frequency	Percentage
0	152	77.15
1 and above	45	22.84
Total	197	10.0

Seventy seven percent of schools have never had fire drills since the year 2008.

The magnitude of the hazards is higher in some schools than others; implying that some schools are more vulnerable than others. Factors, for example, lack of safety assessment on classroom facilities, lack of fire drills, and lack of basic training on security and use of fire extinguishers in key exits among other factors expose schools to disaster.

The table below shows availability of various facilities that are critical in ensuring that the schools are friendly to the pupils.

Table 4.14 Facilities critical in ensuring that schools are friendly to pupils

	Classrooms	Halls	Libraries
General cleanliness	100%	100%	100%
Adequate lighting	82.35%	100%	90%
Ventilation	94.12%	100%	70%
No grills on the window	76.47%	70.59%	20%
Adequate furniture	76.4%	58.82%	80%
Door opening outwards	11.76%	53.33%	10%

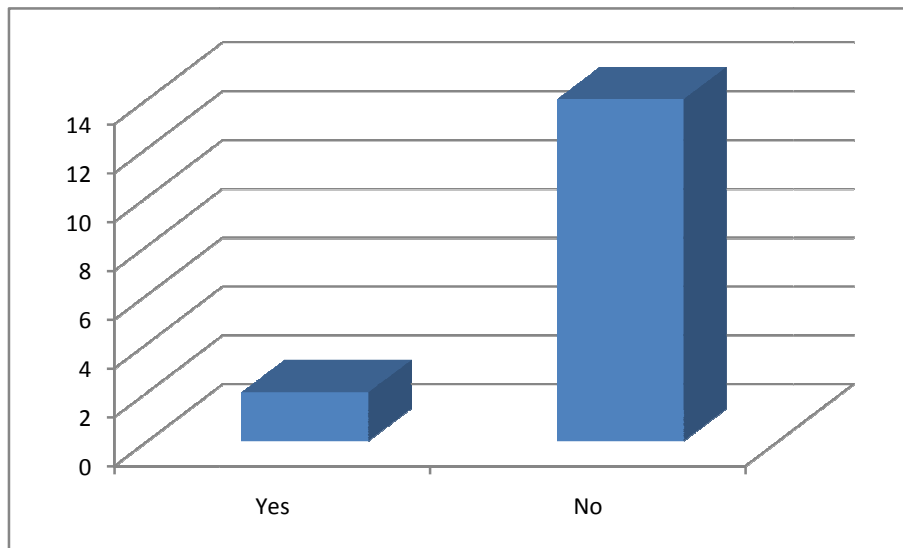
In all schools, there are no first- aid equipment in classrooms, halls and libraries and instead they are kept in the administration block. There are clearly defined paths in all schools that participated in this study.

Safety measures should be put in place in the school to ensure safety of the school community; for instance, displaying safety instructions at key exit points in classrooms, halls and libraries, labeling emergency doors and

offering basic training on security and safety to learners, teachers, and support staff (MOEST, 2008).

The researcher was to observe on the presence of safety instructions displayed in school buildings like classrooms. The findings are presented in Figure 4.2

Figure 4.2 Safety instructions prominently displayed in school buildings

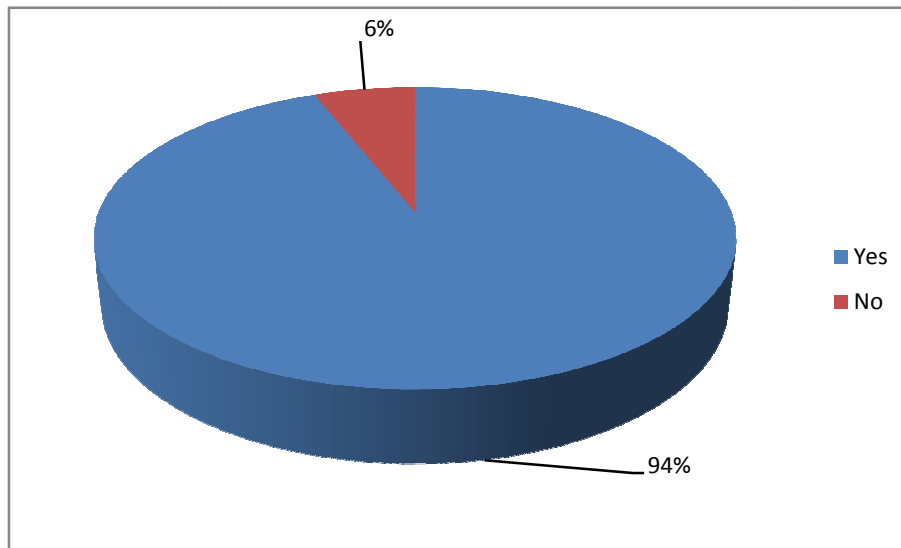


Only two schools have safety instructions displayed at key exit points in the classrooms.

Ndiangui (2010) in his study on vulnerability of Kenyan schools to fire disasters in Nairobi; observed that early warning systems like displaying of safety instructions in key exit points in classrooms and other school buildings as precautionary measures to fire disasters needed to be put in place.

The head teachers were asked to comment whether their school compounds have adequate enclosure. The findings are as per Figure 4.3

Figure 4.3 There is adequate enclosure of school compound

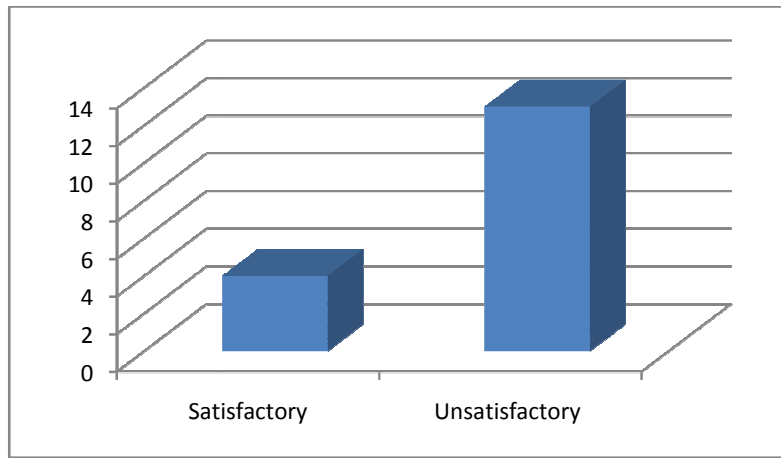


In 94 percent of the schools in Kikuyu district, there are adequate enclosure of the school compounds in terms of a fence and a gate.

The classroom facilities need to be enclosed with proper fences and gates to curb theft and general insecurity of learners (CFS, 2010).

The researcher's findings on whether overcrowding in classrooms is evident, are presented in Figure 4.4.

