

**IMPLEMENTATION OF INCLUSIVE CHILD FRIENDLY SCHOOLS POLICY IN
PUBLIC PRIMARY SCHOOLS IN NYANDARUA COUNTY, KENYA**

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DECLARATION

This is my original work and has not been submitted for any other study programme in any other university.

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This thesis has been submitted for examination with our approval as university supervisors.

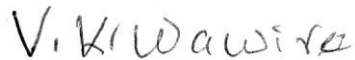


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An institutional based programme is a challenging assignment especially when it comes at the prime of one's life when all the sectors of life are calling. It therefore takes a lot of grace from God and the help and kind understanding of many people.

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To my family, I owe you all for your immeasurable support and understanding as I progressed in my studies. And to my faithful and supportive friends, I take note of every moment of encouragement and companionship.

May the Lord bless you all and to Him be the honour and the glory forever.

DEDICATION

To my parents, William Wahungu Kimani Githuku and Hannah Njeri Wahungu.

ABSTRACT

This study addressed the implementation of inclusive child friendly primary schools policy in Nyandarua County. The Inclusive Child Friendly Schools (CFS) policy has become the vehicle through which the government is providing quality education for all children by creating a learning environment where all children can learn, all children want to learn, and all children feel included in the classrooms and schools. However, studies show that the conditions in schools are not adequately adapted to accommodate diversity of learners and that even many more children of school going age are still left out of school due to factors like ill health, poverty, livelihoods, school based factors, inaccessibility and HIV and AIDS. The objectives of the study were to find out whether public primary schools' management and teaching staff were aware of the inclusive CFS policy, examine the practice in public primary schools in line with the inclusive CFS policy, limitations of implementing inclusive CFS policy in public primary schools and suggestions on appropriate strategies for implementation of inclusive CFS in public primary schools. To achieve these objectives, the study utilized a descriptive survey using both qualitative and quantitative methods. Data collection instruments entailed questionnaires, interview schedule, focus group discussions, observation schedule and document analysis which were first piloted to improve validity and reliability and the accruing data was then analyzed thematically as per the study objectives. The findings of the study indicated that there was a substantial gap between CFS policy expectations and its actual day to day practice in the schools. Schools had the CFS messages engraved variously in the schools but had not made significant alteration in line with the policy. Based on the study findings, a number of policy recommendations including adopting CFS policy to internal contexts so that individual schools look for ways of developing and utilizing self-assessment indicators of CFS at the school levels were made. Chapter one spelled out the problem that was addressed by the study, the purpose and outlined the objectives and research questions that guided the study. This was followed by chapter two which entailed a systematic identification, location and analysis of documents containing information related to the research guided by subjects as per the objectives of the study. Chapter three presented details about the methodology adopted and elaborated on the research methods chosen and the reasons for their selection. Chapter four dealt with data analysis, presentation and interpretations for both qualitative and quantitative data. Finally, chapter five was a presentation of the summary, conclusions and recommendations of the study and presented propositions for further research. Though the area of CFS is relatively new, it was hoped the study would shed light on the way forward for inclusive child friendly school programme in Kenya. For further study, the research recommended that future studies could widen the scope of the study and look at all five components of CFS and also establish the role of school-community linkages towards the success of inclusive CFS.

LIST OF ABBREVIATIONS

| | |
|----------------|--|
| AIDS | -Acquired Immune Deficiency Syndrome |
| ASAL | - Arid and Semi-Arid Land |
| CEDCs | -Children in Especially Difficult Circumstances |
| CFS | - Child Friendly School(s) |
| CRC | -Convention on Rights of the Child |
| CWD | -Children with Disabilities |
| DEO | - District Education Officer |
| EFA | - Education for All |
| FGM | - Female Genital Mutilation |
| GoK | -Government of Kenya |
| HIV | - Human Immuno-deficiency Virus |
| ICT | - Information Communication Technology |
| IDEA | - Individuals with Disabilities Education Act |
| INSET | - In-service Education and Training |
| KCPE | -Kenya Certificate of Primary Education |
| KEPSHA | - Kenya Primary Schools Head teachers' Association |
| KESSP | -Kenya Education Sector Support Programme |
| KICD | -Kenya Institute of Curriculum Development |
| KIE | - Kenya Institute of Education |
| M&E | - Monitoring and Evaluation |
| MoE | - Ministry of Education |
| MVC | -Most Vulnerable Children |

| | |
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| NGO | -Non-Governmental Organization |
| PTA | - Parents Teachers Association |
| SDGs | - Sustainable Development Goals |
| SMC | - School Management Committee |
| TSC | - Teachers Service Commission |
| UNICEF | - United Nations Children’s Fund |
| UNESCO | - United Nations Educational Scientific and Cultural Organization |
| UPE | - Universal Primary Education |
| ZQASO | - Zonal Quality Assurance and Standards Officer |

TABLE OF CONTENTS

| | |
|--|-----|
| DECLARATION | ii |
| ACKNOWLEDGEMENT | iii |
| DEDICATION | iv |
| ABSTRACT | v |
| LIST OF ABBREVIATIONS | vi |
| CHAPTER ONE | 1 |
| 1.1 Introduction..... | 1 |
| 1.2 Background to the study..... | 1 |
| 1.3 Statement of the Problem | 7 |
| 1.3.1 The Purpose of the study | 9 |
| 1.4 Objectives of the Study | 10 |
| 1.5 Research Questions | 10 |
| 1.6 Significance of the Study | 11 |
| 1.7 Limitations of the Study | 11 |
| 1.8 Delimitations of the Study..... | 12 |
| 1.9 Assumptions of the Study | 13 |
| 1.10 Theoretical Framework | 13 |
| CHAPTER TWO: REVIEW OF RELATED LITERATURE..... | 19 |
| 2.1 Introduction | 19 |

| | |
|---|-----------|
| 2.2 Schools' Management and Teaching Staff Awareness of Inclusive CFS policy | 19 |
| 2.3 The Practice in Public Primary Schools in Line with Inclusive Child Friendly Policy | 22 |
| 2.4 Limitations of Implementing Inclusive Child Friendly Policy | 24 |
| 2.5 Strategies to Improve the Level and Quality of Inclusive CFS Programme | 27 |
| 2.6 Summary | 29 |
| CHAPTER THREE: RESEARCH METHODOLOGY | 31 |
| 3.1 Introduction | 31 |
| 3.2 Research Design | 31 |
| 3.2.1 Variables | 32 |
| 3.3 Location of the Study | 32 |
| 3.4 Target Population | 33 |
| 3.5 Sampling Techniques and Sample Size..... | 33 |
| 3.5.1 Sampling Techniques | 33 |
| 3.5.2 Sample Size | 35 |
| 3.6 Construction of Research Instruments | 35 |
| 3.6.1 Questionnaires | 36 |
| 3.6.1.1 Questionnaire for Primary School Teachers..... | 36 |
| 3.6.2 Interview Schedule for the Head teacher..... | 36 |
| 3.6.3 Interview Schedule for ZQASO | 37 |
| 3.6.5 Observation Checklist..... | 38 |

| | |
|---|----|
| 3.7 Piloting the instruments | 39 |
| 3.7.1 Validity | 40 |
| 3.7.2 Reliability | 40 |
| 3.8 Data Collection Techniques | 41 |
| 3.9 Data Analysis | 42 |
| 3. 10 Logistical and Ethical Considerations..... | 43 |
| CHAPTER 4: DATA PRESENTATION, ANALYSIS AND DISCUSSION..... | 44 |
| 4.1 Introduction | 44 |
| 4.1.1 Questionnaire return rate | 44 |
| 4.1.2 Observation Rate | 45 |
| 4.1.3 Document analysis rate | 45 |
| 4.1.4 Demographic profile of the participants..... | 46 |
| 4.2 Schools’ Management and Teaching Staff Awareness of Inclusive CFS Policy..... | 48 |
| 4.3 The Practice of inclusive CFS in Public Primary Schools | 52 |
| 4.3.1 Teaching/learning environment | 52 |
| 4.3.2 Teacher- pupil ratio in line with inclusive CFS..... | 56 |
| 4.3.3 Pupil – textbook ratio commensurate with inclusive CFS | 59 |
| 4.3.4 Practice of making pupils repeat classes | 61 |
| 4.3.5 Gender responsiveness teaching and learning environments | 63 |
| 4.3.6 Water and sanitation that is favourable for inclusive CFS | 65 |

| | | |
|--|---|----|
| 4.3.7 | Playing time and playing grounds in line with inclusive CFS | 67 |
| 4.3.8 | Practice of corporal punishment in an inclusive CFS environment | 69 |
| 4.3.9 | Catering for diversity of Learners in teaching methodology..... | 70 |
| 4.4 | Limitations of Implementing Inclusive Child Friendly Policy | 73 |
| 4.4.1 | Disconnect between policy and practice in inclusive CFS..... | 73 |
| 4.4.2 | Limitation of insufficient funding for CFS programme | 74 |
| 4.4.3 | Lack of reliable data in the school on children..... | 75 |
| 4.4.4 | Challenges faced by teachers in implementation of CFS | 77 |
| 4.4.5 | Availability of Physical Facilities..... | 78 |
| 4.5 | Strategies to Improve the Level and Quality of Inclusive CFS Programme..... | 79 |
| 4.5.1 | Adopting CFS policy to internal contexts | 80 |
| 4.5.2 | Facilities and Teaching Methodology | 81 |
| 4.5.3 | Training of Teachers on CFS..... | 81 |
| 4.5.4 | Funding for CFS | 82 |
| 4.6 | Summary..... | 83 |
| CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS | | 84 |
| 5.1 | Introduction | 84 |
| 5.2 | Summary of the study | 84 |
| 5.3 | Conclusions of the study | 87 |
| 5.3.1 | Schools' Management and Teaching Staff Awareness of Inclusive CFS..... | 87 |

| | |
|--|-----|
| 5.3.2 The Practice in Public Primary Schools in Line with Inclusive CFS Policy | 87 |
| 5.3.3 Limitations of Implementing Inclusive Child Friendly Policy | 88 |
| 5.3.4 Strategies to Improve the Level and Quality of Inclusive CFS Programme | 89 |
| 5.4 Recommendations from the study..... | 89 |
| 5.4. 1 Institutional Recommendations | 89 |
| 5.4.2 Ministry of Education..... | 90 |
| 5.4.3 Policy recommendations..... | 90 |
| 5.5 Suggestions for further research..... | 91 |
| REFERENCES | 92 |
| APPENDICES | 95 |
| APPENDIX A-QUESTIONNAIRE FOR PRIMARY SCHOOL TEACHERS | 95 |
| APPENDIX B-INTERVIEW GUIDE FOR HEAD TEACHER | 98 |
| APPENDIX C-INTERVIEW SCHEDULE FOR THE ZQASO | 100 |
| APPENDIX D-FOCUS GROUP DISCUSSION GUIDE FOR PUPILS | 101 |
| APPENDIX E-OBSERVATION CHECK LIST | 103 |
| APPENDIX F- DOCUMENT ANALYSIS | 104 |
| APPENDIX G: BUDGET..... | 105 |
| APPENDIX H: RESEARCH PERMIT..... | 106 |
| APPENDIX I: AUTHORIZATION LETTER..... | 107 |
| APPENDIX J: TIME SCHEDULE..... | 108 |

LIST OF FIGURES

| | |
|---|----|
| Figure 1.1 The level of implementation of inclusive child friendly school policy..... | 15 |
| Figure 4.1 Distribution of head teachers according to academic qualification..... | 46 |
| Figure 4.2 Head teachers' and Teachers' Responses on CFS..... | 48 |
| Figure 4.3 Teachers' Responses on Knowledge on Inclusive CFS Programme..... | 50 |
| Figure 4.4 Average teachers' workload per week in 5 sampled schools term 1 2016..... | 52 |
| Figure 4.5 Photographs of sampled school H showing congestion in class, Term 1 2016..... | 54 |
| Figure 4.6 Responses of teachers on provisions made for diversity of learners..... | 72 |
| Figure 4.7 Teachers responses on availability of Physical Facilities for inclusive CFS..... | 79 |

LIST OF TABLES

| | |
|---|----|
| Table 4.1 Teachers Responses on their understanding of Inclusive CFS..... | 50 |
| Table 4.2 Average teachers' workload per week in 5 sampled schools term 1 2016..... | 52 |
| Table 4.3 Pupil- Teacher Ratios for sampled school D in term one 2016..... | 57 |
| Table 4.4 Teacher Ratios per class in sampled school D in term one 2016..... | 57 |
| Table 4.5 Ratio of sharing English textbooks among class six learners in sample..... | 59 |
| Table 4.6 Repetition rates for class 6 (2012-2014) in sampled school F..... | 61 |
| Table 4.7 A summary of frequencies of interactions in class for a Mathematics class..... | 64 |
| Table 4.8 Responses of teachers on specific provisions made for diversity of learners..... | 71 |
| Table 4.9 Teachers' responses on the challenges they face in implementation of CFS..... | 77 |
| Table 4.10 Teachers responses on availability of Physical Facilities for inclusive CFS..... | 78 |

CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This chapter gives background to the study to situate the implementation of Child Friendly School (CFS) policy within the global, African and Kenyan contexts. The chapter also spells out the problem that was addressed by the study, the purpose and outlines the objectives and research questions that guided the study. This is followed by an assessment of the significance of the study as well as a brief outline of the limitations, delimitations and assumptions of the study. A theoretical and conceptual framework upon which the study was based is outlined as well as operation of definitions and abbreviations used in the study.

1.2 Background to the study

The inclusive CFS policy is one of the five components of the CFS. According to the CFS Manual (MoE 2010:1), the CFS concept has five major components: An inclusive child friendly school in which the school is adjusting the environment and curriculum to suit the needs of learners' diversity; A safe protective school that guarantees a cordial and safe environment that ensures physical, mental and social wellbeing for every learner; equity and equality promoting school where all girls and boys have equal opportunities for a full participation in the learning process that addresses the basic and unique needs of girls and boys; health and nutrition promoting school that seeks physical, mental, emotional health and nutrition, teaches life skills and HIV and AIDS, provides gender-based violence education; positive experiences for children/psycho-social development; and enhancing school-community linkages and partnerships where the school is encouraging the community to support the provision of quality education to all pupils.

An inclusive CFS implies "transforming of education systems and schools so that they can cater for the diversity of pupils learning needs resulting from their social and cultural background and

their individual characteristics as regards learning motivations, abilities, styles and rhythm.”
(UNICEF: 2013)

So in principle, inclusive CFS goes beyond having the learners in school to also endeavour to create a conducive environment for a diversity of learners. According to this perspective, it is not the students enrolled in school that must adapt to the existing educational provision, but rather the school that should be adapted to the needs of every, since all students are different.

The term ‘inclusive’ over the years has meant including children with disabilities in the regular classroom where all other children are. Now with the inclusive CFS, the target groups have expanded to those that have been “excluded from educational opportunities; orphans and vulnerable children, children living in poverty, those from ethnic and linguistic minorities, girls, and children from remote areas and those with disabilities or other special educational needs. They include: Orphaned and Vulnerable Children (OVCs), those with special needs, those infected and affected by HIV and AIDS, those discriminated because of gender, culture and religion, adult learners, out-of-school youth, those in ASAL or marginalized areas, street families, nomadic children, and adolescent mothers” (UNICEF: 2006). So it is imperative that the schools be adapted to the needs of every pupil since each child is different and also make it possible for all children of school going age who are out of school to be able to join school.

Although the five components are not mutually exclusive, the study focused on inclusiveness because it is the main vehicle that provides for access and participation of all children. In fact, the inclusive aspect stands out prominent since it lays the foundation for an accommodative school environment thus making it possible for all children to come on board and enjoy the other four components namely safety, equity and equality, health and nutrition and enhancing school-

community linkages and partnerships. A child who is already excluded from the system will never enjoy the other four aspects: “nothing will happen with or for children who are not in school and who are not able to participate in learning due to their diverse backgrounds or abilities.” (UNICEF: 2006: 2). However, much as the study focused on inclusiveness, these five components are complementary, interactive, and to some degree overlapping.

According to the CFS manual for Kenyan schools (UNICEF 2010), CFS programme was initiated by UNICEF in 1999. UNICEF grounded the CFS framework in the 1990 Convention on the Rights of the Child’s principles of children’s rights, as well as other international human rights instruments and international declarations such as the Declaration of Education for All (1990). By 2014, UNICEF had supported the implementation of the CFS framework in 95 countries in the world. In Kenya, CFS was introduced by the Ministry of Education, with the support of UNICEF in 2002 and implemented on a pilot basis in 11 districts: Nairobi, Turkana, West Pokot, Kwale, Isiolo, Marsabit, Moyale, Mandera, Wajir, Garissa and Ijara. In 2010, the ministry rolled out the programme on a national scale. As such, the CFS is a government policy that all public primary schools were expected to implement.

However, challenges have been alluded to in implementing inclusive CFS. At the global level, a review of policies and interventions provide evidence of the problem of implementation of inclusive CFS. Based on the UNICEF Global Report of 2008, schools struggle to be fully inclusive, particularly in the case of students with disabilities. School buildings and grounds often do not easily accommodate students with physical disabilities, and school heads and teachers overwhelmingly report that they are not equipped to meet the needs of children with special needs

(like learning disabilities and developmental disabilities). UNICEF Education Officers also report that more must be done to strengthen schools' ability to be inclusive of and support all children.

Furthermore, there are still many children already excluded from school. According to studies carried out by UNESCO, many nations of the world have not achieved the Universal Primary Education with an estimate of about 101 million children being left out of school. Among the reasons impeding the achievement of UPE include poverty, illness, malnutrition, absenteeism and high cost of schooling, cultural factors, inappropriate curriculum, examination, inadequate teachers and lack of facilities (UNESCO, 2012).

At the regional level, the problem of exclusion of children of school going age is still evident and one that calls for attention. According to a UNESCO report of 2013, 80 million children and youth in Africa still do not attend school. Besides, those in school also risked dropping out. According to this report, 42% of African school children will drop out before the end of primary education mainly due to school related factors that have to do with challenges like scarcity of resources, lack of effective school policy and management environment constructive for learning, poor quality and lack of child-centered teaching and learning processes and outcomes.

It can therefore be noted that in Africa, more than two in five children who start school will not reach the last grade of primary education because of the internal environment of the school. This continued existence of exclusion tendencies in schools affects educational outcomes of the excluded children, and inevitably leads to the underdevelopment of communities where the children come from. This is an important focus for research since it is easier and less costly to reach children before they leave school by addressing the barriers and school related factors that exclude them. This scrutiny needs to be done systematically thus warranting research.

