

# Assessment of the Implementation of the United Nations Children'S Education Fund Child Friendly School Initiative Programme in Enugu State, Nigeria.

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## Abstract

The purpose of this study was to assess the implementation of the United Nations Children's Education Fund Child Friendly School initiative programme in Enugu State. The study was guided by three research questions. Multi-stage sampling procedure was adopted. Two questionnaires and a checklist were used in data collection. Data was arranged and analyzed according to the research questions. The findings of the study show that: the UNICEF designated child friendly schools in Enugu state have made substantial efforts to realize the CFS objectives but most basic facilities in the schools are inadequate with respect to their child friendly status. The educational implications of the findings of the study were discussed and recommendations were also made.

**Keywords:** Assessment, Child friendly school,, Inclusiveness, Democratic Participation and Child Centeredness,

## Introduction

Right to basic education is a feature inherent in the Convention on the Rights of the Child (CRC). Many African countries, including Nigeria, who are signatories to it as United Nation (UN) members, had earlier made commitments to domesticate such type of rights to children through provision of basic education. The CRC was seen as defensible and complementary to already set up goals. Muyila, (2007) therefore opined that the charter was justified on the basis of the fact that the situation of the African child was different from other regions given the unique socio- political. economic and cultural realities in the continent. It became necessary to have a more specific regional instrument to support and address these realities in relation to the rights of the child.

In recognition of this importance of education as a tool for national development, the Federal Republic of Nigeria (FRN) welcomes goodwill from non-governmental agencies, individuals, and communities in realizing its objectives (FRN, 2004). It has been acknowledged that quality childhood programmes not only improve the lives of children and families involved, but also result in substantial economic benefit to the society (Essa,2003). A framework of rights-based, child friendly schools can thus be a powerful tool for both helping governments to actualize these initiatives and also fulfill the rights of citizens by providing them with education of good quality (UNICEF, 2006).

It is possible that such frameworks can serve both as a goal and as a tool of quality improvement in basic education in Nigeria. Basic education in the National Policy in Education (NPE) document (FRN, 2004) encompasses 9-year basic education programme, comprising 6 years of lower basic education(Primary Education) and 3 years of upper basic education (Junior secondary education). Primary education is the education given in institutions for children aged 6 to 11. The NPE document maintains that since the rest of the education system is built upon the primary level, it is the key to the success or failure of the entire system. This being the case, one of the goals of primary education in Nigeria is to inculcate permanent literacy, numeracy, and ability to communicate effectively. This need for solid foundation makes primary education a focus of national importance and primary education has always been regarded as a vital stratum in the nation's education system (Adepoju and Fabiyi, 2006). This need for solid foundation makes primary education a focus of national importance. Hence, the goals of primary education according to FRN (2004: p, 14) are to:

- inculcate permanent literacy and numeracy, and ability to communicate effectively;
- lay a sound basis for scientific and reflective thinking;
- give citizenship education as a basis for effective participation in and contribution to the life of the society;
- mould the character and develop sound attitude and morals in the child;
- develop in the child the ability to adapt to the child's changing environment;
- give the child the opportunities for developing manipulative skills that will enable the child function effectively in the society within the limits of the child's capacity;
- provide the child with basic tools for further educational advancement, including preparation for

trades and craft of the locality.

These prospects objectives of primary education have well been articulated to give the child an opportunity to be a useful citizen to the society. Quality primary education that realizes such objectives therefore, has the capacity to improve young children's learning potentials and prepare them for further school success. Government's intention in them is therefore that, realizing these objectives will transform all aspects of the nation's life over time. This explains why Nigeria placed much emphasis on primary education (Okolo, 2011). This made the Nigerian government over the years to introduce some programmes and pledged to provide basic infrastructure at the primary educational level. This has been demonstrated since Nigerian independence through the introduction of programmes like the Universal Primary Education (UPE) in 1976, and the Universal Basic Education (UBE) in 1999.