Figure 4.4 Overcrowding in classrooms

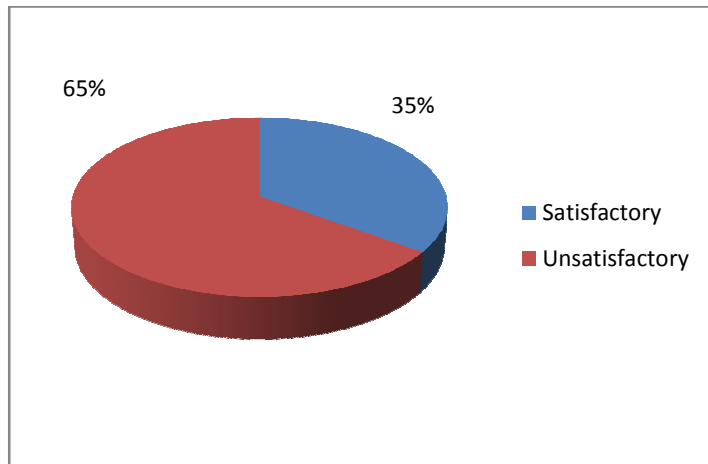


There was overcrowding in classrooms or water taps in thirteen of seventeen schools that participated in the study.

The Safety and Standards Manual for all schools in Kenya (2008) hypothesizes that primary education continues to experience many challenges relating to access and equity. Key among them is overstretched facilities due to overcrowding in schools. Other problems in the quality of learning relate to poor learning environment due to overcrowding and inadequate classroom facilities.

The researcher checked on the status of paint work on classrooms and other buildings and the findings are as per Figure 4.5.

Figure 4.5 Status of paint work on buildings

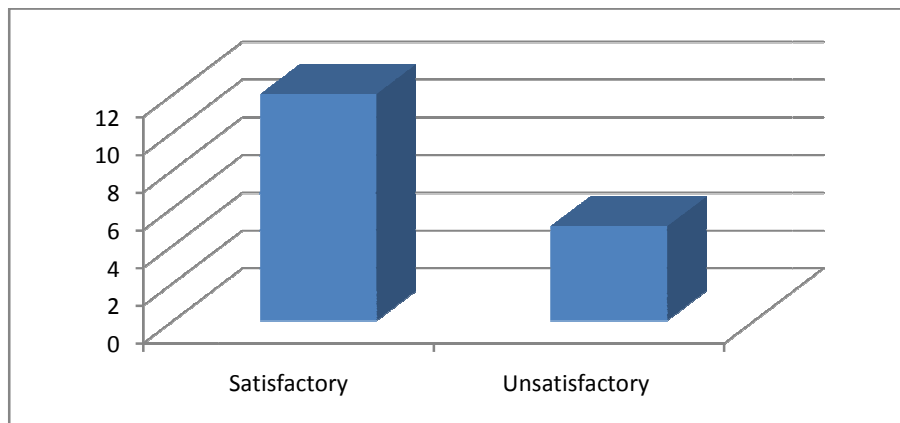


The status of paint work on buildings was satisfactory in 65 percent of schools in Kikuyu district.

Schools are less successful in maintaining the physical conditions of school buildings in terms of painting.

The researcher was to check on status of masonry in classroom buildings. The findings are as per Figure 4.6

Figure 4.6 Status of masonry work in schools

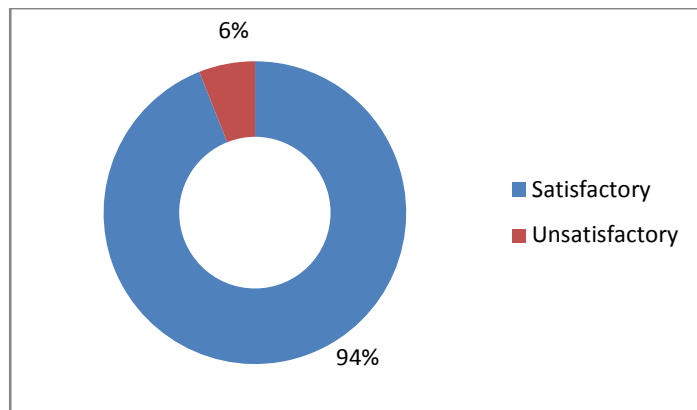


Masonry work in eleven out of seventeen schools is satisfactory.

Maintaining the physical structure and appearance of facilities such as the classrooms and other buildings in terms of masonry work is difficult for schools according to the school heads and teachers who cite lack of funds for maintenance and upkeep as the major hurdle (RMOE, 2009).

The study findings on whether the status of the roofing of classroom buildings is satisfactory are as per Figure 4.7.

Figure 4.7 Status of roofing of buildings in the schools

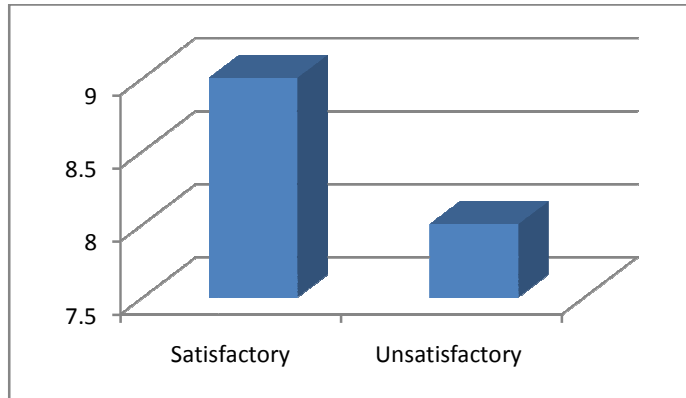


Only six percent of schools had roofing on classrooms and in others, their buildings are in unsatisfactory status.

Learners need to be sheltered from sunshine, heat and rain (CFS, 2000).

The study findings on whether the status of window panes in classrooms in schools is satisfactory are as per Figure 4.8

Figure 4.8 Status of window panes in buildings in the school

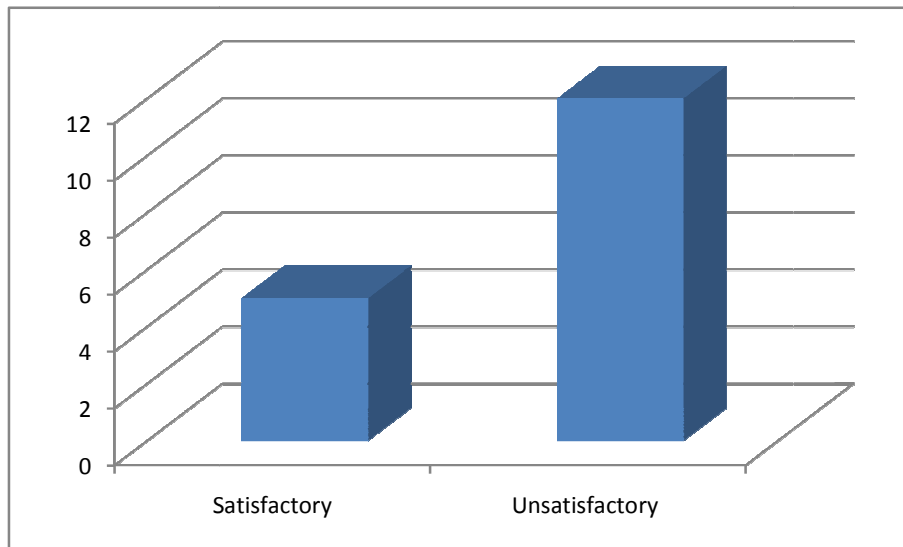


Nine schools had window panes in satisfactory status while in eight schools they were in unsatisfactory status.

