

**THE IMPACT OF THE CHILD FRIENDLY SCHOOL METHODOLOGY IN  
PROMOTING THE RIGHT TO EDUCATION IN PRIMARY SCHOOLS.  
CASE STUDY: SUSTAINABLE COMPREHENSIVE RESPONSES FOR CHILDREN  
AND THEIR VULNERABLE FAMILIES (SCORE) PROJECT, CENTRAL REGION,  
UGANDA**

**BY**



**OCTOBER, 2018**

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**A POSTGRADUATE DISSERTATION  
PRESENTED TO  
THE SCHOOL OF ARTS AND SOCIAL SCIENCES  
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THE AWARD OF THE DEGREE  
MASTER OF ARTS IN  
HUMAN RIGHTS**

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## **DEDICATION**

I dedicate this report to my beloved mother, Jacqueline Lamunu Musumba and father Eng. William Musumba for their continuous encouragement and moral support.

This report is also dedicated to AVSI Foundation, for the financial and academic support offered to me throughout my study. May the good Lord greatly bless and reward you abundantly.

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## **LIST OF ACRONYMS AND ABBREVIATIONS**

<b>AVSI</b>	Association of Volunteers International Service
<b>BLT</b>	Breakthroughs to Literacy
<b>CARE</b>	Carry America's Relief Everywhere
<b>CFS</b>	Child Friendly School
<b>CRC</b>	Convention on the Rights of the Child
<b>FGD</b>	Focus Group Discussion
<b>FGM</b>	Female Genital Mutilation
<b>GEMS</b>	Girls Education Movement Strategy
<b>HIV/AIDS</b>	Human Immuno-deficiency Virus/Acquired Immuno Deficiency Syndrome
<b>MoES</b>	Ministry of Education and Sports
<b>NSGE</b>	National Strategy for Girls' Education
<b>PEPFAR</b>	U.S. President's Emergency Plan for AIDS Relief
<b>PIASCY</b>	Presidential Initiative on AIDS Strategy to Youth
<b>SCORE</b>	Sustainable, Comprehensive Responses for vulnerable children and their families
<b>SMC</b>	School Management Committee
<b>TPO</b>	Trans-cultural Psychosocial Organization
<b>UDHS</b>	Uganda Demographic Health Survey
<b>UN</b>	United Nations
<b>UNEB</b>	Uganda National Examinations Board
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNGA</b>	United Nations General Assembly
<b>UNHCR</b>	United Nations High Commissioner for Refugees
<b>UNICEF</b>	United Nations Children's Emergency Fund
<b>UPE</b>	Universal Primary Education
<b>USAID</b>	United States Agency for International Development
<b>USE</b>	Universal Secondary Education
<b>WATSAN</b>	Water and Sanitation



## **ABSTRACT**

Education is a fundamental right and a building block to improving the social and economic outcomes of millions of children across the world. Although access to universal primary education has increased dramatically across the developing world, the quality of the education is poor and thus the importance of improving it is critical (UNICEF, 2009). Following the provision of universal primary education (UPE) in Uganda, the Child Friendly School (CFS) Model delves deeper into this quality of the education provided (UNICEF, 2009b). The CFS Model has been instrumental in encouraging attendance, concentration and arguably school performance across implementing schools. The AVSI Foundation SCORE project funded by USAID/PEPFAR was implemented by a consortium AVSI (Lead Agency), CARE, Trans-cultural Psychosocial Organization (TPO), and FHI 360 and reached 25,000 vulnerable households and their children in 35 districts of Uganda - with the goal of reducing their vulnerability.

The general objective of the study was to explore the impact of Child Friendly School (CFS) Methodology in promoting the rights of education in Primary Schools in Central Region, Uganda. In this study, schools were reached and the methods were aligned to explore child rights issues from children, teachers and administration. The study design, study area, participants, data collection methods, data quality control, ethical issues and methods of data analysis were described. A case study design was used in this study and the SCORE project was studied because the CFS Methodology was implemented within the Child Protection Objective of the project for seven (07) years. The design of this study was qualitative; case studies on specific CFS programs in selected schools were utilized. The study was descriptive in nature exploring the different components of the CFS Methodology. The study focused mainly on qualitative approach to allow simultaneous description of views, perceptions and beliefs at any single point in time.

The CFS approach was cited as an important method in promoting children's own rights to learning, speech and expression. The awareness created on specific rights in schools through the talking compounds, children's courts and the wall of fame encourages children to not only demand for but also change their behavior, attitude and perceptions on issues that affect learning in school. The friendly nature of the approach also encourages children to interact with teachers. CFS approach encourages them to express talents and identify their own potentials not only in class but in the extra-curricular activities of the school. While the children's courts encourage children to sort their school issues, debates encourage role taking and thus children fulfill their rights to education in its holistic form. Children, teachers and parents were open to discuss how the CFS approach has promoted their own rights to education; school and home environments are all essential in promoting children's right to education thus parents also cited examples how these method and approaches have promoted children's right to education.

This study explored existing evaluations and lessons learned of CFS and it notes that CFS benefit children in promoting their rights to education but certainly it remains the efforts of teachers, administrators and CSOs to strengthen this approaches so as to improve on their rights to education. The extent to the participation of schools in the CFS methods in totality also varies widely. The SCORE Project's impact on promoting children's rights to education through the CFS methodology has highly improved the relationship between schools administrators, parents and the pupils. The CFS is an effective tool for learning and participation of children by encouraging involvement in the different methods.

# **CHAPTER ONE**

## **BACKGROUND TO THE STUDY**

### **1.0 Introduction**

This study sought to assess the impact of Child Friendly School (CFS) Methodology in schools in promoting the rights of children. The CFS Methodology was implemented by AVSI Foundation under the Sustainable, Comprehensive Responses (SCORE) for vulnerable children and their families to achieve retention, literacy improvement, discipline and attendance in schools among others. The SCORE Project has been in operation for the last seven (07) years implementing comprehensive services to children and their families. The study sought to assess the component of CFS Methodology that was implemented in schools under the SCORE Project across the country. To explore further, this chapter highlights the background of the CFS Methodology – its goals, aims and some of the interventions, what it seeks to achieve, other aspects including the statement of problem, purpose of the study, objectives of the study, scope of the study and the justification of the study will be addressed.

### **1.1 Background to the Study**

Education is a fundamental right and a building block to improving the social and economic outcomes of millions of children across the world. Although access to universal primary education has increased dramatically across the developing world, the quality of the education is poor and thus the importance of improving it is critical (UNICEF, 2009). Following the provision of universal primary education (UPE) in Uganda, the Child Friendly School (CFS) Model delves deeper into this quality of the education provided (UNICEF, 2009b). The CFS Model has been instrumental in encouraging attendance, concentration and arguably school performance across implementing schools. In line with global movements, the Government of Uganda (GoU) has followed through on a policy of UPE since 1997 though it did not follow approaches of the Child Friendly Methodology in its holistic context (UNEB, 2011). The Constitution of Uganda stipulates that education is a fundamental right for every citizen. It is essential for the country to provide quality and relevant education to all its citizens, irrespective of cultural, gender, regional or social differences (UNEB 2011). The Child Friendly School (CFS) framework was developed some 20 years ago by UNICEF with the intention of incorporating the Convention on the Rights of the Child into school management systems and

classroom practices globally. Thus, the right of every child to basic, quality education is at the heart of every CFS initiative (UNICEF, 2009a). UNICEF notes that this human rights-based approach to education has positive implication for sustainable capacity development including the empowerment of girls and marginalized children such as those with physical or mental disabilities. As a result of the positive adoption of the CFS Model in over 70 countries, UNICEF seeks to use this Model as the preferred package solution to the education needs in all of the 154 countries it operates in (UNICEF, 2016). Additionally, it provides a framework for the planning, monitoring and implementation of the effectiveness of strategies used to increase access to basic, quality education (UNICEF, 2009a). There are five components of the Child Friendly School (CFS) Model: the inclusion of all children, academically effective and relevant for children, healthy, safe and protection, gender-responsive and community engagement and participation (UNICEF, 2006). The Model seeks to holistically promote quality education through these components. No component is mutually exclusive, each of the five components is necessary in reinforcing conditions of each other (UNICEF, 2009a). The study will focus on two components of the Child Friendly School (CFS) Model. The first component of the Child Friendly School (CFS) Model is universal education, the inclusion of all children regardless of their gender, race, ethnicity, socio-economic status, ability, language or culture. Furthermore this component requires schools to seek out un-enrolled children in the community. The second component of the Model refers to academically effective and relevant learning for all children irrespective of a child's ability.

All children must develop life skills and knowledge to maximize their potential contribution to the community. This is supported by education policy frameworks centered on the right of the child, highly-trained teachers teaching a relevant curriculum and adequate learning materials (UNICEF, 2009a). The third component of the Model focuses on the area of health, safety and protection. The most important aspect of this is access to clean drinking water, sanitation and hygiene education (UNICEF, 2009a). Additionally, it addresses the physical and emotional health of children while creating a safe learning environment free from physical violence. The fourth component of the CFS Model is that of gender-responsivity such that the promotion and accessibility of education is promoted for all children, regardless of gender (UNICEF, 2009a).

Finally, the fifth component of the Model is community support and involvement such that partnerships between the school, parents and the local community are promoted through school committees, parent-teacher associations and education boards. These are essential in realizing the CFS Model. The five core components of the Child Friendly School (CFS) Model have become increasingly integrated into mainstream policies across the developing world and in Uganda (UNICEF, 2009a). In 2001, 642 CFS were launched in Uganda (UNICEF, 2010); incorporating all five aspects of the Model and by 2005 significant improvements in the education sector was evident (UNICEF, 2010). The study will assess the first two components of Model focusing on universal education, the inclusion of all children regardless of their gender, race, ethnicity, socio-economic status, ability, language or culture. Secondly, the focus will be on the rights to academically effective and relevant learning for all children irrespective of a child's ability.

The AVSI Foundation SCORE project funded by USAID/PEPFAR was implemented by a consortium led by AVSI (Lead Agency), CARE, Trans-cultural Psychosocial Organization (TPO), and FHI 360 and reached 25,000 vulnerable households and their children in 35 districts of Uganda - with the goal of reducing their vulnerability. SCORE did this by implementing multi-sectoral interventions that are tailored to families' needs and resources. Within the Child Protection component, SCORE worked with schools (both primary and secondary) enhancing children, teachers and parents awareness on different public health themes and particularly focusing on HIV/AIDS prevention and linkage activities through promotion of HIV testing through outreaches and linkages into HIV care and treatment as needed. The Child Friendly School Model was adapted from the Raising Voices Good School Toolkit, the PIASCY Model and the AVSI Value of Life Series (SCORE Programming Guide, 2011). The Methodology helped teachers, pupils and parents explore what makes a healthy, vibrant, and positive school and guide them through a process to create their vision by enforcing the rights to participation in integrated school activities (SCORE Annual Report, R. Larok, 2014). Peterson (2006) argued that schools need to be enabling institutions. More specifically, he identified 'The Good School' (*wall of fame<sup>1</sup> and children's court<sup>2</sup>*) (p. 284) as one that fosters academic excellence whilst also

<sup>1</sup> The Child Friendly Schools use walls of fame. These walls display pupils or pupils who have exhibited cross-cutting competence, passion, learning in ensuring that they promote the wellness of their colleagues. Their names are displayed on the wall of fame. Other pupils in the school learn from those whose names are pinned or written on the walls of fame.

contributing to moral fulfillment and he stated that schools must include ‘much more than the teaching of multiplication and verb conjugation’ (p. 284).

Similarly, SCORE engaged 351 schools in Child-Friendly School activities (SCORE Tracking Tool, 2017). To, date 70% of them score *Good* or *Excellent* in the Child Friendly School Indicator Inventory and were awarded certificates in this regard (R. Larok, 2016). The mandate of the CFS was to impart knowledge and skills through activities including clubs, events, drama, suggestion boxes; promoting the use of positive discipline for instance through child courts, junior farmer field schools – where children learn basic agriculture and nutrition; improving the school environment through institution of talking compounds, wall of fame, walk ways, water and sanitation facilities, latrine and washing facilities for menstrual management, and involvement of parents in school activities through institution of parent teacher committees. It was significantly discovered that the CFS Model helps to improve participation, socialization and enforce the rights to education in schools (SCORE CFS Assessment Model, 2015).

In a Raising Voices’ study conducted in 2005 in Uganda, over 60% of children interviewed said they experienced violence at school on a regular basis. To address this urgent issue, Raising Voices developed “*The Good School Toolkit*”, a holistic and sustainable Methodology for creating violence-free schools (Child Friendly Schools). This same Methodology was later adopted by the SCORE project in a bid to create a safer and friendly learning atmosphere within primary schools in the Central, East-Central, Northern and Eastern regions of Uganda. It’s therefore against this background that the researcher seeks to understand the impact of child friendly school contribution of the child friendly school methodology with particular emphasis on the wall of fame and suggestion box to a child friendly school environment. Importantly, Article 28: (Right to education): All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children’s dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into

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<sup>2</sup> Like a court of law, the pupils in school form a committee of judges, magistrates and law enforcers so that children embrace school rules and regulations. The pupils understand their rights, roles and responsibilities in schools through the locally formed school children’s court. Often, a responsible teacher ensures the pupils follow the required standards for effective rights enforcement.

account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

The right to education will be addressed in the context of this study to relate with primary school education. The right entails the ability of the learners to access, participate and perform well in educational attainment. The first objective of UPE provides that every child of school-going age shall go to school and remain in school until the completion of the primary cycle. Other UPE objectives seek to make education equitable in order to eliminate disparities and inequalities; ensure that education is affordable by the majority of Ugandans and to reduce poverty by equipping every individual with basic skills. Universal Primary Education (UPE) is one of the Government of Uganda's main policy tools for achieving poverty reduction and human development.

The holistic realization of the right to education require that education promotes other aspects of rights such as the right to expression, right to association and the right to thought and conscience, which was promoted in the SCORE project. Children's expression in the school environment encourages school attendance; association in clubs and school societies encourages learning and promotes their rights to education thus promoting educational attendance and performance.

While effort and commitment has been made by the implementing partners to promote the right to education by moving schools and education systems progressively towards quality standards, addressing all elements that influence the wellbeing and rights of the child as a learner and the main beneficiary of teaching, while improving other school functions in the process. Still there are issues including; quality standards should make it possible for all children to access school, survive from grade to grade and complete the cycle on time; they should also provide an enriched educational experience through which pupils can thrive, develop and achieve their full potential. To this end, CFS models are concerned with harnessing the full involvement and support of all parties in a position to facilitate children's right to a quality education. These parties, or 'duty bearers', include parents, communities, teachers, school heads, education planners and civil society groups, as well as local and national governments and their external

partners. Their involvement enables schools and education systems to provide the conditions and resources necessary for achieving the quality standards CFS models envision.

Within this inter-sectoral and holistic framework, CFS models are concerned as much with the health, safety, security, nutritional status and psychological well-being of the child as they are with teacher training and the appropriateness of the teaching methods and learning resources used for schooling. They have as much to do with promoting child participation and creating space for children to express their views and opinions as they do with helping children learn to follow rules and regulations or show deference to school authorities. Quality in these models comes not only from the efficiency of setting the school apart in a special place as a community that pursues learning, but also from the effectiveness of linking the school to a wider community from which it derives its sense of engagement with reality and confirms the relevance of its curriculum. Against this background, there is need to evaluate the components and features of Child Friendly Schools including the talking compounds, children's courts in promoting the rights of association and expression to fulfill educational needs.