Universal Primary Education was introduced as a medium for ensuring universal access and quality education to all citizens. However, according to the National Institute for Educational Planning and Administration (NIEPA, 2000), there is still a general decay at the basic education level. In Enugu state, this general decay is reflected in poor achievement ratio, low enrolment and completion rate, high repetition and poor interest in schooling (Obiweluzo, 2011). The worst hit in this underachievement is the foundation level - the primary school. The Universal Primary Education (UPE) programme introduced in 1976 failed to achieve the desired goal, hence the introduction of the UBE (Borishade, 2000). The scope of the UBE is to provide functional skill acquisition that lays foundation for a sustainable life (Labo-Popoola, Bello and Attanda, 2009). The objectives of this programme (UBE) were however hampered by many challenges. These challenges include poor planning (Adamaechi and Romaine, 2000; Denga, 1999; Ezeocha, 1990), inadequate funding and dearth of input facilities (Olaitan, 1996; Okoh, 2002; Dike, 2001; Igbuzor, 2006), poor programme implementation (Uko-Aviomoh, 2005; Okpalaoka, 2008), and shortage of qualified teacher (Olaofe, 2003). These challenges according to Borishade (2000) are evident in such reports like the Situation and Policy Analysis of Basic Education in Nigeria (SAPA, 1991), and the Monitoring of Learning Achievement of Primary School Children in Nigeria (MLS, 1996).

Thus, most public primary schools were characterized by inadequate facilities, poorly motivated teachers, limited or absence of community participation and these give rise to poor pupils' achievement and high dropout rate (NIEPA, 2000). These in Enugu state are coupled with the increased demand for basic education as occasioned by population increase and increase the awareness of the need for quality basic education (Obiweluzo, 2011). However, poor pedagogical approach might constitute a major challenge to the implementation and realization of these objectives and all other efforts being put in place by government seem to have failed. A child centered pedagogy approaches is one which situates learning, meaning and motivation within individual children. In the practice of child centered approach, a child is construed as an active individual who follows certain developmental stages that occur universally, irrespective of the child's cultural and social background (Piaget, in Adriany, 2010). Hence, adults' role in this orientation is viewed as a facilitator who should aid but not interfere in children's development. It has also been observed that poor pedagogical programme implementation has bedeviled a good number of laudable programmes. Uko-Aviomoh (2005) noted that in most cases, the policies of educational programmes were found in terms of targets to be reached but there is always a breakdown in the pedagogical implementation along the line. Okpalaoka, (2008) has also recognized certain contrast to the successful implementation of Universal Basic Education (UBE) programme in Nigeria to be poor pedagogical process and poorly trained teachers without requisite pedagogical skills to implement the programme.

It is against this background that the intervention of United Nations Children's Education Fund (UNICEF), through the Child-Friendly School (CFS) initiative programme, is welcome by the Nigerian Government, stakeholders, and educators in the year 1999. According to Okolo (2011), given the world wide experience and capacity UNICEF has in handling children issues and its expertise in dealing with education in a synergistic manner, the initiative could be promising and a success venture.

According to UNICEF (2009a: p, 7), three inputs shaped the early development of CFS:

- The first was effective school research, which emphasized the importance of school factors for disadvantaged students.
- The second was the World Health Organization's mental health promotion initiatives, which focus on the importance of connectedness, caring and access to support.
- The third was UNICEF's interest in children, family and community-centered approaches to school improvement.

This intervention reflects three key, and inter-related, principles derived from the Convention on the Rights of the Child (CRC) - Child-centeredness, Democratic participation, and Inclusiveness (UNICEF, 2009b: p, 8). These keys are reflected in the conditions in the learning environment such as observance of the rights of the children, availability of school facilities, family and community involvement in education among others.