Over-heating and glare should be controlled by adequate solar shading by the use of overhanging eaves to windows, and also can be prevented by siting the classroom so that the windows face north and south (CFS,2010).

The study findings on whether classrooms are installed with fire-fighting equipment are as per Figure 4.9

Figure 4.9 Fire fighting equipment within reach in schools



Only five out of seventeen schools had fire-fighting equipment within reach in the schools.

Fire fighting equipment should be placed at strategic points in classrooms and sanitation facilities, be maintained regularly and easily accessible when need arises.

4.5 Provision of sanitation facilities

To find out whether schools provided separate toilets for boys and girls, the head teachers' responses were presented in Table 4.15.

Table 4.15 Head teachers' responses on separate toilets for boys and girls

	Frequency	Percentage
Yes	16	94.1
No	1	5.9
Total	17	100.0

Only one respondent indicated that his/her school did not have separate toilets for boys and girls. However, the rest of the head teachers (94.1%) confirmed that toilet facilities are separated.

Girls and boys must have equal access to adequate sanitation facilities in schools and must be separated with their own wash basins and taps. The separation must have adequate, visual noise and odour separation (Rwanda, MOE, 2009).

The study sought to find out whether the schools provided toilet facilities for children with disabilities and the following responses were provided as in Table 4.16.

Table 4.16 Head teachers' responses on the provision of toilets for children with disabilities

	Frequency	Percentage
No	17	100.0
Yes	0	0

None of the school heads indicated that they had toilets for children with disabilities in their schools.

In some cases, the physical design and infrastructure of a school may exclude children with disabilities. The design or lack of separate toilets may inadvertently obstruct access and participation for children with disabilities.

The study sought to establish whether there are school buildings friendly to children with disabilities. The findings are as per Table 4.17.

Table 4.17 School buildings friendly to children with disability

	Frequency	Percentage
Yes	177	89.8
No	20	10.2
Total	197	100

Only 10% of respondents indicated that buildings in their respective schools are not friendly to children with disabilities.

Special adaptations for disabled school children must be incorporated into the design and location of water and sanitation facilities. Too often, the needs of children with disabilities are ignored or simply forgotten (RMOE, 2009).

The quality and adequacy of school infrastructure in terms of access to water and sanitation services have always been a challenge hence contributing to enrolment and high drop-out rates particularly for girls; therefore, priorities are identified as requiring inclusion in an appropriate initiative for upgrading school facilities, a washroom for senior girls and access for disabled pupils (ESAR, 2006).

The study sought to find out whether Child-Friendly School encourages enrolment. The findings are as per Table 4.18

Table 4.18 Child Friendly School encourages enrolment

	Frequency	Percentage
Very important	102	77.86
Important	23	17.56
Not important	3	2.29
Don't know	3	2.29
Total	131	100.0

The study findings revealed that a majority of the teachers indicated that Child-Friendly School is very important in encouraging enrolment.

Child-Friendly School demand that all school-going age children who are excluded from school for what ever reason; join schooling and enjoy learning. The classroom and sanitation facilities should reflect inclusion of all children from diverse backgrounds to attract those school-going age children who are not enrolled in school (CFS, 2010).

The study sought to find out whether Child-Friendly School encourages completion and the findings are as per Table 4.19.

Table 4.19 Child Friendly School encourages completion

		Frequency	Percentage
Valid	Very Important	101	77.69
	Important	2	15.38
	Not important	7	3.58
	Don't know	2	1.53
	Total	130	100
Missing	No response	1	
Total		311	

The study findings revealed that a majority of the teachers indicated that CFS is very important in encouraging completion.

Child-Friendly School (CFS) embraces a multi-dimensional concept of quality and addresses the total needs of the child as a learner (MOEST, 2010).

However, the biggest challenge in education is not simply to get children into

school, but also to improve the overall quality of schooling and addressing threats of participation, hence increasing retention rates, completion rates and achievement of learning outcomes (UNICEF, 2009). Sanitation facilities should be safe and protective especially to the girls and physically disabled pupils to enhance their retention and completion rates.

The study sought to find out whether there were separate toilets for boys and girls and the findings are as per Table 4.20.

Table 4.20 The school has separate toilets for boys and girls

	Frequency	Percentage
Yes	197	100.0
No	0	0

All respondents indicated that their respective have separate toilets for boys and girls.

There is a link between poor sanitation and poor health, for lack of adequate sanitation facilities is a major reason why many children, particularly girls, fail to attend school. Lack of sanitation facilities affect the performance and achievement of all pupils and are detrimental to the working conditions of teachers. Girls and boys must have equal access to adequate sanitation facilities in schools and must be separated with their own wash basins and taps (RMOE, 2009).

The study findings on whether schools have facilities like ramps in their buildings are as per Table 4.21.

Table 4.21 The schools' disability friendly facilities

	Frequency	Percentage
Yes	3	17.65
No	14	82.35
Total	17	100

Only three respondents indicated that their school sanitation facilities are friendly to children with disabilities.

Facilities for the disabled children like the ramps in school buildings make them accessible to children with disabilities hence improving their attendance (MOEST, 2010).

The study sought to establish whether gender awareness clubs are operational in schools. The findings are as per Table 4.22.

Table 4.22 Gender awareness clubs operating in the schools

	Frequency	Percentage
Yes	126	63.96
No	71	36.04
Total	197	100

Thirty six percent of respondents indicated that there are no gender awareness clubs in their respective schools while (64%) indicated that awareness clubs are operational in their schools.

Gender parity is a crucial aspect that should be reflected in all Child-Friendly Schools to ensure inclusion of all pupils, both boys and girls and their sanitation facilities should as well be a reflection of the same (CFS, 2010).

4.6 School community participation in school programmes

The study sought to establish whether the school community was involved in schools' decision making. The findings are as per Table 4.23.

Table 4.23 shows head teachers' response on whether the community is involved in decision making in schools

	Frequency	Percentage
Yes	17	100
No	0	0

Table 4.23 shows that all the head teachers agreed that they involved the community in decision making.

Learners and staff should create a school climate that is conducive for other stakeholders to be involved in a wider range of school activities and share in the same vision regarding the role of the school. They should have positive attitudes towards members of the local communities, behave with respect

towards them and their culture, and encourage them to co-operate with schools in ensuring Child-Friendly School education (MOEST, 2008).

The head teachers' responses on whether schools have school-based policies on child protection were presented in Table 4.24.

Table 4.24 Head teachers' responses on whether schools have school-based policies on child protection

	Frequency	Percentage
Yes	12	70.6
No response	5	29.4
Total	17	100.0

Table 4.24 shows that the majority of the schools (70.6%) have school-based policies on child protection.

Schools should enact policies to ensure safe, protective and inclusive learning environments. This requires broad support from a school committee, interested teachers, learners, parents, religious and local government leaders or people who work with children and youth outside school (CFS, 2010).