## **1.2 Statement of the Problem**

Evidence suggests that Child Friendly Schools immerse children in a culture that values their humanity, nurtures their individuality and unleashes their intelligence thus promoting good discipline and behavior and their welfare (Raising Voices, 2009). Children's immersion in the school systems enables them embrace learning and concentrate on school programs thus improving their right to access to educational services. By 2000, UNICEF and the MoES had the outlines for what a Child-Friendly School should look like and began developing a 'Child-Friendly Checklist' that provided teachers and school inspectors with a progressive approach to developing child-friendly schools.

The SCORE Programme integrated the CFS Model in schools across the country focusing on safe learning environment that create experiences, environments and relationships that help children to thrive and discover their potential in their everyday life. Despite the possible strategies that have been put in place to create a Child Friendly environment by the different stakeholders such as Raising Voices and the USAID/SCORE project, indiscipline, poor character, violence, corporal punishment and welfare issues still remain on a rise depriving

young adults their rights to enjoyment and fulfillment of self in the line of education. These deprives children the right to remain in school, enjoy school and associate with their peers.

By 2006, UNICEF was replacing CFS terminology with more explicit, rights-based terminology while continuing successful activities and launching new ones to cover all dimensions of Child-Friendly Schools (CFS), whose impact has not been explored.

It was the interest of the researcher to fill this gap and explore the impact of CFS Methodology in promoting the rights of education to children in the context of the innovations in the CFS methodology.

### **1.3 Objectives of the Study**

#### **1.3.1 General Objective**

The general objective of the study was to explore the impact of Child Friendly School (CFS) Methodology in promoting the rights of education in Primary Schools in Central Region, Uganda.

#### **1.3.2 Specific Objectives**

- i. To establish the effects of CFS methodology on promotion of specific rights (expression, association, thought and conscience) that support the right to education
- ii. To establish the effects of CFS methodology as an effective tool for learning and participation of children
- iii. To establish the effects of CFS in improving performance of children in primary schools.

### **1.4 Research Questions**

- i. What is the impact of CFS methodology on promotion of specific rights (expression, association) that support the right to education?
- iv. What is the impact of CFS methodology as an effective tool for learning and participation of children?
- ii. What is the impact of CFS in improving performance of children in primary schools?



## **1.5 Scope of Study**

### **1.5.1 Time Scope**

The study assessed the SCORE programme through the seven (07) year engagement. The study assessed the CFS engagements between the years 2011-2017 that encompasses the period the project has been in rigorous implementation. In its closure, the project would be best suited for this evaluation.

### **1.5.2 Content Scope**

The gist of this study was on the CFS Methodology and how it promotes the right of children in schools. The CFS Methodology was explored to establish how it has contributed to promoting the rights of children in education.

### **1.5.3 Geographical Scope**

The study was conducted in the Central Region, in Kampala District. The study focused only on one district. The above mentioned district was explored basing on the schools that participated in the CFS Methodology.

## **1.6 Justification of the Study**

Several studies have been conducted to justify approaches to holistic school learning environment. More particularly, studies have been done to evaluate government programs like UPE, USE or the GEMS. While there are few studies on CFS, it was still important to establish the contribution of CFS in promoting the rights of children in schools and the community. It is upon this that the research was based; the research explored how the CFS reflects and realizes the rights of every child, how this approach cooperates with other partners to promote and monitor the well-being and rights of all children; defends and protects all children from abuse and harm (as a sanctuary), both inside and outside the school.

## **1.7 Significance of the Study**

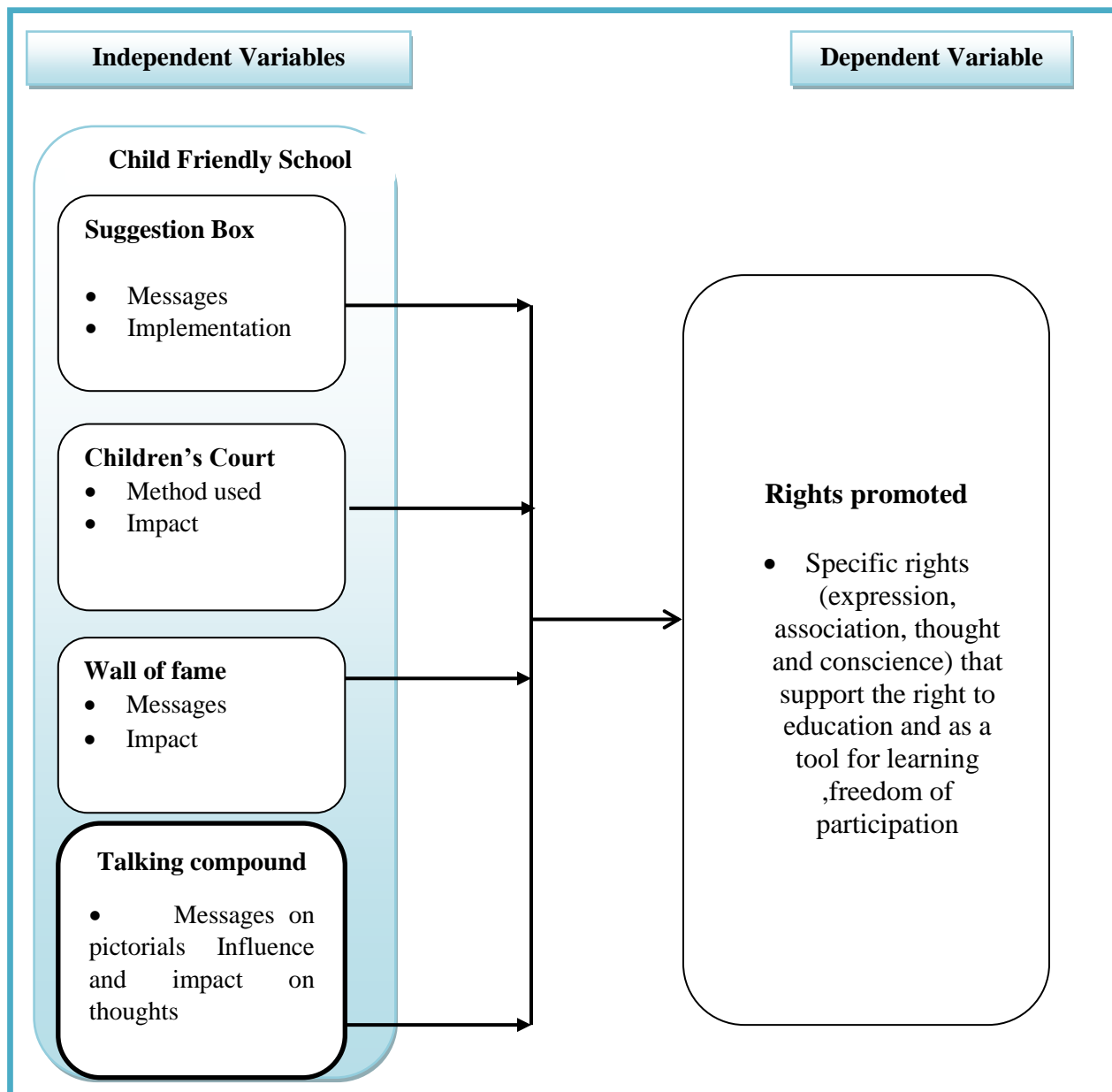
The intent of this study was to contribute to the overall knowledge base about CFS and it explored how it contributes to promotion of the rights of children. The studies explored the CFS approaches and informed policy makers, education practitioners, the line Ministry, government and non-governmental stakeholders on integrating best practices that encourage participation,

creativity, self-esteem, and psycho-social well-being. The study also influenced decisions towards promoting a structured, child-rights curriculum and teaching-learning methods appropriate to the child's developmental level, abilities, and learning style after carefully exploring, evaluating and documenting how these approach promotes rights of children in education.

This study helped to promote evidence based approaches in promoting the rights of children in education. It also unearthed the gaps in the CFS programming so as to improve the components in promoting rights of children in schools and in the community. Whereas there is proof of CFS Methodology in promoting quality learning outcomes, this study explored further how these outcomes promote the rights of children and improve the diversity of children in schools and in the community.

It was also significant in informing designers of projects to improve pragmatic guidelines to improve rights of children in their learning environment. More importantly, it informed AVSI Foundation top management on integrating CFS in other projects so as to improve school participation, enrolment, association that in turn enforces the right to education in the society.

## 1.8 Conceptual Framework



**Source:** Primary diagrammatic framework.

This framework displays the independent variables that compose the CFS Methodology components including the *wall of fame*, *children's court*, *talking compound* and the *suggestion boxes*. These factors are part of the SCORE CFS component. Children independently have rights to education, expression, participation, fair treatment and justice and association. The dependent variables have a strong influence towards achievement of the rights mentioned. Other extraneous variables include teacher commitment, ample space and time for learning, availability of local authorities' involvement in promoting rights of these children among others.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In this chapter, the review was focused on the literature relating to suggestion boxes and wall of fame, how it relates, influence or affects a child friendly school environment. Scholarly and theoretical aspects in line with the study were cited. This chapter reviews aspects on CFS Model and how it improves the rights of children both in schools and in the community.

#### **2.2 The UNICEF Child Friendly Schools Model**

The CFS framework was developed by UNICEF with the intention of incorporating the Convention on the Rights of the Child into school management systems and classroom practices globally. Thus, the right of every child to basic, quality education is at the heart of every CFS initiative (UNICEF, 2009a). They note that this human rights-based approach to education has positive implication for sustainable capacity development including the empowerment of girls and marginalized children such as those with physical or mental disabilities. As a result of the positive adoption of the CFS model in over 70 countries, UNICEF seeks to use this model as the preferred package solution to the education needs in all of the 154 countries it operates in (UNICEF, 2016). It is then important to explore these aspects of rights on children's participation in CFS school activities. This study explored the implications of this method in promoting rights of children in selected schools.

Additionally, it provides a framework for the planning, monitoring and implementation of the effectiveness of strategies used to increase access to basic, quality education (UNICEF, 2009a). There are five components of the CFS model: the inclusion of all children, academically effective and relevant for children, healthy, safe and protection, gender-responsive and community engagement and participation (UNICEF, 2006). The model seeks to holistically promote quality education through these components. No component is mutually exclusive, each of the five components is necessary in reinforcing conditions of each other.

The first component of the CFS model is universal education, the inclusion of all children regardless of their gender, race, ethnicity, socio-economic status, ability, language or culture.

Furthermore this component requires schools to seek out un-enrolled children in the community. The second component of the model refers to academically effective and relevant learning for all children irrespective of a child's ability. All children must develop life skills and knowledge to maximize their potential contribution to the community. This is supported by education policy frameworks centered on the right of the child, highly-trained teachers teaching a relevant curriculum and adequate learning materials. The third component of the model focuses on the area of health, safety and protection. The most important aspect of this is access to clean drinking water, sanitation and hygiene education. Additionally, it addresses the physical and emotional health of children while creating a safe learning environment free from physical violence.

### **2.3 Impact of CFS methodology on promotion of specific rights to education**

UNICEF's Child-Friendly Schools (CFS) Model is a programming strategy that is driven by a very simple idea; schools should operate in the best interest of the child. CFS seeks to improve education quality by transforming schools into healthy, proactive and protective learning environments; environments that promote inclusiveness, gender-sensitivity, tolerance, dignity and enable personal empowerment. UNICEF is involved in partnerships for CFS implementation in more than 60 countries around the world, where each country has adopted the Model to better serve its intent to improve education in the local context. Peterson (2006) argued that schools need to be enabling institutions. More specifically, he identified 'The Good School' (wall of fame and suggestion box) (p. 284) as one that fosters academic excellence whilst also contributing to moral fulfillment and he stated that schools must include 'much more than the teaching of multiplication and verb conjugation' (p. 284). This study sought to find out how these factors resonate around enforcing the rights to fulfillment of education in selected schools.

In a case study of Bosnia and Herzegovina, (UNICEF, 2010) the evidence that the number of schools participating increased by 20 percent (from 60 percent in 2004 to 80 percent in 2007), in a Raising Voices' study conducted in 2005 in Uganda, over 60% of children interviewed said they experienced violence at school on a regular basis. To address this urgent issue, we developed The Good School Toolkit; a holistic and sustainable methodology for creating violence-free schools (child friendly school) the methodology has reduces violence at school by more than 40% improving children's rights to achieving education.

UNICEF ensures holistic child development including promoting children's rights. Children's rights to education are of paramount interest (UNICEF, 2006). In line, exploring the impact of the CFS in promoting rights gives a clear picture of how the approach creates a difference in the lives of children participating in these CFS activities. Recognizing the inherently interactive and integrated nature of the CFS concept is critical to creating child-friendly learning environments. It is also proving to be a challenge on how best to determine where, when, and how limited resources should be applied dimension by dimension and cumulatively in order to ensure the best results, as well as the degree to which these results are truly making the school child friendly and ensuring the rights of children to a basic education of good quality (UNICEF, 2006).

Children and young people's participation is necessary for effective and respectful protection, as required by the United Nations (UN) Convention on the Rights of the Child (CRC) (UNGA, 1989). The most widely endorsed international human rights treaty with 196 ratifications or accessions, generally the CRC requires that children under the age of 18 years have the right to participate in accordance with article 12 and other pertinent provisions (e.g. Arts 13–17). Protection is also enunciated in numerous provisions throughout the text. In the CFS Methodology, children and young people's participation can have a significant impact upon processes and their results. Children and young people should be seen 'as survivors and active participants in creating solutions, not just as victims and problems' in emergencies (UNICEF, 2009).

The Uganda government is devising innovative approaches to keeping girls in school and promoting rights to education. One such initiative is the implementation of menstrual management practices of supplying sanitary kits to girls bringing the tabooed issue into the public realm (MoES et al., 2013). The academic literature supports the UNICEF rhetoric about the importance of normalizing girls' menstruation since many girls drop out of school as a result of being teased by their male counterparts about their monthly menses (Wambugu and Kyalo, 2014). Furthermore, it suggests that increased awareness of the importance of sanitation facilities for girls result in greater retention and educational outcome of girls in schools with the onset of menstruation (Kirk and Sommer, 2006). This has been achieved by CFS Methodology that encompasses counseling to girls entering puberty to try supporting them emotionally and ensuring they remain in school.

UNICEF (2009b) notes that basic resources such as instruction materials about the CFS model and qualified teachers are scarce. This places a huge burden on schools themselves. The academic literature supports this, such that Kanamba (2014) highlights that 90.6% of teacher's note that instruction materials are inadequate to their teaching. Similarly, Musila (2015) suggests that 70% of teachers highlighted that the classroom facilities in their schools were inadequate due to a lack of financial investment. These results are in line with those of Johnstone (2011) whereby he suggests that the most pressing issue preventing the effective implementation of the CFS model is the lack of learning materials available in classrooms, UNICEF (2009b).

## **2.4 Impact of CFS methodology as academically effective and relevant for Children**

UNICEF outlines several successes of the second component of the model: ensuring academic effectiveness and relevant learning for all children. One of the primary benefits of the CFS model is its adaptability to a specific country's context and regional contexts within a country (UNICEF, 2009b). In Uganda this has resulted in the translation of early class curricula into local dialects allowing all children the opportunity to access education through their mother tongue, improving the accuracy and speed at which they learn (UNICEF, 2009a). These breakthroughs to Literacy (BLT) programmes were available in nine local Ugandan languages by 2006 (UNICEF, 2009a). Furthermore, under The Right of all Children to Education (TRACE) the curriculum for Early Learning and Stimulation was developed in 16 local languages to aid the education of all children. This highlights a massive step in achieving academically effective and relevant education for all Ugandan children regardless of their ethnic and linguistic background.