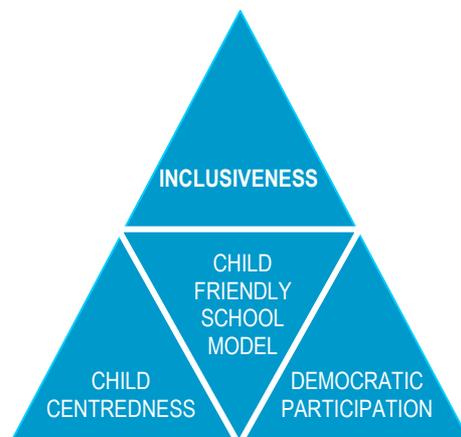
According to Udeh (2011), this intervention in Enugu state placed emphases on provision of basic facilities in the school environment, promotion of inclusive practices and capacity building. The concept of child friendly school recognizes and nurtures the achievements of children's basic rights through accommodation and inclusiveness. Hence, according to UNICEF (2006) a Child Friendly School (CFS) is one where the learning environment is conducive and welcoming. In such school, the staff is friendly to children and the health and safety needs of the pupils are adequately met. In such atmosphere, the school will be community based, recognizes and promotes the rights of all children irrespective of gender, religious and ethnic differences, family status, physical and mental abilities/disabilities.

In Enugu state, the CFS framework encourages all committed stake-holders, especially parents, guardians, teachers, and communities to participate in what happens in the school. It also values the many kinds of contributions they can make in seeking all children to go to school, in developing a conducive learning environment for children for effective learning according to the children's current and future needs. The ideal being to encourage children to feel at home and enjoy basic developmental facilities while being guided to develop basic mental, physical and social skills that will enable them become functional members of the society. UNICEF Nigeria works closely with the Ministries of Education (ME) to improve quality of education through an integrated strategy that is designed to fulfill the rights of children within the school environment (Okolo, 2011). Implementing such in Enugu state has the potential to initiate warm and affectionate relationship among the pupils, teachers and the community. Other prospects are in facilitating learning, responding to children's needs and effectively managing children behaviour. When these are achieved, the learning environments will be characterized by equity, balance, freedom, solidarity, non-violence and a concern for physical, mental and emotional health. These dimensions are rigorously implemented to boost pupil's achievement in six pilot primary schools across Enugu state (UNICEF, 2009a). It is aimed at creating an enabling physical environment fit for every child's education which could be replicated state-wide. A CFS model has been adjudged by UNICEF and a number of Educational researchers as a sound and useful educational intervention, whose proper implementation will help in achieving the National Policy on Education objectives in basic education (UNICEF (2009b); It follows then that the effectiveness and sustainability of CFS programme could therefore be improved through constant evaluation. According to Ezemenaka (2009), evaluation is the process of delineating and collecting information about the activities and characteristics of programmes with the overall goal of programme or project improvement. Constant evaluation is therefore the only means or avenue through which the effectiveness of the implementation of the UNICEF CFS programme can be ascertained.

It is against this background therefore, that this study becomes necessary in order to determine and evaluate the extent to which UNICEF implements those vital child friendly school initiative that support the realization of the goals of primary education. It is therefore important that the UNICEF CFS programme be evaluated in terms of its Context, Input and Process to determine the extent it is being implemented in Enugu state primary schools.

#### **Characteristics of Rights-Based Child-Friendly Schools**

UNICEF, in contributing to fulfillment of the rights of children developed a CFS framework for rights-based child friendly educational system and schools that are characterized as inclusive, democratic and child-centered.



**Fig 2:** Child Friendly School Model

This framework according to UNICEF (2006) brings about the following characteristics of CFS in line with the model.

- Reflects and realizes the rights of every child - 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.