The head teachers' responses on whether school management has equal gender representation were presented in Table 4.25.

Table 4.25 Head teachers’ responses on school management committee equal gender representation

	Frequency	Percentage
Yes	14	82.4
No	3	17.6
Total	17	100

The majority of the schools (82.4%) indicated that they have gender parity in management committee representation while minority (17.6%) indicates that their school did not have equal representation in terms of gender.

Gender parity in school management was very crucial as it offers better inclusion since all children needs are easily catered for when they are represented in the decision making process in school. This is friendly especially for girls since female representation address their every need (CFS, 2010).

The head teachers were asked to comment on whether parents showed interest or supported learning of the pupils. The responses were as per Table 4.26

Table 4.26 Head teachers’ responses on whether parents are interested in and support pupils’ learning

		Frequency	Percentage
Valid	Yes	15	100
Missing	No	2	
Total		17	

The majority of the head teachers (N= 15) agreed that parents are interested in and supported pupils’ learning.

Parental close monitoring of their children’s education; positively boosts their children’s performance thus promoting learning outcomes. They can participate in providing resources and assisting pupils with learning disabilities and their involvement in parents’ meetings organized by the school committee (MOEST, 2010). These factors are the starting points for change and building of Child- Friendly Schools (CFS, 2010).

The study sought to establish whether schools seek out non-attending and non-enrolled pupils. The findings are as per Table 4.27

Table 4.27 Schools seek out the non-attending and the non-enrolled pupils

	Frequency	Percentage
Yes	17	100
No	0	0

All the head teachers reported that they are concerned about the non-attending and non- enrolled pupils and follow up on them.

The first step in making our schools friendlier; is to find out which children are not coming to school. Schools need to know what individual children, family and school factors that block children from coming to school. This includes the involvement of the school community who help track pupils who are for one reason or another, are not attending or not enrolled in schools.

The head teachers 'responses on whether the school community is involved in school's decision making are presented in Table 4.28

Table 4.28 School community involvement in seeking the non-attending and the non- enrolled pupils

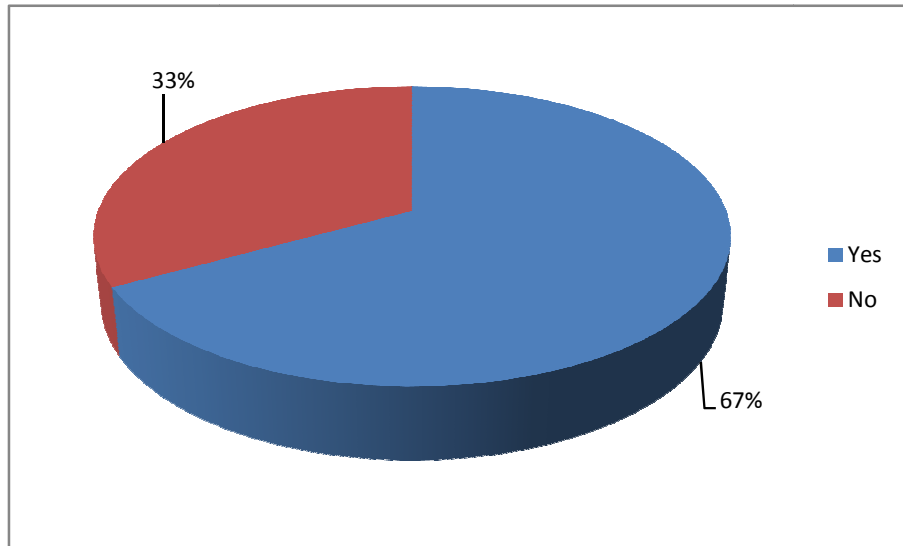
	Frequency	Percentage
Yes	17	100
No	0	0

The head teachers N= 17 (100%) reported that they involved the community in school programmes that follow up on the non-attending and non-enrolled children.

School community mapping is an essential community to child activity for identifying school-going age children who are not enrolled and getting them in schools using maps. The maps show each household in the community, the number of children and their ages and whether pre-school or school age children in those households are attending school.

The study sought to establish whether food handlers in schools undergo medical examination. The findings are presented in Figure 4.10.

Figure 4.10 Food handlers in the school to be medically examined

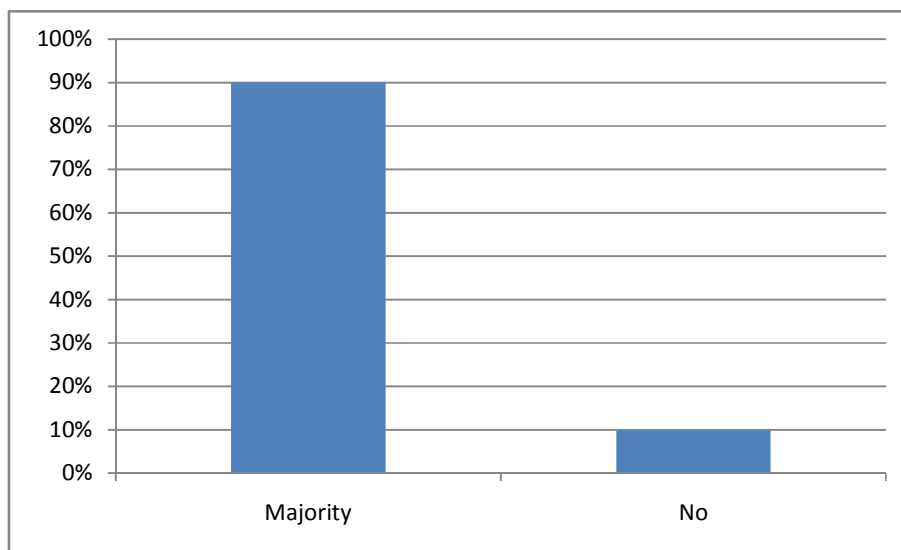


Two thirds of food handlers in schools have been medically examined while a third had not been examined.

The Ministry of Education, the Public Health Departments and the school community will ensure that schools have adequate safe storage facility for food items. The School Management Committee should ensure that illegal hawking/vending of food to school children in the school compound or its vicinity is prohibited and where the school has a feeding programme provided by an outsider, the quality of food must be inspected on a regular basis (MoE, 2008). According to Safety and Standards Manual for all the schools in Kenya, good health and nutrition are indispensable for effective learning and learners can reap maximum benefits from teaching/learning process if they are healthy (MOEST, 2008).

The researcher sought to find out whether schools in Kikuyu district have policies on prevention of violence on pupils and tabulated the findings in Figure 4.11.

Figure 4.11 Teachers' responses on policies on prevention of violence on pupils.



The study findings revealed that the majority of the schools (90.1%) indicated that they have put in place policies to protect pupils against violence. Only 9.9% of the schools indicated they had not put in place policies on protection of violence on pupils.

When determining what policies are needed in dealing with violence in and around schools, the participation of many stakeholders within the school and the school community is required in the development and implementation of such policies. Violence can take many forms and is understood differently in different cultures. Use on physical force or power, threatened or actual, against oneself, another person, or against a group or community results in injury,

death, psychological harm, poor physical development or deprivation (CFS Manual, 2010). In schools, it can also result into pupil drop-outs thus affecting the retention and completion rates of pupils.