One of the challenges in achieving the second component of the CFS model is that of inadequate academically effective and relevant learning for children (Johnstone, 2011; Kanamba, 2014; Kirk and Sommer, 2006; Musila, 2015; UNICEF, 2009b). There is a reoccurring theme across all three groups that a lack of adequate school facilities prevents the implementation of effective learning. Kanamba (2014) highlights that 75% of schools lack adequate classrooms, playgrounds and toilet facilities. Furthermore Musila (2015) looks at the factors influencing the implementation of the CFS programme in primary schools in Kangrundo Sub-county, Kenya and note that 89.4% of schools lack these facilities as well.

Textbook availability is a good proxy for the accessibility to the resources needed for effective teaching and learning; ensuring academic relevance in the CFS methods. Musila (2015) noted that some 89.4% of teachers state there are inadequate textbooks for effective teaching; while Kanamba (2014) noted this figure as 87.5%. He also highlights that 62.5% of teachers in Kenya noted the textbook-pupil ratio across schools as 1:3 while Musila (2015) notes 92.9% of teachers note the ratio as 1:4. This evidence suggests that teachers' ability to teach is hampered by the lack of teaching materials, in particular textbooks. This impacts the retention of children in school such that a lack of textbooks negatively impact literacy and numeracy ability. This contributes to high drop-out rates as children do not achieve good grades and are unable to transition to higher classes.

Furthermore, both UNICEF and the academic literature indicate the lack of teacher training required for the correct implementation of the CFS model (Kanamba, 2014; UNICEF, 2009b). This is supported by the statistic such that 62.5% of teachers received no training for implementing the CFS approach according to Kanamba (2014). Significant progress has been made in the implementation of teacher training to increase teachers' awareness of the CFS model (Kanamba, 2014). In Uganda, teachers are aware of the model as a result of the introduction of capacity building to ensure teachers awareness and adoption of the model. Similarly, progress meetings are held quarterly resulted in increased awareness and progress of the model. These training programmes and progress meetings have results in visible improvements in achieving the CFS model including a reduction in corporal punishment, the involvement of pupils in decision making, and the creation of a child friendly environment.

It is evident that improvements in the protection of children; majority of CFS schools provide a safe haven conducive to learning and free from danger (Musila, 2005). The physical and emotional health of a child is also vital for achieving CFS. Musila (2015) noted that emotional support is provided to pupils such that 71.4% of teachers agreed that psychological services are effective in supporting children reintegrate and learn in schools. The CFS component also embraces counseling and emotional support that reinforces learning and shuns harmful traditional practices including female genital mutilation (FGM) and child marriages.

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 pupils, regardless of gender or



background (UNHCR, 2016). 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 pupils regardless of background. The CFS appears to be particularly successful in creating an environment where female pupils feel safe, supported and challenged (UNHCR, 2016).

Many pupils experience individual barriers to learning (such as social, economic or health challenges), and the provision of high-quality instruction (i.e., active and innovative pedagogic techniques), while crucial to improving pupil outcomes, alone will not improve their performance (Adelman & Taylor, 2000; Osher, Dwyer & Jackson, 2004); educators face many barriers to addressing environmental and social factors including community-level disinterest, lack of knowledge and lack of resources. CFS Methods address challenges by building capacities of children to learn new ideas to promote inclusiveness in schools (*ibid*).

## **2.5 Impact of CFS in improving performance of children in Primary Schools**

Community driven initiatives promoted by local and international partners promote enforcement of rights to education (MOES, 2009). It is important though to establish efforts of these initiatives in improving performance of children in schools. Uganda's National Strategy for Girls' Education (NSGE) (2015-2019) developed in collaboration with UNICEF, highlights many of the successes of gender-responsivity with regards to girls' access to primary education, whereby access has nearly reached the ratio of one girl to one boy, access alone does not determine performance. This is supported by the academic literature whereby Kirk and Sommer (2006) note that in lower classes in primary school the gender ratio is equal, although by late primary school the number of girls drops dramatically. Community dialogues and school awareness campaigns promote rights to education and improve the likelihood of completion of school (UNICEF, 2015); this certainly weakens the performance of children in their latter schooling.

UNICEF's commitment to addressing the whole child in a rights-based, child-centered manner has great potential to capture the vision of teachers and communities, and in so doing, to start the process of school transformation. UNICEF occupies a unique place in the developmental

landscape as the interlocutor between grass roots engagement and national and international policy (UNICEF, 2015). This is an important position and can lead to mainstreaming. However, a critical step in realizing sustainability goals is to better understand and communicate information regarding the resources needed to establish and maintain a school's child-friendly characteristics beyond the duration of UNICEF's intervention by involving communities in understanding the components of CFS. This is also important as UNICEF's resources are never sufficient for it to do this at scale and yield maximum impact for children.

An estimated 115 million primary school-age children were not attending school in 2002 (UNESCO, UIS& UNICEF, 2005), and around 101 million were not attending school in 2006 (UNICEF, forthcoming). In addition to poor quality of education, such persistent challenges to school attendance as child labor, HIV and AIDS, civil conflict, natural disasters, chronic environmental degradation and deepening poverty continue to threaten gains in school enrolment and completion rates in many countries. 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 which can only be achieved if communities embrace education. If both quality and access are tackled, 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.

Most pupils feel that adults in their school provide important emotional supports and nearly all schools provide health education to support children's health and safety. The quality of school infrastructure (buildings and grounds, and instructional space) may have a relationship to pupil outcomes (Knapp, Noschis & Pasalar, 2007); Kirk and Sommer (2006) highlight how a lack of provision of sanitary protection acts as a barrier for girls attending school in southern Sudan. In Ghana the provision of sanitary towels and proper education on menstrual management and hygiene decreased the absenteeism rate from 21% of school days to just 9% of school days (Montgomery et al., 2012). Parents and communities should provide for their children in order to keep them in school and realize their rights to education.

According to UNICEF there is a wide variation across countries in the provision of basic resources including a continuous clean water supply. The CFS approach encourages holistic development of children. Although, UNICEF suggests that in a study, 16% of schools were

unable to achieve a clean supply of water (UNICEF, 2009b). The provision of basic requirements in life improves school attendance and performance. Fortunately, Uganda has made strides in the provision of clean water with the construction of latrines and safe water sources resulting in 500,000 children across 35,680 schools in Uganda gaining access (UNICEF, 2010). Communities should embrace WATSAN and manage water sources to ensure children stay in school and achieve their rights to education.

## **2.6 Conclusion**

In sum, the literature explores the CFS approach that encourages holistic development of children. It resonates around information about the quality of school infrastructure (buildings and grounds, and instructional space) as having a relationship to pupil outcomes. School attendance and its implications on academic performance are explored and education for children is described. CFS is featured in a rights-based, child-centered manner and has great potential to capture the vision of teachers and communities, and in so doing, it encourages the process of school transformation. Besides, the literature also cites the importance of community driven initiatives promoted by local and international partners in enforcing the rights to education. It is explored that initially lower classes in primary school have equal gender rate, although by late primary school the number of girls drops dramatically although UNHCR encourages efforts to include, encourage and support pupils, 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 have made.

## **CHAPTER THREE**

### **STUDY METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the methods employed in this study. The design, area, sampling, data collection methods and quality control measures were described. The Chapter also summarized the category of respondents that were reached. In this study, schools were reached and the methods were aligned to explore child rights issues from children, teachers and the school administration. The Chapter included the study design, study area, participants, data collection methods, data quality control, ethical issues and methods of data analysis.

#### **3.1 Study Design**

Mouton (1996: 107-108) defines research design as a set of guidelines and instructions to be followed in addressing the research problem. Mouton (1996:38) emphasizes that the overriding principle in the choice of the various techniques is that they must be appropriate for the task at hand. The task at hand was to assess the impact of the child friendly school in enhancing the right of education of children. A case study design was used in this study and the SCORE project was studied because the CFS Methodology was implemented within the Child Protection Objective of the project for seven (07) years. In that regard, case studies provided an opportunity for focusing on specific aspects of the study so as to generate in-depth data. The approach of this study was qualitative; with focus on how specific CFS programs in selected schools were utilized. Case studies provide an opportunity to focus and explore further aspects of a study. The study was descriptive in nature exploring the different components of the CFS Methodology. The study focused mainly on qualitative approach to allow simultaneous description of views, perceptions and beliefs at any single point in time.

#### **3.2 Study Area**

The study was conducted in Kampala District in Central Uganda focusing on a case study of selected schools within the district. Kampala has a population of 1.35 Million people with 288 primary schools. The study covered four schools in the district. The selection was based on the presence of CFS Methodology in practice over the years.

### **3.3 Study Population**

The study population was comprised of school based administrators, pupils, parents or guardians and a community leader. The school based administrators (head teachers, teachers and members of SMCs) shared about the CFS Methodology citing school experience; pupils who practically engaged in the CFS methodology were interviewed to provide explicitly their experience. Parents/guardians and community leader (Local Government official) are society actors and often examine what approaches school employ to foster learning thus they were employed to discuss what the entire community possess as the impact of CFS Methodology in promoting the rights to education in primary schools.

### **3.4 Sampling Techniques**

Purposeful sampling was used to select the administrators for personal interviews. The selection criteria were based on each school's potential to add to the understanding of the processes and procedures used to collect building-wide data. The selection of participating schools for this bounded case was uncomplicated. Since the overall study intended to determine the way CFS methodology contributes to the promotion of the rights of children, four schools took part in the study. All participants for this study were recruited through "purposeful selection" strategy which, by one definition (Maxwell, 2005), denotes that "a selection strategy in which particular settings, persons or activities are selected deliberately in order to provide information that can't be gotten as well from other choices" (p. 88). Schools were purposefully selected in order to generate results in this study. Thirty-two (32) parents/guardians were recruited in the study; they were purposefully selected on the basis of their interest to participate in the study. One (01) Local Government official was included in the study. Eight (08) school based administrators (head teachers, teachers and members of SMCs) were reached at their specific schools. 32 Pupils from the four schools (two private schools and two government schools) were sampled and randomly selected to participate in the study. Lists of all primary schools were obtained from the SCORE project's CFS inventory. Random selections of four primary schools from Kampala district were selected respectively.

The administrators interviewed for this study were purposeful selected, in that they are the leaders of their respective schools, and understand best the process utilized within the school with regard to pupil’s behavioral data. In order to achieve a thick, rich descriptive for the case (Esterberg, 2002; Merriam, 2002), it was important to include various administrators from within the schools.

### 3.4.1 Sample Size

<b>Participants</b>	<b>Sample size</b>	<b>Data Collection Method (s)</b>
School based administrators (Head teachers, teachers and members of SMCs)	08	In-depth interviews
Pupils	32	04 Focus Group Discussion Sessions
Parents/guardians	32	04 Focus Group Discussion Sessions
Local Government officials	01	In-depth interviews
Civil Society Organizations (Implementing partners)	02	In-depth Interview
<b>Total Study Population</b>	<b>75</b>	

### 3.5 Data Collection Methods

The researcher relied on both secondary and primary data which she acquired through use of structured interviews that were administered to respondents. The researcher visited schools and observed the child protection activities being implemented. The researcher felt that by applying the methods of collecting data below, she would have access to first-hand information hence enriching her study.

#### 3.5.1 In-depth Interviews

The in-depth interview is a technique designed to elicit a vivid picture of the participant’s perspective on the research topic. In this study, the interviewing techniques were motivated by the desire to learn everything the participant can share about the research topic. The researcher engaged school based administrators (head teachers, teachers and members of SMCs) of the two

schools in Kampala district by posing questions in a neutral manner, listening attentively to participants' responses, and asking follow-up questions and probes based on those responses. The main idea was to explore in-depth knowledge from the school heads and the board on their own ideas of how CFS methodology is creating an impact in promoting the rights to education. The Local Government officials, Civil Society Organizations (Implementing partners) were engaged in in-depth interviews. These interviews were usually conducted face-to-face and involved one interviewer and one participant. In-depth interviews were useful for learning about the perspectives of individuals, as opposed to, for example, group norms of a community, for which focus groups are more appropriate. It was also accomplished by being attentive to the in-depth explanations participants provided (Natasha Mack et.al, Family Health International, 2005).

### **3.5.2 Focus Group Discussions**

Focus groups are qualitative data collection methods effective in helping researchers learn the social norms of a community or subgroup, as well as the range of perspectives that exist within that community or subgroup. Because focus groups seek to illuminate group opinion, the method was especially well suited for socio-behavioral research and it was used to develop and measure services that meet the needs of a given population. The researcher used this method with the children to understand their knowledge, and attitude on the CFS Methodology. Focus Group Discussions provided opportunity for pupils to express themselves in a more neutral way. Parents and guardians of the pupils were also engaged in two FGD sessions. It was an opportunity for the parents to share their group opinion on the impact of the CFS Methodology in promoting children's rights both in school and in the community. The sessions were tape-recorded. The moderator led the discussions by asking participants to respond to open-ended questions – that is, questions that require an in-depth response rather than a single phrase or simple “yes” or “no” answer that young children are fond of (Natasha Mack et.al, Family Health International, 2005). Focus groups generate alternative views on an issue and the intention is not to reach consensus. Focus group discussions do not require formal training of moderators and observers but the literature does recommend interpersonal skills (Baarnhielm S et.al, 2002). An advantage of using the focus group discussion (FGD) to collect original data is the connection with oral traditions, which makes it preferable when participants have little or no educational background. The pupils who hardly read or write were orally assessed using the focus group sessions. Further,

focus group discussion was relatively easy to arrange, inexpensive, and flexible in terms of format, types of question, and desired outcomes.

### **3.5.3 Observation Method**

The study observed the CFS methods being implemented in the selected schools. The researcher also observed the trend of usage and the way children communicate ideas in the CFS Methodology. It was important to record a trend on the wall of fame, and the messages included in the talking compound were analyzed among children to assess whether it promotes the right of children in terms of association, freedom of speech among others. This method entailed observation and note-taking of the different phenomena or aspects related to what exists in the school, the general conduct of pupils, the dress code, and punctuality.

### **3.6 Data Analysis**

Qualitative data was analyzed following the steps suggested by Miles and Huberman (1994). Miles and Huberman (1994) suggest that qualitative data analysis consists of three procedures namely data reduction, data display and conclusion drawing/verification. The first step, mass of qualitative data was reduced and organized, for example coding, writing summaries, discarding irrelevant data and so on. In this step, the researcher tried and discarded all irrelevant information. In data display step, the researcher drew conclusions from the mass of data. Miles and Huberman (1994) suggest that a good display of data, in the form of tables, charts and other graphical formats is essential. In the third step, the researcher drew conclusions and or verification. The researcher used the data to develop conclusions regarding the study. Thematic and narrative analysis was used to analyze the findings. The qualitative data from interview responses were transcribed, sorted and classified into themes and categories in order to assess the general and specific objectives of the study. This was scrutinized, analyzed, collated and presented in form of paraphrase and quoted upon obtaining permission from respondents.

### **3.7 Ethical Considerations**

The researcher sought permission from the head teachers who then introduced the researcher to the teachers, pupils, and the SMC members. In addition, each data collection instrument contained an open introductory letter (requesting for the respondents cooperation in providing the required information for the study) and a consent form.



### *Informed consent*

Consent was sought from the parents and guardians of the children to participate in the study. The participants were informed of the consent process that they have the right to remain anonymous; therefore their real names were changed to fictitious ones. Also, any situation that disclosed personal details were omitted and/or changed with a fictitious equivalent. Participants had right of withdrawal from the research in any moment in case of distress or any factor that inhibits them from participating.

Copies of the draft of the written report and the transcripts were available to any participant who requested them at any point during the duration of the study. Any information obtained in connection with this research study that identified the respondents was kept confidential. In any written reports or publications, no one was identified or identifiable. The researcher and his supervisors were the only ones who transcribed and read the transcripts respectively.