From this information on wastage, it can be deduced that even at the global and regional levels, schools had not found appropriate ways of transforming the school environments to accommodate the diverse needs of their learners, the fact of awareness of the inclusive CFS policy, the practice in line with the inclusive CFS policy and the limitations of implementing inclusive CFS policy. This concern at the global level laid the foundation for the objectives of this study.

In Kenya, the issue of implementation of inclusive CFS can be seen both at the level of exclusion from school and inappropriate internal environments to cater for diversity. “In Kenya, one million plus children are out of school in spite of the government’s commitment to provide Free Primary Education (FPE) due to factors like ill health, poverty, livelihoods, school based factors, inaccessibility and HIV/AIDS (Kenya National Bureau of Statistics 2010). Additionally, it was noted that, “there had been some challenges faced in taking on the spirit of Child Friendly School in Kenya. Many schools had embraced the CFS philosophy and even engraved it variously in their compounds but majority had not been able to create an enabling CFS environment, especially in areas where poverty was high. Others were struggling to establish and enhance disability-friendly schools, attain gender parity and create strong linkages with the community and partners” (UNICEF, 2013).

Implementation of inclusive environments in Kenya has had even greater challenges in the era of FPE. The Task Force on the Re-alignment of the Education Sector to the Constitution of Kenya 2010 notes that: “One of the effects of the introduction of FPE in 2003 was an upsurge in pupil enrolments, from 6,131,000 to 7,117,300, an increase of nearly one million. The upsurge was at its peak in Standard One, which registered an increase of over 330,000 pupils (more than one third

of the overall increase). The negative effect of that was the drop in the quality of education due to understaffing, inadequacy of learning materials and crowded classrooms (MoE, 2012:61).

This problem was more pronounced in the Nyandarua County where, According to the Education Management Information System (EMIS) Unit (MoE, 2013), there was a very high enrolment in the district that was probably among the best in the country reaching over 100 percent. Although issues surrounding the free education cannot be underrated, the high pupil-teacher ratio (PTR) has been cited as the greatest obstacle towards full realization of the goals envisaged in the FPE initiative. There were challenges of overcrowding in schools/classrooms, high pupil/teacher ratio, lack of enough teaching learning materials, low morale among the teachers and instances of corporal punishment among others” (MoE, 2012:77). These problems compound the challenge of inclusiveness since the diversity of learners may not be adequately taken care of in an environment of crowding, lack of resources and low morale among teachers.

This lack of a conducive environment for inclusion and existence of push out factors in our primary schools if unaddressed may impact negatively on the implementation of inclusive CFS. The foregoing observations are not farfetched if it is realized that the national mean score in the KCPE examination averaged at 245.5 marks out of a possible maximum of 500 marks between 2005 and 2007 (Ministry of Education, 2007). It is also notable that pupils’ performance in the KCPE examination in the study area has been even worse if it is realized that pupils’ performance averaged at 227 marks between 2003 and 2010 (Nyandarua District Education Office, 2011).

Although this performance may not be the worst in the country, it is an indicator of push out factors and unresponsive school environments and which raise the curiosity of a researcher. It is against

this background that this study set out to systematically examine the implementation of inclusive child friendly primary school programme in Nyandarua County.

1.3 Statement of the Problem

From the above discussion therefore, the task of this study was to look at how inclusive CFS policy in Nyandarua County is being implemented. Specifically, the study sought to interrogate whether public primary schools' management and teaching staff are aware of the inclusive CFS policy, examine the practice in public primary schools in line with the inclusive CFS policy, establish whether there are limitations of implementing inclusive CFS policy in public primary schools and make suggestions on appropriate strategies for implementation of inclusive CFS in public primary schools.

Previous studies have already alluded to challenges in implementing the inclusive CFS prompting the need for this researcher. The actual problem is that following the roll out of CFS Programme countrywide in 2010, schools have since embraced the policy and have CFS policies engraved across schools but doubts have been cast as to whether concrete efforts have been made to transform the schools' environments to accommodate diverse needs of all our children which in essence is the principle behind inclusive CFS (UNICEF: 2012).

There are already concerns that the implementation of inclusive CFS in Nyandarua County, the area under study, has been confronted by challenges. According to the Education Management Information System (EMIS) Unit MoE (2013), "Upon the introduction of FPE in 2003, there was a very high enrolment that was probably among the best in the country. Consequently, schools began to experience pressure of large enrolments made worse by inadequate educational support within the schools; lack of individual support for learners; difficulty in identifying the personal

and specific needs of individuals and pressure on available resources. Further, it led to overstretched facilities, overcrowding in schools, inadequate teaching and learning resources and high pupil-teacher ratio.” These are push out factors within the school therefore barriers impeding the implementation inclusive CFS. The EMIS noted that in the years that followed, primary education was characterized by declining enrolments, transitional, and survival rates against rising drop out and repetition rates.

Moreover, a study on FPE carried out in the area under study, (Kanjogu: 2013) shows that due to the enrolment gains through the FPE program, there was the challenge of high pupil-teacher ratio, high pupil-textbook ratio, crowded classrooms and strained teaching- learning resources as well as facilities like toilets, water and playing grounds. There are thus impediments on individual learner participation, which is critical to attainment of inclusive CFS, leading to high repetition rates, declining enrolment and low completion rates in Nyandarua County.

The obstacles to access and completion of schooling often take a gender dimension. According to the Basic Education Statistical Booklet (2014), one in ten (10%) of girls in primary schools in Nyandarua County have begun childbearing. Specifically, 5.7% are pregnant with their first child and 4% have ever given birth compared to 3.4% and 14.7%, respectively, at the national level. Although these figures are lower than the national level, they paint a picture of the gender dimension in push out factors. There is therefore need for a more inclusive CFS education in the county.

In actual fact, inclusive CFS is not simply about the presence of children in the school but goes beyond that to call for a school that is accommodative of all their individual needs. So there is need to address the problem of push out factors in primary schools in Nyandarua County since if the

problem is not addressed, there are implications for quality education, access and retention of learners. To begin with, the attainment of inclusive CFS is critical in achieving the right to inclusive quality education for all and the achievement of certain SDGs and EFA goals. Secondly there are implications for access, transition and completion rates, perpetuation of gender disparities, lack of respect for disability and a drop in the quality of education. The concern therefore is that these problems are likely to affect the quality of teaching and learning. In fact, the issue of quality in education is already manifest in Nyandarua County. This is exemplified in the National Annual Learning Assessment Report of 2015 on learning outcomes per county, where only 43.9 % of class 3 pupils in Nyandarua County can do Class 2 work. These are consequences when inclusive CFS is not well implemented.

In spite of the above mentioned challenges in implementation of inclusive CFS, there is no evidence that a systematic research study has so far been conducted in Nyandarua County on the same. This gap created the need for this study. Implementation is key to any new policy “since the purpose of policies is to guide action towards some identified practical goals, policies lose meaning when they remain unimplemented”. (Chege and Sifuna, 2006).

The focus thus was on the conditions that need to be created at the school level to ensure that children who get in are provided with quality educational environments and those left out are encouraged to enroll. Although the study focused on Nyandarua County, it is hoped that the findings would help to paint a picture for the scale up across the country.

1.3.1 The Purpose of the study

The purpose of this study was to examine the implementation of inclusive child friendly primary school policy in Nyandarua County. This was done with a view to help the primary schools

become more child-friendly along the line being inclusive schools which is one of the five components of a CFS.

1.4 Objectives of the Study

The study aimed at achieving the following objectives:

1. To find out if public primary school managements in Nyandarua County were aware of the inclusive CFS policy.
2. To examine the practice in public primary schools in Nyandarua County in line with the inclusive CFS policy.
3. To find out whether there were limitations in implementing inclusive CFS policy in public primary schools in Nyandarua County.
4. To suggest appropriate strategies for implementation of inclusive CFS in public primary schools in Nyandarua County.

1.5 Research Questions

The study was guided by the following questions:

1. Were the public primary school managements in Nyandarua County aware of the inclusive CFS policy?
2. What was the practice in public primary schools in Nyandarua County in line with the inclusive CFS policy?
3. What were there limitations in implementing inclusive CFS policy in public primary schools in Nyandarua County?
4. What appropriate strategies would help in implementation of inclusive CFS in public primary schools in Nyandarua County?

1.6 Significance of the Study

It was hoped that the findings of this study may contribute to the growth of the body of knowledge in the relatively new area of the inclusive CFS which is an excellent policy document. Pursuant to this ideal, the research hoped to create awareness among policy makers, practitioners and other stakeholders on the level of implementation of inclusive child friendly primary school policy in Nyandarua County.

Further, it was hoped that the stakeholders in the Ministry of Education may find this study invaluable in providing an academic and objective assessment of inclusive CFS in this relatively new area of CFS. This might in turn inform and enhance effective implementation.

1.7 Limitations of the Study

When conducting research on the level of implementation of inclusive child friendly primary school policy within the implementation of a government policy and programme, there was the limitation relating to validity of data since human beings have an inherent fear of being exposed. However this was overcome by ensuring a sample size of 10 percent and in some cases 30 percent while counterchecking the information through two observation tools.

In data collection, the study relied on tools like questionnaires, which included an assessment of the implementation of the inclusive child friendly schools programme. As pointed out by Sharma (2008), research has shown that individuals tend to over-rate themselves on desirable traits and under-rate themselves on undesirable traits. This means that some head teachers tended to overrate their performance in some areas of implementation, which could have led to the wrong conclusion on implementation of inclusive child friendly schools programme. To overcome this, the researcher collected data from teachers, the Zonal Quality Assurance and Standards Officer

(ZQASO) to see whether they corroborate information given by head teachers. Further, observations and content analysis sought to verify the authenticity of information given in by the respondents regarding their practice of inclusive CFS.

1.8 Delimitations of the Study

The Child Friendly Schools Programme is a wide area and the research had to be delimited to inclusive CFS in view of time and other logistics. The inclusive child friendly school is one of the five components of the Child Friendly Schools Programme: An inclusive child friendly school; A safe protective school; Equity and equality promoting school; Health and nutrition promoting school; and Enhancing school-community linkages and partnerships. And as aforesaid, the inclusive aspect paves way for the other four components of CFS policy therefore the justification of choice.

The child friendly schools programme itself is equally wide and the focus had to be on implementation with regard to public primary school managements awareness of the inclusive CFS policy, the practice in public primary schools in line with the inclusive CFS policy, limitations of implementing inclusive CFS policy in public primary schools and suggestions of appropriate strategies for implementation of inclusive CFS in public primary schools.

Further, the researcher would have wished to cover privately-owned schools for comparative purposes, but the programme covers government ran schools. Besides, time was a limiting factor given that the fact that CFS is relatively new, and that respondents must be given adequate time to give detailed information on inclusive CFS.

1.9 Assumptions of the Study

In the course of this research, it was assumed that the respondents would cooperate and that they were familiar with the Ministry of Education Policy with regard to inclusiveness in making the school a child-friendly environment. The research also made a basic assumption that any new policy came with challenges and that the CFS policy did have its rightful share of challenges to grapple with just like all other policies. It was also assumed that public primary school management's awareness of the inclusive CFS policy and the practice could interfere with the implementation of inclusive CFS programme.

1.10 Theoretical Framework

The study's theoretical framework focused on the rights theory as seen in the Convention on the Rights of the Child. The Convention on the Rights of the Child (CRC) was adopted in 1989 by the UN General Assembly and entered into force one year later. The most widely ratified human rights treaty, the CRC was created in response to the grave injustices that children suffer as well as their often special needs, and defines the rights that belong to all children. The Convention further sets out four guiding principles that are intended to assist state parties in interpreting the obligations established in the document. These principles are: non-discrimination; the primacy of a child's best interests in all decisions affecting children; the right of every child to life, survival, and development and the importance of seeking and respecting the views of the child.

Child-Friendly Schools are grounded in the Convention on the Rights of the Child. According to Global CFS Evaluation Report (2009) "UNICEF grounded the CFS framework in the 1990 Convention on the Rights of the Child's principles of children's rights, as well as other

international human rights instruments and international declarations such as the Declaration of Education for All (1990).

The principles of the rights theory emphasize the right of all children to receive free and compulsory education in settings that encourage enrolment and attendance; institute discipline humanely and fairly; develop the personality, talents and abilities of students to their fullest potential; respect children's human rights and fundamental freedoms; respect and encourage the child's own cultural identity, language and values, as well as the national culture and values of the country where the child is living; and prepare the child to live as a free, responsible individual who is respectful of other persons and the natural environment.”

One of the ways these fundamental rights are brought together in the manner stipulated in the Convention on the Rights of the Child is through the inclusive CFS that requires schools to be responsive to the needs of all children so that they can learn and realize their full potential. The Kenyan Constitution makes education a basic right for all. Chapter 4 on The Bill of Rights affirms the right of all Kenyans to education. Further, Article 43 (1) spells out that every person has the right to education. In addition Article 53 provides that every child has the right to free and compulsory basic education.

More significantly for this study, the constitution institutionalizes inclusiveness in education and goes to the extent of providing for affirmative action. Article 54 (1) of the Kenyan Constitution directs that persons with disability are entitled to access educational institutions and facilities for persons with disabilities that are integrated into society to the extent compatible with the interests of the person. Article 56 of the Kenyan Constitution also provides that the State shall put in place affirmative action programmes designed to ensure that minorities and marginalized groups are

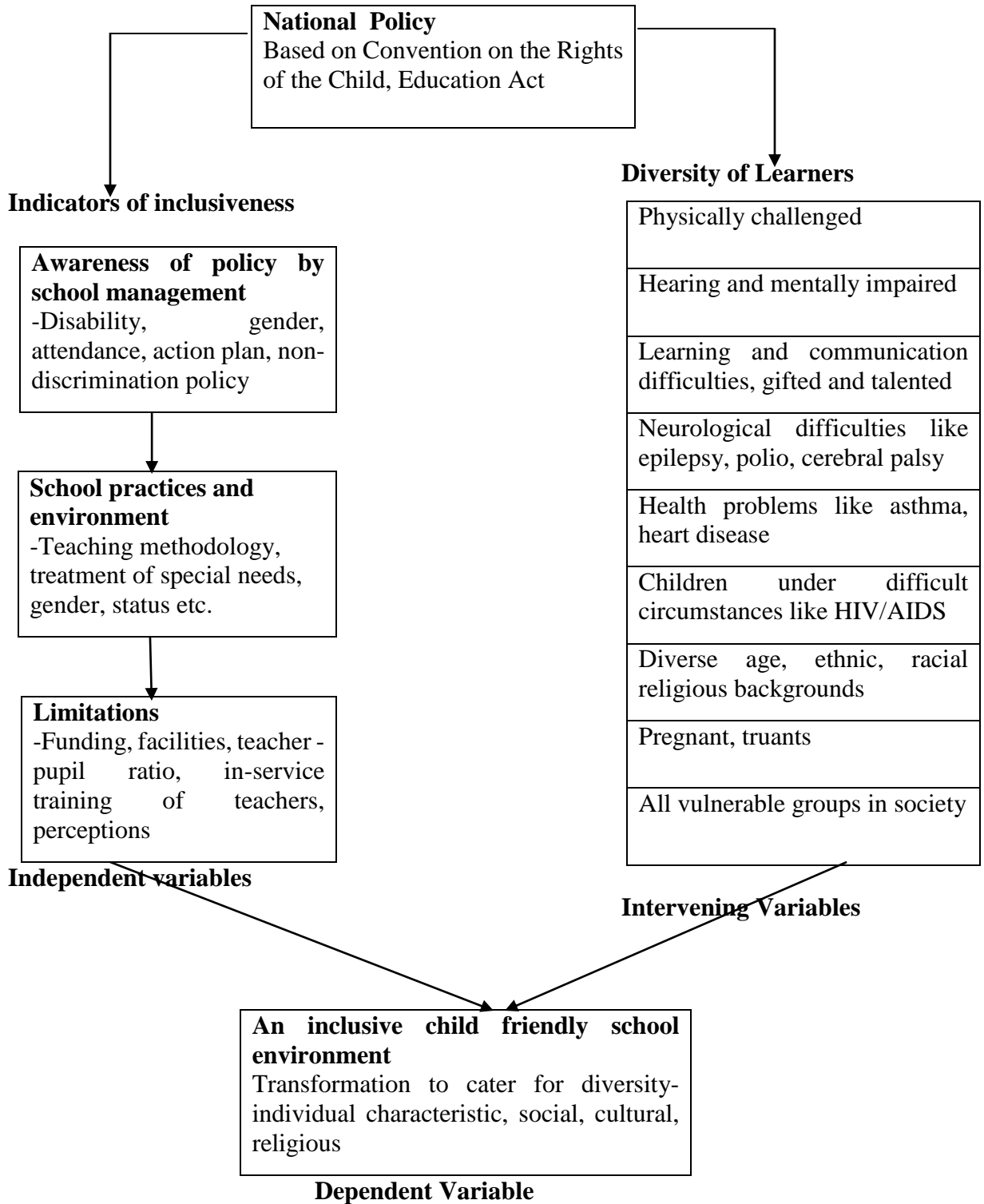
provided special opportunities in educational and economic fields. This theory therefore is apt for the study as it helped to evaluate the objectives of the study with regard to provision of inclusive services along the lines of the policy framework of primary school's management practices.

1.11 Conceptual Framework

There are varied ways of conceptualizing an inclusive child friendly school and the theoretical perspective above which emphasized the need for all children to be enabled to participate in, be respected and mainstreamed into the education system without undue obstacles. It is for this reason that this research looked at public primary school management's awareness of the inclusive CFS policy, the practice in public primary schools in line with the inclusive CFS policy and limitations of implementing inclusive CFS policy in public primary schools.

It is the interplay of all the variables mentioned above that were conceptualized as shown in Figure 1.1 below.

Figure 1.1 The level of implementation of inclusive child friendly school policy



1.12 Operational Definitions

Facilities- Refers to physical amenities as opposed to human resources that enhance inclusive child friendly school like classrooms, doors, special paths, toilets, ramps and so on that are in compliance with the inclusive child friendly school.

Implementation- Refers to those processes needed for designing and organizing the process of change to effective.

Inclusive Education-Refers to enrolment and teaching of ALL children in formal or non-formal learning environments without regard to gender, physical, intellectual, social, emotional, ethnic, cultural, religious, or other characteristics.

Integration: Refers to a process through which learners with and or without special needs are taught together to the maximum extent possible in a least restrictive environment.

Learner-friendly- Refers to an environment in which children benefit not only from their own learning, but also from others whose needs are taken into consideration. It also refers to the environment in which teachers are helped and empowered to learn how to use and adapt new teaching methods and in which parents and community members are actively encouraged to participate in helping their children to learn and to manage their schools effectively.

Learners with special needs or special educational needs-Refers to students with mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, specific learning disabilities, deaf, blindness, students with albinism, orphans, abused, those living in the streets, child headed households and internally displaced (Republic of Kenya: Ministry of Education, 2009)

Quality Education- Refers to education that is relevant, appropriate, participatory, flexible, inclusive and offers protection.