- Sees and understands the whole child, in a broad context - is concerned with what happens to children before they enter the system (e.g., their readiness for school in terms of health and nutritional status, social and linguistic skills), and once they have left the classroom - back in their homes, the community, and the workplace
- Is child-centered - encourages participation, creativity, self-esteem, and psychosocial well-being; promotes a structured, child-centred curriculum and teaching- learning methods appropriate to the child's developmental level, abilities, and learning style; and considers the needs of children over the needs of the other actors in the system
- Is gender-sensitive and girl-friendly - promotes parity in the enrolment and achievement of girls and boys; reduces constraints to constraints to gender equity and eliminates gender stereotypes; provides facilities, curricula, and learning processes welcoming to girls
- Promotes quality learning outcomes - encourages children to think critically, ask questions, express their opinions - and learn how to learn; helps children master the essential enabling skills of writing, reading, speaking, listening, and mathematics and the general knowledge and skills required for living in the new century -- including useful traditional knowledge and the values of peace, democracy, and the acceptance of diversity
- Provides education based on the reality of children's lives -- ensures that curricular content responds to the learning needs of individual children as well as to the general objectives of the education system and the local context and traditional knowledge of families and the community
- Is flexible and responds to diversity - meets differing circumstances and needs of children (e.g., as determined by gender, culture, social class, ability level)
- Acts to ensure inclusion, respect, and equality of opportunity for all children - does not stereotype, exclude, or discriminate on the basis of difference
- Promotes mental and physical health - provides emotional support, encourage healthy behaviours and practices, and guarantees a hygienic, safe, secure, and joyful environment
- Provides education that is affordable and accessible - especially to children and families most at-risk
- Enhances teacher capacity, morale, commitment, and status - ensures that its teachers have sufficient pre-service training, in-service support and professional development, status, and income
- Is family focused - attempts to work with and strengthen families and helps children, parents and teachers establish harmonious, collaborative partnerships
- Is community-based - strengthens school governance through a decentralized, community-based approach; encourages parents, local government, community organizations, and other institutions of civil society to participate in the management as well as the financing of education; promotes community partnerships and networks focused on the rights and well-being of children.

### **Purpose of the Study**

The empirical evidence necessary for confirming whether the initiative is being properly implemented at the primary school level in Enugu state is very scanty in literature. Furthermore, not a bit of the related works in the literature has assessed the implementation of its dimension at different levels in Enugu state. This lapse in the availability of empirical data to justify or validate both human and material resources being invested in this intervention in Enugu state suggests the need for this study. Hence, the purpose of this study is to:

- find out the extent measures have been implemented to realize the CFS objectives in Enugu state designated CFSs.
- ascertain the child friendly status of input facilities at those UNICEF designated child friendly schools in Enugu state.
- determine the extent child centered pedagogies are utilized in those UNICEF designated CFSs in Enugu state.

### **Research Questions**

- To what extent has measures been implemented to realize the child friendly school objectives in the UNICEF designated CFS in Enugu state?
- To what degree are input facilities for teaching and learning child friendly in UNICEF designated CFS in Enugu state?
- How often are child centered pedagogies utilized in UNICEF designated CFS in Enugu state?

## Method

The design adopted for this study was evaluative design. An assessment design in education intends to appraise a programme, curriculum or project's effectiveness objectively. According to Nworgu (2006), assessment research is concerned with making decisions relating to the value or worth of educational materials, methods and programmes based on empirical data. Ezemenaka (2009) therefore, insist that the ultimate aim of an evaluation study is to pass judgment on the worth of something on the basis of descriptive information and appropriate criteria. Evaluation design is appropriate for this study because it allows for assessment between the objectives proposed in the UNICEF CFS initiative programme as against the extent measures have been put in place to achieve them. In this study therefore, attempt was made to collect data with respect to the degree of measures that have been implemented to realize the CFS initiative programme's objectives, *check* the child friendly status of those basic input facilities and in respect of the pedagogical process been implemented to realize the CFS initiative programme's objectives. So to enable the researchers make value judgment about the extent of implementation of its key, inter-related principles- child-centeredness, promotion of democratic participation, and inclusiveness.

This study was carried out in Enugu state, Nigeria. All the six UNICEF designated CFS in the state are located in rural areas. Enugu state is chosen because the state government is committed to achieving MDG goals in primary education (Okolo, 2011). The state has also been rigorous in creating enabling environment for successful implementation of CFS initiatives (Udeh, 2011). The population of the study comprised all the teachers, parents of UNICEF designated child friendly primary schools in Enugu state and Enugu State Universal Education Board (ESUBEB). In all there were seventy nine teachers and all the parents of the school attending pupils. Others are all the eighty two SUBEB staff in Enugu state. Parents are part of the population because CFS framework emphasizes democratic participation in what happens in the school through community involvement, Parents Teachers Association (PTA), Mothers Club (MC), etc. The UNICEF designated primary schools are:

- CPS, Umuhu Eha-Amufu (Isiuzo LGA);
- Central school, Owo (Nkanu East LGA);
- Central school, Amaechi (Enugu South LGA);
- Group school, Agbani (Nkanu West LGA);
- Community Central School, Obe (Nkanu West LGA);
- CPS, Uvuru (Uzo Uwani LGA).s

The six UNICEF designated child friendly primary schools across the state was purposively sampled. The simple random sampling was implored to choose 10 teachers and 10 parents from each of the six primary schools. This gave rise to 60 teachers and 60 parents. This was done to allow for comparability across schools in the different LGAs where they are located. Ten ESUBEB staff in School unit department who are directly involved in primary education for monitoring and supervision of primary education was purposively sampled. In total, the sample size for this study was 130 respondents- 60 teachers, 60 parents, and 10 SUBEB staff. The sampling technique for this study is thus in multi-stage.

Three instruments were developed for the purpose of this study. These are CFS Programme Objectives Extent of Achievement Questionnaire (CFSPEAQ), CFS Input Facility Checklist (CFSIFC) and Utilization of Student Centered-Pedagogies Questionnaire (USCPQ). CFSPEAQ was adapted from UNICEF (2006) characterized objectives and services of a rights-based child friendly school. It is a likert-type format rating scale. This instrument was used for context assessment to determine the extent measures have been implemented to realize CFS objectives in Enugu state. Its 13 of the 14 items are with ratings in **HI** = Highly Implemented; **MI**=Moderately Implemented; **LI** = Less Implemented and **NI** = Not Implemented. There is also an open ended item to ascertain those challenges in the implementation of the UNICEFF CFS programme that compromises its objectives being achieved. The second instrument that was used for this study was the CFSIFC. Personal interactions of the researchers with the UNICEF Desk officers in Enugu and Ebonyi states were carried out to give the researchers insight on the nature of implementation of this programme. CFSIFC was thereafter adapted from a pool of UNICEF standardized indicators of CFSs. The CFSIFC was used to determine the adequacy of input facilities for teaching and learning in UNICEF designated CFSs in Enugu state. This checklist was utilized with respect to input evaluation of the designated CFSs. This checklist contains a summary list of the basic input facilities and amenities that make school environment child friendly. This is not a normal input facility checklist, but a distinctive baseline data collector because it goes beyond determining the availability of these inputs to ascertaining their child friendly status. This extensive characteristic of the checklist is necessary in this study because these facilities might just be there in the school without being apt for pupils-with respect to their suitability, adequacy, utilization etc. It is s a 19 item checklist that covers input facilities (human and material resources) used to aid teaching and learning in primary schools with respect to their child friendly status. It was thus used to 'check' the availability and friendly status of the itemized input facilities as provided, facilitated or

complemented by UNICEF in those designated schools.

The third is Utilization of Student Centered-Pedagogies Questionnaire (USCPQ). The instrument was used to ascertain the extent child-centred pedagogies and activities, which are child friendly are implored in UNICEF designated CFSs in Enugu state. It is developed and utilized for the process assessment of the implementation of the programme's objectives. It is a likert-type format questionnaire in the ratings of **VO**-Very Often; **O**-Often; **S**-Sometimes and **N**-Never. It has 20 items that reflect child friendly approaches to teaching and learning that is consistent with childhood development.

To ascertain the validity of the instrument, it was given to six experts. Four in Measurement and Evaluation, one in educational psychology and one in philosophy of education, all in University of Nigeria, Nsukka. The validators were requested to examine the instrument to ensure that the items relate to the purpose of the study, research questions. When the entire instruments were collected back by the researchers, the validators' assessment and input immensely contributed in making the instruments more adaptive to child friendly school model. Their input also helped in making the instruments unambiguous and unbiased such that the items relate to child friendly characteristics of school environment.

The Cronbach Alpha method was used to establish the internal consistency of CFSPOEAQ and USCPQ. Using SPSS version 16.0, a coefficient value of .897 was obtained respectively. This value was considered satisfactory and reliable by the researchers to attest to the instrument's reliability. Cronbach's Alpha method was used because it measures the internal consistency of the items and allows instruments to be administered once on the respondents.