### *Confidentiality*

The nature of the participants and the sensitivity of the topic pose important ethical issues. The participants were invited to interact in a way that is funny, informal, creative and totally stress-free, with minimal prompting or structure from the researchers. All information acquired from the participants was kept with utmost confidentiality. Pseudonyms were used in order to protect and enforce the privacy of pupils; informed consent was sought from all adults. The respondents were further assured of confidentiality of the information provided and that the study findings will only be used for scholarly purposes.

### *Protection from harm or risks*

During the interviews, the participants were protected from any kind of physical and psychological distress and they had the right to withdraw from the sessions for any reason whatsoever. There is some risk that if someone sees my notes or audio recordings or overhears the interview or focus group conversation that they might learn about some things the participants say in an interview. To protect participants, interviews were held in a space where others could not easily overhear our conversation. I did not use children's names when taking notes and used a secret code to take notes about any child such as his/her age or where he/she lives. I kept all of my notes and audio recordings of our interview in a password locked file on my computer and only I had access to the combination to open it.

### *Ethical committee approval*

The study was approved through the Institute of Research and Graduate Studies of Uganda Martyrs University.

### **3.8 Validity of Instruments**

Validity is the extent to which the instruments used during the study measure the issues they are intended to measure (Amin, 2005). To ensure the validity of the instruments, instruments were developed under close guidance of the supervisor. After the questions being designed, they were pre-tested to a sample of people so as to identify ambiguous questions in the instruments and to be able to realign them to the objectives.

### **3.9 Dissemination of Findings**

The research findings were publicly disseminated through the researcher's Masters Dissertation as well as academic presentations made to defend the thesis. The researcher may additionally use the data in subsequent academic papers. Besides, the chapters might be used in writing articles in information sharing forum or conferences.

### **3.10 Limitations of the Study**

It was probable that the researcher might be financially constrained when reaching out to all the study participants. Besides, the nature of the topic might make some of the respondents shy away from participating and/or providing information required in the study. Being a critical matter and a subject of a human rights concern, some of the participants denied providing reliable information for the comprehensive documentation of the research. The researcher informed them of the mandate of the research.

The study project was a process and it was limited by time. The researcher found some difficulties in meeting the deadlines based on the nature of the research and the localities of the respondents. This was a time-bound project that had to be concluded within a specified period. Despite this, the researcher tried as much as possible to follow the designed timeframe for completion of the thesis as required by the University Research and Graduate Studies' Directors.

## **CHAPTER FOUR**

### **PRESENTATION OF FINDINGS**

#### **4.0 Introduction**

This study sought to assess the impact of Child Friendly School (CFS) Methodology in schools in promoting the rights of children in Kampala District. This chapter presents and discusses the findings of the study. Data collected is interpreted in reflection to the research objectives. The presentation of the findings and conclusions has been made in such a way that they reflect the original views and perspectives of the study respondents which are supported by excerpts of our conversations. Explanations are also provided though the findings are limited to what the respondents themselves said. They have been arranged in three main sections as exploring the different objectives of the impact of CFS methodology on promotion of specific rights; as an effective tool for learning and participation of children and exploring the impact of CFS in improving performance of children in primary schools.

#### **4.1 Study Participants**

The participants of study including representatives from the CSOs, school based administrators, parents and pupils of four selected schools including Kawempe Mbogo PS, Mackay Memorial PS, Hope Infant PS, Cecilia and Paul PS were involved in this study. A total of 75 participants were recruited in the study. The discussions were participatory and interviews were held after seeking consent and assent from parents, teachers and children, local government and CSO representatives respectively.

#### **4.2 Impact of CFS on promotion of specific rights**

The study explored the impact of CFS on promotion of specific rights in schools and in the general society. The analysis of this objective of the study is clustered into subthemes focusing on what CFS means to respondents, how child friendly approach has promoted specific rights, how the CFS approach is being implemented, how child friendly schools are promoting specific rights to expression, how child friendly schools are promoting specific rights to association and how these CFS Methods have promoted children's own rights to education.

#### **4.2.1 What child friendly schools mean to respondents**

A cross-section of respondents of the study was aware of what child friendly schools were. While they provided varied meanings to the approach, they were open to identify how these approaches promote rights to fulfillment of education in the Ugandan and the international context of the CFS approach. One of the participants from CSO noted that:-

Child friendly schools are schools that promote a child to know more about his or her rights. A child gets to know how to speak, debate, to know more about his or her rights. It helps a child to grow in a proper manner. It means to me that when a child is taken to school, if it is friendly, things go in a way that he or she can get accustomed to and improve on his or her studies - In-depth Interview with Implementing Partner (FXB Uganda Offices, 27<sup>th</sup> Aug, 2018)

Respondents noted that these schools are environments where children freely learn and express themselves. They also cited the cooperation and close collaboration with the different stakeholders as a justification of a CFS. The respondents also noted that it is a school where learning and teaching takes place but with appealing school environment. Excerpts from the responses describe the knowledge and specifics of the CFS approach, children and teachers alike were open to share their own knowledge of what constitutes this approach. Asked what child friendly school means, Pupils noted during FGD, “It means a school which is friendly to a learner. A school with cooperation between children and teachers”; teachers and implementing partners also noted that:-

According to me, this is a school that provides an environment that encourages a learner to be at school. CFS means cooperation between parents, teachers and learners – Interview with Deputy Head Teacher, Hope Infant School, (31<sup>st</sup> August, 2018, Kawempe)

I think it is a school which has all learning and teaching facilities and large school compound, environment and where teachers are friendly to children and vice versa. Where there is transparency and good cooperation between authorities and parents – In-depth Interview with Implementing Partner (FXB Uganda Offices, 27<sup>th</sup> Aug, 2018)

Participants cited the proactive nature of children to regularly attend school as an indication that schools are friendly. The friendly nature makes children feel at home while in school and are active in different school programs. Others also mentioned that it is a violence free environment where children can pursue their education. Teachers and parents alike emphasized the physical and infrastructural component of the approach as a contributing factor to the love, care and attention to children during their school times. The teachers noted:-

A CFS is a school loved by children and one that has requirements for children to learn including libraries and material aids. – Interview with Teacher, Mbogo PS, (30<sup>th</sup> August, 2018, Kawempe)

It simply means a school where children love to go to school because what is done in school including being taught about their rights and not undergoing corporal punishment. They are treated as children in a home away from home. Teachers act as parents. The school should be friendly to a child. That's what I know about a CFS. – Interview with Head teacher, Cecilia and Paul PS, (28<sup>th</sup> August, 2018, Namuwongo)

Parents as well were excited to share their experiences and the impact of CFS on their children and how the environment encourages learning. The presence of children at school encourages learning and parents are excited when their children perform actively in school activities. One of the parents noted that; -

It is a school that makes a child feel at home while at school. They are kinds of schools with environments that encourage learning and carry out different activities both indoor and outdoor. (*..rain in the background*) – FGD with Parents of children of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe)

#### **4.2.2 How the child friendly approach has promoted specific rights**

The CFS approach was cited as an important method in promoting children's own rights to learning, speech and expression. The rights to a friendly school environment were also cited by respondents of the study. School administrators in a specific way noted that the CFS approach encourages children to be assertive in demanding their rights to education. One of the deputies noted that:-

Learners have come to understand their rights including speech. Children can nowadays approach you and express themselves on what they exactly want. Then, there is also right

to education because pupils demand their parents to come to school. There are some entertaining aspects of the CFS approach in schools. – Interview with Deputy Head Teacher, Hope Infant School, (31<sup>st</sup> August, 2018, Kawempe).

The right to participation in different learning approaches is fundamental. The children also have a right to play and the CFS method encourages different participatory games. The competitive nature of these games promotes learning as a fundamental right of children world-over. Parents also noted that the children are disciplined in a CFS and thus are willing to attend school which in turn enables them acquire their fundamental right to education. Parents and pupils alike were open to share their own understanding of the right to participation. Below are excerpts of their discussions;

A child friendly school has helped to promote rights of children in that teachers get to know behaviors, attitudes and perceptions of their pupils. The teacher also enforces the rights based approach stipulated in their methodology guide so it helps to protect, conserve and promote the rights of children. The teacher understands the children since they have a relation in class and outside class. – FGD with Parents of children of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

This CFS has helped teachers to be friendly to children. It also shows the distinction between colors and addresses concerns of children. It enables them to actively participate and learn since they are friendly with their teachers. In this school we are categorized in house colors and it encourages competition. A child friendly school has helped to promote rights of children in that teachers get to know behaviors, attitudes and perceptions of their pupils and enables us fit in the society we are in. children perform and behave well as usual. – FGD with Pupils of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

The awareness created on specific rights in schools through the talking compounds, children's courts and the wall of fame encourages children to not only demand for but also change their behavior, attitude and perceptions on issues that affect learning in school. The right to play has been mentioned by a number of respondents incorporated in the CFS approaches. Play therapies and physical exercises are incorporated in the different CFS methods and thus do promote children's rights. Many of the respondents hypothesized as listed below:-

It has led to improvement on a number of aspects among pupils in that learners have known their rights and how to perform them and what limitations they should exercise. It has promoted the right to play during co-curricular activities. If they are in academics only, they get bored by the physical exercises; MDD enforces their rights to play. – Interview with Teacher, Mbogo PS, (30<sup>th</sup> August, 2018, Kawempe)

CFS approach has promoted specific rights in schools in different ways. These children guided by their teachers express themselves on issues that affect them. It ranges from class to outside issues. They can resolve their own issues. It also guides them to associate freely which promotes friendship. It has also helped them to love studies as a right to education – Interview with Head teacher, Cecilia and Paul PS, (28<sup>th</sup> August, 2018, Namuwongo).

### **4.2.3 How the CFS approach is being implemented in schools**

There were diverse views on how the approach is being implemented in schools. The Implementing Partners, school authorities and CSOs were open to discuss how the schools are either trained or encouraged to use a number of approaches in implementing the CFS program. Pupils alike discussed how the approach is being implemented in their own schools. The discussions entailed the parties involved, the methods applied and the approach used and its implications on learning, association and fulfillment of the rights of persons in schools. One of the IPs noted that leadership was one of the core aspects of the CFS approaches in schools.

Oh, these schools train leaders among the pupils, and they grow up when they can speak, read and they have disciplinary committees and pupils are able to make decision and they know the rules and regulations in school. They know what to do at the right time and at the right place - In-depth Interview with Implementing Partner (FXB Uganda Offices, 27th Aug, 2018)

Interestingly, schools that were partially involved in the SCORE project were open to inform the researcher that they weren't aware of the CFS methods. The CFS approach in this school was later introduced and the children were not as grounded in it like other formerly induced implementing schools in Central Uganda. The fact that the children themselves speak about their unawareness of the program significantly informs the researcher of the differences observed in

the school as compared to other case implementing schools. In one of the schools, (Mackay Memorial), the pupils noted this:-

No, we don't know about this. It is the teachers who partially know about this. The teachers and partners come up with these approaches and methods. – FGD with Pupils of Mackay Memorial PS, (29<sup>th</sup> August, 2018, Rubaga).

School heads and administrators described what the CFS methods entailed in the context of their own schools.

We have established groups, clubs and associations or activities including Young Farmer's Club, Debating Club, Young Writer's Club, MDD and Scouting. These groups or activities bring learners together and informs them of other important aspects of life. – Interview with Deputy Head Teacher, Hope Infant School, (31<sup>st</sup> August, 2018, Kawempe).

One, we have talking compounds where learners read and express what they learn. Two, learners have brightened up their brains and children now know the partners in learning – parents, teachers and pupils. – Interview with Director of Studies, Hope Infant School, (31<sup>st</sup> August, 2018, Kawempe).

In one of the schools, the teacher was able to list a number of clubs and associations that he feels constitutes the CFS Methodology. The respondent also noted the importance of all these approaches that created a mutually understandable relationship between pupils, parents and teachers.

In Mbogo PS, we implement in clubs like school health clubs, debating clubs, sports and talking compounds, prefect body. It has all helped to improve in motivating children to love school. The relationship between teachers and parents help to motivate children to learn. – Interview with Teacher, Mbogo PS, (30<sup>th</sup> August, 2018, Kawempe).

More importantly, the Head teacher of Cecilia and Paul PS similarly described how they implement the approach in their school. The response described how they have a court-like



approach to solving issues faced by children in schools. The differences in implementation also signifies the differences in enforcing the rights of children to education.

CFS approach is implemented in different ways including debating clubs, talking compounds, games and sports where children associate. We had also started on children's court where they address issues that affect them. They have their own lawyers and advisors and they learn through their own initiatives. Lastly, they have the wall of fame that encourages them to work hard – Interview with Head teacher, Cecilia and Paul PS, (28<sup>th</sup> August, 2018, Namuwongo).

The interactive nature of the approach and the strengthening of rights of children both at home, school and communities was emphasized by parents involved in the study. One of the parents noted that:-

CFS is being implemented in a way where pupils and teachers interact within the school setting and practice the specifics in the approach. The attention is drawn to the rights of the child and the environment in which they study – FGD with Parents of children of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

#### **4.2.4 How child friendly school approach has promoted specific rights to expression**

The respondents also expressed their own ideas, knowledge and attitudes towards the CFS approach in promoting the rights to expression. In general, the respondents were complacent in identifying the way the approach has encouraged assertiveness and confidence to talk upfront of big audiences, ability to discuss what is right and wrong with teachers among others. One of the implementing partners significantly described how debates promote expressions in form of discussions and how it encourages self-esteem.

Yeah, aah, okay these schools have helped children to express themselves in a way that while debating, these children are able to know what to raise and discuss. The self-esteem is boosted and they know what is distinctly appealing to their listeners - In-depth Interview with Implementing Partner (FXB Uganda Offices, 27th Aug, 2018).

The debating clubs encourages expressions. The *proposers* and *opposers* encourage expression. The relationship between children and teachers encourages children to

approach teachers and express themselves. Guidance and counseling also encourages expression. The suggestion boxes are ways in which they express their issues in confidentiality. They also do quizzes and this encourages participation and they express themselves – Interview with Teacher, Mbogo PS, (30<sup>th</sup> August, 2018, Kawempe).

The school heads and administrators just like the pupils noted that the approach through debates, talking compounds and children's courts have encouraged expressions. The children are to speak out what is in their mind. Pupils noted that, "the messages encourage us to talk and advice each other" – FGD with Pupils of Mackay Memorial PS, (29<sup>th</sup> August, 2018, Rubaga). One of the head teachers also noted that "learners have positive attitudes in their lives, because they can stand in front of an audience and express him or herself. They can speak out their mind concerning anything they want to talk about." – Interview with Deputy Head Teacher, Hope Infant School, (31<sup>st</sup> August, 2018, Kawempe).

The friendly nature of the approach also encourages children to interact with teachers and vice versa. The DOS of one of the schools noted that "children have become friendly and approachable to teachers. If a teacher is cruel, children hardly learn. If they are friendly learning happens simultaneously" – Interview with Director of Studies, Hope Infant School, (31<sup>st</sup> August, 2018, Kawempe). Pupils of one of the schools also had this to say:-

Through debating, we learn how to speak or to seek audience from others through debating where they can physically express. It has promoted learning where children express themselves with ease. Children audibly talk, and are assertive and show their competence by sharing knowledge and skills. They also interact with teachers. – FGD with Pupils of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

Some of the pupils also noted that the CFS approach encourages them to express talents and identify their own potentials not only in class but in the extra-curricular activities of the school. The pupils also noted that the CFS has encouraged them to enforce their own freedom of expression in terms of creed and religion.

