INSTITUTIONAL FACTORS INFLUENCING THE IMPLEMENTATION OF CHILD-FRIENDLY SCHOOLS IN KENYA

BY

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BACKGROUND

• Education prepare children from diverse backgrounds for future (UNICEF, 2006), through schooling and learning.

• However, due to lack of basic facilities such as classrooms, toilets, clean water and electricity, schooling for many of the children has not been the best experience (Cheryan et al., 2014).

• School environment has also not been safe for many children due to fear of punishment, humiliation and bullying (Adegoke & Nweneka, 2016), while children protection mechanisms lack in many schools (Wandawa, 2012).
PROBLEM

• Child-Friendly Schools (CFS) framework focuses on quality education through underlying principles and contexts to safeguard the interest of children (Claire, 2011). However, implementation of CFS aspects touching on health in schools have been hindered by lack of funds, training and awareness (Mutia, 2015).

• Despite the importance of safety playgrounds and school environment in general, health and safety are not considered as learning resources, teaching methods and teachers’ training in the implementation of CFS (Njogu, 2016).

• There are inconsistent policies on child protection and inadequate resources, training and support to help teachers recognize and report cases where children needed protection (Shewchuk, 2016).
IMPLEMENTATION OF CHILD FRIENDLY SCHOOLS

• CFCs advocates that a school functions in the best interest of the child whereby the learning environment must be health, safe and protective of the children.

• The child friendly framework therefore should ensure quality education that addresses children's' need.

• Child-friendly framework are effectively implemented for the good of children everywhere.

• Key stakeholders including governments, donors, communities, schools, and families must collaborate for effective implementation of CFS.
INSTITUTIONAL FACTORS, SAFETY AND PROTECTION OF CHILDREN IN SCHOOLS

• Protection involves proactive measure that safeguard children against all forms of exploitation, violence, abuse and neglect of children.

• Safety spaces, play equipment, maintenance of grounds and supervision of children are key in the implementation of CFS.

• Child friendly institutions incorporates psychosocial support, to children vaccination, deworming and public health education
METHODOLOGY

• This study used a secondary method of gathering information. Peer-reviewed journal articles on child-friendly schools for the last ten (10) years were searched using three journal platforms namely ERIC, Science Direct and Springer Link.

• After using the phrase ‘child-friendly school’ to search in these platforms, 74 articles written between 2010 and 2019 were retrieved.

• Journal articles written between 2010 and 2019 were selected for review based on relevance to the theme of this study. Thematic analysis method was employed to review twenty-five (25) journal articles.

• The results of this review were used to discuss the key theme of this study; child-friendly schools with an emphasis on institutional factors influencing health, safety and protection of children in schools.
RESULTS AND DISCUSSION

• The results of this analysis show that the majority (76%, 19) of the studies reviewed do not emanate from or include Kenyan context. Only 36% (9) of the studies apply to the African context. While 24% (5) of the studies reviewed apply to Kenya. This shows a dearth of knowledge regarding implementation of child-friendly schools framework in Africa and Kenya.

• Studies that apply to Kenyan context have focused on inclusivity, child protection and the role of key institutional stakeholders in the implementation of CFS. However, much of information on health, safety and protection of children can be borrowed from other regions and still be applicable here in Kenya.

• Di Biase, (2015) and Berkvens (2017) raised an important point of cultural adaptation for stakeholders and/or institutions implementing CFS framework.
• Otina and Thinguri (2016) established lack of preparedness among schools due to lack of child-friendly environment and untrained teachers.

• Morishane (2013) focused on protection against discrimination and language barrier and though not exhaustively highlighted safety and protection, key elements of CFS.

• Rocca, Donadelli and Ziliotto (2012) emphasised on the role of the community in ensuring child-friendly neighbourhoods.

• Mahdavinia and Samavati (2010) helped in illustrating the benefits of CFS and also the essence of having a safe and protective environment to promote learning.
CONCLUSION

• This study concluded that there are several institutional factors influencing health, safety and protection of children in schools. They include:
  • Lack of collaboration among key stakeholders in CFS implementation namely government, donors, communities, families and schools;
  • Little or no understanding of cultural contexts during implementation CFS;
  • Lack of preparedness such as proper training and awareness on key aspects of the framework as well as facilities, equipment and tools needed.
  • Misunderstanding of key terms like safety and protection in CFS implementation.
  • Failure to take into account socio-economic issues in CFS implementation.
RECOMMENDATIONS

This study outlined the following recommendations:

• All stakeholders should collaborate to implement CFS.

• Stakeholders in the implementation of CFS should strive to understand the cultural context of areas they are implementing CFS.

• Government and donors should invest adequately in the preparedness of stakeholders implementing CFS.

• The government, donors, and schools should come up with a framework to assess the vulnerability of children so that early intervention is possible.

• In every intervention, stakeholders should consider the concerns and views of the intended beneficiaries.

• Stakeholders should do more to address socio-economic issues affecting beneficiaries, to yield expected and meaningful results.

End!