Resources- Refers to the means of supporting the inclusive child friendly schools programme that go beyond the facilities to include funds and human resource support like professionals.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter involved a systematic identification, location and analysis of documents containing information related to the research problem under investigation which is the inclusive child friendly school. According to Mugenda and Mugenda (2003), the main purpose of literature review is to determine what has been done in relation to the research problem being studied so that the researcher may avoid unnecessary and unintentional duplication. The sections are arranged in subjects as per the study objectives so that previous studies per objective were looked at and study gaps generate for each.

2.2 Public Primary Schools' Management and Teaching Staff Awareness of Inclusive CFS policy

Inclusive child friendly programme begins at the level of policy: “The school has formed a commission at the school level for evaluation and registration of children, provides assessment and registration forms for children at the school and complies with it, school has established a database with records on registered pupils and other data for the pupils, school has drafted a training plan for teachers and other personnel on the inclusiveness in education, school has established procedures for identifying and analyzing the cause for repetition of the school year and takes measures on due time for reducing the number of pupils who repeat the class, school keeps the students informed on the opportunities for further education, career education” (UNICEF, 2012: 21).

This definition informed the enquiry but even then the study sought to focus on the distinctive nature of each school; the realization that each school is different and therefore different contexts

and the need to adapt accordingly. Furthermore, this approach defined a study gap in trying to avoid a blanket view of the implementation of this policy for all schools. The study sought to find out if school teaching and management staff is aware of this potential so as to take advantage and create unique inclusive environments.

In fact, UNICEF (2010) acknowledges that the CFS model is flexible, adaptable to different contexts, heuristic and broadly appropriate. CFS is not a blueprint and can be implemented in different ways with different levels of support depending on local needs. The CFS initiative has been effective in engaging stakeholders at all levels of education systems in creating schools with conditions that reflect effective, child-focused teaching and learning, and in encouraging educators to think about how to serve the whole child. School heads and teachers across all countries we visited 'speak the language' of CFS.

However, studies by UNESCO show that there is still a problem since these policies do not seem to have permeated into the school systems and this is one of the concerns of the study. This can be traced at both the global and the regional level. According to a joint UNESCO Institute for Statistics (UIS)/UNICEF global estimate (2005), one hundred and fifteen million primary school-age children are out of school. This number equals 18% - or almost one in five - of the children worldwide in this age group. Most of the children who are in school may never complete their primary education or finish it without attaining even basic literacy skills. This results from the report entitled "Children out of School: Measuring Exclusion from Primary Education" (2005), which presents new estimates and explores the characteristics of children out of school. It provides a single UNESCO/UNICEF source for global and regional estimates of out-of-school children based on an improved methodology and the integration of household survey data.

At the regional level, Sub-Saharan Africa currently accounts for 43 million of the 115 million children out of School or just over one third of the total. That share is rising over time. By 2015, it was estimated that approximately 19 million children in Sub-Saharan Africa were still be out-of-school. Africa's share of the global out of school population has increased to about 40%. While the region is making progress towards the Sustainable Development Goals, the progress is too slow to achieve the target of Universal Primary Education. Around 20 countries with a total out-of-school population of 17 million have either gone backwards since 1990, or are off track by more than a generation (UNDP 2009). More recently, countries such as Kenya, Tanzania, Uganda and Rwanda have registered progress in increasing enrolments, but completion rates lag far behind.

According to the Child Friendly Schools Programming Global Evaluation Report (2009), only about 16% of South African schools managements had conceptualized and successfully adopted the CFS model to suit the internal circumstances of each school. This is a rather low percentage meaning that school managements have not fully grasped the inclusive CFS policy and thus have not looked for ways of contextualizing the indicators of the programme, a fact that ought to draw the attention of educators and researchers.

On this particular aspect of awareness of the policy, few studies have been carried out in Kenya and therefore marking a gap in context thus the need to focus on this particular objective to find out the situation in Kenya. The Kenyan context is definitely different in its own way and this setting is what the study will focus on.

2.3 The Practice in Public Primary Schools in Line with Inclusive Child Friendly Policy

The inclusive CFS policy has expectations regarding good practices in school commensurate with the policy. For example, the standard dimensions for curriculum and the teaching process has been set as follows: “Teachers and pupils identify those pupils who are at risk of “leaving” the class and the school due to different factors; Teachers and pupils help pupils in overcoming the difficulties and solving their problems; Teachers make adjustments to the curriculum, develop teaching and assessment in accordance with the needs, interests and learning styles of pupils; Teachers support pupils facing difficulties in learning, pupils with special learning needs, and pupils having special talents, by choosing activities according to the needs and abilities of students; Teachers have cooperation plans and collaborate with colleagues and experts inside and outside the school for implementing inclusive teaching practices.” (UNICEF, 2012:24)

Ideally, this ought to be the practice and the above information set the standards against which the study was examining the actual situation in the school. However, this ideal situation has been difficult to attain according to the studies carried out on enhanced curriculum and teaching process in line with Inclusive CFS programme. It is important for the gap between the set standards and actual practice to be bridged so as to enhance the delivery of inclusive CFS services and the quality of education in general.

The CFS Programming Global Evaluation Report notes that: “Observations and student and teacher reports suggest that many teachers in CFSs are not using child-centered pedagogical approaches. Teachers are not following the pedagogical approaches one would expect in a CFSs. School heads and teachers identified the lack of trained teachers who can implement child-centered

instructional methods as a challenge and UNICEF Education Officers concurred that teachers do not have the training they need to implement CFS.” (UNICEF 2009: xii)

This aspect of inappropriate pedagogy is reflected in a UNICEF Assessment Report for East Asia and Pacific “Exclusionary factors continue also inside the school, such as children marginalized by teachers who do not engage them, do not speak their language, do not believe they are capable of learning, and do not have the teaching skills to handle their diversity.” (UNICEF: 2006; 2)

Similar conditions have been evident in the Uwezo report for Kenya. The 2010 report notes that following the launching of FPE in Kenya in 2003 there was relative success that brought with it a big challenges due to pressure of resources vis a vis the rising pupil population and more so for the classroom teacher.

Increased pressure on available inputs— with the advent of FPE, enrolment increased in the classes in the lower grades were often are very large, and the children arrived with wide-ranging levels of preparedness. These large and heterogeneous classes can challenge pedagogy. For example, at the beginning of 2005, the average first-grade class in some areas in Western Province was 83 students, and in 28 percent of the classes it was more than 100 (Uwezo 2010: 28).

In addition, a study by Gatheru (2008) on challenges related to the implementation of FPE in Narok District established that due to the rising number of pupils enrolling in schools, teachers were sometimes overwhelmed and not able to give individualized attention to pupils. Teachers could not mark pupils’ assignments and this contributed to a decline in academic performance. Thus this

study attempted to find out whether similar challenges are being experienced in the location under study.

Besides, the Ministry of Education (2010) acknowledges that inclusive child friendly education brings with it a diversity that poses a challenge to the teacher. Embracing such diversity in our learners is not an easy task. Some teachers may have large classes and already feel overworked. Including children with diverse backgrounds and abilities in such classes often means more work.

However, this study sought to go beyond the main focus on challenges that come with the increased numbers to look at how to manage the differences among the children by recognizing their strengths and weaknesses. This marked the study gap in this area. The focus then was on how lessons are planned accordingly using teaching strategies and adapting the curriculum to fit each child's abilities and background and most importantly, learn how to mobilize teachers, parents, community members and other professionals to help provide a good quality education for all children.

2.4 Limitations of Implementing Inclusive Child Friendly Policy

Most studies have focused on the challenges of availability of resources for implementation of inclusive CFS and not focused on the challenge of optimizing on the available resources. The issue of resources has been conceptualized in the global CFS evaluation of 2012 as follows: “school has sufficient and qualified teachers to ensure teaching in all learning subjects/curricular areas; school cooperates with professional evaluation and advisory teams at the municipal and central level (doctors, psychologists, pedagogues and specialists in other specialized areas) for inclusion of all children in the school; school undertakes different activities to ensure involvement and

participation of all pupils in the school (information campaigns, family visits, cooperation with institutions, community, parents, NGO's and with the media); School uses the space for developing learning process and other activities, in compliance with the number of pupils and their needs; School has created an appropriate infrastructure that enables physical access for all students (classrooms, communication areas, doors, special paths, toilets, etc.).”

The threshold for inclusion being set as: “Schools should be in possession of necessary inventory by quantity and this inventory is corresponding to the levels and needs of education for all pupils; School enables all students belonging to different ethnic communities to learn their mother tongue or learn it as a special subject; School has provided sustainable transportation for transporting children in need to the school; School is preparing a follow-up report for tracking the success of pupils when transferred from one class to another and from one cycle to another by the end of every semester” (UNICEF, 2012: 24).

Indeed, studies carried out with regard to availability of resources for inclusive CFS indicate that it is an area that calls for attention. According to UNICEF and UNESCO (2011) “many countries are on track to achieve Universal Primary Education and gender equality in education by 2015. Despite this encouraging news, progress in Africa is threatened by slower economic growth, reduced public and international expenditure on education, and by the complex demands placed on systems struggling to cope with increased enrollment. In addition, hidden within positive enrollment data is the disturbing trend that far too many students are repeating grades and not completing primary education, thereby putting enormous financial and physical demands on schools and systems, and adversely affecting learning outcomes of older children. Without simultaneously addressing issues related to education quality, including significantly increasing

the number of effectively trained and remunerated teachers, and ensuring that education resources prioritize the most vulnerable and underserved, schools and classrooms will continue to be overcrowded, drop-out and repetition rates, especially for the poorest children, will remain high, and real learning, measured by the development of core competencies, including literacy, numeracy, and life skills, will not be achieved.”

In Kenya, lack of adequate resources to implement quality inclusive CFS programme is compounded by the apparent success of FPE. “Facility issues addressed physical aspects such as inaccessible classrooms to students in a wheel chair, overcrowded classrooms; materials such as Braille and large prints: Further, teachers expressed concern about the lack of support from professionals with expertise such as peripatetic teachers or those with expertise in sign language and Braille as well as general special education experts: Teachers overwhelmingly believe that inclusive education is impossible without addressing their needs for specialist resources. Overall belief is that without sufficient resources and support inclusive education was not possible and doomed” (KENPRO 2010).

However, a major gap in content across all concerns in limitations was that the focus is on the perpetual problem of unavailability of resources. In fact, there will always be limited resources against unlimited opportunities and so the focus of this study was on how the available resources were being utilized optimally to enhance the delivery of inclusive CFS. Secondly, studies conceptualize resources as limited to the teacher and the classroom materials and overlooks other valuable resources for the success of inclusive CFS like support of other professionals like medical practitioners who are expected to periodically visit the school to provide health services and build the capacity of teachers to handle sensitive cases like epilepsy, cerebral palsy and HIV/AIDS

which this research thus focused on. Other resources that are critical success factors include the local administration and the Children's department that help in identification and mobilization of children of school going age who are out of school. This gap in support by related professionals is also one that the study hoped to address.

Moreover, studies show that the Kenyan context has its own distinctive requirements different from the global context given the social, cultural and economic disposition and which provides good direction to be explored in the study. More specifically, schools have to take advantage of whatever available resources to improve on implementation of CFS.

“School have to put together a wide range of locally available resources that include resources that are available to assist children with more individual learning needs, identify cultural and gender bias in teaching materials, the environment and in their own teaching and can correct this bias, help learners to identify and correct gender and cultural bias in learning materials and correct it in a culturally sensitive manner, adapt curriculum, lessons and school activities to the needs of children with diverse backgrounds and abilities, use content, language and strategies in their teaching that enables all learners to learn, prepares and uses locally available resources to help children learn and can assess children's learning in ways that are appropriate to the children's abilities and needs” (Smith: 2007).

2.5 Strategies to Improve the Level and Quality of Inclusive CFS Programme

Inclusive CFS needs to take account of the different school contexts and the way each school can surmount their individual challenges within the global, regional and Kenyan context. CFS as a whole is a complex social-change innovation which will only take hold where it is locally and continuously adapted to changing environments while maintaining the core dimensions.

Strategies to improve the level and quality of inclusive CFS programme were teased out of existing studies. UNICEF studies in Guyana, Nicaragua, Nigeria, Philippines, South Africa, Thailand shows that schools struggle to provide buildings, classrooms and grounds that are accessible to all students, particularly those with disabilities. This was especially the case in Nigeria, South Africa and Guyana where 26–56 percent of schools needed improvement on this dimension. Schools in all countries make fewer efforts to reach out to children with disabilities in the community than to children from minority groups, students living in poverty, or others at risk for poor educational outcomes. School head survey responses, classroom observations, and interviews conducted with school heads, teachers and parents, indicate that school heads and teachers feel that serving students with disabilities is an enormous challenge for which they are not equipped (UNICEF, 2012).

These findings are consistent with a multitude of recent studies on the ways in which CFSs promote inclusiveness, respect and respond to diversity, and provide equal access to free, high quality educational opportunities for all children. UNICEF studies (2009) in Delphi comprising a survey of Education Officers suggest that although inclusive education and awareness of disability rights is an increasingly prominent theme, it is not so for all teachers. Previous evaluations also suggest that MOEs, UNICEF and schools can promote inclusiveness in several ways, ranging from community mobilization to teacher training programmes.

According to UNICEF (2009), when implemented effectively, inclusive CFS programme will realize objectives. School heads, teachers, and parents in CFS view inclusiveness as a key principle of the CFS model and make efforts to include, encourage and support students, regardless of gender or background. Schools make concerted efforts to retain children in school, and reach out

to children not in school—although there was variation across countries in how much effort schools make. CFS provides inclusive classroom environments in which teachers demonstrate similar expectations for, and equal treatment of, all students regardless of background. Nevertheless, individual schools need to be encouraged to come up with local solutions to local problems since much as many problems are shared across the country, regional and sometimes globally, there are problems unique to a given place in view of geography, historical circumstances and social-cultural circumstances. Global, regional and country level assessments have been carried out by UNICEF since inception but there has been very little research to date to assess the quality CFS at the lower levels within the country. So the study sought to carry out assessment at the county level.

2.6 Summary

Admittedly, Inclusive CFS in Kenya is a worthwhile programme in enhancing access, retention and quality of education. From the review, it was evident that it joins similar efforts like EFA and FPE. Available literature indicates that there are serious challenges that warrant research as summarized below. “Its main challenge remains the multidimensionality of exclusion. Across the region, language and culture continue as potent exclusionary factors, reinforced by geographic remoteness, ethnic marginalization and lack of access to complete or well-supplied schools. Absolute poverty matters, but hidden and opportunity costs of schooling are proving more insidious burdens on many families, especially for girls. Poor schools also matter, perceived as adding little to future jobs or quality-of-life prospects and risking erosion of local heritage. Exclusionary factors continue also inside the school children marginalized by teachers who do not engage them, do not speak their language, do not believe they are capable of learning, and do not have the pedagogical skills to handle their diversity. Removal of school fees and mass enrolment

campaigns ironically add to the problem, increasing numbers, the age range and the diversity of learning levels, making child-centered and individualized instruction and healthy and protective learning environments more difficult to achieve” (UNICEF: 2012).

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

In a nutshell, there is a contextual gap on the aspect of awareness whereby few studies have focused on stakeholders’ awareness of policy. On the issue of challenges that come with the increased number of pupils, the emphasis then was on how lessons are planned accordingly using teaching strategies and adapting the curriculum to fit each child’s abilities. Further, a major gap in content across all concerns in limitations was the focus of this study was on how the available resources were being utilized optimally to enhance the delivery of inclusive CFS. Nevertheless, the proposal is for individual schools to be encouraged to come up with local solutions to local problems.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents details about the methodology adopted and elaborates on the research methods chosen and the reasons for their selection. Further, this chapter describes the study population, sampling and sample size as well as how the primary data was collected and processed. The chapter outlines the procedures that were used to collect and analyze data for this study. It is mainly a highlight or description of the method applied in carrying out the research study: It is organized under the following section: research design, research site, population, sampling techniques, research instruments, data collection procedures and data analysis (Kombo and Tromp: 2006; 70).

3.2 Research Design

This study made use of the descriptive survey design utilizing both qualitative and quantitative approaches. According to Orodho, descriptive survey design is used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho: 2002). Similarly, Mugenda and Mugenda (2003) point out that descriptive survey research is intended to produce statistical information about aspects of education.

Thus, the researcher adopted a descriptive survey design to obtain information on the implementation of inclusive child friendly primary school programme in Nyandarua County of Kenya because a descriptive design provides for a complete understanding of the situation on the ground through an in-depth study.

Generally, scholars agree that descriptive research is geared towards establishing factors with certain occurrences, outcomes, conditions or types of behaviour. It goes ahead to describe what was and is in a social system such as a school. It provides clues for subsequent research that is more specific and aims to solve a problem. It does not involve the use of experiments but seeks to uncover the nature of factors involved in a given situation.

3.2.1 Variables

The independent variable was the implementation of inclusive CFS as defined by the way schools' management and leadership in Nyandarua County had adapted appropriate systems of incorporating all pupils, whether the schools had enhanced their capacities towards provision of inclusive CFS and whether they had transformed the curriculum and teaching process commensurate with the inclusive CFS standards. "The independent variables are also known as the predictor or explanatory variables. These are the factors that the researcher thinks explain variation in the dependent variable."(Kombo and Tromp 2006:21)The dependent variable was the inclusive child friendly school programme since this was the expected outcome of the research.

These were the variables that formed the research objectives, thematic areas of the literature review; they were reflected in the conceptual framework and guided data collection, analysis and presentation.

3.3 Location of the Study

The study was carried out in Nyandarua South Sub-County of Nyandarua County in Kenya. Nyandarua South Sub-County was purposively selected from the seven sub-counties that form Nyandarua County. Nyandarua County and its neighbourhood was not covered by pilot studies

carried out by UNICEF on CFS environments and neither has there been any other studies on the same according to the District Education Office and so little of what is going on is known.

Besides, Singleton (1993) observes that the ideal setting for any study is one that is directly related to the researcher's interest, one which is easily accessible and one that allows researcher immediate rapport with the respondents. Thus the researcher picked on the home district for accessibility and familiarity as pointed out by Wamahiu and Karugu (1995) that sometimes being familiar with the research locale helps in gaining acceptance.

3.4 Target Population

There are 49 public primary schools in Nyandarua South sub-county which were the target population. The population of the pupil is 10238 boys, 9659 girls which was a total of 19897 pupils. The number of teachers was 493. Nyandarua South sub-county has three zones; Engineer, Ndunyu Njeru and Murungaru Zones each under a Zonal Quality Assurance and Standards Officer (ZQASO).