The teachers were asked to establish whether there are cases of pupil drop-outs in their schools. The findings are presented in Table 4.29

Table 4.29 Teachers' responses on pupil drop outs

	Frequency	Percentage
Yes	54	41.2
No	77	58.8
Total	131	100

The study findings show that majority of the teachers (58.8%) indicated that pupils do not drop out of school though an alarming percentage (41.2%) indicated that pupils did drop out of school.

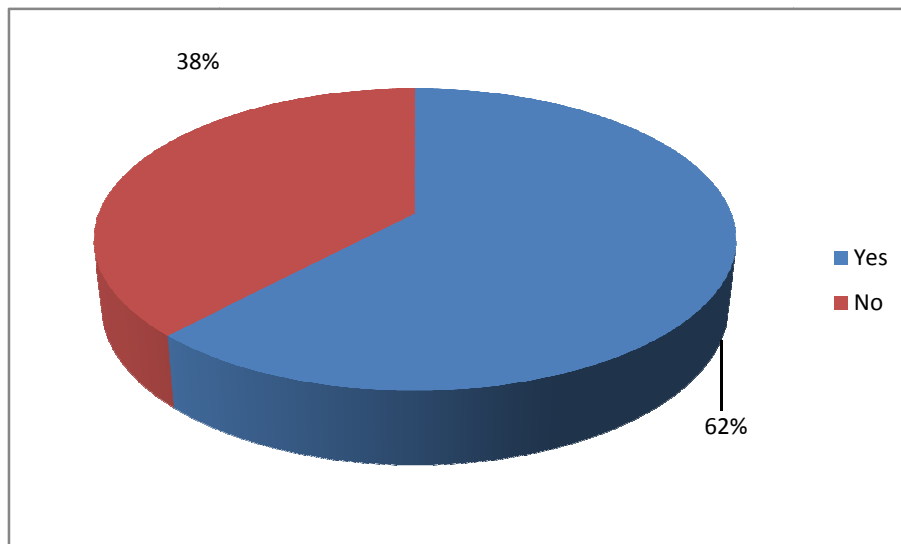
The reasons for dropping out include; poor parenting, being orphaned, broken marriages, engagement in income generating activities such as touting, domestic workers, parental neglect, negative attitude towards education, peer pressure and truancy.

In fulfilling the education- related Millennium Development Goals requires not just getting all children into school but also making sure that all schools work in the best interest of the children and ensuring that they continue, complete the full cycle, achieve expected outcomes and successfully transit to

secondary school (UNICEF, 2009). Pupil tracking system by the school community to the children who are not attending school help bring back them to school and minimize pupil drop-outs

The teachers' responses on whether there are mechanisms put in place for drop-out pupils to get back to school are presented in Figure 4.12

Figure 4.12 Teachers' responses on mechanisms on bringing back drop out pupils to continue with education



Thirty eight percent of respondents pointed out that their schools have mechanisms to enable drop-out pupils to resume studies.

Effective inclusive learning entails deliberate effort by teachers, school authorities, families, school community leaders, educational institutions and health services to seek out all available support in identifying learners who are out of school and facilitating their getting back to school (CFS, 2010).

The study quest to find out whether Child-Friendly School improves attendance was presented in table 4.30

Table 4.30 Child Friendly School improves attendance

	Frequency	Percentage
Very important	104	80.0
Important	16	12.31
Not important	7	5.38
Don't know	3	2.3
Total	130	100
No response	1	
Total	131	

The majority of schools (80%) indicated that CFS is crucial to improving attendance.

Conditions need to be established to make the school more flexible, more welcoming, more child-centered, more engaged with the community, and more holistic where all children are equally respected and valued. Educational environments must be safe, healthy and protective, endowed with adequate facilities and resources as well as appropriate conditions to enhance learning hence improving attendance (ESAR, 2006).

The pupils were asked to comment on whether they are involved in decision making in their schools. The responses are as per Table 4.31.

Table 4.31 Pupils are involved in decision making

		Frequency	Percentage
Valid	Yes	172	89.58
	No	20	10.42
	Total	192	100.0
Missing	No response	6	
Total		197	

The inclusive policy of involving pupils in decision making was reported by 90% of the respondents.

Learners and staff should create a school climate that is conducive for other stakeholders to be involved in a wider range of school activities and share in the same vision regarding the role of the school (MOEST, 2008).

The study sought to establish whether pupils are allowed to take food in schools. The findings are as per Table 4.32

Table 4.32 Pupils are allowed to bring food from outside

	Frequency	Percentage
Yes	56	28.4
No	141	71.5
Total	197	100

Most schools (72%) do not allow pupils to take food in schools.

Learners in the school should have access to safe and wholesome food for their proper physical and intellectual development. The Ministry of Education, the Public Health Departments and the school community will ensure that schools have adequate safe storage facility for food items. The School Management Committee should ensure that illegal hawking/vending of food to school children in the school compound or its vicinity is prohibited and where the school has a feeding programme provided by an outsider, the quality of food must be inspected on an regular basis (MoE, 2008).

The study sought to establish whether schools have access to first-aid services. The findings are as Table 4.33

Table 4.33 School easy access to first-aid services

	Frequency	Percentage
Yes	17	100.0
No	0	0

All schools that participated in this study have easy access to first-aid services. Threats to school safety can emanate internally from within the school environment or externally from the wider community and some of these are accidents that affect learning negatively. A school environment should accommodate the welfare of its learners and cater for their needs. Creating a school safe zone does not mean ensuring an accident free school environment, but rather the responsibility taken by learners, staff, parents and stake holders

to foster an all-round safe living in school that enhances high retention rate of enrolled learners (ESAR, (2006).

The study sought to establish whether schools have sick bays. The responses are as per Table 4.34.

Table 4.34 The schools have sick bays

	Frequency	Percentage
Yes	4	23.53
No	13	76.47
Total	17	100.0

Only four out of seventeen schools have sick bays

A medical sick room where sick pupils can rest until they are picked by parents may be offered in a school. This room may also be used for visiting therapists or support for pupils with disabilities. The room should be near the administration area or near the school entrance and should be well equipped with a first-aid kit (MOEST, 2010).

The head teachers' responses on schools' involvement of professionals in designing, constructing and maintenance of school buildings are as per Table 4.35.

Table 4.35 Head teachers' responses on the involvement of professionals in design, construction and maintenance of school buildings

	Frequency	Percentage
Yes	13	76.5
No	4	23.5
Total	17	100

Table 4.35 shows that the majority of the head teachers (76.5%) indicated that they involve professionals in design, construction and maintenance of school buildings.

There should be extensive parent and community involvement in all aspects of design, construction and maintenance and the focus should be on using local building materials on the skills of community artisans. The building costs and materials standards should be adhered to as well as provision for high level technical supervision of building by contractors (RMOE, 2009).

4.7 Provision of school feeding programmes

The study sought to establish whether schools have policies on drop-outs. The findings are as per Table 4.36.