CFS empowers children to express talents for instance exhibiting talents during physical education in and out of the class setting. CFS has helped us to know our religion, on Fridays Muslims go to pray. CFS promotes our rights to express ourselves including religion. – FGD with Pupils of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

The Deputy Head teacher strengthened this response by emphasizing that “the CFS helps train a child to have rights to talk, express his or her feelings in any situation. – Interview with Deputy Head Teacher, Hope Infant School, (31<sup>st</sup> August, 2018, Kawempe).

Not only have these approaches been cited for promoting rights, others also asserted that they do encourage morals that promote attachment to cultural values replicated in schools and communities. While the children’s courts encourage children to sort their school issues, debates encourage role taking and thus children fulfill their rights to education in its holistic form. In the quotations below are responses from the Head Teacher of Cecilia and Paul PS and from parents of pupils from Hope Infant PS.

*Aah*, promoting specific rights to expression have been done by allowing children to sort their own issues through debates and children’s courts. They express themselves when we organize games and sports. Children talk about the impact of referees and express themselves when they are not officiating games well. The leaders in school also express themselves – Interview with Head teacher, Cecilia and Paul PS, (28<sup>th</sup> August, 2018, Namuwongo).

The school enables learners to learn morals and they become disciplined. They are able to tell what is in mind and their self-esteem is boosted – FGD with Parents of children of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

#### **4.2.5 How has child friendly school promoted specific rights to association?**

This section summarizes responses from parents, teachers, administrators, CSOs and pupils on how the CFS approach has promoted specific rights to association. The association entails interacting with teachers and all stakeholders, in clubs and societies among others. Pupils in school noted how the approach helps them practice their own rights to association.

These CFS Methods have helped children to cooperate through associations. In these groups, we learn from each other. We learn English, and associate well with our peers. It has promoted our development of talents. While in the groups, we discover our own talents. We have a right to associate and as peers we know how to associate and who to associate with. All this is part of the CFS Methodology. – FGD with Pupils of Kawempe Mbogo PS, (30<sup>th</sup> August, 2018, Kawempe).

The cooperative, fulfilling and inspiring nature of the CFS approaches also enforces the right to association. An implementing partner discussed how the approach has been effective in shaping children's behaviors in school thus fulfilling their rights to association.

Yeah, yeah, yeah, even that right to association. They associate in manners that are friendly, cooperative and this helps them promote their association - In-depth Interview with Implementing Partner (CSO).

The clubs and societies have helped to promote the close relationship and association and children have always learnt from each other. The expression and zeal to learn enforces the right to education in school and encourages children to attend school. In school, the children are involved in competitions, club activities and societies that further encourage them to associate between themselves, parents and the school authorities thus fulfilling the right to education. The wide range of responses below describe how these clubs and societies, debating clubs and children's clubs have encourage and improved the right to association in schools.

CFS has enabled learners to be clustered in groups and associations including debating, young farmer's groups, talking compound members, these associations create unity and the children learn different skills. – FGD with Parents of children of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

MDD, Children's court and debates makes them associate together and make friends. I think this covers it. During competitions, children associate. In friendly games and matches children associate among themselves. – Interview with Teacher, Mbogo PS, (30<sup>th</sup> August, 2018, Kawempe).

#### **4.2.6 How CFS Methods promoted children's own rights to education**

In its holistic nature, the CFS was also explored to find its efforts in promoting children's own rights to education. Children, teachers and parents were open to discuss how the CFS approach has promoted their own rights to education; school and home environments are all essential in promoting children's right to education thus parents also cited examples how these method and approaches have promoted children's right to education. Staffs from IPs within the CSOs cluster approached and interviewed noted that:-

There are so many rights that CFS approach promote. In line with education, they always inform the children about their rights to education and parents have the obligation to pay their school fees. They tend to get motivated when they know the specific issues involved in this approach and how it promotes education - In-depth Interview with Implementing Partner (FXB Uganda Offices, 27th Aug, 2018).

Pooh, the talking compounds, the wall of fame... (...). These approaches help the child to ... (...). The right to education motivates them to go to school. Since the school has the talking compounds, wall of fame and others, it motivates them to always go to school - In-depth Interview with Implementing Partner (FXB Uganda Offices, 27th Aug, 2018).

Pupils themselves described how the CFS method enables understand what is right and wrong. Consequently it encourages them to participate in school with boundaries. The right to expression alone encourages them to learn new ideas and concepts thus enabling them to fulfill their own rights to education. One of them noted that:-

These CFS methods have actually informed children on what is required of them as young people and how they can participate in school activities. They also receive religious knowledge which is part of learning. We also learned on our rights to play, when to play and where to play – FGD with Pupils of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

The CFS approaches in some schools have encouraged participation in school activities. The learning process has been uplifted and children embrace the approach in its totality. The wall of fame encourages competition; strong, motivated and bright students are rewarded with bursaries in schools. This was cited in both Mackay and Hope Infant schools by pupils and the deputy head teacher respectively.

In our school, we have bursaries. These bursaries are based on performance of children in a wide range of activities including the CFS Methods like being present on the wall of fame. These bursaries are provided in accordance with these activities. In terms of academics, if they become first, they are offered bursaries. The wall of fame is a motivation. Children always want their names to be displayed on these walls. It is

competitive and a motivation to them. – FGD with Pupils of Mackay Memorial PS, (29<sup>th</sup> August, 2018, Rubaga).

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The CFS elements have been cited as important in improving their rights to education. The school clubs and talking compounds are significant in practicing what they learn and in learning new concepts in school this significantly helping to have access to what is required in educating them by using different approaches. An administrator in one of the schools had this to say:-

When these children participate in these talking compounds, debates and use the wall of fame, they exercise their own rights to learning which in turn improves performance and they are prepared for a bright future. – Interview with Director of Studies, Hope Infant School, (31<sup>st</sup> August, 2018, Kawempe).

Supposedly one of the teachers cited the need to have parents, children and teachers practice their own roles in ensuring that they are well grounded in the school programs so that the CFS approach helps them meet their rights to education. The audacity and openness to share encourages children to learn and parents embrace schooling if they know their children are performing well in all school activities.

The CFS methods encourage children to like school. Although parents have a role to play, if children do not have love for school they will not enjoy their rights to education. This approach has made some children to always want to stay in school. Sometimes even when the bell has been rang for children to go back home, some always want to stay around and practice some of the CFS Methods. The school has initiated a program that provides sanitary wears to girls and this encourages them to come to school. The openness to share their issues is learnt through these CFS Methods and thus it promotes

their own rights to education. – Interview with Teacher, Mbogo PS, (30<sup>th</sup> August, 2018, Kawempe).

Significantly, the Head Teacher of Cecilia and Paul PS explored in-depth how these approaches have promoted rights to education in its holistic nature. The pro-activeness, appealing traits and characteristics of teachers, administrators encourages children and parents to understand what happens in school and attendance is always skyrocketing.

CFS methods have helped in promoting own rights to education because if a child is friendly to the school, they are motivated to come to school. If a child is friendly, the books and uniforms that parents buy are used well. A right goes hand in hand with responsibilities of children. It also ensures children are not absent school. The CFS approach promotes pro-activeness and children no longer pretend to be sick and they come to school willingly. One time I asked a question “During morning and evening, when do you think children are happier?”. In most schools, children go back home running but come to school moving slowly but if a school is friendly, they run to school and this promotes the practice of fulfilling their rights to education. When a child is friendly to a school, he or she will learn better with a commitment and this promotes their right to education (eeh). The child will not fear teachers of difficult subjects. – Interview with Head teacher, Cecilia and Paul PS, (28<sup>th</sup> August, 2018, Namuwongo).

Parents described how the approaches can encourage children to learn about their rights including that of education and later practice these rights in the community. The differences between roles, responsibilities and rights are well stipulated both in the school and the community thus children are able to understand what affects their learning and how they can address them.

CFS Methods encourages children to study about their rights and later understand this in context of the community. The learner gets to know the rights of the child and the boundaries of his or her rights. – FGD with Parents of children of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

Children get to learn aspects in line with education and fundamentally understand it as part of society. – FGD with Parents of children of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

### **4.3 Impact of CFS as an effective tool for the learning process**

This sub-section or objective describes how the CFS is a motivation to go to school; how the approach promotes actual participation in class, how the approach also encourages keeping time in class and how it improves children participation in asking questions in class. The impact of this approach on attendance and active involvement in school is also explored. The objective intends to explore the approach as an effective tool for the learning process that starts from home, school and in the community.

#### **4.3.1 Impact of CFS as a motivation to go to school**

The teachers and school administrators cited the self-driven nature of children who have experiences of the CFS to come to school. The activities in school allow children to memorize easily and children have the can-do-attitude required in learning. The friendly nature of these activities also encourages them to come to school and meet their colleagues. Their motivation to participate in these activities encourages them to go to school.

*Shh*, since these schools are child friendly, this helps them go to school. While at school, they participate in activities like debating, wall of fame among others. They become self-driven to go to school because of some of the components of the CFS approach – In-depth Interview with Implementing Partner (FXB Uganda Offices, 27th Aug, 2018).

Actually it has motivated learners to come to school in order to meet their own friends and colleagues in the same clubs or associations –FGD with Pupils of Mackay Memorial PS, (29<sup>th</sup> August, 2018, Rubaga).

The pupils themselves asserted that the friendly nature of the teachers implementing this approach has encouraged them to come to school. Even in subjects that children hardly enjoy, teachers are able to relay information in a friendly manner encouraging children to attend school. The pupils informed the researcher that they have been compelled to come to school because of the friendly teacher-pupil relationship.



CFS have enabled children; especially me to come to school. The teachers especially the mathematics teachers if he is not friendly, children tend to shy away. A friendly teacher creates a learner-teacher relationship that accommodates all strengths and weaknesses of the children and this motivates children to go to school. Once a teacher asks questions and pupils respond, they positively respond thus they get motivated to attend school – FGD with Pupils of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

The parents were instrumental in discussing about the active school activities like singing, dancing, school debates and clubs or societies in encouraging the children to attend school. The friendly natures in school and in situations when teachers concentrate on making them understand they become encouraged to attend school. The parents were expressive of what composed these activities “When teachers are friendly and when the children sing, dance and play, they are motivated to return to school. Children will then demand parents to send them school”. – FGD with Parents of children of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe). They also noted that “CFS motivates children to go to school, if at school teachers are friendly; children are encouraged to attend school.” – FGD with Parents of children of Kawempe Mbogo PS, (30<sup>th</sup> August, 2018, Kawempe).

When school staff are welcoming, children report to their parents what transpires in school and the teachers concentrate on making them understand in school. – FGD with Parents of children of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

Pupils also noted that some of the approaches in the CFS school is refreshing and encourages development of talents; an initiative that encourages them to spend their free time wisely. In the end, they are motivated to go to school. One of them had this to say:-

Some of these methods are relaxing to children, if I’m tired and exhausted in class, I can relax in the debating clubs, and keep admiring the talking compounds so I become motivated to attend school always. Play materials like for those in nursery schools encourages children to go to school. It is why nursery children always like going to school. Open conversations with teachers also improve relations with teachers and children get motivated. Teachers should often interact with children. – FGD with Pupils of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

Similarly the DOS of one of the schools emphasized the friendly, cooperative and engaging aspects of the approach as a motivation to come to school. The teachers noted that children are willing to stay in school for long hours especially when their parents return home late; their decision to stay for long is because the schools are friendly for them to stay in.

When parents, teachers and children cooperate, they engage the children in these approaches and children get accustomed and willing to always attend school – Interview with Director of Studies, Hope Infant School, (31<sup>st</sup> August, 2018, Kawempe).

There are some children who stay home and their parents return home at night. Children rarely see them so because of the great CFS methods, we become parents to these children – Interview with Teacher, Mbogo PS, (30<sup>th</sup> August, 2018, Kawempe).

Not only will their attendance show the importance of their concentration in school but their positive performance indicates the importance of having them in school.

It is as I mentioned, if a school is friendly, a child is free to express feelings on what is happening at school. They always want to attend school. The child will be in position to improve in performance because CFS they feel active and would want to please the teachers – Interview with Head teacher, Cecilia and Paul PS, (28<sup>th</sup> August, 2018, Namuwongo).

#### **4.3.2 Impact of CFS in actual participation in class**

While there is regular attendance in school, the impact of the approach on actual participation was also explored in the different schools reached by the study. The study informed the researcher about the importance of the CFS in boosting self-esteem and encourage active participation in school; thus fulfilling the right to education.

When a child comes to school and has a low self-esteem, and he or she is taken through a child friendly manner or approach, the actual responses and discussions in class is uplifted and it encourages learning- In-depth Interview with Implementing Partner (CSO) To me, there is positive position. A child can express and participate. Regardless of what they say, they are audible and their expressions are a learning point. – Interview with Deputy Head Teacher, Hope Infant School, (31<sup>st</sup> August, 2018, Kawempe).

The approach embraces visual, audio-visual and participatory learning and the teachers have encouraged slow and medium learners to cope up like their other colleagues. This has instrumentally encouraged pupils in class discussions. One of the teachers in Mbogo PS extensively described how the whole approach has encouraged participation.

The children report to school early and express themselves. The love and encouragement teachers give to learners to both slow and medium learners makes them participate in class. We enforce them to learn some of the messages like in the talking compounds which they always share while in class. “I always encourage them to open their mouths and say something.” – Interview with Teacher, Mbogo PS, (30<sup>th</sup> August, 2018, Kawempe).

The resilience and assertive nature of the approach encourages children to express themselves in all aspects of learning. This has also encouraged participation in the class learning process. Notwithstanding is the fact that the children relate with teachers and teachers are able to unearth their potentials in class work which encourages children to maximize on their own potentials.

Children express his or her self by answering questions teachers ask. The child will not hide a book and takes it for marking; the child will be friendly to others and always consult for guidance in the learning process. – Interview with Head teacher, Cecilia and Paul PS, (28<sup>th</sup> August, 2018, Namuwongo).

It has enabled learners to participate directly in different activities i.e. learners are groups they have the aspects of performance. It has created a perfect relationship between the teacher and the pupil thus learners actively participate in what is discussed in class. – FGD with Parents of children of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

Some of the teachers have attributed their consistent good grades in school in regular primary leaving examinations on the friendly nature of their schools and the actual participation of children not only in class but also in school activities. One of the teachers noted this:-

We always implement grading scales, and actually children are competitive and the CFS methods unearth their personal initiatives towards learning. – Interview with Director of Studies, Hope Infant School, (31<sup>st</sup> August, 2018, Kawempe).

### 4.3.3 Impact of CFS in keeping time in class

The teachers and administrators and parents alike have stressed the reduced rate of absenteeism in schools because of the integrative nature of the CFS approach. The children are self-driven to return to class activities because the messages in the talking compounds encourage them to do so. The school administrator and one of the CSO implementing partners had this to say:-

In keeping time, since these children are self-driven and respond to requests of teachers, they actually always endeavor to keep time both in school and for class activities. They tend to know what to do, the talking compounds inform them of what to do - In-depth Interview with Implementing Partner (FXB Uganda Offices, 27th Aug, 2018).

In general, children keep time in class especially if they are aware there are engaging activities for instance we do have the physical education everyday Fridays (7:30am – 9:00am). Interestingly before 7:15am, all learners will have reported to class. We are expecting no absenteeism this term because we will be running the inter-houses competition. – Interview with Deputy Head Teacher, Hope Infant School, (31<sup>st</sup> August, 2018, Kawempe).