This study mainly targeted teachers, head teachers and the ZQASO since they were the main implementers of the CFS and had up to date information on readiness of our schools for the same. Additionally, the study sought the views of the learners on their experiences in school with regard to inclusive CFS.

3.5 Sampling Techniques and Sample Size

3.5.1 Sampling Techniques

Sampling is the process of selecting a number of individuals or objects from a population for study. The selected group contains elements which represent characteristics possessed by the entire group (Orodho and Kombo, 2002).

Simple random sampling was used to select head teachers for study. Stratified random sampling was used to select schools and teachers for study. The population was divided into smaller homogenous groups to get more accurate representation (Best & Kahn, 2006). The schools were classified into 3 zones: Engineer, Murungaru and Ndunyu Njeru. The teachers were also classified into three zones: Engineer Murungaru and Ndunyu Njeru. Simple random sampling was used to select respondents and schools from each zone. Numbers were assigned to each school teacher and put in a container. A number was picked at random with replacement till a sample size was obtained appropriately.

Simple random sampling was used to minimize bias in selecting head teachers for the study. All the head teachers had equal chance of participating in the study. Stratified random sampling was used to increase statistical precision in selecting schools and teachers for study. Schools in Nyandarua South sub County had variety in population segmentation that was necessary to be reflected in the study by ensuring all of them are represented in the study.

The researcher ensured ten to thirty percent samples. According to Mugenda and Mugenda (1999) descriptive research requires at least 10% of the accessible population. The researcher therefore used 10% to get accurate representation of the population characteristics. Therefore, the sample size was as follows:

Table 3.1 Target population and sampling technique

| Categories | Sampling Technique | Reasons |
|-------------------|----------------------------|--------------------------------|
| School | Stratified random sampling | Increase statistical precision |
| Teachers | simple random sampling | To minimize bias |
| Head teachers | None | There is only 1 per school |
| ZQASO | Simple random sampling | To minimize bias |

3.5.2 Sample Size

Table 3.2 Target population and sample size

| Respondents | Target Population | Sample Size | % Sample |
|--------------------|--------------------------|--------------------|-----------------|
| Schools | 49 | 15 | 30 |
| Teachers | 493 | 50 | 10 |
| Head teachers | 49 | 15 | 30 |
| ZQASO | 3 | 1 | 33.33 |

3.6 Construction of Research Instruments

Considering the nature of the sample study and geographical spread of the key informants, the researcher used different instruments: Questionnaires, interviews, Focus Group Discussion (FSD), Observation schedule and content analysis. This is enunciated by Mugenda and Mugenda (1999) who argue that in social science research, the most commonly used instruments are questionnaires, interview schedules and observational forms.

3.6.1 Questionnaires

The study employed two self-completion questionnaires to solicit data from the head teachers and teachers based on the objectives of the study. Both questionnaires consisted of structured closed- and open-ended questions. The structured closed items were accompanied by appropriate but limited options from which the respondents selected the responses to describe different phenomenon of the study. The open-ended questions allowed the respondent to give details freely without any prompting. This is important since the issue is sensitive given that schools might have felt that their capacity was being weighed in assessment of implementation of inclusive child friendly primary school programme therefore the need for some open space.

3.6.1.1 Questionnaire for Primary School Teachers

A questionnaire containing 10 items was used to collect data from the primary school teachers in the sampled schools in Nyandarua South Sub-County (*See Appendix A*). The instrument contained 4 open and 6 closed ended items. The questionnaire had two parts: Part A sought to understand the background of the teacher which is important in shedding light on clarity of issues. Part B sought data on the study objectives areas of primary school's management and leadership adaptation of the inclusive CFS programme to internal contexts, the capacity of schools to implement quality inclusive CFS programme and adoption of curriculum and teaching process that is commensurate with Inclusive CFS programme.

3.6.2 Interview Schedule for the Head teacher

An interview guide containing 11 items was used to collect data from the primary school head teachers in the sampled schools in Nyandarua South sub-county (*See Appendix B*). The instrument contained 5 open and 6 closed ended items. One of open ended question was meant to confirm

information given by the teacher in the same school thus an internal test of validity. The questionnaire had two parts: Part A sought to understand the background of the head teacher which is important assessing the consistency of information given. Part B collected data on the study objectives areas.

3.6.3 Interview Schedule for ZQASO

An interview schedule containing 10 items was used to collect data from the ZQASO based on the objectives of the study (*See Appendix C*). The ZQASO is expected to be the immediate supervisor of the schools and so has firsthand knowledge of what goes on in the schools. The interview was apt since it provided an open ground for the supervising officer to provide any relevant information regarding inclusive CFS that even the researcher may have overlooked in other instruments.

3.6.4 Focus Group Discussion Guide

Focus Group Discussion was a guided discussion for class seven pupils purposively selected because the pupils have been in school long enough to understand issues affecting the school while class eight were left out due to tight examination schedules (*See Appendix D*). The FGD comprised of six members purposively selected to suit inclusiveness. This included marginalized and vulnerable children and those discriminated because of gender, ability, culture and religion, adult learners, out-of-school youth, adolescent mothers and other special educational needs.

Teachers in the sampled study schools assisted to identify and convene the pupils for the discussion. The instrument had been chosen because it provides a relaxed atmosphere for soliciting information and is appropriate for getting candid views which can be counter checked and further used to verify information from other instruments.

3.6.5 Observation Checklist

Observations were undertaken in order to get answers to the research questions, by taking note of the actual noticeable traits of the practice of inclusive child friendly school using two observation tools: an observation checklist (*See Appendix E*) and a Classroom Observation (*See Appendix F*). The researcher used observation in order to offer a firsthand account of the situation under investigation. However, observation acted as a supplementary tool and was therefore only applied in selected schools.

Further, the researcher took photographs to help document various conditions in the school and particularly the classroom. For confidentiality, the photographs were made blurred to conceal the identity of the learners.

One of the objectives of this study was to establish whether the school's management and leadership had adapted the Inclusive Child Friendly Primary School programme to internal contexts. Consequently, it was relevant to use observational method in order to get valid and reliable answers since it (observation) expects the researcher to be part of the people at the research site, observing the behaviour in the environment.

Therefore, through observation the researcher was able to: validate the data provided by other instruments; get first-hand information on available resources and facilities for assessing the level and quality of inclusive child friendly school services; observe the category of learners who have been included in the school; provide opportunity to see if there are visible indicators of an inclusive child friendly school; and get insights into possible areas of improvement.

3.6.6 Document Analysis

A document analysis was done on indicators of inclusive CFS that include the school development plans, strategic plans, newsletters to parents, progress reports, schemes of work and lesson plans and other school documents that reflect the level and quality of inclusive CFS in the school (*See Appendix G*). According to Kombo and Tromp,(2006:120) “document analysis systematically describes the form or content of written and/or spoken material.” Like the observation schedule, the content analysis was used to validate the responses from other instruments. The report was analyzed thematically so as to determine the level and quality of inclusive CFS.

3.7 Piloting the instruments

The researcher piloted the research instruments in three schools purposively selected to have one in each of the three categories of above 700 pupils; 400 to 600 pupils and 399 pupils and below to ascertain the validity of research instruments. The three schools were as typical of the sample as possible but were not included in the actual sample. McMillan and Schumacher (2001:185) recommended that prior to conducting the study, the researcher has to “find a small sample of individuals that is similar to those who will be used in the actual study and administer the instrument to them”. This helped the researcher to check for clarity, ambiguity in sentences, directions, and any problems that may be experienced and modify the questionnaires and interview schedule as appropriate. So the purpose of piloting was to enable the researcher ascertain the reliability and validity of the instruments and to familiarize with the administration of the questionnaires therefore improve the instruments and procedures.

3.7.1 Validity

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda and Mugenda 1999: 99). Validating refers to the degree to which a test measures what it purports to measure. Face validity refers to the likelihood that the question would be misunderstood or misinterpreted. This helped to iron out any ambiguity. According to Gall, Borg & Gall (1996) validating of an instrument is improved through expert judgment. Content validity refers to whether an instrument provides adequate coverage of a topic. Validity refers to the extent to which a test measures what the researcher actually wishes to measure. It indicates the degree to which an instrument measures what it is intended to measure. The focus was on face validity and content validity. The pilot study helped to improve face validity of the instruments. Piloting was done in three schools in the neighbouring Kinangop Sub-County which have similar characteristics as schools in Nyandarua South sub-county. This helped the researcher to familiarize with data collection procedure. It also helped to further revise the instruments. Content validity of the instruments was validated by two experts in educational foundations before piloting.

3.7.2 Reliability

Reliability is the measure of the degree to which research instruments gives consistent results in repeated trials. (Orodho;2009). The instrument reliability was established by carrying out test- re-test method which is administering the same instrument twice to the same group of subjects. The relevant questionnaires were administered to respondents selected from 3 public primary schools which did not participate in the study. Data collected in the pilot study was analyzed using spearman's rank order correlation coefficient. The results showed a correlation coefficient of 0.87 for teachers. This was deemed sufficient since according to Orodho (2009), a coefficient of above 0.8 is adequate for reliability.

Further, feedback to the participants was provided to clarify whether the researcher's understanding of a particular response was in line with the original thinking of the respondent during the data collection exercise. Constant comparison between the final themes and the raw data was done to ensure that the themes were grounded in the original data. Taking of field notes also increased the reliability of this study.

3.8 Data Collection Techniques

The researcher obtained a research permit from the National Commission for Science Technology and Innovation (*see Appendix H and I*) then proceeded to report to the Sub County Commissioner and Sub County Education Officer, Nyandarua South and thereafter wrote letters to the head-teachers to be allowed to do the study. The researcher visited the selected schools, created rapport with the respondents and explained the purpose of the study and then administered the research instruments to the respondents. The respondents were assured of strict confidentiality in the course of the study.

The researcher personally administered the instruments to improve response rates. Five strategies were used to obtain data from the research participants, namely questionnaires, interview, observations, focused group discussions and document analysis. Observations were done alongside the others whereby researcher made independent observations using a pre-prepared analysis instrument.

As Kothari (2004) puts it, qualitative techniques collect data in the form of words rather than numbers and provide an in-depth verbal description of phenomena. The main goal of the verbal description, however, is to capture the richness of behaviour that occurs in a natural setting from

the participant's perspective. It was therefore the aim of the researcher to observe educators in action in their classrooms, teaching their learners

3.9 Data Analysis

The researcher started by organizing the data then edited the research instruments to make sure that each question had been answered and the answer properly recorded. All the completed research instruments were scored manually and the collected data organized systematically.

There was both qualitative and quantitative data. Qualitative data was written down and narrated by the researcher. The analysis of this data considered the inferences that were made from the opinions of respondents. The analysis was then be presented thematically in a narrative form and where possible in tabular form. Quantitative data was analyzed using descriptive statistics and recorded on tally table from which frequencies for all question items were prepared and then percentages computed manually. According to Gay (1992), descriptive statistics permit the researcher to meaningfully describe many scores with a small number of indices.

Simple descriptive statistics were used and the data thereof presented in form of tables, charts and graphs: Graphic representation of data is a valuable supplement to statistical analysis. The graph enables the reader to see the trend of the distribution more easily than is possible by simply looking at numbers in a frequency distribution. (Mugenda and Mugenda 1999:126)

The data was analyzed according to objectives. From the analysis of data the researcher was able to interpret the findings and draw conclusions. This in turn enabled the researcher to come up with suggestions and recommendations depending on the interpretations that come out as a result of the study.

3. 10 Logistical and Ethical Considerations

The researcher obtained written authority from the school of education, Kenyatta University for research which enhanced acquisition of a research permit from the National Commission for Science Technology and Innovation. This is a legal requirement.

In the process of data collection, the researcher adhered to and maintained acceptable ethical practices of obtaining informed consent from participants, ensuring that participation is voluntary and guaranteeing anonymity, confidentiality and privacy. For the pupils, the researcher obtained permission from the head teacher as they are juniors. Besides, the participants were made to understand that the purpose of the research was purely academic. This was with a view to ensuring and soliciting co-operation, trust, openness and acceptance from the respondents and being careful to maintain the dignity of each respondent.

Most importantly, the researcher ensured that the study remained original in content and design. Any other information used was credited with care to avoid plagiarism.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter deals with data analysis, presentation and interpretations for both qualitative and quantitative data. Qualitative data was written down in narrative form by the researcher. The analysis of this data considered the inferences that were made from the opinions of respondents. The data was analyzed using a combination of descriptive and inferential statistics for the information obtained from the ZQASO, head teachers, teachers and the pupils, while the checklist of facilities was analyzed, using proportional statistics. The analysis was then presented thematically in a narrative form using descriptive statistics and recorded on tally tables from which frequencies were prepared and then percentages computed manually.

The study aimed at achieving the following objectives:

1. To find out if public primary school managements in Nyandarua County are aware of the inclusive CFS policy.
2. To examine the practice in public primary schools in Nyandarua County in line with the inclusive CFS policy.
3. To find out whether there are limitations of implementing inclusive CFS policy in public primary schools in Nyandarua County.
4. To suggest appropriate strategies for implementation of inclusive CFS in public primary schools in Nyandarua County.

4.1.1 Questionnaire return rate

In the study, one ZQASO, 15 head teachers, 15 deputy head teachers and 50 teachers had been targeted. The ZQASO was interviewed while the return rate for all teachers was 94% and hence

deemed adequate for data analysis. Five focused Group discussions of 6 pupils each: 3 boys and 3 girls participated in the focused group discussion as scheduled. The return rate was computed to confirm if the study meets the threshold for proper data analysis and interpretation.

4.1.2 Observation Rate

The researcher had developed an observation checklist as a supplementary tool to enable observation of how CFS is practiced in schools. Of the 15 sampled schools, the researcher had planned to carry out observation in some of the schools in view of time and other logistics. With the aid of the preset observation checklist, the researcher was able to observe N= 5 schools in order to add value to the study discussions. This threshold is acceptable since “Observation enables the researcher to combine it with questionnaires and interviews to collect relatively objective firsthand information” (Johnson & Turner, 2003:314).

In this study, observation was carried out purposefully to serve research objectives two and three that sought to examine the practice in public primary schools in Nyandarua County in line with the inclusive CFS policy and establish whether there were limitations of implementing inclusive CFS policy.

4.1.3 Document analysis rate

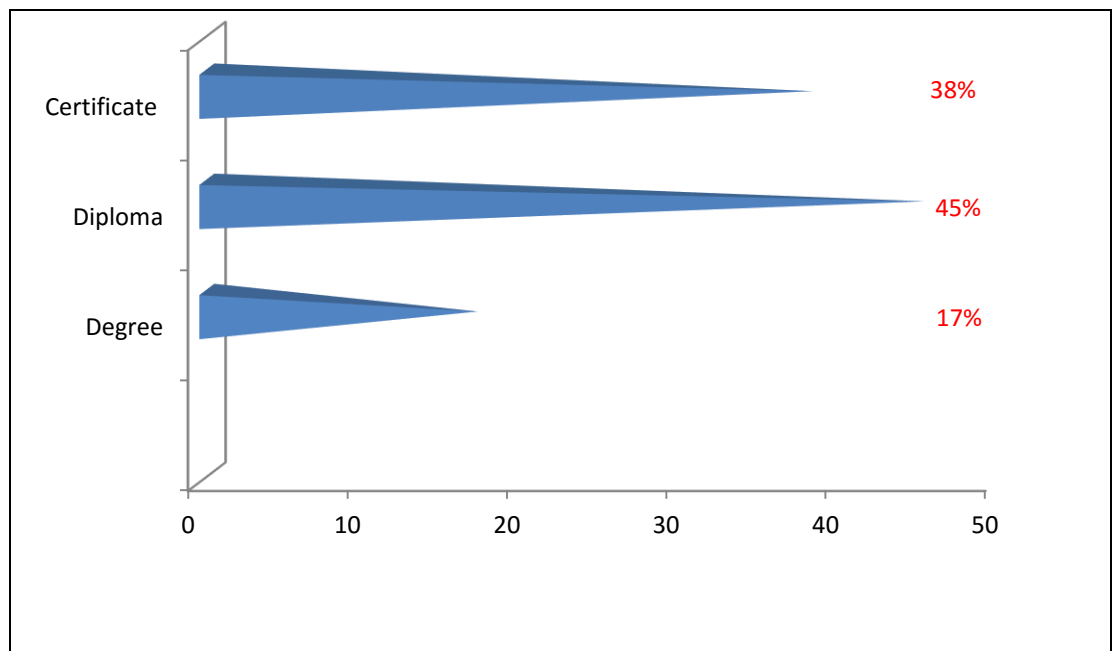
A document analysis was done on indicators of inclusive CFS in 11 out of the 15 schools selected for document analysis which constitutes 80 % of the sampled schools and therefore viable to make conclusions. The researcher perused through documents like development plans, strategic plans, newsletters to parents, progress reports, schemes of work, lesson plans, class attendance registers and other school documents that reflect the level and quality of inclusive CFS in the school.

4.1.4 Demographic profile of the participants

The profile of sampled head teachers, deputies and teachers was summarized together since all of them are ideally teachers to give an overview of their qualifications and experience. From the sample 4% held master's degree, 17% held bachelor's degree, while another 45% were holders of a diploma and the remaining 38% holding P1 certificates. P1 is a certificate in Primary Teacher Education (PTE) which is currently the lowest basic qualification for primary school teachers. 80% of the teachers had both the professional and experience backdrop, were aged between 25 and 35 years and have been in the institution for between 6 to 10 years.

These professional qualifications and work experience were considered adequate to understand the practices and challenges of implementing inclusive CFS policy in public primary schools in Nyandarua County. The sampled teachers had a 50-50 gender representation to ensure that the sentiments of each were well factored in the findings of the study considering that the study was on inclusiveness. This data is plotted in Figure 4.1.

Figure 4.1 Distribution of teachers according to academic qualifications



At the same time, 73 % of the teachers had worked for over 16 years and been in their stations for over 6 years. This means that the teachers had the prerequisite professional background and had gained valuable work experience and were therefore in a position to explain issues of education and CFS well.

The study also established that the ZQASO, who is male, held a degree in education, with over ten years' experience in that position and had been in the station for over 5 years. It was therefore evident that the teachers, deputy head teachers, head teachers and the ZQASO were well placed to articulate issues of school environments, management and implementation of inclusive CFS.

From the 5 Focused Group Discussions, each comprising 6 pupils in class seven participated in the research. The researcher also ensured that there was a gender parity at 50-50 for both boys and girls. Further, the researcher, with the assistance of teachers, strived for diversity of learners in the FGDs to include those with special needs, Orphaned and Vulnerable Children (OVCs), those infected and affected by HIV and AIDS, and other diversities like culture, religion, over age learners and those reintegrated into school from out-of-school youth, street families and adolescent mothers. As a consequence, the study was able to reflect the views of diversity of learners in line with the focus of the study.