Table 4.36 Schools have policy on school drop- outs

		Frequency	Percentage
Valid	Yes	11	73.3
	No	4	26.7
	Total	15	100.0
	No Response	2	
Missing			
Total		17	

The majority of head teachers (73.3%) indicated that their respective schools have policies to address the plight of pupils who have dropped school.

Ways in which drop- out pupils can be encouraged to enroll include; starting feeding programmes, provision of free primary education, economic empowerment of parents, reducing engagement of children in income generating projects, providing school uniforms to pupils , creating public awareness through chiefs' baraza and churches, guiding and counseling parents on importance of education, subsidizing education cost through provision of learning materials, having a Child- Friendly School environment, counseling the dropped out children and involving role models from the school to talk to the drop- out pupils (CFS, 2010).

The study sought to establish whether schools have feeding programmes for pupils and responses are as per Table 37.

Table 4.37 The schools have feeding programmes for pupils

	Frequency	Percentage
Yes	5	29.4
No	12	70.6
Total	17	100.0

A majority of the head teachers indicated that their schools do not provide feeding programmes (70.6%), with a minority (29.4%) indicating that they offered food in schools. This concurred with teachers' responses that most schools (60%) do not provide feeding programmes for pupils.

Studies have revealed a strong correlation between children's health and their learning ability. Children in poor health are more likely to learn less as they are unable to concentrate. In turn, their lower learning achievements are likely to cause their grade repetition and possibly; eventually drop-out (UNICEF, 2006).

The teachers were asked comment whether there are ways in which pupils are encouraged to enroll. The responses are as per Table 4.38.

Table 4.38 Teachers' responses on whether there are ways to encourage pupils to enroll.

	Frequency	Percentage
Yes	82	65.6
No	43	34.4
Total	125	100.0
No response	6	
Total	131	

A majority of teachers (65.6 %) indicated that their schools have put in place measures to encourage school-going age children enroll in schools.

Equal opportunities to education should be provided to all school-going age children regardless of their gender, religion or cultural backgrounds and any barriers addressed and interventions put in place to ensure all school-going age children get access to education. Child-Friendly Schools should be able to provide feeding programmes for vulnerable children, orphans and those from poor backgrounds. These strategies encourage parents to take their children to school regularly (CFS, 2010).

The study findings whether socio-economic, health and nutrition and academic profile of pupils is kept by teachers are as per Table 4.39

Table 4.39 Teachers’ responses on whether they keep socio-economic, health and nutrition and academic profile of pupils

		Frequency	Percentage
Valid	Yes	105	80.76
	No	25	19.23
	Total	130	100
Missing	No response	1	
Total		131	

From the study findings, the majority of teachers (80.8%) indicated that they keep pupils’ socio-economic, health, nutrition and academic profile to ensure up-to-date tracking of the pupils’ information.

The findings on the effectiveness of school-based feeding programmes are presented in Table 4.40.

Table 4.40 Teachers’ responses on school feeding programme as an effective tool for pupils’ attendance

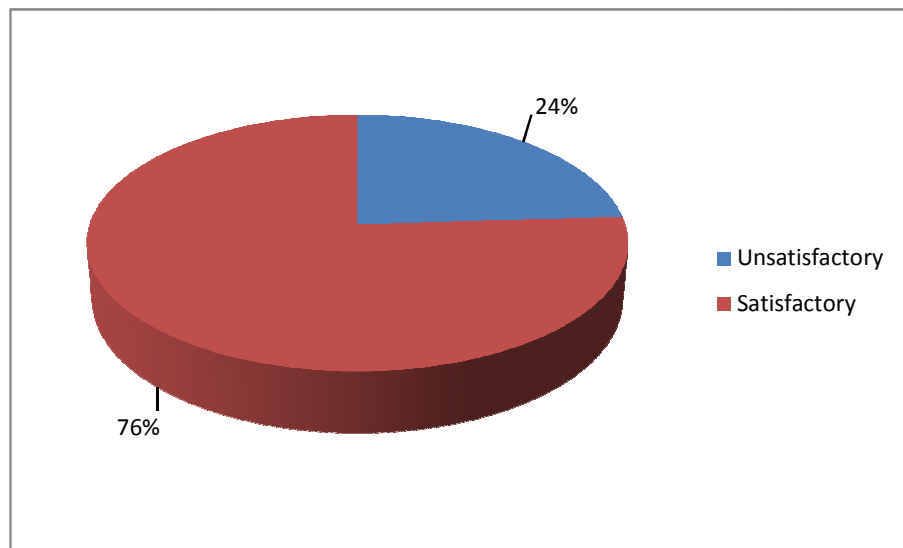
	Frequency	Percentage
Yes	131	100.0
No	0	0

All schools in Kikuyu district indicated that school based feeding programmes for pupils are effective tool to enhance attendance in pupils.

Effective learning can take place only if the girls and boys who attend school are capable of learning. Learners especially girls as well as learners from poor families, who are hungry; are not capable of learning well. School attendance drops when the school does not have the resources to offer basic health and nutritional services that benefit their learners (MOEST, 2010).

The researcher's findings on whether the status of food stores and kitchens in schools is satisfactory are as per Figure 4.13.

Figure 4.13 Status of foods and kitchens



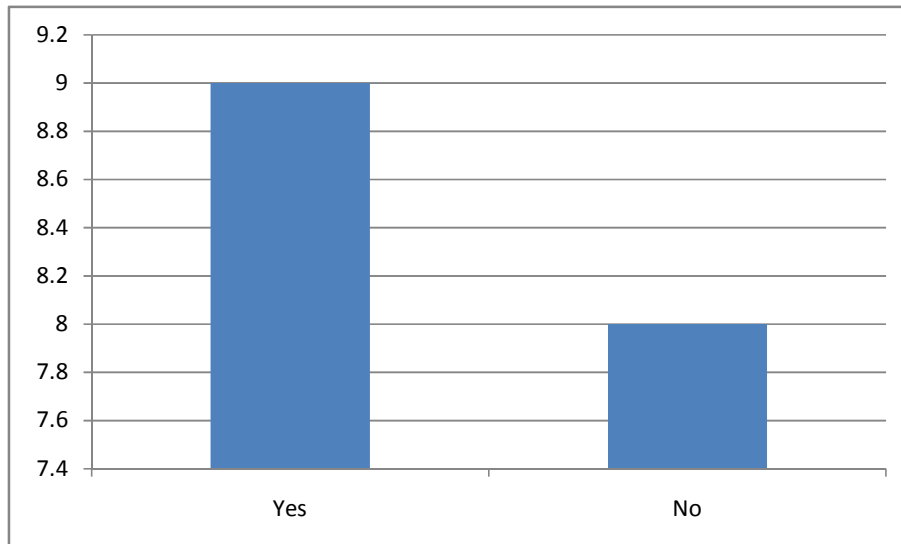
Seventy six percent of schools had the food stores and kitchens in satisfactory status whereas; only twenty four percent were unsatisfactory.