In the conduct of the study, the researchers took an on-site visit to all the UNICEF CFSs in the six LGAs of Enugu where these schools are located. There, the validated instruments were administered to the sampled teachers and parents, after the purpose of the study have been explained to them. This was however done with the help of two research assistants in each of the school visited. These research assistants were trained on how to handle the instruments carefully. They were also educated on the purpose and methodology for this study so that they could handle questions from the respondents. While in the schools, the researchers had guided tours of the schools' environment to observe the school plant and input facilities as they reflect child friendliness. Hence, the checklist was '*checked*' by the researchers as they observed the schools' plant and facilities. The sampled SUBEB staff was accessed in their office in Enugu state. Where the respondents were unable to complete the questionnaire and return immediately, the researchers called back to collect the completed questionnaire on a later date. To answer the first and third research question that guided this study, the data obtained was analyzed using means and standard deviation scores. For these items, a mean of 2.0 and above indicated acceptance. Research question two was interpreted with reference to the minimum standard in primary education. In this study however, inputs facility's child friendly status is a major concern. Thus, to accommodate the ideals of CFS environment in primary education on input facilities, the researcher probed further into their adequacy and optimality. Hence, for these input facilities, their availability in schools is necessary but not a sufficient condition to justify their child friendliness. This then form the basis for judging its appropriateness to children's needs, use and extent of implementation.

**Table 1:**  
 The mean ratings and standard deviation on the extent UNICEF designated CFSs in Enugu state implement measures that reflect these objectives.

	OBJECTIVES	TEACHERS		PARENTS		SUBEB		TOTAL	
		X	SD	X	SD	X	SD	X	SD
1	Parents participate in school through the Parents Teachers Association (PTA), Mothers Club, etc	2.8	0.8	2.2	1.3	2.1	1.4	2.3	1.1
2	Strengthens school governance through community participation	2.8	0.6	2.4	0.9	2.4	1.0	2.6	0.8
3	Accommodates community participation in resources and mgt.	1.9	0.6	1.7	0.7	1.8	0.6	1.8	0.6
4	Do not discriminate on the basis of gender	2.7	0.8	2.3	1.2	2.1	1.3	2.3	1.0
5	Do not stereotype on the basis of socio-economic status	2.2	0.5	1.9	0.5	1.9	0.6	2.0	0.5
6	Do not stereotype on the basis of ability	2.4	0.6	1.9	0.9	2.1	0.6	2.1	0.8
7	Respects individual difference in children	2.8	0.7	2.4	1.0	2.4	1.1	2.5	0.9
8	Respects the right of the child as a stakeholder in the teaching and learning process	2.9	0.5	2.6	0.7	2.6	0.7	2.7	0.6
9	Socialize boys and girls in a non-violent environment	2.9	0.4	2.6	0.7	2.6	0.6	2.7	0.6
10	Promotes quality teaching appropriate to each child's ability	2.8	0.6	2.3	1.1	2.4	1.1	2.5	0.9
11	Promotes good quality learning appropriate to each child's learning needs	2.1	0.9	1.9	0.8	1.4	0.8	1.8	0.9
12	Ensures a safe learning environment	2.9	0.5	2.4	0.9	2.5	0.8	2.6	0.7
13	Promotes good health habit and healthy environment	2.8	0.6	2.4	1.0	2.4	1.1	2.5	0.9
14	What challenges do you see in the implementation of the UNICEFF CFS programme that compromises its objectives being achieved? Please specify								

**Key: X = Mean; SD = Standard Deviation; . N=130**

Data on table 1 is on context evaluation of the extent UNICEF implements measures that reflect each of the stated objectives in those designated child friendly schools across Enugu state. It shows the item by item Mean Scores (X) and Standard Deviation (SD) of teachers, parents and SUBEB staff. On the whole, the total mean ratings for objectives 1,2,4, 7,8,9,10,12 and 13 are 2.0 and above. On the other hand, the result shows that the mean ratings of objectives 3,5,6 and 11 are below 2.5. Since the acceptable mean that demonstrate adequate implementation of measures to realize CFS objectives has been set by the researcher as 2.5 and above, one can therefore deduce that objectives 1,2,4,7,8,9,10,12 and 13 are achieved because measures are being implemented to accomplish them while objectives 3,5,6 and 11 are not achieved in UNICEF designated CFSs in Enugu state. By connotation, UNICEF has less implemented measures to accommodate community participation in resources and management and in promotion of good quality learning appropriate to each child's learning needs in Enugu state.