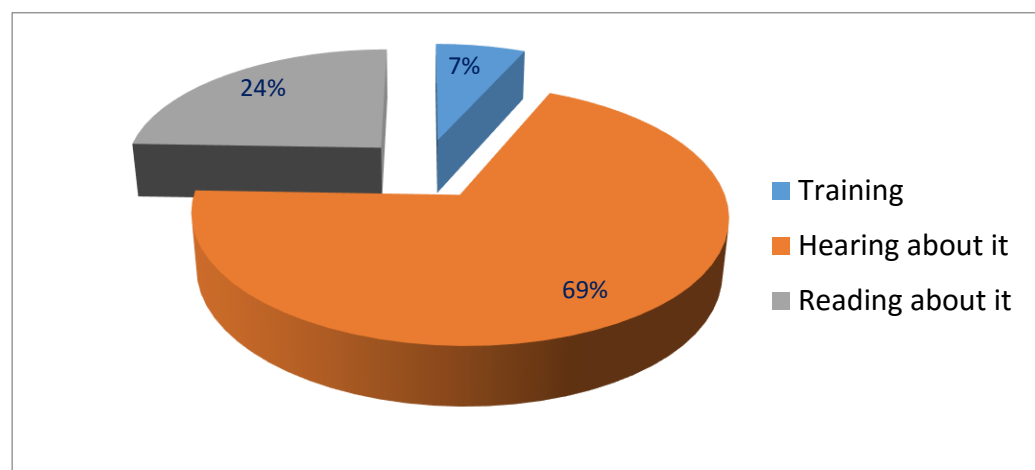
The study therefore concluded that the respondents in the study reflected the opinions of both genders and had a professional milieu and varied experiences that were meaningful for the study objectives. The respondents' views would thus adequately explain the implementation of inclusive CFS policy in public primary schools in Nyandarua County.

4.2 Public Primary Schools' Management and Teaching Staff Awareness of Inclusive CFS Policy

The head teachers and their deputies are charged with day to day management of their respective institutions and their immediate external supervisor is the ZQASO. Therefore in this study, they represent the management. The study sought to establish whether public primary schools' management and teaching staff were aware of inclusive CFS Policy in Kenya.

From the responses of the head teachers and their deputies, there was 100% awareness of the existence of the policy. However, when asked how they attained the information only a modest 7% had attended seminars on the programme. Head teachers and deputy head teachers were asked to indicate how they had obtained information of CFS. 7% had obtained CFS information through training by the MoE through induction and training by KEMI. Another 69 % had heard about CFS from other members in the education sector. The remaining 24% had read about in the media and books. The findings are shown in Figure 4.2.

Figure 4.2 Head teachers' and Deputy Head Teachers' Responses on how they had obtained information on CFS



Thus only a modest 7% of the respondents obtained CFS information through training by KEMI. This is the information they shared with others teachers. The remaining 93 % were expected to act upon information they have not obtained formally and therefore was not delivered in a structured manner. This is not a reliable way of creating awareness, passing knowledge, skills and dispositions on child friendly schools. Training is key to efficiency and the study consequently noted the management in public primary schools would have a challenge implementing the CFS policy effectively.

The interview with ZQASO revealed that:

So far CFS training may have reached only three teachers in a school. The head teacher, the deputy and any senior teacher who may have undertaken courses in management by KEMI. So there is the problem of a gap in training.

(ZQASO 28th January 2016)

The interview with the ZQASO further indicated that one day induction seminar had been organized by the MoE for head teachers and deputy head teachers at the sub County headquarters in 2014. The ZQASO revealed three factors relating to awareness of Inclusive CFS policy: first, the seminar did not register one hundred percent attendance and so some targeted members missed out. Secondly, the one day induction was not sufficient for a good grasp of CFS concept. Thirdly, even for the information given, the participants were not sure what to do with the information with regard to its implementation.

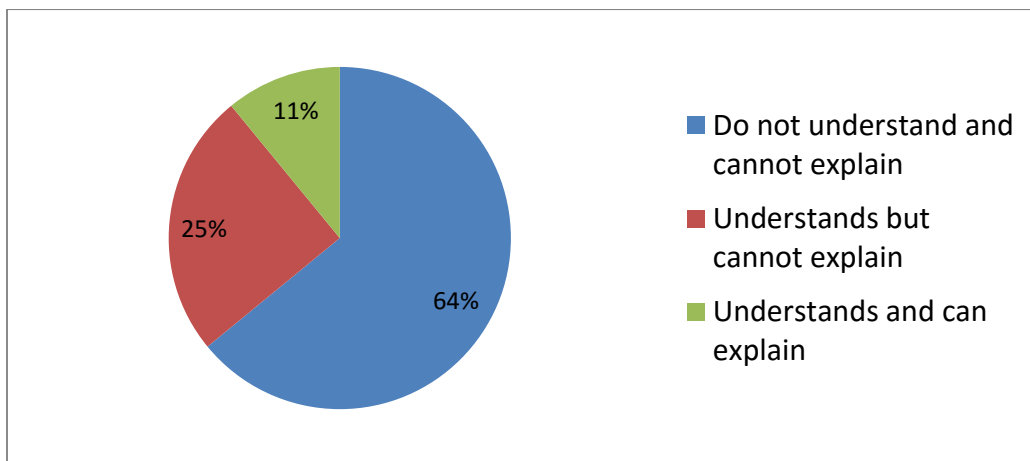
Moreover, it is not enough to establish understanding based on training only since teachers could easily obtain information from other sources. This then lead the researcher to look into the issue of the actual knowledge of inclusive CFS. When the teachers were asked to respond to the

questions about their understanding of Child Friendly School, they responded as shown in Table 4.1 below. The responses are also presented in a pie chart for a more clearer, synthesized and graphic view of the information as shown in Figure 4.3 below.

Table 4.1-Teachers Responses on their understanding of Inclusive Child Friendly School

| SN. | Knowledge on Child Friendly School Programme and inclusive Child Friendly School environment | Understands and can explain CFS | Have some understanding of CFS though cannot explain | CFS information not clear and difficult to explain |
|-----|--|---------------------------------|--|--|
| 1 | I can explain the child friendly school policy | 13 % | 26 % | 61 % |
| 2 | I can explain the inclusive child friendly school | 7 % | 33% | 60 % |
| 3 | I can list the groups that need to be considered in an inclusive child friendly school | 7 % | 40 % | 53 % |
| 4 | I know what is expected of a teacher in an inclusive setting | 13 % | 26 % | 61 % |
| 5 | I practice the principles of inclusive child friendly school in my teaching | 13 % | 26 % | 61 % |

Figure 4.3: Teachers’ Responses on their level of Knowledge on Inclusive Child Friendly School Programme



The interpretation of these responses by teachers is that there is low understanding of the policy among them since more than half of the respondents indicate not being sure. Low percentage scores on the responses ‘understand and can explain’ and ‘understands but cannot explain’, imply low level of awareness and sensitivity to the policy of inclusive CFS. The implication is that 89% of the teachers cannot explain the child friendly school policy or the inclusive child friendly school. It was also evident that this percentage of teachers could not list the groups that need to be considered in an inclusive CFS as requested in the questionnaire, do not know what is expected of a teacher in an inclusive setting and are therefore not in a position to practice the principles of inclusive child friendly school in their teaching.

The low understanding of inclusive CFS policy is further reflected in document analysis like development plans, strategic plans, newsletters to parents, progress reports, schemes of work and lesson plans and other school documents that reflect the level and quality of inclusive CFS in the school. In each of the sampled schools, N=11 there was no mention of CFS or any related principles, data and references to show that schools had embraced the inclusive CFS. The lack of mention of inclusive CFS in the document analysis means that teachers were not sure of how to make the school conducive for all and paying attention to marginalized groups and making the learning pedagogy friendly for all and inclusive of all marginalized groups.

From the findings of this study, it is apparent that there is low level of understanding of CFS policy among teachers, deputy head teachers and head teachers and this could impede implementation. It is the heads of schools, their deputies and teachers who are charged with day to day application of inclusive CFS principles which they can only do effectively when they have a proper grasp of what the policy entails.

Studies carried out in Nigeria concur that awareness of policy is an impediment to implementation. “The low level of institutional and human capacity especially among relevant education agencies of government in Akwa-Ibom State, educational professionals like teachers, care-givers, social workers, medical practitioners, etc and the low capacity-building opportunities through relevant academic and professional training programmes administered by tertiary institutions have made it difficult to effectively implement inclusive CFS (Ademefun, D: 2012).

4.3 The Practice of inclusive CFS in Public Primary Schools

The study looked at ways in which schools were implementing inclusive CFS by looking at learning environment for children in primary schools. In trying to unpack this broad area, the study relied on the CFS Monitoring Toolkit to identify nine key areas. In 2009, the MoE developed the Child Friendly Schools Monitoring Toolkit (CMT) for all public primary schools to use in measuring a school's level of child-friendliness. The following nine areas were accordingly identified as critical to understanding school practice of inclusive CFS in the area under study: teaching learning environment, teacher- pupil ratio, pupil-textbook ratio, and repetition of classes, gender responsiveness, water and sanitation, playing grounds, corporal punishment and catering for diversity of learners.

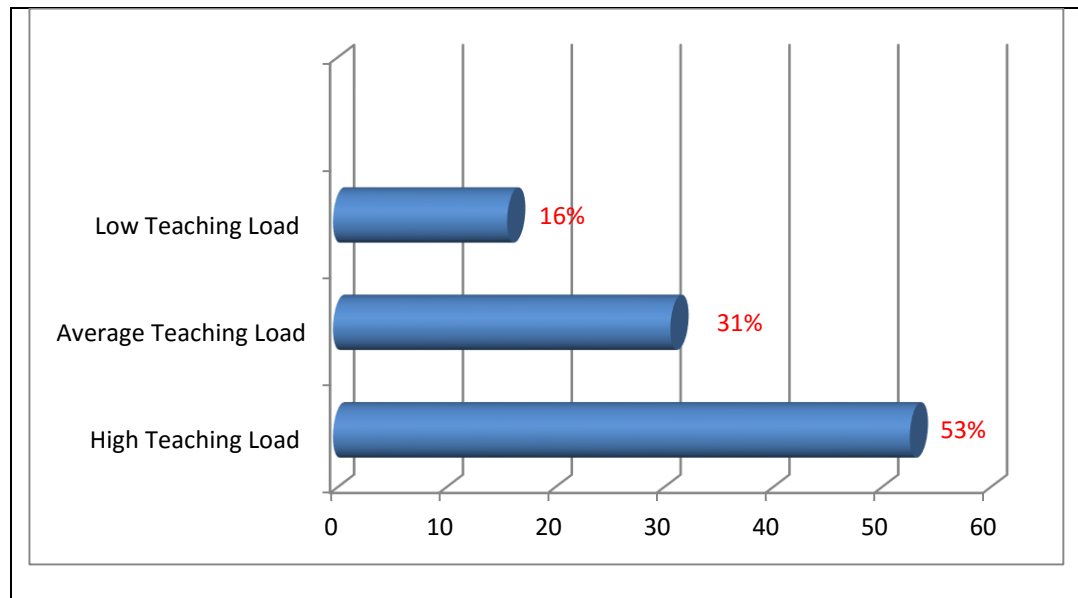
4.3.1 Teaching/learning environment

Teaching loads for teachers in 15 of the sampled schools were taken and computed to give a picture of what was happening on the ground. These responses were first tabulated in Table 4.2 then computed and presented in Figure 4.4 below for a more vivid view of the situation.

Table 4.2 Average teachers' workload per week in 15 sampled schools term 1 2016

| Workload (number of lessons) | Response of teachers N= 15 | Percentage | Remarks |
|-------------------------------------|-----------------------------------|-------------------|--|
| Low Teaching Load (15-23) | 2 | 16 | Allocated to those in administrative positions |
| Average Teaching Load (24-29) | 5 | 31 | A comfortable workload that gives rooms for personal attention of learners |
| High Teaching Load (Above 30) | 8 | 53 | Does not give the teacher room for personal attention of the learners since it's too involving |

Figure 4.4 Average teachers' workload per week in 15 sampled schools term 1 2016



From the findings, 53% of teachers said that they had over 30 lessons per week, 31% of the teachers had 24-29 lessons while 16% had 15-23 lessons per week. This clustering was generated from MOE guidelines on what is generally considered as high, average and low. The low workloads are usually set for those in administration. From these findings, it is evident that teachers have heavy

teaching loads per week since 53% is more than half of the teachers. The findings and analysis in table 4.2 and figure 4.4 above indicating high teaching loads compromises the quality of education offered to the pupils as they do not have adequate time to prepare for lessons. Moreover, teaching learning environments are compromised for pupils with special needs as they may not receive due personalized attention.

The challenge is confirmed in the interview with head teachers who pointed out that:

“You have 30 minutes in lower classes and 35 minutes in upper classes. With more than 40 pupils, how many of them can be involved directly.”

(Head Teacher (male) 27th January 2016)

“Heavy workloads lead to fatigue, low morale and inappropriate pedagogy”

(Head Teacher (male) 18th January 2016)

A photograph in sampled school J in the course of direct observation of a class 5 during an English lesson demonstrates the crowding.

Figure 4.5: Photographs of sampled school H showing congestion in class, Term 1 2016



A photo of the same class 5 in sampled school J from two angles for clarity taken by researcher on Thursday 24th March 2016



In the FSDs the pupils capture the challenges in the class:

“In class you only listen to the teacher.”

“You want to hear the bell so that you go out. The class is not good.”

“If you don’t listen well, you will not get the teacher.”

“Sometimes the teacher is in hurry.”

“The lesson is not ours, it is for the teacher.”

(Class 7 pupils 20th January, 2016)

From this graphic representation and the sentiments expressed, it is easy to see the difficulties the teacher is likely to experience in maneuvering around the class and interacting with learners.

Inclusive CFS requires personal attention to the learner given their idiosyncrasies. From the two

photographs, it was clear that an interactive pedagogy emphasized by inclusive CFS was difficult to achieve in such an environment. Movement within the classroom is constrained. Coupled with the heavy workloads, the inclusive CFS environment envisaged in the policy is compromised. The expectations for an inclusive CFS teaching learning environment are articulated in CFS toolkit that states that: “the goal of an inclusive, learning-friendly classroom is active students. Students who actively and enjoyably participate in classroom learning have fewer disciplinary problems. They want to be there, and they will do whatever is necessary to stay there” (UNESCO: 2004).

Similar concerns are raised in studies on CFS situation in India. The idea of child-friendly practices has gained increasing currency in Indian education policy in recent years. The National Curriculum Framework strongly recommends the use of child-friendly pedagogical practices such as increasing pupil participation during classroom sessions, shifting away from rigid classroom teaching structures, creating more lively classrooms and drawing on pupils’ experiences to enrich lessons and provide examples. In addition, participation teaches children skills such as knowing how to contribute ideas, listen to others, and synthesize new information. These skills are valuable for inclusive CFS. Crowded classrooms have implications for inclusion and quality of education since the diversity of learners are not given the due individual attention that they need (Hicks: 2011).

4.3.2 Teacher- pupil ratio in line with inclusive CFS

This study looked at pupil–teacher ratio which is one measure of assessing progress towards inclusive CFS. Primary school pupil-teacher ratio is the number of pupils enrolled in primary school divided by the number of primary school teachers (regardless of their teaching assignment). Below is a sample of five schools from which an average has been computed as follows:

Table 4.3 Pupil- Teacher Ratios for sampled school D in term one 2016

| School | Total Number of pupils | Total Number of teachers | Pupil-teacher ratio |
|------------------------------------|-------------------------------|---------------------------------|----------------------------|
| A | 637 | 14 | 46:1 |
| B | 922 | 19 | 49:1 |
| C | 806 | 17 | 47:1 |
| D | 1143 | 24 | 48:1 |
| E | 785 | 18 | 44:1 |
| Average pupil-teacher ratio | | | 47:1 |

To get a clearer view of the pupil-teacher ratio across the classes, the researcher took a cross section look at the pupil-teacher ratio across all classes from class one to eight in one of the sampled schools. The results were as follows:

Table 4.4 Pupil- Teacher Ratios per class in sampled school D in term one 2016

| CLASS | PUPIL-TEACHER RATIO |
|----------------|----------------------------|
| 1 | 56:1 |
| 2 | 53:1 |
| 3 | 47:1 |
| 4 | 52:1 |
| 5 | 44:1 |
| 6 | 46:1 |
| 7 | 45:1 |
| 8 | 38:1 |
| Average | 48:1 |

The above statistics indicated high pupil- teacher ratio in lower classes. The implication of this is that it affects the learning of basic skills in reading, writing and arithmetic. In the lower classes,

the pupils need more personalized attention to acquire the skill well. The average teacher/learner ratio in this County is 47:1 which means that there is one teacher for every 47 learners in the school. This is above the recommended teacher pupil ratio of 1:45 that Kenya is aiming to achieve and thus reflecting a challenge of limited staff and large number of pupils.

The learners also felt the pressure of the pupil-teacher ratio:

We are many in class. The teacher looks at those in front and others are not seen.

Boys always speak more than girls.

(Class seven female pupil 18th January 2016)

High pupil-teacher ratio denies the pupil individual attention from the teacher and slows down learning. Thus, a high pupil-teacher ratio in this county is identified as a challenge to implementation of inclusive CFS. According to Kenyan Uwezo report 2013, high pupil-teacher ratio affects the quality of education offered. The size of a primary school, as measured by the number of formally enrolled pupils, provides a first indication of pressure on school resources, and in particular the potential for teachers to get to know and provide due attention to individual pupils. We find that many children who attend school are not learning basic skills within the first few years of education. Thus, the inclusive CFS education cannot be effectively delivered.

These findings are given impetus by a study on effects of FPE. “The effect of FPE on teacher’s teaching/learning methodology is profound due to increased pupil-teacher ratio in both primary and secondary schools due to over-enrolment and the resultant overcrowding in classes. This has in effect impacted negatively on teaching as teachers are unable to create effective teacher/student interaction and is more pronounced for marginalized groups of children who require more personalized consideration. As a result, teachers are increasingly unable to give personal attention.

The Government of Kenya acknowledges that although the pupil teacher ratio at the national level may show that the country has achieved the recommended ratio of 45:1, there are still regional disparities,” (Republic of Kenya/UNESCO, 2012).