Schools must have adequate and hygienic kitchen area. The size of the core preparation area will depend on the equipment needed, number of pupils and

also the effective number of sitting kitchen facilities which must include; facilities for preparing food and safe drinking water and areas for washing up hands from a clean water source (MOEST, 2010).

The study sought to establish whether the kitchen staff in schools wears protective clothing. The findings are as per Figure 4.14

Figure 4.14 Uniform and protective clothing on kitchen staff



The practice of wearing protective uniform and other clothing by the kitchen staff was observed in affirmative in nine schools while in eight schools it did not apply. Kitchen staff in schools should wear protective clothing and also observe high hygiene standards at all times to enable pupils enjoy good health and hygiene for better learning (MOEST, 2008).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusions and recommendations generated from the research findings of the study. The chapter also presents suggestions for further study.

5.2 Summary of the study

The study was to assess the factors influencing the implementation of Child Friendly School Programme in public primary schools in Kikuyu district, Kiambu County. The study was guided by the following objectives; provision of schools' classroom facilities, provision of schools' sanitation facilities, community participation in school programmes and provision of school feeding programmes and how they affect the implementation of Child-Friendly School Programme. The study adopted the systems theory by Ludwig Von Bertalanffy that emphasizes the significance of interrelationships between the various internal components of an organization.

The study adopted the descriptive survey design and targeted 57 public primary schools thus a target population of 57 head teachers, 768 teachers and 3750 class eight pupils. Stratified sampling was used to sample 17 schools based on the school zonal divisions. Data was collected using questionnaires for head teachers, teachers and class eight pupils. An observation schedule

was used to check the condition of the school facilities and the general school ground. Data collection instruments were validated through expert judgment from the university supervisors and reliability tested through piloting. Collected data was analyzed into frequencies and percentages and presented in tables, pie charts and bar graphs.

5.3 Summary of the findings

The demography of the study shows that the majority of the teacher population was female teachers (55.7%). Their age groups were evenly distributed across all age groups. The majority of the teacher respondents (94.6%) and head teachers (70.6%) indicated that their schools had put in place programmes to address problems faced by pupils. The teachers (90.1%) further agreed that their schools have school-based policies on prevention of violence on pupils.

The study objective one sought to determine how the provision of classroom facilities affects the implementation of Child-Friendly School Programme in public primary schools. The study findings revealed that the majority of the pupils indicated that class sizes varies from as low as thirty up to sixty and that the number of classrooms in schools ranged from eleven and thirty two. Schools have inclusive Child-Friendly School classrooms where there is interactive teaching and learning methods like discussions and role play and other child-centered methods that promote equal participation and learning hence increasing learners' interest to learn and where teachers use locally available materials and learning space sufficient to all learners.

The objective two sought to establish the provision of schools' sanitation facilities and how they affect the implementation of CFS programme in public primary schools. The study findings showed that the sanitation and water status of the schools affect the implementation of Child-Friendly School Programme in public primary schools. It was revealed that all schools have separate toilets for girls and boys but lack enough water points to facilitate proper hygiene and good health.

The study objective three sought to establish the extent to which school community participation in school programmes influence the implementation of Child-Friendly School programme in public schools. The study findings revealed that the majority of the school-community is actively involved in school activities and is equally represented by males and females in school committees. There was evidence of outreach activities done by school in the community to help the non-attending pupils attend school by parents who supported the learning of their children. The majority of parents participated in meetings showing that they were interested in the learning of their children; however, some cases of uninterested parents were also reported.

The study objective four sought to examine how the provision of school-feeding programmes affects the implementation of Child-Friendly School programme in public primary schools. The findings revealed that a majority of schools did not have feeding programmes in their schools and a majority of pupils left school for their homes to get lunch hence wasting time meant for

studies leading to low learner achievements. The study showed that a regular school-feeding programme is an effective tool in improving school attendance in pupils hence increasing learner outcomes and eventually enhancing retention, completion and transition to secondary school.

5.4 Conclusions

Learning is central to education and in line with the child-centered principle and the child as learner is central to the process of teaching and learning. The classroom process should not be one in which children are passive recipients of knowledge dispensed by a sole authority, the teacher. It should be an interactive process in which children are active participants in observing, exploring, listening, reasoning, questioning and ‘coming to know’. This is at the heart of the classroom process in all Child-Friendly School models, and it is critical for teachers to be well-trained in this pedagogy.

A quality learning environment promotes high-quality teaching of relevant knowledge and skills through instruction that is adopted to meet students’ needs and that encourage children’s active engagement of all stakeholders, rather than relying on traditional rote learning approaches. When teachers encourage pupils to be actively engaged in the learning process and to do well and when pupils are presented with interesting learning opportunities, they are more likely to stay in school and succeed academically. Children’s active participation in learning reflects not only a child-centered approach to

pedagogy but also the principle of democratic participation that involves families in activities and promotes school community partnerships.

Child-Friendly School means that the school that helps to take care of all children in all aspects, seek out non-attending and non-enrolled school-going age children and offer nutrition and health services so that they grow up to be good citizens.

5.5 Recommendations of the Study

Based on the findings the study made these recommendations;

- i. Educationists should organize for forums to create community awareness on the importance of quality education to learners and its impact on the community as a whole.
- ii. Educational policymakers should come up with policies on measures to be used for provision, improvement and implementation of Child-Friendly School environment in the education sector.
- iii. The government should enforce the law on Child-Friendly school policies that should be implemented by all stakeholders.
- iv. The head teachers should facilitate collaborative relations with parents and other stakeholders so that Child-Friendly School environment is achieved in schools.
- v. The government should train teachers on the aspect of Child-Friendly School environment to enhance its implementation.

- vi. The Ministry of Education should facilitate seminars and workshops for head teachers and teachers on the concept of Child-Friendly School programme and to enhance its implementation and evaluation.

5.6 Suggestions for further study

The researcher proposes further research in the following areas:

- i. This study needs to be replicated in other districts in the country in order to compare the results.
- ii. Further study should be carried out on investigation on factors underlying causes of drop-out in pupils.
- iii. A study on investigation of factors impeding development of disabled friendly physical infrastructure in Kikuyu district should be done.
- iv. An investigation why fire risks is one of the dangers to Child-Friendly Schools despite having fire drills in schools.

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APPENDIX I

INTRODUCTORY LETTER TO RESPONDENTS

Department of Educational
Administration and Planning
University of Nairobi
P.O. Box 30197
Nairobi

Dear Sir/Madam

RE: PARTICIPATION IN RESEARCH

I am a Master of Education student at the University of Nairobi, department of Educational Administration and Planning. I am carrying out a research on 'Factors influencing the Implementation of Child-Friendly School Programme in Public Primary Schools in Kikuyu District, Kiambu County, Kenya'.

I am kindly requesting to be allowed to undertake the study in your school. The information you provide will solely be used for the purpose of the research and responses will be treated with utmost confidentiality.

Thank you

Dority K. Njue.

APPENDIX II

QUESTIONNAIRES FOR THE HEAD TEACHER

This questionnaire is developed to gather information about your school. The study aims at assessing the status of public primary schools on the implementation of Child-Friendly School programme in Kikuyu District.

Tick(√) the appropriate response or respond as indicated.