Children were expressive of how these approaches do encourage them to attend class and receive all basics of topical discussions in order to excel in school in the end fulfilling their rights to education in its entirety. The pupil's leadership structure is also strengthened when messages are aligned to their development in school. One of the pupils noted "The CFS school methods also encourages leadership and children follow what is provided" – FGD with Kawempe Mbogo PS, (30<sup>th</sup> August, 2018, Kawempe). One of the pupils noted that "If the debating club has taught me English, and the teacher for English is in class, I will always keep time or hurry to attend because the method will have motivated me to attend." – FGD with Pupils of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

While attendance is uplifted, the approach also improves children desire and willingness to keep time in class sessions. The discipline, self-esteem, courage and motivation to learn also drive them to keep time in class. Children also emulate teachers in coming to school. In the CFS approach, teachers are motivated to teaching and always strive to come to school early so as to start class early and so do pupils. These respondents also postulated responses in line with this assertion.

If we have these activities, there is a rise in attendance and children come to school early. They gain motivation within these activities. – Interview with Director of Studies, Hope Infant School, (31<sup>st</sup> August, 2018, Kawempe).

The discipline learnt in clubs makes them come early in class. The talking compounds also mention “Keep time in school and class”. This makes them to be timely. Children always emulate teacher’s examples. – Interview with Teacher, Mbogo PS, (30<sup>th</sup> August, 2018, Kawempe).

When teachers delay to come, they run to call the teacher to come to class. CFS makes children keep time because friends in school, not enemies. – Interview with Head teacher, Cecilia and Paul PS, (28<sup>th</sup> August, 2018, Namuwongo).

The messages in the CFS approach are also cautionary and make pupils attend class in a timely manner. Parents themselves are aware of the importance of the school activities and methods like the wall of fame and talking compounds as a contribution to keeping time. Children who keep time are always noticed and their names written on the wall of fame thus encouraging their colleagues to also keep time in class.

When it comes to keeping time in class, some of the activities make pupils delay to reach class especially when these activities are interesting but the wall of fame and talking compounds inform pupils of the need to respect time and manage all the rules, regulations and obligations of the school. – FGD with Parents of children of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

#### **4.3.4 Impact of CFS in children’s participation in asking questions in class**

The sub-section describes how the CFS has contributed to children’s participation in asking questions in class. The responses have been in line with what transpires when a school implements a CFS approach. One of the implementing partners noted that the CFS approach instills confidence. The talking compounds and the wall of fame or the children’s court enables children to gain confidence in asking questions in class as noted below:-

If a child is not aware of the CFS schools or he or she isn’t motivated, they hardly respond to questions or ask questions. If they engage in societies like the debating clubs, they gain the confidence to ask questions and the wall of fame encourages them to

concentrate so as to be awarded like other pupils are. - In-depth Interview with Implementing Partner (CSO).

When children are motivated to attend school, in the end they will be motivated to ask questions in class simply because they will have developed a working relationship with teachers and all stakeholders in the school environment. Even when children's are timid or reserve or having the behavior of always sitting back in class, the approach unleashes their potentials in sharing knowledge in class. The respondents affirmed this as in the responses below:-

Similarly, they are encouraged to participate in asking questions if they are motivated to attend school. These approaches promote group cohesion and cooperation thus children are not ashamed to share knowledge among themselves and their teachers – Interview with Director of Studies, Hope Infant School, (31<sup>st</sup> August, 2018, Kawempe).

These children always ask questions, even the most timid will ask. The friendships they have with teachers make them ask questions. Sometimes teachers are motivated to listen to children and may adjust their lesson plans to fit in – FGD with Pupils of Mackay Memorial PS, (29<sup>th</sup> August, 2018, Rubaga).

Some of the practical activities in the school make children learn while doing and subsequently ask questions.

The farming clubs make pupils become inquisitive especially if they are teaching about poultry. Pupils develop skills in asking questions and some of the methods like talking compounds encourage inquisitiveness. – FGD with Pupils of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

The messages in the talking compounds encourage children to learn new concepts and examples that they always want to explore in the class thus they ask questions. The children's court improves their level of inquisitiveness in learning. The debates help them practice speech and always ask questions in order to perfect their level of interactions. Children's responses below affirm the researcher's views:-

It has encouraged children to ask questions; even in homework we have the courage build through the debating clubs, wall of fame to ask questions. The talking compounds also inform us of other precautions and ‘not to do’ like bad touches that makes us know what is right and wrong. Children are able to pronounce words correctly because when they learn in debates they talk fluent English without stammering. – FGD with Pupils of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

In an emphasis, the respondents also noted that the children’s court helps children to remember concepts that they can always clarify while in class.

The children’s courts provide an opportunity to internalize and ask questions which they replicate in class. Group work and quizzes promotes their ability to ask questions in class – Interview with Teacher, Mbogo PS, (30<sup>th</sup> August, 2018, Kawempe).

The aspect of teachers encouraging children to learn enables children ask questions whenever they feel like thus encouraging participation and learning. The effect of using the children’s court and the talking compounds empowers them to speak and have the freedom to elaborate on concepts in class and aspects of what transpires in the community. One of the head teachers noted that:-

The child asks questions at any time since teachers are encouraging and their participation is a motivation to both parties (teachers and pupils). – Interview with Head teacher, Cecilia and Paul PS, (28<sup>th</sup> August, 2018, Namuwongo).

#### **4.3.4 Impact of CFS on attendance in school**

Some of the implementers of the CFS approach emphasized the need to reintegrate approach in all aspects of learning. One of them cited it as a timetable for teachers in learning and as motivation to always attend school. Its participatory nature is also important in raising attention of children.

These CFS schools are like a timetable for teachers, pupils and parents. In schools without these approaches children are de-motivated to attend some of the school activities but where there is this approach, the pupils’ turn-up for school activities becomes high because they are motivated. If teachers involve children in these activities and it is

participatory, the attention of the children is raised and their own attendance is high - In-depth Interview with Implementing Partner (CSO).

When a child is interested in these school activities, when a timetable shows these activities, they hardly miss school– FGD with Pupils of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

Some of the aspects of the correlating activities of the CFS approach encourage children to attend school no matter the challenges they are facing at home and the community. The activities make them attentive to follow timetable and activities of the school. Their attendance is drawn in respect to how the CFS activities are aligned. It takes the precision of the school directors to employ these approaches to encourage children to attend school activities. Children themselves had this to say:-

In MDD, pupils are encouraged to turn up because they like dancing. It is for skills development. – FGD with Pupils of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

These CFS activities also make children remember what is in the next weeks and plan their school activities, following them thus not missing school. – FGD with Pupils of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

The participatory nature of the CFS approach encourages children to attend school. The messages aligned to meeting the requirements of attending school and education itself makes the children attend school. The talking compound messages enforced the need to attend school.

The children attend school because they understand how participatory these approaches are. Children always inform their caregivers of the need to practically engage in CFS methods. There is a message which says “*Education is valuable*” and another that “*Keep in School*”. The talking compounds always encourage and motivate them to attend school. The CFS acts as a second home for child. The security, attention and love at school stipulated in the CFS approach encourage children to attend school. – Interview with Teacher, Mbogo PS, (30<sup>th</sup> August, 2018, Kawempe).



Parents noted that sometimes it is the children who inform of activities in school and they always insist to stay in school having learnt the different approaches in the CFS methodology. Parents also understand the importance of having friends in boosting learning among children. The parents had this exclamation:-

It keeps learners in school and teachers are friendly to them. The learners then experience a good atmosphere and thus they always come to school. The child imitates what he learns from friends and is encouraged to attend. If the child has a friend who they understand some of these methodologies with, the child is motivated to attend all school activities. – FGD with Parents of children of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

Similarly, parents noted that when children share with them what transpires in school, they strive to meet their demands and send them to school. This in turn leads to the consistent attendance in school.

The children are able to emulate and discuss about what happens in school with parents and this encourages parents to always ensure that the children attend school. Parents get motivated whenever they see progress in the learning of the children. – FGD with Parents of children of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

#### **4.3.4 Impact of CFS on active involvement in school**

The pupils' attendance in school does not mean active involvement in school and class work and thus the study explored and discussed responses from the different stakeholders on how the CFS approach has encouraged active involvement. The respondents were pertinent in discussing the approaches they were more familiar with; and their effects on encouraging children to actively get involved in school activities. Pupils noted that they were able to choose from the diverse approaches and were always active in them. Besides IPs also noted that creates a sense of awareness of the importance of embracing learning and the children are always ready to participate or get involved in these activities.

If the children are not made aware of these activities like it is in other schools without these approaches. Some pupils are always timid, and shy. They hardly participate in class and their own sense of awareness is low but when they are in these CFS schools, they are active in class and produce better results. These activities are in schools and placing them in groups and associations enable them actively get involved in CFS activities like clubs – debating clubs, talking compounds, wall of fame - In-depth Interview with Implementing Partner (FXB Uganda Offices, 27<sup>th</sup> Aug, 2018).

They actively get involved. Children are encouraged to choose from the diverse CFS activities which they deem more interesting to them. They actively get involved. They are encouraged to choose from the diverse CFS activities which they deem more interesting to them. – Interview with Deputy Head Teacher, Hope Infant School, (31<sup>st</sup> August, 2018, Kawempe).

The children gain confidence and are always assertive which improves their level of active participation in class and in the school environment including games and sports. One of the teachers highlighted this by noting that, “The assertiveness built overtime encourages these children to actively get involved in class.” – Interview with Teacher, Mbogo PS, (30<sup>th</sup> August, 2018, Kawempe). As well, one of the teachers noted;

CFS normally have majority of their children participate in their activities. Games and sports attract all children, when some of them are not picked, they complain. They are encouraged to learn. Children urge teachers to involve them. – Interview with Head teacher, Cecilia and Paul PS, (28<sup>th</sup> August, 2018, Namuwongo).

It was noted that in a school where children are treated in a friendly manner, they are encouraged to attend school even on Sundays and their level of participation in school and particularly in class is remarkable. Parents noted that they have always seen a difference in their children after the initiation of the CFS approach.

A child who is mistreated at school will not attend school but a school with a friendly environment accommodates children even on Saturdays and Sundays. Even on Sundays children can come to school so long as the school environment is welcoming. – FGD with Parents of children of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

#### **4.4 Impact of CFS on performance in schools**

In schools, the children perform in test and exams (this two are highly related) and co-curricular activities. This section describes this children's level of performance as impacted by CFS and it also summarizes the level of willingness of pupils to participate in these activities.

##### **4.4.1 Impact of CFS in the performance in tests**

The CFS approaches like wall of fame, encourages children to compete and perform well in tests. The respondents noted that these CFS methods are like rewarding processes and every child thrives to be rewarded; in line, their performance in tests and exams are uplifted. One of the respondents noted:-

Since we have a wall of fame, where names of pupils who have been smart and excellent in academics, it motivates them to perform better and thrive to have their names pinned on the walls of fame - In-depth Interview with Implementing Partner (FXB Uganda Offices, 27th Aug, 2018).

Similarly, a pupil in one of the schools also noted that:-

In tests, children are recorded in terms of grades and children compete and try as much to learn from the different aspects of CFS like the talking compounds so as to perform better in school. They thrive not to be on the bottom list but on the top. The tight competition encourages us to learn – FGD with Pupils of Mackay Memorial PS, (29<sup>th</sup> August, 2018, Rubaga).

Children were at the forefront in discussing how the talking compounds and other methods help them revise. The messages enable them consistently read and revise some of the concepts that are also set in tests and exams. The children informed the research that these talking compounds help them in memorizing concepts.

This CFS has helped children for instance the talking compounds have always informed us. The talking compounds are always there for us to read and revise. One these messages are placed on compounds, and in case the questions asked during exams have answers on these talking compounds, it becomes easy for us to answer such questions. – FGD with Pupils of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

It makes it easy to memorize. If the teacher is friendly in class, you learn the basics faster and consequently pass exams. – FGD with Pupils of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

The friendly teachers have also been cited as the reason for their remarkable performance in tests. Teachers themselves have noted that children compete, revise and are motivated to always be at the top so that their names are pinned on the wall of fame.

Friendly teachers use learning aids in a manner that is informative to children and children tend to be motivated to come to school and later perform well in tests and exams. – FGD with Pupils of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

In tests, children are recorded in terms of grades and children compete and try as much to learn from the different aspects of CFS like the talking compounds so as to perform better in school. They thrive not to be on the bottom list but on the top. The tight competition encourages learning – Interview with Deputy Head Teacher, Hope Infant School, (31<sup>st</sup> August, 2018, Kawempe).

It was also cited by teachers that this approach encourages learning. The free learning environment, compound messages encourage incidental learning that later makes them perform well in tests and exams. One of the teachers noted that:-

CFS improves performance in tests; free activities encourage learning in groups. The debates and children's courts create assertiveness and children who are active in it are always bright. There is also what we call incidental learning where a child who knows how to read and interpret talking compound messages can perform well in exams and tests. A child who hates a teacher will never understand what the teacher is passing across. – Interview with Teacher, Mbogo PS, (30<sup>th</sup> August, 2018, Kawempe).

The CFS methods have instilled confidence in children and they have taken up school programs in its holistic form and are always encouraged to learn new concepts. The friendly relationship makes children consult, are coached and guided to perform better in tests and exams.

The children do not fear teachers and no longer fear to ask questions and thus these impacts on their positive performance in tests. Their assertiveness can make them clearly spelt out something they don't understand right in front of the teachers. If learners are friendly to teachers and vice versa, the results can tell. If they both are not friendly their performance is always bad. If the teachers are quarrelsome, the children become afraid to ask questions and in the end perform poorly in tests. – FGD with Parents of children of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

#### **4.4.2 Impact of CFS in the performance in exams**

Just like in tests, children, teachers and parents in particular informed the researcher of their inability to separate the difference between tests and exams; they cited that the two were part and partial. One of the head teachers noted that “It is almost related, tests and exams are almost the same”. – Interview with Head teacher, Cecilia and Paul PS, (28<sup>th</sup> August, 2018, Namuwongo).

The researcher clarified the differences although the responses here below were related to those of the impact of CFS in performance in tests. A teacher at Hope Infant PS noted that they have registered good grades both in tests and exams because of the grounded nature of the CFS approach within the school. He said, “Even in exams we register great grades. This school has only had 1<sup>st</sup> and 2<sup>nd</sup> Grades”. – Interview with Deputy Head Teacher, Hope Infant School.

The teachers also emphasized that some of the messages in the talking compounds are set in exams and thus the performance in exams has been average in schools.

Some of the messages in the talking compounds provided by PIASCY<sup>3</sup> also come in exams. In science, they can be asked to provide any message found on the talking compound and most of them answer it right. In grammar and expression, messages in the talking compounds like ‘abstinence’ from the verb ‘abstain’ is often asked in exams and children get it right because they see them daily. – Interview with Teacher, Mbogo PS, (30<sup>th</sup> August, 2018, Kawempe).

<sup>3</sup> Presidential Initiative on AIDS Strategy and Communication to Youth

#### **4.4.3 Impact of CFS in the performance in extra-curricular activities, sports and MDD**

This sub-section of the objective in performance in schools were vividly explained by the respondents especially children who wholeheartedly and explicitly described how the CFS approached has encouraged their participation in extra-curricular activities, sports and MDD. Pupils themselves also noted that “CFS schools help children to decide on their talents and improve on their development of talents”. – FGD with Pupils of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe). One of the respondents from the CSOs, noted that these activities encourage relieve of stress and thus children are always motivated to participate in them.

Since these activities are part of learning, the children are involved in leisure and their active involvement in class work is uplifted. It is participatory, fun and it motivates children in all other activities in school - In-depth Interview with Implementing Partner (FXB Uganda Offices, 27th Aug, 2018).

Similarly, teachers described children’s involvement in these activities as a motivation to develop and nurture talents in schools. Some of the children have urged school heads to introduce some of these activities in school and clearly informs educationalists about the importance of integrating these CFS activities in order to increase attendance and subsequently performances in schools.