4.3.3 Pupil – textbook ratio commensurate with inclusive CFS

The study carried out observation of standard 6 class English lesson to get the pupil-text book ratio. English is a key subject for acquisition of reading skills and has a spiral effect in understanding other subjects. The researcher took into consideration approved list of textbooks and other instructional materials, Revised 13th Edition. January 2014 (MoE, 2014). Through the document analysis and classroom observations, the study sought to find out how many pupils were sharing a text book, whether these materials were in good condition and child friendly as follows:

Table 4.5 Ratio of sharing English textbooks among class six learners in sample School G in term one 2016

| Rate of sharing | N= 47 | % | MoE guidelines on text book ratio (2014) |
|------------------------|--------------|----------|--|
| 1 Each | 2 | 4 | Excellent |
| 1 between 2 pupils | 8 | 17 | Satisfactory |
| 1 between 3 | 23 | 49 | Unsatisfactory |
| 1 between more than 3 | 14 | 30 | Poor |

The above data shows that 79 % of pupils in the County have an unsatisfactory text book ratio as per the MoE guidelines on textbook ratio. Scarcity of textbooks is confirmed by class seven pupils in the focused group discussions below:

“Without a book you cannot understand the teacher.”

“If four of you share one book, you cannot see the book if you are at the end.”

“Teachers give home work from books but only some of us have.”

“Most books are torn and old and you don’t read well.”

(Class seven pupils 21st January 2016)

The MoE recommends at least a ratio of 1 between 2. (MoE: 2014) This is further complicated by sitting positions in crowded classes and visibility in classrooms with poor ventilation. The classroom observation data may only be used as a third source of information on the state of textbook availability since textbook per pupil ratios were collected only for those textbooks being used physically in the classroom. It may not paint a complete picture since some books may be borrowed and others left at home. However, it helps to demonstrate the state of textbooks in schools.

According to the ZQASO, access to textbooks even if they are shared is important for effective learning and for all pupils to feel included in the learning process. There are implications for marginalized pupils in case they have reading problems in an environment of limited books.

This challenge of lack of basic learning materials for pupils is further collaborated in other studies. According to African school systems (2011), only 22 percent of the Standard 6 pupils had at least one exercise book, a pencil or a pen, and a ruler. In other words, only one in every five (22%) pupils had all the three basic learning items that were considered necessary for effective participation in classroom activities. This was part of a major international study known as the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) III

Project. The SACMEQ III Project sought to examine the quality of education provided in primary schools in Kenya and 14 other African school systems.

Other studies seem to show similar trends in Kenya. In a study conducted in Kenya, a sample 80 percent to 90 percent of the textbooks pupils had been bought by their parents. Even after including textbooks purchased by parents for pupils in class 3, 4, and 5, only one out of six pupils had English and Math textbooks. In class 6 and 7, one in four had these textbooks. Very few had textbooks in other subjects. Pupils in class 8 had more textbooks. About 40 percent of class 8 pupils had Math and English textbooks. (Glewwe. P. 2009).

4.3.4 Practice of making pupils repeat classes

A document analysis was carried out in class 6 in sample school J to establish repetition rate which has been identified in as a contributory factor to push out of school. The repetition rate is derived by analyzing data on enrolment and repeaters by class for three consecutive years. For example, as seen in the table 4.6, 18% of the learners had repeated class 3 and more boys had repeated than girls.

Table 4.6- Repetition rates for class 6 (2012-2014) in sampled school F

| Class | Boys | Girls | Repetition Rate (%) |
|--------------|-------------|--------------|----------------------------|
| Class 3 | 11 | 13 | 18 |
| Class 4 | 5 | 8 | 11 |
| Class 5 | 6 | 3 | 6 |

High repetition rate discourages the learner as stated below:

“When you repeat, you find your young brothers there.”

(Class 7 male pupil January 21st 2016).

“You repeat and other children laugh at you.”

(Class 7 female pupil January 21st 2016).

“Even when you repeat you are defeated by others. Then you ask why you had to repeat.”

(Class 7 male pupil January 21st 2016).

“If you repeat many times, you do not want to go on with school.”

(Class 7 female pupil January 21st 2016).

The interview with the ZQASO reveals that learners with special needs like those slow to learn are forced to repeat classes and may end up dropping out. The ZQASO as well as head teachers acknowledge that girls are affected more by repetition in class six, seven and eight due to a multiplicity of factors like family responsibilities and the lure of teenage sex.

According to the CFS Monitoring Toolkit, Repetition rate ideally should approach 0%; a high repetition rate reveals problems in the internal efficiency of the school which ideally is a push out factor for pupils. Repetition of classes has been identified as one of the push out factors in primary school education and hence an impediment to implementation of inclusive CFS.

A growing body of research shows that girls and other disadvantaged groups have a higher chance of repeating classes and drop out. According to UNESCO (2012), disadvantaged groups such as girls, children living in poor communities, children on wage labor and orphaned children as most vulnerable to poor attendance, repetition, early dropout and exclusion. In the classroom: Large

numbers of over-age students present a challenge for teachers who must teach a more diverse group with differing levels of maturity and school preparedness. Both late entry into primary school and grade repetition can cause children to be over-age for their grade.

Learners going through constant repetition will eventually drop out of school. Their self-esteem is affected since they find themselves in class with their juniors in age. This is confirmed in earlier studies. In developing countries, each year 6.2 percent of primary students repeat a grade, compared to 0.8 percent in developed countries; and 25.5 percent drop out of primary school, compared to 2.3 percent in developed countries (UNESCO 2006).

4.3.5 Gender responsive teaching and learning environments

The researcher relied on the CFS Monitoring Toolkit to evaluate the gender responsiveness of the classroom. The following were looked into in this regard: the level of participation of boys and girls in classroom activities; sitting arrangements for both boys and girls; how the classroom environment supports learning for both boys and girls; physical aspects like cleanliness, adequate and relevant infrastructure like furniture, conditions of the floor, walls and ventilation ; learning aids present in the class room and whether they are gender sensitive; and whether the teacher concentrates mainly on any gender. The conditions of the class would affect both boys and girls differently.

One observation session of teacher-pupil interactions in the classroom situation was made in each of the 5 of the sampled schools. For each activity, the researcher considered only the specific number of pupils who took part in it. Therefore the variance in the value of N is per participants

in that activity for period under observation. A summary of the frequencies of interactions is made in the table 4.7 below:

Table 4.7 A summary of frequencies of interactions in class for a Mathematics class in standard 6 in sampled school C term one, 2016

| Interaction between the teacher and the learner | Frequency | | | |
|---|-----------|-------|------|-------|
| | Girls | % | Boys | % |
| Learner dominates the class | 3/8 | 37.7 | 5/8 | 62.3 |
| Teachers marking pupils work | 6/14 | 42.9 | 8/14 | 57.1 |
| Learners asking questions to the teacher | 3/7 | 42.9 | 4/7 | 57.1 |
| Learners responding to the teacher's | 9/16 | 56.25 | 7/16 | 43.75 |
| Learners writing on the chalkboard | 0/3 | 0 | 3/3 | 100 |
| Average percentage participation | | 44.94 | | 55.06 |

From the above observations, teachers went out their way to involve boys more than girls as evident in the marking of books. Secondly, boys tended to dominate classes more than the girls and asked more questions. The girls may have demonstrated higher response to teachers' questions but there was a big discrepancy in the use of chalkboard. Female pupils N=0/3 during the period under observation were hesitant to participate by writing on the chalk board.

When the above data was summarized, it showed gender participation skewed towards boys, which is was rated at 44.94 % for girls against 55.06 % for boys in the same class. Furthermore, girls

indicated apprehension of standing in front of the class for fear being embarrassed as shown in the following excerpts:

“You stand in front of everybody and they are looking at you.”

(Class seven girl, January 21st, 2016)

“I feel shy to stand and write on the blackboard in front of all the pupils including boys. When having monthly periods you cannot stand before the class.”

(Class 7 girl, January 26th, 2016).

“When the teacher is asking pupils to do some things in class, you do not want to be asked.”

(Class 7 girl, January 21st, 2016).

These findings are consistent with research findings that show environment that tend to favour boys as opposed to girls. “Observations of classroom practices show that teaching and learning is largely gender biased. Many teachers apply teaching methodologies that do not give girls and boys equal opportunities to participate. They also use teaching and learning materials that perpetuate gender stereotypes. Consequently, there is an urgent need to introduce gender responsive pedagogy (FAWE: 2005). This is a sign that schools in Nyandarua County have not provided gender responsive teaching and learning environments as recommended by inclusive CFS.

4.3.6 Water and sanitation that is favourable for inclusive CFS

Direct observation on sanitation and hygiene, toilet ratios had an average of approximately 1: 67 for boys and 1: 48 for girls for sampled schools. This is a reflection of crowding and way below standard. The World Health Organization recommends a student-toilet ratio of 1:30 for boys and 1:25 toilets for girls. These ratios are therefore high and worrying thus portraying an environment that is not conducive for inclusive CFS.

Pupils also felt that there is need for separate toilets for pupils in different ages especially for girls.

Big girls should not use toilets with small girls. When having periods girls have many problems. Only those who know can understand.

(Standard 7 seven girl. 27th January 2016).

Big boys should not use urinal with small boys

(Standard 7 boy 21st January 2016).

From the FSDs the researcher established that both boys and girls are sensitive to sharing toilets with younger learners as they progress in age and size. The FGDs indicated that some boys in class seven and eight may have undergone initiation as per the culture of the catchment area. This would thus call for separation in use of facilities with the young ones. This can hence be a push out factor for them. The child-friendly approach to school hygiene, sanitation and water seeks to design, put up and uphold learning environment facilities that are hygienic and safe to use and can be sustained and maintained by the school community itself.

However, direct observation by the researcher shows that the watering points were not user friendly since they are soggy and not well drained. Additionally, the researcher observed that although all schools have separate, gender specific latrines, the majority of the toilets are not in good condition in terms of spacious cubicles, appropriate aperture and privacy.

Arguing more specifically that the lack of access to separate and decent toilets is impeding girls' access to their education, UNICEF and the International Water and Sanitation Centre have commented that "Education for girls can be supported and fostered by something as basic as a girls-only toilet" (UNICEF 2005). Consequently, a growing number of organizations are calling for increased investment in gender-sensitive "water, sanitation and health" (WASH) interventions

in schools, through such initiatives as Raising Clean Hands for WASH in Schools(Raising Clean Hands 2010).

4.3.7 Playing time and playing grounds in line with inclusive CFS

Interview with the head teachers on their view on the space in their schools brought out the following:

“The school has a big challenge of a lack of enough space in the field for pupils to participate in physical activities.”

(Head teacher (male) 20th January, 2016).

“This land was bought for us by CDF (Constituency Development Fund) and we have little space for the playing grounds.”

(Head teacher (female) 26th January 2016).

“We set aside some land for building of a day secondary school. Now we have a small place for games.”

(Head Teacher (male) 22nd January 2016).

The ZQASO substantiated this by noting that there was a trend for each primary school to have a day secondary school in the County and this was eating up part of playing grounds. Although this was not a government policy, per se, the trend was widely accepted and space was becoming an issue where hitherto space was adequate. The ZQASO also confirmed that owing to high expectation and result orientation, teachers result into taking over the three lessons allocated a week to PE into class work. The Ministry of Education allocates three PE lessons per week. The end result was less time for children’s play time and schools are less children friendly.

In fact, the children in the FGDs expressed the desire for more time in the field since they rarely get the same at home. Most of the days are spent in school and they arrive home late and cannot play. FGDs with pupils revealed that many PE lessons are taken up by class work:

“We do not go for PE.”

“We go for PE only when teachers are having meeting.”

“There are no balls to play with.”

“Boys take the ball and we sit and talk.”

(Class 7 pupils 27th January 2016).

Observation in five of the sampled schools revealed that schools have a couple of balls put at a corner in the staffroom. Children out for PE were playing with a ball and girls were spectators and chatting away. The implications are more prominent for marginalized groups since it leads to more isolation and inactivity especially for those who could be physically handicapped.

According to the KIE ECDE Syllabus (2008), failure to provide child-centered outdoor environments for children during their formative years can inhibit acquisition of physical (motor) and perceptual skills. A playground that provides adequately for the needs of children, including those with special needs, also provides opportunities for children to satisfy their inquisitive nature and innate desire to discover and be creative.

Importance of playing activity for inclusive CFS cannot be gainsaid. “The benefits of school playtime are widely acknowledged, yet many schools have reduced the time available for playtime. This has been due to a combination of factors, including more pressure on curriculum time, the perceived deterioration of the behaviour of children at playtime and concerns about health and

safety. However, there have been many calls for playtimes to be valued as an important part of the school day and children themselves have reported that school is the main chance they have to spend time playing with their friends” (WHO: 2007).

4.3.8 Practice of corporal punishment in an inclusive CFS environment

In the questionnaire, teachers had been asked if there is corporal punishment in their schools and all of them N=47 indicated yes. The explanations the teachers gave showed that they believed that it was difficult to instill proper discipline without some form of corporal punishment since most of the pupils responded more promptly to it than any other form of deterrent.

Head teachers confirmed the same:

“It is not widespread but teachers still resort to it for discipline.”

(Head Teacher (male) 22nd January 2016).

“It is difficult to maintain order with so many pupils without a cane.”

(Head teacher (female) 26th January 2016).

These facts are reflected in the views of the learners in the FGDs:

“We hear the government stopped beating but teachers still beat us.”

“The teacher slapped a boy until his nose was bleeding. We were very scared.”

“You are made to feel ashamed in front of everybody.”

“This morning a girl was caned on the hand five times for being late.”

(Class 7 pupils 21st January 2016).

Observation around schools found pupils undergoing various forms of punishment like kneeling, cutting glass, carrying objects around and running round the field many times. Teachers indicated that corporal punishment, though banned by the government was still a common form of retribution in schools.

Studies have confirmed the negative effects of corporal punishment in making schools unfriendly to the child. “Although corporal punishment is used in schools with the purpose of controlling the students' behaviour and discipline, research has proven that it produces an adverse effect of what it is meant to achieve particularly student’s deferral from school and failure, school dropouts, and damage to school assets. Moreover, both dismissing student from class and physically punishing them highly raises the percentage of students escaping from school before the school day finishes” (Wasef, N. H. 2011).

4.3.9 Catering for diversity of Learners in teaching methodology

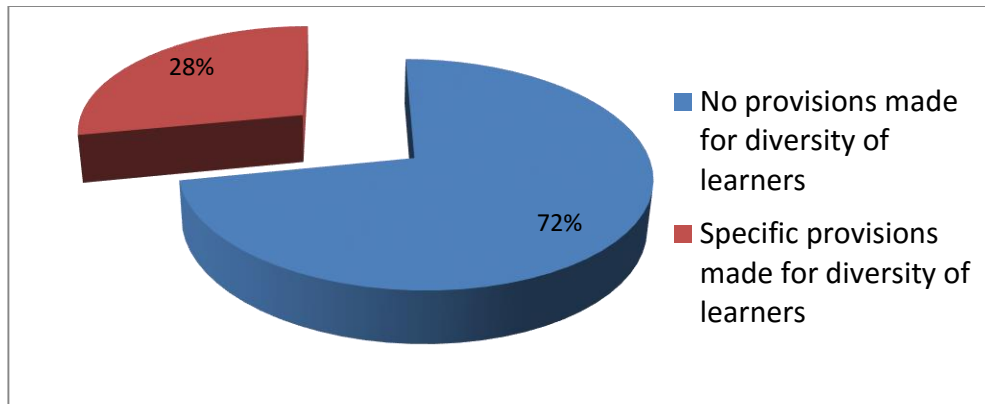
Teachers were asked whether they had made any specific provisions for various pupils in their teaching methodology. To accommodate all pupils with different abilities and across different segmentations in line with inclusive CFS, teachers may need to modify the classroom environment, adjust their teaching strategies, or make other adjustments. The following was a recording of their responses. (*Table 4.8*)

Table 4.8- Responses of teachers on specific provisions made for diversity of learners in their class

| No | Have you made any special provision for pupil with the following conditions in the class | Yes N=14 | No N=14 | Observation of the specific provisions made for diversity of learners in the school |
|----|--|-------------|------------|---|
| 1 | Physically challenged | 2 | 13 | Some ramps in 2 schools but no special toilet or improvements in the field or rest of the school |
| 2 | Hearing impaired and visually | 0 | 14 | No school provisions at all |
| 3 | Mentally challenged | 1 | 13 | One school has a teacher with training in special education. |
| 4 | Specific learning difficulties like oral, written, reading, reasoning | 2 | 12 | In two schools arrangement in class strategically done to factor those identified to have such problems but no further help |
| 5 | Gifted and talented | 0 | 14 | No school provisions at all since as expected in policy no attempts made to try and identify them for special attention |
| 6 | Communication difficulties | 0 | 14 | No school provisions at all since as expected in policy the schools have no programme to try and identify them for hearing aids |
| 7 | Neurological difficulties like epilepsy, polio, cerebral palsy | 0 | 14 | No school provisions at all since as expected in policy, no health precautions except first aid kit and no linkages with any medical facility |
| 8 | Health problems like asthma, heart disease | 0 | 14 | No school provisions at all since as expected in policy, no health precautions except first aid kit and no linkages with any medical facility |
| 9 | Children living under difficult circumstances like HIV/AIDS, orphans, abused neglected, child labourers, displaced, child mothers, traumatized | 0 | 14 | No school provisions at all since as expected in policy, no attempts made to try and identify them for special attention and establishing linkages with relevant agencies |
| 10 | Others | 0 | 14 | No school provisions other provision that the schools have taken to prepare for diversity of learners |

The above data was combined and presented in form of a pie chart (*figure 4.6*) for a clearer exhibition and appears as presented below:

Figure 4.6- Responses of teachers on specific provisions made for diversity of learners in their class



The above data shows clearly that only an approximate dismal 28 % of the teachers had appropriately modified their classes and instructional approach to address diverse needs of their learners. These inadequate provisions were confirmed by the ZQASO:

Our schools do not have facilities to take care of all learners. If special learners came to our schools, they would not be taken care of well. They are not well equipped for them.

(ZQASO 28th (male) January 2016)

In fact, the sampled schools N=14 did not have data on the different kinds of learners other than sex disintegrated data. The CFS policy expects schools to keep records of the diversity of children so that they can be given a special attention as need may arise. Schools should be in possession of necessary inventory by quantity corresponding to the levels and needs of education for all pupils (MoE, 2010:8).

Previous studies have also identified the challenge of schools' unpreparedness to embrace diversity among learners. A study carried out in Embakasi district Nairobi, Kenya (Maina: 2012) shows that almost all primary schools are far from being ready to serve the needs of diversity of children.

Classrooms, latrines and desks, as well as the behaviours of teachers, peers and the community at large, do not seem welcoming for children with special needs. The evident practice in public primary schools in line with inclusive CFS policy demonstrated in the discussion above help to lay a foundation for the understanding of limitations discussed hereafter.

4.4 Limitations of Implementing Inclusive Child Friendly Policy

From the data collected, a summary of the challenges in implementing inclusive CFS in the sub-County include: disconnect between policy and practice, insufficient funding, inadequate school infrastructure and lack of reliable data in the school on diversity of children.