PART A: School particulars

1. Please provide the following information:
 - i. Date of establishment of the school
 - ii. Registration certificate number
 - iii. Approved enrolment
 - iv. What is the location of your school? Rural () Urban ()
 - v. In which zone is your school?
 - vi. What is the present student enrolment: Boys Girls

PART B: Implementation of Child-Friendly School programme

Does your school have school-based policies on child protection?

Yes () No ()

2. Are there disability friendly facilities and equipment in your school?

Yes () No ()

3. Are girls' toilets separated from boys' toilets? Yes () No ()

4. Are there toilets for children with disabilities? Yes () No ()

5. Do you involve architects, quality surveyors and contractors in the design, construction and maintenance of school buildings? Yes () No ()
6. Are the school buildings friendly to children with disabilities? Yes () No ()
7. How do you ensure that school water is safe for consumption?
.....
8. Do you have a school management committee equally represented by males and females? Yes () No ()
9. Are parents' interested in and support pupils' learning? Yes () No ()
10. Do you involve school community in decision making in your school? Yes () No () If no, explain
11. Does the school development plan address the needs of child holistically? Yes () No ()
12. Does the school have a policy on dropout for both boys and girls? Yes () No ()
13. Does the school seek out the non- attending and non- enrolled pupils? Yes () No ()
14. If yes, is the school community involved? Yes () No ()
15. Have food handlers in the school been medically examined over the last six months? Yes () No ()
16. Does your school have feeding programmes for pupils? Yes () No ()
17. Does your school have easy access to first-aid services? Yes () No ()
18. What challenges does your school face in being inclusive of all children?

19. Does the school have disability friendly facilities and equipment such as;
ramps, toilets, Braille materials, hearing aids, clearly defined paths?

Yes () No ()

20. Is there a sick bay in your school? Yes () No ()

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

This questionnaire is meant to find out how far your school has embraced the Child-Friendly School environment that is safe and healthy. The answers you give will only be used for this study and will be kept confidential. Thank you.

PART A: Personal information

Tick(✓) the one you think applies

1. What is your gender? Male () Female ()
2. What is your age group? 20 —25 () 26 — 30 ()
31—40 () 41 -50 () Above 50 ()

PART B: Questions on Child-Friendly School programme

3. Does the school functioning peace-building programmes to address problems affecting pupils? Yes () No ()
4. Does your school have policies on prevention of violence on pupils?
Yes () No ()
5. Do you have pupils who have dropped out of school? Yes () No ()
Why do they drop out?
6. Do you have mechanisms in place to have them come back and continue with their education? Yes () No ()
7. Do you have an idea why they have never enrolled? Yes () No ()
8. If yes, which ones

9. Do you think there are ways in which they can be encouraged to enroll?

Yes () No ()

10. If yes, which ones

11. Do you have a regular feeding programme in the school? Yes () No ()

Please explain

12. If yes, who are the targeted pupils

13. Do you keep a socio-economic, health and nutrition and academic profile of Pupils? Yes () No ()

14. Do you think school-based feeding programme is an effective tool in dealing with poor attendance of pupils? Yes () No ()

15. What effects do you think banning of feeding programme has on retention of pupils?

16. Use the following key to rate the following aspects of Child-Friendly Schools

1 — Very important, 2— Important 3 — Not important 4 - Don't Know

Aspect of CFS environment	1	2	3	4
Aspect of CFS environment				
Encouraging enrolment				
Encouraging completion				
Improving performance				
Encourage safe and protective environment				

17. How can safe and secure environment enhance Child-Friendly School programme?

APPENDIX IV

QUESTIONNAIRE FOR CLASS EIGHT PUPILS

This questionnaire is meant to find out how far your school has embraced the Child-Friendly School that is safe and healthy. The answers you give will only be used for this study and will be kept confidential. Thank you.

1. How many classrooms does your school have?
2. What is the capacity of the classrooms in your school?
3. Do you encounter any safety problems in the school? Yes ()
No () If yes, specify
4. Are you allowed to bring food from outside into the school compound?
Yes () No ()
5. Are the school buildings friendly to children with disabilities? Yes ()
No ()
6. How many fire drills have been conducted in the school since the year 2008?
7. Are you involved in school's decision making? Yes () No ()
8. Do you have a feeding programme in the school? Yes () No ()
9. Do you have separate toilets for boys and girls in your school?
Yes () No ()
10. Do you have access to safe clean water for drinking and washing?
Yes () No ()
11. Are girls and boys treated equally in teaching, seating, assignment, access to materials and asking questions or giving feedback? Yes () No ()
12. Are there gender awareness clubs operational in the school? Yes () No ()

APPENDIX V

OBSERVATION SCHEDULE

1. Check for the existence of the following in classrooms, halls and libraries

Mark (√) for existence or (x) for non-existence

	Classrooms	Halls	Libraries
Presence of pedagogic materials			
General cleanliness			
Adequate lighting			
Proper ventilation			
Window grills removed			
Door opening outwards			
First-aid equipment			
Furniture and other equipment			
Stair at both ends of stories buildings			
Clearly defined paths			

2. Check for the following

a) Is fire fighting equipment within easy reach? Yes () No ()

b) Are safety instructions prominently displayed? Yes () No ()

c) Is the perimeter fence/gate adequate? Yes () No ()

d) Is crowding evident in classrooms and water taps? Yes () No ()

3. Comment on the general state of the school by stating whether the following aspects are satisfactory (S) or Unsatisfactory (U)

- a) Paint work on buildings: S () U ()
 - b) Masonry S () U ()
 - c) Roofing S () U ()
 - d) Shutters/window panes S () U ()
 - e) Food stores/kitchens S () U ()
4. The presence of or proximity of any hazards within the school compound like exposed electricity cables, contaminants near food stores and tall trees near buildings.
5. Uniform or protective clothing on kitchen staff such as overalls, dust coats and boots for cleaners

APPENDIX VI
AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787, 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref:

NCST/RCD/14/013/990

Date:

10th June, 2013

Dority Kageni Njue
University of Nairobi
P.O.Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated *3rd June, 2013* for authority to carry out research on "*Factors influencing the implementation of child-friendly school programme in public primary schools in Kikuyu District, Kiambu County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Kikuyu District** for a period ending **31st December, 2013**.

You are advised to report to **the District Commissioner and the District Education Officer, Kikuyu District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

A handwritten signature in blue ink, appearing to read 'M. K. Rugutt'.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Kikuyu District.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

APPENDIX VII:

RESEARCH PERMIT

PAGE 2 **PAGE 3**

Research Permit No. NCST/RCD/14/013/990

Date of issue 10th June, 2013

Fee received KSH. 1,000

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution

Dority Kageni Njue

of (Address) University of Nairobi

P.O.Box 92-0902, Kikuyu.

has been permitted to conduct research in

Location

Kikuyu District

Kiambu County


on the topic: Factors influencing the

implementation of child-friendly school

programme in public primary schools in Kikuyu

District Kiambu County, Kenya.

for a period ending: 31st December, 2013.



Applicant's Signature

for Secretary

National Council for

Science & Technology