It has enabled them to develop their skills, respect each other regardless of their nature. They have been able to participate and express themselves. Last term, a child was requesting for club that we had not thought of. This is a demand to show the motivation to express and learn in school. – In-depth Interview with Teacher of Mackay Memorial PS, (29<sup>th</sup> August, 2018, Rubaga).

Children were aware of the implications of physical exercises on their growth and development. They also were aware of the implications of participating in these activities in enabling them earn bursaries or benefits within the school. One of them noted that:-

In sports, children sweat and sweat and release waste products after learning the need to associate with fellow children. In the end they get rid of diseases like cough and flue. – FGD with Pupils of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

Some of the CFS methods encourage participation and children earn bursaries after showing prowess in exceptional activities. In farming people can learn and when TVs show programs that encourage participation and winning, children can be lucky. If a child is dormant in class, he or she is enrolled in MDD and improves their relationships outside class. They can interplay class activities with outside activities. – FGD with Pupils of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

Teachers also noted that children who are not able to impress the administration in class work may be perfect in the co-curricular activities. This alone shows parents the unique skills the children have outside class and thus they look at the schools a centre for developing talents like one of the teachers coined.

God created us differently; some children do well in this while others can excel in both. Children who excel in these activities have received bursaries. Some have joined remarkable schools because of the talent they have. – Interview with Teacher, Mbogo PS, (30<sup>th</sup> August, 2018, Kawempe).

The school is seen as a centre for developing talents. Some children have talents but have never been to school. When they come to school and engage in CFS activities, their talents are discovered. – Interview with Teacher, Mbogo PS, (30<sup>th</sup> August, 2018, Kawempe).

One of the school heads pertinently described how the CFS approach promoted learning and development. Children inter-relate class work and co-curricular activities when the school is friendly and supportive to them. One of head teachers cited that,

If a school is friendly, learners are engaged in these activities regardless of the growth and development of the child. The learner can hate an activity if they are despised. CFS encourages inclusiveness and promotes interaction between the different players in a school setting. I mentioned previously, extracurricular activities will only be a problem when teachers are harsh to children. Children always love their teachers and always want to please them if the school is friendly. Children love to please the whole school administrators. – Interview with Head teacher, Cecilia and Paul PS, (28<sup>th</sup> August, 2018, Namuwongo).

#### **4.4.4 Level of willingness of pupils to participate**

The different stakeholders in the school were asked about the level of willingness in participating in CFS activities. The level was described as high and encouraging. Children's levels of willingness were noted as high in activities that encourage them to practically learn.

Their levels are high because in every activity, pupils participate actively – the zeal and enthusiasm is visible. They do this willingly without being forced. – Interview with Deputy Head Teacher, Hope Infant School, (31<sup>st</sup> August, 2018, Kawempe).

Activities like school clubs, debates and children's courts have made children to significantly participate without being forced. Teachers have described their willingness to participate beyond voluntary because each one of them shows the urge to participate in them.

Actually, it has increased their willingness. In debates, they are able to share in-depth knowledge on their own understanding of what is being discussed. – Interview with Director of Studies, Hope Infant School, (31<sup>st</sup> August, 2018, Kawempe).

The children are willing are highly willing. I want to tell you that there is no child who is forced to participate in these activities. Even those who are shy will always participate in these activities. All children like these activities and that's how we discover their talents. – Interview with Teacher, Mbogo PS, (30<sup>th</sup> August, 2018, Kawempe).

The children's willingness to participate not only stops at sports and MDD, they are even willing to help teachers and administrators on any other duties in schools. These vividly describe their levels of willingness to participate in CFS and CFS related activities. Their peers are instrumental in motivating them to participate in these activities.

Their levels are high because in every activity, pupils participate actively when the school environment is well prepared. Sometimes I move outside here to clean the roads and they are willing to help – Interview with Head teacher, Cecilia and Paul PS, (28<sup>th</sup> August, 2018, Namuwongo).



The children are highly motivated when their peers are part of it. When teachers encourage them, they grow their talents because they understand their teachers. Later in their studies like in secondary schools, they can perform and promote their own talents developed during their primary school life – FGD with Parents of children of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

#### **4.4.5 Results of children’s participation when motivated in CFS activities**

The school stakeholders described the results of children’s participation as one of the most important output that a school should be proud of. Many of the administrators interviewed informed the study about how these activities help children in realization of their talents. One of the CSOs also affirmed that:-

.....teachers, parents and children get to know their own hidden talents and improve intellectual development even at their tender ages - In-depth Interview with Implementing Partner (FXB Uganda Offices, 27<sup>th</sup> Aug, 2018).

These activities encourage development of talents. The CFS approaches can perfect children’s’ learning styles. It also makes them stay in school and not drop out. – FGD with Parents of children of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

When motivated, they are able to develop talents and receive bursaries to attend strong schools. I have a daughter in P.7 who is good in netball. When we went for regional competitions, she was picked to participate at National level, despite the corruption in Uganda that couldn’t allow her to progress at an East Africa Regional Level. I believe she will go to a better school after PLE. – Interview with Teacher, Mbogo PS, (30<sup>th</sup> August, 2018, Kawempe).

The motivation in these activities enables schools to strive, thrive and soar in a wide range of activities. The results are motivating to school heads and the community around the schools.

In the previous term, we emerged the best in netball because of the level of willingness and cooperation in these activities. They were well trained in games and sports for the U12 pupils and they went up to the finals. It was a good result for an infant school. We recommend some of these young children to secondary schools with a recommendation

letter clearly stipulating their talents and abilities. – FGD with Pupils of Mackay Memorial PS, (29<sup>th</sup> August, 2018, Rubaga).

Some talented children have been able to win scholarships and bursaries after participating in CFS activities and emerging as victors or champions. Children have been able to please their parents by their own abilities and talents. One of the pupils concluded that:- “The results of these participations can be winning of bursaries or scholarships in secondary schools. If you are good in net ball, you can earn bursaries at secondary level through to the universities.” – FGD with Pupils of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

Children as a result learn new concepts, ideas and change their attitudes for a positive school relationship after participating in these CFS Methodologies. The concerts and inter-district competitions are an encouragement to learn.

We are quite willing, for instance if it is MDD, you can be empowered. On the *talking compounds*, you learn new things. In debating clubs, you learn and express yourself freely in English. – FGD with Pupils of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

Spelling bees at district level are competitive and when these talking compounds are placed in school, we gain morale to spell some of the words that we know. – FGD with Pupils of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

Children’s participation improves the glory of schools and promotes the visibility of the school thus promoting its ‘name’ and vision in society. The school acquires wider coverage so long as the children do them proud in the CFS activities.

It is also an advantage to the school, we have a song “If you want to win, join Mbogo”. When others learn of the impact of our CFS activities in a wider context, many people are encouraged to join the school. Children inform their parents that they need to join Mbogo because of this. – Interview with Teacher, Mbogo PS, (30<sup>th</sup> August, 2018, Kawempe).

Not only do the children help to beautify the name of the schools in sports and other co-curricular activities. When children participate in CFS activities and are motivated, they are able to perform well in PLE and other mock exams.

Children who are motivated work and produce quality results, in class tests, exams, work outside class. In addition, when these children are sure that teachers handle their issues, children are always participatory. – Interview with Head teacher, Cecilia and Paul PS, (28<sup>th</sup> August, 2018, Namuwongo).

Parents also noted that children can learn by doing or watching what transpires in these approaches and later emulate them. In the end, they will become renowned people in society as a result of their participation in these school activities.

Children can watch and emulate what they see and later become better people in society. A friend seeing his colleague perform can make him or her motivated and later become a role model in society. – FGD with Parents of children of Hope Infant PS, (31<sup>st</sup> August, 2018, Kawempe).

In summary, this chapter discussed in detail the impact of CFS on promotion of specific rights, what child friendly schools mean to respondents, how the child friendly approach has promoted specific rights, how the CFS approach is being implemented in schools, how child friendly school approach has promoted specific rights to expression and association, how the CFS Methods promoted children's own rights to education; the impact of CFS as an effective tool for the learning process, impact of CFS as a motivation to go to school, in actual participation in class, in keeping time in class, in children's participation in asking questions in class, on attendance, performance in tests, extra-curricular activities, sports and MDD and active involvement in school. The chapter also explored the level of willingness of pupils to participate in CFS Methods and the results of their participation in these CFS activities.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter provided an interpretation of the findings obtained; it illustrated why the findings are relevant to the research and related the findings to other researches carried out. The findings of this study are based on the interpretation and analysis of data obtained through the process of key informant interviews, in-depth interviews and focus group discussions with pupils, parents, CSOs and school administration. The section also discusses CFS in promoting rights of children on expression, association and education with reference to context, meaning, and discussions. This chapter discusses the objectives of the study in reference to findings of other studies specifically focusing on the impact of CFS methodology on promotion of specific rights, as an effective tool for learning and participation of children and in improving performance of children in primary schools.

#### **5.1 Summary of findings**

##### **5.1.1 Impact of CFS methodology on promotion of specific rights**

The study explored how the approach promotes specific rights of children and interesting results in line with these findings were discussed in this section. In this study, the CFS approach was cited as an important method in promoting children's own rights to learning, speech and expression and that the CFS approach encourages children to be assertive in demanding their rights to education not only in schools but in the communities as well. In Uganda, education is a fundamental and UNICEF also affirms that children's rights to education are of paramount interest (UNICEF, 2006). Recognizing the inherently interactive and integrated nature of the CFS concept is critical to creating child-friendly learning environments. The study strengthened this assertion by noting that the right to participation in different learning approaches is fundamental in children's growth and development. The children also have a right to play and the CFS method encourages different participatory games. The competitive nature of these games promotes learning as a fundamental right of children world-over.

Similarly, play therapies and physical exercises incorporated in the different CFS methods do promote children's rights, despite this, UNICEF (2006) extensively described the CFS approach having challenges on how best to determine where, when, and how limited resources should be applied dimension by dimension and cumulatively in order to ensure the best results, as well as the degree to which these results are truly making the schoolchild-friendly and ensuring the rights of children to a basic education of good quality (UNICEF, 2006). This finding is no exception of the study in Central Uganda where this study was conducted. Schools reached have a number of clubs and associations that he feels constitutes the CFS Methodology and the most significant is the children's court; a court-like approach used to solve issues that affect children in school and in the community. The interactive nature of the approach strengthens the rights of children both at home, school and communities. Besides, the study was instrumental in describing how children expressed their own ideas, knowledge and attitudes towards the CFS approach in promoting the rights to expression. More importantly, it was found out that children and young people's participation is necessary for effective and respectful protection, as required by the United Nations (UN) Convention on the Rights of the Child (CRC) (UNGA, 1989).

In similar findings, the children's courts encourage children to sort their school issues, debates encourage role taking and thus children fulfill their rights to education in its holistic form. The approaches were found to be cooperative, fulfilling and inspiring; they also enforce the right to association. The clubs and societies have helped to promote the close relationship and association and children have always learnt from each other. Eventually, the children are involved in competitions, club activities and societies that further encourage them to associate between themselves, parents and the school authorities thus fulfilling the right to education. UNICEF, (2009) also asserted that children and young people's participation can have a significant impact upon processes and their results. Children and young people should be seen 'as pupils and active participants in creating solutions, not learners but also innovators in their own associations (UNICEF, 2009).

The CFS approaches were found to be instrumental in promoting expression in debates and this encourages self-esteem and concentration. The CFS approach also encourages children to express talents and identify their own potentials not only in class but in the extra-curricular activities of the school. It is also realized that even where the government provides schools, communities that feel alienated or judge these schools to not be in the best interest of their

children may decide to establish more appropriate schools. The study reached three private schools and a single government school. This is why ethnic, religious or language minorities sometimes set up schools they believe are more suitable. Instead of creating separate schools, however, they can try to change existing schools to better address their children's needs. When a rights-based approach to education is taken seriously, as with child-friendly schools, parents and communities must be closely involved in all aspects of the school and must be prepared to support it by shouldering the fair and reasonable costs required to promote quality education.

### **5.1.2 Impact of CFS methodology as an effective tool for learning and participation of children**

The study explored how the CFS is an effective tool for learning and participation particularly looking at how the approach encourages school attendance, participation and the results of their participation in the methods. In the study, teachers and school administrators cited the self-driven nature of children who have experiences of the CFS to come to school. The activities in school allow children to memorize easily and children have the can-do-attitude required in learning. Besides, the children themselves identified the friendly nature of the teachers implementing this approach as an encouragement for them to come to school. Motivation is the force or energy boost caused by circumstances such as in the unbalanced driving factors in a person who called motives (Musila, K. J., 2015). The study was instrumental in describing approaches that motivate to attend and participate in school. While games and sports were cited, the primary focus of pupils to attend school was to learn new ideas and concepts. Motivation to learn is crucial for the sustainability of learning and improving student learning outcomes. Motivation is a process that gives the spirit, direction, and persistence of behavior. Behavior is motivated by full energy, focus, and long lasting (Musila, K. J., 2015).

CFS school is refreshing and encourages development of talents; an initiative that encourages them to spend their free time wisely. Children perceive active school activities like singing, dancing, school debates and clubs or societies as an encouragement to attend school. Susanto (2004) characterized motivation to learn in six types of behavior, i.e. interest, attention, long learning, effort, rhythm feeling and appearance. Wardiyati (2003) found a positive relationship between motivation and pupil's achievement. This suggested that motivation and achievement is in positive relationship, although insignificant.

The study found out that the approach embraces visual, audio-visual and participatory learning and the teachers have encouraged slow and medium learners to cope up like their other colleagues. The resilient and assertive nature of the approach encourages children to express themselves in all aspects of learning. This has also encouraged participation in the class learning process. Notwithstanding is the fact that the children relate with teachers and teachers are able to unearth their potentials in class work which encourages children to maximize on their own potentials. It is also widely hypothesized that Children and young people's participation is necessary for effective and respectful protection, as required by the United Nations (UN) Convention on the Rights of the Child (CRC). United Nations General Assembly (UNGA), 1989. The most widely endorsed international human rights treaty with 196 ratifications/ accessions, CRC, 1995, generally the CRC requires that children under the age of 18 years have the right to participate in accordance with article 12 and other pertinent provisions (e.g. Arts 13–17). Children and young people's participation can have a significant impact upon processes and their results. Children and young people should be seen 'as survivors and active participants in creating solutions, not just as victims and problems' (UNICEF, 2009).

In this study as well, it was found out that while school attendance is uplifted, the approach also improves children desire and willingness to keep time in class sessions. The discipline, self-esteem, courage and motivation to learn also drive them to keep time in class. Children also emulate teachers in coming to school. The messages in the CFS approach are also cautionary and make pupils attend class in a timely manner. Parents themselves are aware of the importance of the school activities and methods like the wall of fame and talking compounds as a contribution to keeping time. 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 pupils, regardless of gender or background (UNHCR, 2016). 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 pupils regardless of background. The CFS appears to be particularly successful in creating an environment where female pupils feel safe, supported and challenged (UNHCR, 2016).

The approach creates a sense of awareness of the importance of embracing learning and the children are always ready to participate or get involved in these activities. The children gain confidence and are always assertive which improves their level of active participation in class and in the school environment including games and sports. In these schools as well, children are treated in a friendly manner, they are encouraged to attend school even on Sundays and their level of participation in school and particularly in class is remarkable. In rationalizing this finding, Sumanto (2004) discussed that attention is essential in participating in learning activities well, will also affect the students' interest in learning. Sumanto argues concern is the concentration of a particular energy or life force to objects, or the utilization of awareness to accompany an activity. Another opinion by Sarter and Lustig (2008) argues that the attention describe a series of cognitive processes that act to optimize the stimulus detection, discrimination and processing to participate in activities or events.