4.4.1 Disconnect between policy and practice in inclusive CFS

As evident from the above discussions on the data collected, the policy on inclusive CFS is not being realized in the schools in Nyandarua County. The ZQASO and head teacher concede that at its inception and rolling out in 2010, the policy was expected to be cascaded down to all schools in Kenya.

“Rolling out CFS calls for massive resources and training but neither the government nor the partners have made effort for this.”

(ZQASO, 28th January 2016).

“We are working with very limited information”

(Head Teacher (male) 22nd January 2016).

“There are no extra resources for CFS in our schools.”

(Head teacher (female) 25th January 2016).

“UNICEF is doing a great job at policy level. However, in implementation and especially roll-out, the connection is missing. This leaves schools with detailed CFS manuals but no clear way forward? Our schools need support.”

(ZQASO 28th January 2016).

It is evident that these officers on the ground have not considered or factored in available resources in our school that can be harnessed for implementation of CFS. This is consistent with the study gap identified in the literature review that there is need to look at what is available in each school for enhancing CFS. This gap thus generates recommendations for the study.

4.4.2 Limitation of insufficient funding for CFS programme

Head teachers complained about the persistent delays in the disbursement of government's FPE funds.

"The FPE funds come in very late."

(Head teacher (female) 25th January 2016).

"The delays make it difficult to provide basic facilities in time"

(Head Teacher (male) 20th January 2016).

"The funds are not enough."

(Head Teacher (male) 22nd January 2016).

The observation checklist revealed shortage of furniture in the classes, although all the classes in the school are made of stone, the floor is not cemented and can be cold and sometimes dusty. Electricity has reached schools but classes are presently not installed with electricity and lighting in some classes is a bit dim for learning. Information from both the ZQASO and the Head Teachers indicated the challenge of funding for the project.

"Many government projects start well because of funding. Donor funding works very well but when not forthcoming the project doesn't go well. CFS was supported by UNICEF but now it is not clear who is to fund."

(ZQASO 28th January 2016).

An interview with the ZASO revealed high cost of financing FPE and the hidden costs of education like uniform, food and subsistence ; shortage of teaching staff leading to high teacher-pupil ratio, reduced support from the donors making it difficult for the schools to implement FPE in certain areas; also misunderstanding government FPE policy by the parents as completely absolving them of any responsibility; inadequate and poor school infrastructure such as classrooms, toilets, water and sanitation; high rate of loss of textbooks due to wear and tear, loss, theft, vandalism and; difficulties that come with adverse weather conditions like heavy rainfall and drought.

In fact, this challenge of funding is confirmed in figures from the Kenya Economic Survey (2015) that indicate a declining Ministry of Education budget as a percentage of the total government budget since 2011/12. According to the Economic Survey 2015 Edition, the Ministry of Education Budget as a percentage of Total Government Budget was as follows: 18.7% for 2010/11, 20.2% for 2011/12, 17.8% for 2012/13, 17.2 2013/14 and 16.4% for 2014/15. This is a clear indication that there is a reduced budget for education which has a direct implication on the implementation of education programmes like CFS.

Other studies have indeed confirmed that without proper funding, implementation of CFS has greatly been encumbered since it is the funds that provide for training and facilities. This is aggravated by the issue of funding of public primary schools being left to the government. In Kenya, responsibility for school improvement is largely left to individual school stakeholders who lack substantive external support (Sifuna: 2007).

4.4.3 Lack of reliable data in the school on children

From the content analysis all the schools (N=14) did not have reliable data on the diversity of learners in the schools.

“We will need a template from government to be able to do this.”

(Head Teacher (male) 19th January 2016).

“To get all the information, you will need medical reports and it is not easy.”

(Head Teacher (female) 26th January 2016).

“Government agencies have to be coordinated to provide all information. The chief will look at those children not in school.”

(Head Teacher (male) 20th January 2016).

Results from document analysis of sampled schools revealed lack of reliable data in the school on children with special needs and out-of-school children and who needed to be reached out to. According to the ZQASO, lack of such data results due to inadequate technical competence and personnel in collecting, analyzing and recording correct data. Such data will inform enrolment campaigns by schools and ensure support for all children and access to schooling with equity and equality in the treatment of individual learners. Schools need to know their learners individually in the context of inclusive education so that their individual needs are catered for.

Studies confirm that keeping records on individual learners is the norm for inclusive CFS. “Inclusive CFS policy expects schools to keep records of children of school going age who are out of school and to capture the diversity among children in school along the lines of children in difficult circumstances like children of poor families, girls, orphan children, child victim of domestic violence, disabled children, ethnic minority children, children affected by drugs, children affected by HIV/AIDS and other diseases” (Marc: 2003).

4.4.4 Challenges faced by teachers in implementation of CFS

In the questionnaires, teachers were asked to list the challenges they face in implementing CFS. A summary of problems they listed was itemized and tabulated as follows:

Table 4.9 Teachers' responses on the challenges they face in implementation of CFS

| Challenges Faced by Teacher | N=47 | % |
|--|-------------|----------|
| Lack of information on CFS | 40 | 86 |
| No training on CFS | 40 | 86 |
| No model to borrow from | 47 | 100 |
| Little help on CFS by MoE | 40 | 86 |
| Lack of adequate resources | 10 | 77 |
| Crowded classrooms | 40 | 86 |
| Heavy workloads | 27 | 57 |
| Some learners have low motivation and enthusiasm for education | 27 | 57 |
| External factors that affect access and retention | 47 | 100 |
| Lack of parental support | 30 | 64 |
| Low funding by government | 47 | 100 |

From the above, it is clear that the issue of funding and constrain in resources is a recurring theme. Secondly, 86 % of teachers complain of lack of training therefore the understanding of CFS in general is limited. According to UNICEF (2014), teachers are the single most important factor in creating an effective and inclusive classroom. It is the teachers who are expected to implement the CFS problems. It can therefore be concluded that it is difficult for the teachers to implement a

policy they do not know, with little or no support from other stakeholders and without provision of resources.

4.4.5 Availability of Physical Facilities

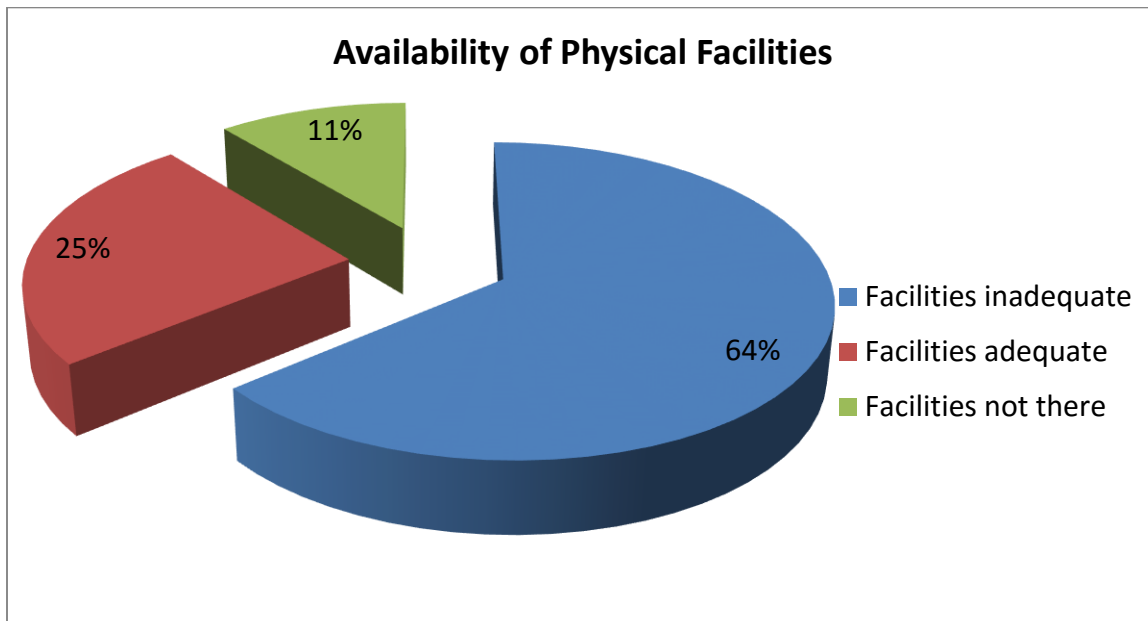
From the questionnaires, teachers listed the following as basic facilities in a school which are critical for effective teaching and learning: classrooms, furniture, staffroom, office, stationery, textbooks, teaching aids, library, toilets, clean water, playing field, games equipment, and special education equipment.

Table 4.10- Teachers’ responses on availability of Physical Facilities for effective delivery in line with inclusive CFS

| PHYSICAL FACILITIES | NONE % N=47 | ADEQUATE % N=47 | INADEQUATE % N=47 |
|-----------------------------|--------------------|------------------------|--------------------------|
| Classrooms | 0 | 67 | 33 |
| Furniture | 0 | 33 | 67 |
| Staffroom | 0 | 67 | 33 |
| Office | 0 | 33 | 67 |
| Stationery | 0 | 67 | 33 |
| Textbooks | 0 | 33 | 67 |
| Teaching Aids | 0 | 33 | 67 |
| Library | 87 | 0 | 13 |
| Toilets | 0 | 13 | 87 |
| Clean Water | 0 | 87 | 13 |
| Playing fields | 0 | 67 | 33 |
| Games Equipment | 0 | 13 | 87 |
| Special Education Equipment | 67 | 0 | 33 |

The above data is easier to conceptualize when summarized and synthesized into a pie chart. (See Figure 4.7 below)

Figure 4.7 Teachers' responses on availability of Physical Facilities for effective delivery in line with inclusive CFS



It therefore means that primary schools in Nyandarua County are not endowed with adequate physical facilities for implementation of inclusive CFS.

4.5 Strategies to Improve the Level and Quality of Inclusive CFS Programme

Respondents were asked to suggest ways of improving the level and quality of inclusive CFS programme. The following were the main recommendations from the respondents: adopting CFS policy to internal contexts, enhanced provision of facilities for CFS and adoption of appropriate teaching methodology, training of teachers on CFS policy and increased funding for CFS.

4.5.1 Adopting CFS policy to internal contexts

Interviews with head teachers on the issue of improving implementation of inclusive CFS noted each school has opportunities that can be utilized to improve the school and make it more inclusive. Respondents pointed out that each school is unique in its own way and for this reason there is need for schools to look into ways of customizing the policy to make it easier for implementation. The ZQASO also reflected the same opinion:

“Schools have ability to do what they can do within their individual means.”

“Schools can be made homely in their own ways.”

“Let teachers do their best to improve the environments of our schools without look at the government or complaining.”

(ZQASO, 28th January 2016).

In fact, through direct observation, the researcher noted a lot potential in the sampled schools in terms of human resource, time, space and material resources that could be improvised and harnessed for the success of inclusive CFS. Each school has opportunities that can be utilized to improve the school and make it more inclusive.

Studies show that schools should realize that the potential of all stakeholders, including children, for making their respective schools more inclusive and friendly. For example, in 2014, UNICEF Kenyan Country Office (Education and Young People) teamed up with the Eastern and South African Regional Office Innovation Team to co-create and co-facilitate a groundbreaking, innovative child-centered design workshop in Nairobi, Kenya for 25 county-wide elected children’s government officials to gain their insight on “What can children do to make their schools child-friendly?” (UNICEF: 2014).

4.5.2 Facilities and Teaching Methodology

Responses from teachers indicated that basic facilities like classrooms, furniture, staffroom, office, stationery, textbooks, teaching aids, library, toilets, clean water, playing field, games equipment, and special education equipment are critical for effective teaching and learning. Head teachers concurred in the interviews:

“Teachers should be adequately facilitated to deliver in their work.”

(Head Teacher (male) 15th January 2016)

An analysis of episodes from classroom observations conducted in the sampled primary school revealed the need for facilities and resources to enhance inclusive CFS. Schools are not well provided for in terms of facilities. This is further emphasized by the ZQASO who noted that there is need to improve teaching methodology commensurate with inclusive CFS.

The conclusion is that resources are needed to enhance the implementation of inclusive CFS. It is thus incumbent upon the MoE to look into the issue of providing facilities. Report on the inclusive CFS notes that “the classroom process should not be one in which children are passive recipients of knowledge dispensed by a sole authority, the teacher. Rather it should be an interactive process in which children are active participants in observing, exploring, listening, reasoning, questioning and ‘coming to know’” (MoE, 2014; 13).

4.5.3 Training of Teachers on CFS

As noted earlier, 93 % of the sampled teachers had not attended any training or orientation on the CFS policy yet they are expected to take charge of implementation. All the teacher respondents called for training on the CFS policy so that they can understand it well and thus implement it well.

The ZQASO was of the view that, the government through KEMI should train all teachers in the policy so as to enhance awareness and thereby effective implementation.

Thus, the findings of the study were that at the national level, the MoE in partnership with international agencies like UNICEF is expected to ensure successful mainstreaming of the CFS policy across all public primary schools by providing in-service training for teachers. The ministry should also infuse the same in teacher training programmes. At the school level, the responses from the teachers were that the head teacher should organize for dissemination of CFS information to all stakeholders for concerted efforts across the board.

The ZQASO noted that currently, KEMI is providing training to all head teachers, deputies and selected senior teachers on CFS. It is hoped that this training will be cascaded to all teachers. This is the only way teachers can embrace and further employ their professional competency and innovation to take the inclusive CFS to another level. The Global Monitoring Report: Education for All, 2000-2015, pointed out that teachers needed to go for in-service training in order to strengthen their skills and competency.

4.5.4 Funding for CFS

The head teacher, deputy head teachers, teachers and the ZQASO, opined that the issue of funding of CFS should be addressed as there has been no funding for the same so far. Secondly, they noted that delays in the disbursement of FPE funds do affect all other sectors of primary school education. FPE was introduced in 2003 for all public primary schools in Kenya. However, it has been hit by constant delays in reaching the schools in due time. This adversely affects the provision of services and education in the school as this is the only funding coming to the school. All the

respondents called for hiring of more teachers to ease the burden of workloads and high pupil-teacher ratios. This is the responsibility of the MoE.

Furthermore, from the document analysis, it was evident that there is a challenge around the monitoring of CFS standards in schools. The study established that MoE still relies on traditional paper based analysis which is costly and time consuming, resulting in incomplete or non-existent analysis. The MoE ought to introduce more technological effective tools that will give feedback more rapidly and effectively.

4.6 Summary

From the questionnaires and the interviews, respondents appreciated that the inclusive CFS would play a chief role in ensuring that all learners are fully included in the education system and that schools internal environments are made favourable for them all. However, the implementation of inclusive child friendly primary schools policy in Nyandarua County has a challenge due to limited resource allocation from the government and support from partners like UNICEF. Insufficient funding, lack of training on CFS and infrastructure barriers are some of the major challenges to implementing inclusive CFS policy in Nyandarua County.

The limitations of implementing inclusive CFS policy are aptly summarized by observations from UNICEF. “On any given day, more than one billion of the world’s children go to school. Whether they sit in buildings, in tents or even under trees, ideally they are learning, developing and enriching their lives. For too many children though, school is not always a positive experience. The conditions in our schools are not conducive to learning or development, and no child should have to experience them. Access to education of poor quality is tantamount to no education at all.” (UNICEF, 2015)

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is a presentation of the summary, conclusions and recommendations of the study and goes forward to present propositions for further research. The purpose of this study was to examine the implementation of inclusive child friendly primary school policy in Nyandarua County. This was done with a view to help them become more child-friendly along the line inclusiveness.

Specifically, the study had set out to answer the following research questions:

1. Are the public primary school managements in Nyandarua County aware of the inclusive CFS policy?
2. What is the practice in public primary schools in Nyandarua County in line with the inclusive CFS policy?
3. Are there limitations in implementing inclusive CFS policy in public primary schools in Nyandarua South sub-county?
4. What appropriate strategies would help in implementation of inclusive CFS in public primary schools in Nyandarua County?

5.2 Summary of the study

In the endeavour to investigate implementation inclusive CFS in public primary schools in Nyandarua County, four research objectives were designed to guide the study. Objective one of the study sought to find out if public primary school managements in Nyandarua County are aware of the inclusive CFS policy. So far, KEMI has only provided training to head teachers, deputies and selected senior teachers on CFS policy. Data analysis on the understanding of policy revealed

that those charged with management of CFS had the knowledge of the policy but lacked content on the same.

The implications of this are that those expected to implement the inclusive CFS do not have adequate information. Policy implementation relies a lot on thorough knowledge of the same so as to apply the tenets and principles therein. So the study concludes that there is knowledge gap in inclusive CFS among the stakeholders.

The second objective examined the practice in public primary schools in Nyandarua County in line with the inclusive CFS policy. The findings of the study indicate that there is a substantial gap between CFS policy expectations and its actual day to day practice in the schools. Schools have the CFS messages engraved variously in the schools but have not made significant alteration in the line with the policy.

Specifically, the study noted that teaching learning environments that are not conducive for inclusive CFS, high pupil-teacher ratios that compromise the pedagogy and lack of sufficient textbooks to aid learning. The study noted high repetition rates in schools that demotivated learners and led to drop out. Although the study noted a relatively balanced gender responsive environment, the girls are disadvantaged in several ways and not provided with adequate inclusive environment in view of their individual needs. Facilities like water and sanitation are almost sufficient but their conditions not tailored for inclusion. The issue of corporal punishment which has both physical and psychological negative effects on pupils was noted to be prevalent in our schools. It is one of the push out factors in CFS. And generally the study noted that schools were not well prepared to receive a diversity of learners which is the main tenet of inclusive CFS.

The inclusive CFS policy calls for opening up of education opportunities for a diversity of learners and commensurate changes in line with this diversity. The shortfall in practice is partly tied to lack of adequate information on the inclusive CFS policy on the part of stakeholders.

Further, the third objective aimed at establishing whether there are limitations of implementing inclusive CFS policy in public primary schools in Nyandarua County. The study established a disconnect between policy and practice, insufficient funding, inadequate school infrastructure, and lack of reliable data in the school on diversity of children as the main impediments to implementation of inclusive CFS. The issue of lack of funding for the programme seems to have a cascading and spiral effect on the entire programme. Funding is vital to the success of any programme and thus lack of it could impede on smooth implementation.

The final objective was a forward looking attempt to suggest appropriate strategies for implementation of inclusive CFS in public primary schools in Nyandarua County. Based on the study findings, the thesis presents a number of policy recommendations including adopting CFS policy to internal contexts so that individual schools look for ways of developing and utilizing self-assessment indicators of CFS at the school levels. An analysis of episodes from classroom observations conducted in the primary school revealed the need for facilities and resources to enhance inclusive CFS. Further it was noted that there is need to improved teaching methodology commensurate with inclusive CFS. It was also felt that KEMI should train all teachers in the policy so as to enhance awareness and thereby effective implementation. The government should also enhance funding for CFS and seek ways of hiring of more teachers to ease the burden of workloads and high pupil-teacher ratios.