For the open ended questions, on context evaluation, which sort qualitative data on challenges in the implementation of the CFS initiative programme that compromises its objectives being achieved, most teachers consider lack of basic facilities in the school, and poor teacher motivation with respect to work conditions as major challenges. Some others specified that parents do not support their ward on text books and writing materials. On the other hand, greater part of the parents in the community believes that such regular supervisions by the necessary authorities which ensure quality control are wanting. However, there is a general consensus on the part of SUBEB staff that adequate funding for capacity building and school monitoring is inhibiting the success of the programme.

**Table 2:**

Checklist showing the availability and status of basic input facilities and amenities at the UNICEF designated child friendly schools. **Key:** **Std** = Standard; **MStd** = Minimum Standard; **NA** = No. Available; **NNA** = N. Not Available. The italicized shows the current status of the schools.

S/N	Input facilities in UNICEF CFS	Std	Availability		Child Friendly Status		
		MStd	NA	NNA	Adequate	Fairly adequate	Not Adequate
1	Classroom	1:35	1:32	0	Streamlined for wheelchair	Access free from obstacles	<i>uneven for wheel chair</i>
2	Inside classroom	Display	few	4	Displays pupils' works	Displays other didactic works	<i>bare</i>
3	Drinking water	1 per cl	1	0	Treated (safe)	<i>As in children's home</i>	unsafe
4	Play ground	1 per 100 pupil	2	0	Well outlined & within teachers sight from the classroom	Well outlined but away from teachers sight from the classroom	<i>Not clearly delineated</i>
5	Textbooks on subjects	1 per pupil	few	3	<i>With pictures, drawings and stories</i>	Rich content	Inappropriate content
6	Office blocks	With Stationaries	non	1	<i>Accessible and welcoming to all</i>	Only by invitation	Out of bound for all pupils
7	Teacher/pupil ratio	1:35	1:27	0	<i>Cohabit with pupils inside the classroom</i>	Do not cohabit	Visits for classes
8	Quality teachers to implement curriculum & programme	One for each class	1	0	Professional teacher & receives in-service training on child centred pedagogies	<i>Do not receive in-service training on child centred pedagogies</i>	Not professional teachers
9	Chairs and desk in the classrooms	1 per child	1	0	<i>Right size chairs &amp; Proportionate to desk</i>	Compact with minimal space	Discomforting or in bad shape
10	Classroom windows	4	4	0	<i>Always open &amp; Cross ventilate the class</i>	Sometimes open but not cross ventilating	Damaged or warped
11	Toilet/pupil	1 per 50 pupil	1:50	0	<i>Suited design for children &amp; gender sensitive</i>	Boys and girls toilet not separated	Not functional
12	Wash hand basin	1 per cl	½	½	Water and soap available	<i>Only water available</i>	Not close to latrines
13	School compound		2	0	Flowers and trees are planted	<i>Just free from sharp objects</i>	In bad shape
14	Library facilities	1	non	1	Has librarian(s) & regularly supplied with children's books	Do not have librarian(s) but regularly supplied with children's books	<i>Children rarely use the library</i>
15	Vocational centre, computer room, Laboratory	1	non	1	with attendants & supplied with didactic equipment	Do not have attendants but regularly supplied with didactic equipment	<i>Children rarely use them</i>
16	Garbage cans	1per cl	½	½	Inside the classroom	<i>Outside the classroom</i>	Un-kept
17	Blackboards	2per cl	2	0	Mobile or adjustable	<i>Painted on the walls</i>	Not outlined

<b>18</b>	Sporting facilities (football pitch)	1	non	1	Clearly outlined with sports master	Not clearly outlined with sports master	<i>None of the above</i>
<b>19</b>	UNICEF/UBE personnel for monitoring	1per term	non	1	Visits schools to interact with pupils, parents & community	Visits the school to interact with school management	<i>Rarely come around</i>