The study also found out that the CFS approach instills confidence; the *talking compounds and the wall of fame or the children's court* enables children to gain confidence in asking questions in class. Even when children's are timid or reserve or having the behavior of always sitting back in class, the approach unleashes their potentials in sharing knowledge in class. Besides, the messages in the talking compounds encourage children to learn new concepts and examples that they always want to explore in the class thus they ask questions. Importantly the study found out that the children's court improved their level of inquisitiveness in learning. Generally, the rights of children include civil rights and freedom, family environment and alternative care, basic health and welfare, education, leisure and cultural activities, as well as special protection both in school and in the community.

CFS approach emphasized the need to reintegrate approach in all aspects of learning. Some of the aspects of the correlating activities of the CFS approach encourage children to attend school no matter the challenges they are facing at home and the community. The activities make them attentive to follow timetable and activities of the school. Their attendance is drawn in respect to how the CFS activities are aligned. The participatory nature of the CFS approach encourages children to attend school. The messages aligned to meeting the requirements of attending school and education itself makes the children attend school. Similarly, children's rights are the basic needs to ensure the child's survival, growth and development, and also protection from all forms of abuse, exploitation and to have them enjoy civil, economic, social, and cultural aspects both in



school and in the community, Saptarini, Y., (2009). The talking compound messages enforced the need to attend school. The study was also informed that when children share with parents what transpires in school, parents strive to meet their demands and send them to school

### **5.1.3 Impact of CFS in improving performance of children in primary schools**

The study hypothesized that CFS approaches like the *wall of fame*, encourages children to compete and perform well in tests and exams. Besides, the children also emphasized how talking compounds help them in their own revisions out of class. The study found out that the messages in the talking compounds enable children to consistently read and revise some of the concepts that are also set in tests and exams. Most pupils feel that adults in their school provide important emotional supports and nearly all schools provide health education to support children's health and safety. In this regard, the children are able to perform well in all aspects of school.

The study found out that the friendly teachers have also been cited as the reason for their remarkable performance in exams and tests. Teachers themselves have noted that children compete, revise and are motivated to always be at the top so that their names are pinned on the wall of fame. The child-centered approach to learning created supportive learning environments to children. The free learning environment, compound messages encourage incidental learning that later makes them perform well in tests and exams. The school administrators were pertinent in instilling confidence and enforcing rights to children and they have taken up school programs in its holistic form and are always encouraged to learn new concepts. More importantly, in similar ways, UNICEF's commitment to addressing the whole child in a rights-based, child-centered manner has great potential to capture the vision of teachers and communities, and in so doing, to start the process of school transformation. UNICEF occupies a unique place in the developmental landscape as the interlocutor between grass roots engagement and national and international policy (UNICEF, 2015).

CFS approach promotes learning and development. Children inter-relate class work and co-curricular activities when the school is friendly and supportive to them. Similarly, children will seek the attention of others in the process of learning. However, it cannot develop confidence in his own-self. Children try to be so kind that they become the center of attention. At that time, they did not intend to learn to cooperate but to get attention. When pride is not obtained, their activities will end (UNICEF, 2009). As the result, children can use passive methods to attract the

attention of teachers and friends. Those children, thus, are known as exemplary child or teacher favorite. The teachers in this study were open to describe children's involvement in CFS activities as a motivation to develop and nurture talents in schools; they are even more motivated when their peers are part of the activities.

The importance of well-managed physical school environment informs educationalists about the importance of integrating these CFS activities in order to increase attendance and subsequently performances in schools. The school environment subsequently promotes the interplay of physical exercises and class learning as an implication for children's growth and development. The school environment improves the zeal and enthusiasm to learn in schools. Meanwhile, parents should have a vested interest in what schools offer and in the outcomes of the education process for their children and communities. In turn, schools have an obligation to be sensitive to the communities they serve, to care for and protect the children entrusted to them, and to be accountable to the local community in their governance and management. School boards and parent-teacher committees are the governance and management mechanisms through which this linkage and accountability are manifested.

## **5.2 Conclusion**

This study explored existing evaluations and lessons learned of CFS and it notes that CFS benefit children in promoting their rights to education but certainly it remains the efforts of teachers, administrators and CSOs to strengthen this approaches so as to improve on their rights to education. The extent to the participation of schools in the CFS methods in totality also varies widely. The service providers, CSOs and the government need to strengthen programme quality and fit to local circumstances. The SCORE Project's impact on promoting children's rights to education through the CFS methodology has highly improved the relationship between schools administrators, parents and the pupils. The different stakeholders in the education sector have played an important part through the SCORE project in enabling children to actively participate in school activities and stay in school. The CFS is an effective tool for learning and participation of children by encouraging involvement in the different methods. While there are a number of methods, the talking compounds have had significant impact on promoting incidental learning. The CFS approach has been pronounced as pertinent in promoting rights of children on expression, association and education and in improving performance of children in primary

schools. Besides, the SCORE CFS schools have inherently been interactive and the integrated nature of the CFS concept is critical to creating child-friendly learning environments that subsequently promotes their rights to education.

### **5.3 Recommendations of the Study**

Based on the findings; the study made these recommendations;

The Ministry of Education and Sport (MoES) officials at Local Governments should enforce the law on Child-Friendly School policies and they should be implemented by all stakeholders. This can be done by ensuring that head teachers facilitate collaborative relations with parents and other stakeholders so that Child-Friendly School environment is achieved in schools. The Ministry of Education and Sport (MoES) officials at Local Governments should train teachers on the aspect of Child-Friendly School environment to enhance its implementation. There should be coordination and there should be coexistence of all sectors of education. There is also need to strengthen CFS approaches and train teachers to ensure children are well grounded in the approaches. Teachers should enforce and promote the rights of children in schools.

Teachers should cooperate among themselves and other stakeholders implementing CFS in schools. There is need to encourage civil society and NGO relationship for capacity building and monitoring of CFS programs in schools. Besides, parents should be involved in knowing what happens in school. Teachers and parents should interrelate. School CFS materials should be well-protected and managed to ensure sustainability.

Educationists should organize for forums to create community awareness on the importance of quality education to learners and its impact on the community as a whole. It is also important to have education policymakers come up with policies on measures to be used for provision, improvement and implementation of Child-Friendly School environment in the education sector.

The administration should always know how to handle teachers well. They should be treated as important people within the school. Teacher should be motivated and other employees should be catered for well in order for better results. Children should be accepting in terms of learning. Parents should associate and love school so as to have cooperation in service delivery. Teachers'

capacities should be built for sustainability. Parents, teachers and children should all be partners in development. Teachers should also encourage parents to get involved in supporting children in understanding the impact of these CFS approaches both in school and in the community.

#### **5.4 Suggestions for further study**

The researcher proposes further research in the following areas:

- This study needs to be replicated in other districts in the country in order to compare the results.
- There should be a comparative study on disability and CFS to establish how this approach strengthens the right of disabled children in schools.

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## APPENDICES

### **Appendix I: Observation checklist**

The Observations will be in line with the objectives below:-

- To establish the impact of CFS methodology on promotion of specific rights (expression, association, thought and conscience) that support the right to education
- To establish the impact of CFS methodology as academically effective and relevant for Children
- To establish the impact of CFS in improving performance of children in primary schools

The CFS Methods are displayed on school walls and within the compound

School buildings and grounds have a welcoming appearance.

Examples of pupil work or achievements are displayed in common areas.

The school grounds are kept free of litter and garbage, except in designated containers.

The school grounds are kept free of unwanted animals and animal waste (e.g., stray dogs).

The school has a sanitary system for the disposal of waste water.

CFS methods are academically relevant to the children

The school has a sanitary system for the disposal of latrine waste.

School programs and activities enforce the rights to education of children

Smoking is prohibited on the school grounds.

Outdoor play areas and equipment are safe and in good repair.

The CFS methods are inclusive in enforcing learning to the children

All outdoor play areas are accessible to pupils with physical disabilities.

#### ***General Observations***

Pupils are protected from access by unauthorized adults while at school.

Pupils are within sight or hearing of school staff at all times except for brief periods (e.g., when using the latrine).

Pupils are not permitted to roam the school grounds when class is in session.

Pupils are not permitted to leave school grounds without the knowledge and permission of school staff.

Older pupils do not have unsupervised access to younger pupils while on school grounds (except



siblings or other close family members).

School buildings are in good structural condition.

School buildings are in good physical condition (e.g., no peeling paint, broken windows, etc.)

Pupils and staff have ongoing, easy access to drinking water.

Drinking water is accessible to pupils with disabilities.

Functioning sinks with soap are located close to latrines.

Latrines and sinks are accessible to pupils with disabilities.

Latrines are designed to allow pupils privacy.

There is an adequate number of functioning latrines available so that pupils do not have to wait an excessive amount of time to use them.

Latrines are safe, clean and in good repair.

Latrines are accessible to classrooms.

Pupils and staff wash their hands after using latrines.

Pupils and staff wash their hands prior to eating or handling food.

Functioning sinks with soap are located close to food preparation areas.

Any food prepared and served at school is prepared and stored in sanitary conditions.

Pupils have adequate space to work and play without being disturbed by others.

All school buildings and classrooms are accessible to pupils with physical disabilities.

Pupils with disabilities are grouped with non-disabled pupils whenever possible.

Pupils are not separated into different groups for instruction or school activities based on cultural or social background

## Appendix II: Pupils' Focus Group Discussion Guide

Dear pupils, I am a student of Master of Human Rights Student of Uganda Martyrs University. I am currently conducting a study on the impact of Child Friendly School (CFS) Methodology in schools in promoting the rights of children. In brief, the CFS Methodology was implemented by AVSI Foundation under the Sustainable, Comprehensive Responses (SCORE) for vulnerable children and their families to achieve retention, literacy improvement, discipline and attendance in schools among others. I want to understand the impact of the Child Friendly School (CFS) Methodology in your school. This discussion will take between 60-80 minutes. Everything discussed here will be confidential and solely for this research.

Thank you for your participation

<b>Section A: Bio-data</b>	
<b>Sex</b>	
<b>Age</b>	
<b>School</b>	
<b>Class</b>	
<b>Name (Optional)</b>	
<b>Date</b>	
<b>Section B: Impact CFS on specific rights</b>	
Please, introduce yourselves and tell me more about how you know this school	
What does child friendly school mean to you?	
How has child friendly approach promoted specific rights?	
Explain to me how it is being implemented?	
How has child friendly school promoted specific rights to expression?	
How has child friendly school promoted specific rights to association?	
How have the CFS Methods promoted children's own rights to education?	
<b>Section C: Impact of CFS on the learning process</b>	

What is the impact of CFS as a motivation to go to school?

What is the impact of CFS in actual participation in class?

What is the impact of CFS in keeping time in class?

What is the impact of CFS in children's participation in asking questions in class?

What is the impact of CFS on attendance in school?

What is the impact of CFS on active involvement in school?

#### **Section D: Impact on performance**

What is the impact of CFS in the performance in tests?

What is the impact of CFS in the performance in exams?

What is the impact of CFS in the performance in extra-curricular activities, sports and MDD?

What is the level of willingness of pupils to participate in these activities?

What are the results of their participation when motivated in these activities?

#### **Section E: Recommendations/suggestions**

What do you think the school can do to promote learning of children in schools?

What should be done to improve rights of pupils in schools?

Do you think the CFS methods are effective in promoting your rights? If yes, how?

Thanks for your participation

### Appendix III: Parents' Focus Group Discussion Guide

Dear respondents, I am a student of Master of Human Rights Student of Uganda Martyrs University. I am currently conducting a study on the impact of Child Friendly School (CFS) Methodology in schools in promoting the rights of children. In brief, the CFS Methodology was implemented by AVSI Foundation under the Sustainable, Comprehensive Responses (SCORE) for vulnerable children and their families to achieve retention, literacy improvement, discipline and attendance in schools among others. I want to understand the impact of this method in the school where your child is studying. This discussion will take between 60-80 minutes. Everything discussed here will be confidential and solely for this research.

Thank you for your participation

<b>Section A: Bio-data</b>	
<b>Sex</b>	
<b>Age</b>	
<b>School of child</b>	
<b>Class of child</b>	
<b>Name of pupil (Optional)</b>	
<b>Date</b>	
<b>Section B: Impact of CFS on specific rights</b>	
Please, introduce yourselves and tell me more about how you know this school	
What does child friendly school mean to you?	
How has child friendly approach promoted specific rights?	
Explain to me how it is being implemented?	
How has child friendly school promoted specific rights to expression?	
How has child friendly school promoted specific rights to association?	
How have the CFS Methods promoted children's own rights to education?	
<b>Section C: Impact of CFS as an effective tool for the learning process</b>	
What is the impact of CFS as a motivation to go to school?	
What is the impact of CFS in actual participation in class?	
What is the impact of CFS in keeping time in class?	
What is the impact of CFS in children's participation in asking questions in class?	

What is the impact of CFS on attendance in school?

What is the impact of CFS on active involvement in school?

**Section D: Impact on performance**

What is the impact of CFS in the performance in tests?

What is the impact of CFS in the performance in exams?

What is the impact of CFS in the performance in extra-curricular activities, sports and MDD?

What is the level of willingness of pupils to participate in these activities?

What are the results of their participation when motivated in these activities?

**Section E: Recommendations/suggestions**

What do you think the school can do to promote learning of children in schools?

What should be done to improve rights of pupils in schools?

Do you think the CFS methods are effective in promoting your rights? If yes, how?

Thanks for your participation

**Appendix IV: In-depth Interview Guide with school based administrators (Head teachers, teachers and members of SMCs) and Local Government officials, Civil Society Organizations (Implementing partners, religious leaders)**

Dear respondents, I am a student of Master of Human Rights Student of Uganda Martyrs University. I am currently conducting a study on the impact of Child Friendly School (CFS) Methodology in schools in promoting the rights of children. In brief, the CFS Methodology was implemented by AVSI Foundation under the Sustainable, Comprehensive Responses (SCORE) for vulnerable children and their families to achieve retention, literacy improvement, discipline and attendance in schools among others. This discussion will take between 40-60 minutes. Everything discussed here will be confidential and solely for this research.

Thank you for your participation

<b>Section A: Bio-data</b>	
<b>Sex</b>	
<b>Age</b>	
<b>Name</b>	
<b>Occupation</b>	
<b>Length in service</b>	
<b>Date</b>	
<b>Section B: Impact CFS on specific rights</b>	
Please, introduce yourselves and tell me more about how you know this school Please, introduce yourselves and tell me more about how you know this school What does child friendly school mean to you? How has child friendly approach promoted specific rights? Explain to me how it is being implemented? How has child friendly school promoted specific rights to expression? How has child friendly school promoted specific rights to association? How have the CFS Methods promoted children’s own rights to education?	

**Section C: Impact of CFS on the learning process**

What is the impact of CFS as a motivation to go to school?

What is the impact of CFS in actual participation in class?

What is the impact of CFS in keeping time in class?

What is the impact of CFS in children's participation in asking questions in class?

What is the impact of CFS on attendance in school?

What is the impact of CFS on active involvement in school?

**Section D: Impact on performance**

What is the impact of CFS in the performance in tests?

What is the impact of CFS in the performance in exams?

What is the impact of CFS in the performance in extra-curricular activities, sports and MDD?

What is the level of willingness of pupils to participate in these activities?

What are the results of their participation when motivated in these activities?

**Section E: Recommendations/suggestions**

What do you think the school can do to promote learning of children in schools?

What should be done to improve rights of pupils in schools?

Do you think the CFS methods are effective in promoting your rights? If yes, how?

Thanks for your participation