5.3 Conclusions of the study

The findings of this study can be summarized as follows:

5.3.1 Public Primary Schools' Management and Teaching Staff Awareness of Inclusive CFS policy

There is a substantial gap between the CFS policy outlook and its ramification on the ground. School managements have a general understanding of the CFS concept and appreciate its importance in turning around schools to be more homely and welcoming for all, but the practice has been difficult to actualize.

Inclusive CFS policy is expected to bridge the gap between school environments, and promote the enhancement of an internal environment that is welcoming for all types of learners and encourages them to continue learning. The idea is to ensure that the diversity of learners who come to school are encouraged and motivated to stay in school.

The study concluded that all teachers and head teachers were aware of the existence of the inclusive CFS policy but it is apparent that only the head teacher and the deputy had some training. Training of teachers in CFS is very important for effective implementation since it equips them with the knowledge and skills to handle the diversity of learners in the school.

5.3.2 The Practice in Public Primary Schools in Line with Inclusive Child Friendly Policy

The study also looked at ways in which schools were implementing inclusive CFS by looking at learning environment for children in primary schools. In this way, the study noted the schools' teaching learning environments were not well adopted for inclusive CFS. There was also the challenge of high teacher- pupil ratio, high pupil – textbook ratio, insufficient playing activity and

forced repetition of classes. These are tenets of an inclusive CFS without which a school disadvantages the diversity of learners therein.

Schools were also not gender responsive tending to give preference to boys as opposed to girls. It was also noted that although there was adequate water, sanitation conditions were not suitable for diversity of learners. Schools were also administering corporal punishment for discipline against the rights of the child as expressed in the Kenyan constitution.

In essence all these are push out factors which precipitate low morale of learners, absenteeism, low attainment and eventual drop out from school.

5.3.3 Limitations of Implementing Inclusive Child Friendly Policy

From the findings of the study, a summary of the challenges in implementing inclusive CFS in the sub-county include a divide between policy and practice. The CFS policy in general is a useful document that aims at creating a responsive environment for all the learners who come to school and to even encourage those who are out of school to come. However, these targets are not being realized on the ground as per the study findings thus the need for efforts to correct the situation. This situation is largely contributed by insufficient funding from the government and the donors, inadequate school infrastructure and lack of reliable data in the school on diversity of children. When data on learners is not comprehensive, it is difficult for the teachers to know the individual needs of their learners and thus make some effort to meet them.

It is these factors that are responsible for low level of implementation of inclusive CFS in Nyandarua County.

5.3.4 Strategies to Improve the Level and Quality of Inclusive CFS Programme

To deal with the limitations and challenges cited, the main recommendations of the study include adopting CFS policy to internal contexts in order for each school to take advantage of the whatever resources are at its disposal to create a child friendly school. Secondly, enhanced provision of facilities for CFS by the government is critical since many schools lack basic facilities that are obligatory in creating a child friendly school. This is a prerogative of the government. Thirdly, it is evident that there is need for adoption of appropriate teaching methodology which is closely tied to training of teachers on CFS policy and increased funding for CFS. Teachers need training on CFS policy in order for them to grasp the demands of a diverse class thus the need for a versatile teaching approach that brings all learners on board.

5.4 Recommendations from the study

In view of the above findings and conclusions therefore, the study came up with some recommendations.

5.4. 1 Institutional Recommendations

The results indicated that the major challenge facing implementation of inclusive CFS was lack of enough facilities that could facilitate teaching learning process. Hence, the school administration should strive to provide teaching/learning resources for the programme. In this connection, there is need for the head teachers to mobilize the community to pull resources together and look for ways of maximizing on utilization of local resources.

Secondly, teachers need to be more innovative in an attempt to use the minimal resources available. Improvisation of locally available resources should be explored to maximize what is available within each environment.

5.4.2 Ministry of Education

There is a critical training gap in the area of inclusive CFS and the entire programme. There is therefore the need for training of all stakeholders on the policy of CFS so that it is well understood and to enhance the implementation thereof.

There is need for the government to employ more teachers to reduce the pupil teacher ratio. For the success of inclusive CFS programme, a low teacher- pupil ratio is significant to provide as much individual attention as possible for the diversity of the learners.

In addition, the essential resources for teaching and learning must be made accessible in Primary schools in order to produce a successful environment for diversity of learners who have been allowed into school.

5.4.3 Policy recommendations

The issue of funding for CFS needs to be clearly defined so that there does not seem to be a vacuum between partners and MOE. Initially, the programme started with funding from UNICEF but from the findings of the study, it is not clear who is presently funding the programme.

To address the problem of grade repetition and dropouts among disadvantaged groups, policy measures need to address the reasons behind poor attendance, the quality and relevance of curriculum and provide sufficient support for teachers. It is also important to address individual pupils' needs, particularly those who are slow learners and at risk of repeating and consequently dropping out before completing primary education.

The Government ought to increase funds allocated to FPE so as to enable schools acquire more facilities. Additionally, the government ought to look into the issue of delayed disbursement of funds for it reflects and constrains provision of resources for smooth running of CFS.

The findings of this study revealed the fact that there has not been feedback on the inclusive policy as is being practiced in Kenya. The Ministry should also ensure there is monitoring and evaluation of CFS. This would provide the necessary feedback to help improve on the programme.

5.5 Suggestions for further research

Following the findings of this research, subsequent studies could focus on the following:

1. This study focused on only one of the five components of CFS. The CFS concept has five major components: An inclusive child friendly school; A safe protective school; Equity and equality promoting school; Health and nutrition promoting school and Enhancing school-community linkages and partnerships. Future studies could widen the scope of the study and look at all five as listed above.
2. Secondly, this study showed that school-community partnership is an important variable in the attainment of inclusive CFS education. Further research is critical to establish the role of school-community linkages towards the success of inclusive CFS.
3. Since inclusive CFS education is new in Kenya, it would be important to investigate the best ways of improving the current CFS practices in public primary schools in Kenya.

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APPENDICES

APPENDIX A-QUESTIONNAIRE FOR PRIMARY SCHOOL TEACHERS

Introduction

Thank you for accepting to participate in this study. Kindly note that participation is voluntary.

The purpose of this survey is to find out how the Child Friendly School Programme is being implemented with a view to enhancing it. The information you provide will be treated confidentially and will only be used for the stated purpose.

Part A Background Information

1. How long have you worked as a teacher. Please indicate by putting a tick where appropriate.

a) 1-5 years () b) 6-10years () c) 11-15years () d) over 16 years ()

2. How long have you worked in your current station. Please indicate by putting a tick where appropriate.

a) 1-5 years () b) 6-10years () c) 11-15years () d) over 16 years ()

3. Please indicate your current level of training/education.

Primary Education Teacher (PI) ()

Diploma in Education ()

Bachelor of Education ()

Masters in Education ()

Others: (specify)

4. Have you undertaken any in-service training on the Child Friendly School Programme?

Yes ()

No ()

If yes, kindly list them

Part B Information about Child Friendly School (CFS)

1. Put a tick in the column that reflects your understanding of Child Friendly School

| No | Knowledge on Child Friendly School Programme and inclusive Child Friendly School environment | Sure | Almost sure | Not sure |
|----|--|------|-------------|----------|
| 1 | I can explain the child friendly school policy | | | |
| 2 | I can explain the inclusive child friendly school | | | |
| 3 | I can list the groups that need to be considered in an inclusive child friendly school | | | |
| 4 | I know what is expected of a teacher in an inclusive setting | | | |
| 5 | I practice the principles of inclusive child friendly school in my teaching | | | |

2. I have made specific provisions for the following pupils in my teaching methodology. Tick as appropriate and specify what provisions have been made for such learners.

| No | Special conditions of the pupil in class | Yes | No | Specify provisions made |
|----|--|-----|----|-------------------------|
| 1 | Physically challenged | | | |
| 2 | Hearing impaired and visually | | | |
| 3 | Mentally challenged | | | |
| 4 | Specific learning difficulties like oral, written, reading, reasoning | | | |
| 5 | Gifted and talented | | | |
| 6 | Communication difficulties | | | |
| 7 | Neurological difficulties like epilepsy, polio, cerebral palsy | | | |
| 8 | Health problems like asthma, heart disease | | | |
| 9 | Children living under difficult circumstances like HIV/AIDS, orphans, abused neglected, child labourers, displaced, child mothers, traumatized | | | |
| 10 | Others | | | |

3. a) Does your school have a written policy on educating all pupils?

b) If yes what does it say?

.....
.....

c) If yes, where is it written?

.....
.....

4. Does your school have adequate resources to cater for a wide diversity of learners?

Yes ()

No ()

Explain your answer.

.....
.....

5. Are there any challenges faced by your institution in the implementation of the CFS programme?

(If yes explain)

6. In your opinion how do you think the Inclusive Child Friendly School Programme can be improved?

.....
.....

APPENDIX B-INTERVIEW GUIDE FOR HEAD TEACHER

Introduction

Thank you for allowing me to come to your school for research and accepting to participate in this study. Kindly note that participation is voluntary. The purpose of this survey is to find out how the Child Friendly School Programme is being implemented with a view to enhancing it. The information you provide will be treated confidentially and will only be used for the stated purpose.

Part A Background Information

1. How long have you worked as a teacher.

1-5 years () 6-10 years () 11-15years () over 16 years ()

2. How long have you worked as a head teacher.

1-5 years () 6-10 years () 11-15years () over 16 years ()

3. What is your current level of training/education?

(Primary Education Teacher (PI), Diploma in Education, Bachelor of Education, Masters in Education, Others)

4. Have you undertaken any in-service training on the Child Friendly Schools Programme?

(If yes, kindly explain)

Part B Information about Child Friendly School (CFS)

1. Knowledge on Child Friendly School Programme and inclusive Child Friendly School environment

(The policy, the groups that need to be considered in an inclusive child friendly school, expectations on the teacher in an inclusive setting, practice and principles)

2. Have you had any in service training on the Child Friendly Schools Programme? (Are there any trainings available? To whom and how?)

3. Are there specific steps taken by the teachers to make teaching methods in class appropriate for all types of learners? (What approaches are commonly used in the school?)
4. What is your understanding of your schools policy and environment about Inclusive Child Friendly School?(mission and/or vision, school policies, individual enrolment records, campaigns to encourage enrolment, partnership with professional organization, advocacy groups and community organizations, barriers to CFS, flexible and innovative teaching methods, community linkages, supervision and monitoring)
- 5.5. Are there any challenges faced by your institution in the implementation of the CFS programme? (If yes explain)
6. In your opinion how do you think the Inclusive Child Friendly School Programme can be improved?
7. What other information would you wish to share with me regarding CFS programme.

Thank you so much for your time and contribution.

APPENDIX C-INTERVIEW SCHEDULE FOR THE ZQASO

Thank you for accepting to participate in this research activity about the Inclusive Child Friendly School.

1. How long have you worked in your current position?
2. Could you tell me your understanding of Child Friendly School Programme? (How it started, when, who, policy, history, funding...)
3. Is the Inclusive Child Friendly School programme being implemented in this sub-county? (Awareness among stakeholders, training of teachers, teaching approaches, admission policies, resources)
4. Are there any efforts or campaigns to mobilize parents to enroll their children? (By who, how, when? Any funding/sponsorship for this,)
5. What kind of learners do you think have been included in your schools? (Orphaned and Vulnerable Children (OVCs), those with special needs, those infected and affected by HIV and AIDS, adult learners, out-of-school youth, street families, adolescent mothers e.t.c)
6. In your opinion, do schools have the resources and facilities to implement inclusive education in their school? (Funds, classrooms commensurate with pupil population, facilities for special needs, toilets, ramps, playgrounds)
7. In your opinion do the teachers have the knowledge and skills to implement inclusive Education? (Launch, Training, in-service)
8. Tell me the way CFS programme is being implemented in this sub-county and if there are any challenges. (Problems being faced by implementers)
9. In your opinion, how can the CFS programme be improved?
10. What other information would you wish to share with me regarding CFS programme.

Thank you so much for your time and contribution.

APPENDIX D-FOCUS GROUP DISCUSSION GUIDE FOR PUPILS

Name of Moderator : _____

Date : _____

Attendees : _____

Consent Process

Consent has been obtained for focus group participants in advance.

Thank you for agreeing to participate. The purpose of this survey is to find out how the Child Friendly School Programme is being implemented with a view to enhancing it. The information you give us is completely confidential. We would like to tape the focus groups so that we can make sure to capture the thoughts, opinions, and ideas we hear from the group. No names will be attached to the focus groups and the tapes will be destroyed as soon as they are transcribed. You may refuse to answer any question or withdraw from the study at any time. We understand how important it is that this information is kept private and confidential. We will ask participants to respect each other's opinions and confidentiality.

Introduction:

1. Welcome- Introduce yourself around to the focus group.
2. Explanation of the process-Researcher will ask the group if anyone has participated in a focus group before. Then explain that focus groups are being used more and more often in educational research. Focus group will last about one hour.
3. Ground Rules -The group will be asked to suggest some ground rules. After they brainstorm some, the researcher will strive to ensure the following are on the list.
 - Everyone should participate.
 - Information provided in the focus group must be kept confidential
 - Stay with the group and please don't have side conversations
 - Have fun
4. Turn on Tape Recorder
5. The group will be asked if there are any questions before we get started, and address those questions.

6. Introductions

Discussion begins; pupils will be given time to think before answering the questions and care taken not to move too quickly. Probes will be used to make sure that all issues are addressed, but move on when it starts being repetitive.

Questions:

1. Let's start the discussion by talking about what makes school a good place to study in. What are some of the positive aspects of studying in this school?
2. What are some things that aren't so good about this school?
3. Have you ever felt like wanting to leave this school? If so, why? What factors contributed to your decision to want to leave and to your decision to stay?
4. Does this school have different types of pupils- ability, gender, culture, background etc? How is each group treated? Any special attention given to any of these groups?
5. How would you describe the facilities in your school? Are they available for everybody?
6. What would make you happier to study in this school? What suggestions do you have to improve the schooling environment here so that you would want to stay?
7. Anything else you would like to say about your school?

That concludes our focus group. Thank you so much for coming and sharing your thoughts and opinions with us.

APPENDIX E-OBSERVATION CHECK LIST

School Serial Number _____ TIME _____

| No | Some Visible Signs of Inclusion | Description e.g. number, condition, etc. | Remarks |
|----|--|--|---------|
| 1 | Learners with special needs in school- Orphaned and Vulnerable Children (OVCs), those with special needs, those infected and affected by HIV and AIDS, adult learners, out-of-school youth, street families, adolescent mothers etc. | | |
| 2 | Written messages on CFS in the compound- mission, vision, mottos etc. | | |
| 3 | Separate facilities for boys and girls- toilets, number of toilets, conditions | | |
| 4 | Facilities for physical disability- ramps, special toilets, seats in the compound | | |
| 5 | Conditions of the classes- teacher-pupil ratio | | |
| 6 | Conditions of the playing grounds- available space vs number of pupils | | |
| 7 | Messages on notice boards | | |
| 8 | Observable social relations | | |
| 9 | Diversity among pupil e.g. Clothing items like head cover, visible disability | | |
| 10 | School has sufficient first aid kits and can provide it. | | |
| 11 | appropriate infrastructure that enables physical access for all students -classrooms, communication areas, doors, special paths, toilets, | | |
| 12 | Any other observable traits of inclusive CFS | | |

APPENDIX F- DOCUMENT ANALYSIS

The following are some of the documents that the researcher looked through for information on delivery of inclusive CFS services.

1. Documents on Child Friendly Schools and its practice
2. Guidelines on inclusive CFS
3. School documents- progress reports, schemes of work, lesson plans, newsletters,
4. School has established a database with records on registered pupils and other data for the pupils and the school- following the model of statistics of IMSE
5. School has a functional team for preventing and reacting against abandonment and non-registration- (PRTAN).
6. School has established memorandums of understanding and cooperates with organizations and institutions to help ensure inclusiveness in school.
7. School is in possession of necessary inventory by quantity and this inventory is corresponding to the levels and needs of education for all pupils;
8. Teachers have prepared the plans and reports on inclusive teaching and for cooperation with the colleagues and parents.
9. Teachers keep regular and complete records on the achievement of pupils, class attendance and behaviour of every student.
10. Teacher on class duty prepares regular quarterly reports and analysis on their class, based on individual student records. The results are used for improving the learning process.
11. School has drafted a professional development plan for the teachers and has ensured the involvement of teachers in the training program for teaching methodology to support the active involvement of all pupils in the learning process.
12. School has a governing and professional body in the school, such as school governing board, professional actives, class councils and other governing and professional bodies at the school.

APPENDIX G: BUDGET

| <u>Item</u> | <u>Amount</u> |
|--------------------|-----------------------|
| Travelling | 35,000 |
| Printing | 88,000 |
| Stationery | 45,000 |
| Miscellaneous | <u>28,000</u> |
| TOTAL | <u>196,000</u> |

APPENDIX H: RESEARCH PERMIT

THIS IS TO CERTIFY THAT: **Permit No : NACOST/UP/16/12854/9449**
MR. DANIEL KIROGO WAHUNGU **Date Of Issue : 16th March, 2016**
of KENYATTA UNIVERSITY, 91-1000 **Fee Received : ksh 1000**
Thika, has been permitted to conduct
research in Nyandarua County
on the topic: IMPLEMENTATION OF
INCLUSIVE CHILD FRIENDLY PRIMARY
SCHOOL POLICY IN NYANDARUA
COUNTY, KENYA
for the period ending:
16th March 2017

Applicant's Signature **Director General**
National Commission for Science, Technology & Innovation

APPENDIX I: AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/16/12854/9449**

Date:
16th March, 2016

Daniel Kirogo Wahungu
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Implementation of inclusive child friendly primary school policy in Nyandarua County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Nyandarua County** for a period ending **16th March, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Nyandarua County** 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.


DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nyandarua County.

The County Director of Education
Nyandarua County.



APPENDIX J: TIME SCHEDULE

Time Table

| | |
|-----------------------------|--|
| August 2013-September 2013 | Proposal writing |
| October 2013- November 2013 | Reading by supervisors |
| December 2013-July 2015 | Corrections and rewriting with the help of supervisors |
| August 2015 | Departmental defense |
| September-December 2015 | Revision |
| January-March 2016 | Data collection |
| April- August 2016 | Data analysis |
| September- December 2016 | Writing dissertation |
| April 2017 | Defense at School of Education |
| May- September 2017 | Revision and writing final copy |
| December 2017 | Graduation |