

An Assessment of Effects of Child Friendly Schools on Learners' Performance in Selected Public Primary Schools in Londiani Sub-County, Kericho County, Kenya

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Abstract

Children face negative conditions not only in school, home and community but environment can also pose challenges that make it difficult for children to enroll in schools and attend regularly, Food and water insecurity, under nutrition, parasitic infestations, unhygienic surroundings, chronic poverty, household chores, harmful traditional beliefs and practices, domestic overcrowding, gender discrimination, and HIVAIDS, domestic violence are some of the factors that can wreak havoc with child's right to attend and complete school. Schools must therefore focus on the whole child, which means taking into account conditions in the family or community that might be hindering his/her educational progress. (UNICEF, 2010) According to the Kenya Ministry of Education Science and Technology (2010) there are many obstacles of achieving quality education for all in Kenya. Today, only 50-60% of Kenya's pupils who enter primary schools complete their eight years of basic education and of those who finish, only half qualify for admission into secondary schools (UNICEF, Kenya 2008). It was worth noting that the Kenyan child has been exposed to varied economic, social, cultural and political circumstances most of which are drawbacks to their wellbeing. Every child however, has a right to special protection yet it is very clear that schools operate within strained economic contexts. The role played by the school environment in performance of children had not been systematically investigated and documented. From the literature reviewed a gap is clearly indicated between policy on paper and the actual situation in schools. Children were undergoing a number of challenges in their struggle to access quality education in schools. Some schools in Londiani Sub County were hit by 2007/2008 post-election violence which rendered schools unattractive and others destroyed. Some of the children were displaced and have been subjected to abject poverty. Child Friendly schools contribute towards the engineering of national and international targets and commitments of vision 2030, the millennium development goals, that emphasize the achievement of UPE and EFA, the improving of quality education, elimination of gender disparity in schools and the promotion of human rights (UNICEF, 2010, MOEST,2010) The purpose of this study was to assess the effects of child friendly schools on learners' performance in selected Public Primary schools in Londiani Sub-county Kericho County. Objectives of the Study To identify child friendly schools among Public Primary school in Londiani Sub-county To determine the effect of inclusive learning on learners' performance among Public Primary school in Londiani Sub-county To identify the effect of gender equity and equality on learners' performance in Public Primary Schools in Londiani Sub County.

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