**Note:** The bolded and italicized indicate the status of the schools.

With regard to research question two, the table 2 shows qualitative data on input evaluation for the implementation of the CFS programme across Enugu state. The data shows that most facilities available are not adequate with respect to their child friendly status. While basic facilities like library, vocational centre, laboratory and office block are wanting

**Table 3:**

The mean ratings and standard deviation on the extent UNICEF designated CFSs in Enugu state utilizes child centred pedagogies.

	CHILD CENTRED PEDAGOGIES	TEACHERS		PARENTS		SUBEB		TOTAL N	
		X	SD	X	SD	X	SD	X	SD
<b>1</b>	Encourages pupils to participate in class work	2.8	0.4	2.8	0.4	2.9	0.3	2.8	0.4
<b>2</b>	Encourages pupils to ask questions	2.5	0.8	2.5	0.9	2.7	0.7	2.6	0.8
<b>3</b>	Organizes laboratory class for pupils	1.9	0.5	1.8	0.6	2.1	0.6	1.9	0.6
<b>4</b>	Demonstrates simple experiments for pupils	2.4	0.5	2.3	0.6	2.6	0.5	2.4	0.5
<b>5</b>	Relates information presented in the lesson to pupils' lives	2.5	0.8	2.5	0.9	2.5	0.7	2.5	0.8
<b>6</b>	Utilizes instructional materials appropriately	2.7	0.5	2.7	0.6	2.6	0.5	2.7	0.5
<b>7</b>	shows similar expectations for both boys and girls	2.4	1.2	2.3	1.3	2.7	0.9	2.3	1.3
<b>8</b>	Pupils receive equal attention despite their background	2.5	0.8	2.5	0.9	2.7	0.7	2.5	0.8
<b>9</b>	Maintains an engaging class, without pressuring the students	2.9	0.3	2.9	0.3	2.9	0.3	2.9	0.3
<b>10</b>	Facilitates discussions among pupils	2.6	0.8	2.5	0.9	2.8	0.6	2.5	0.8
<b>11</b>	Adapts lessons for pupils with special learning needs	2.4	0.9	2.0	1.0	2.6	0.7	2.2	1.0
<b>12</b>	While the pupils are working, the teacher moves around the classroom to provide support and guidance	2.9	0.5	2.9	0.3	2.9	0.3	2.9	0.2
<b>13</b>	Usually organize pupils to go on excursions/field trips	1.9	1.0	1.7	1.1	2.3	0.8	1.8	1.1
<b>14</b>	Staff addresses pupils by name	2.5	0.9	2.5	0.9	2.6	0.7	2.5	0.9
<b>15</b>	Communicates both verbally and nonverbally in a positive and friendly manner	2.8	0.4	2.8	0.4	2.8	0.4	2.8	0.4
<b>16</b>	Encourages group study and cooperative learning	2.9	0.3	2.9	0.4	2.7	0.5	2.9	0.3
<b>17</b>	Use continuous assessment in evaluating learning achievement	2.7	0.7	2.8	0.6	2.5	0.9	2.8	0.6
<b>18</b>	Assesses pupils with different evaluation techniques	2.6	0.7	2.6	0.8	2.6	0.7	2.6	0.7
<b>19</b>	Regularly train programme personnel (teachers, UNICEF, ministry and UBE staff) through workshops and seminars on child centred practices	1.9	1.0	1.8	1.1	1.3	0.8	1.8	1.1

**Key: X = Mean; SD = Standard Deviation; . N=130**

The table 3 is on the process evaluation of the implementation of the CFS objectives, which indicates how often various child centered pedagogies are utilized in the UNICEF designated CFSs in Enugu state to realize the programme's objectives. The result shows the item by item Mean Scores (X) and Standard Deviation (SD) of teachers, parents, and SUBEB staff. On the whole, the total mean ratings on the use of process 1, 2, 5, 6, 8, 9, 10, 12, 14, 15, 16, 17 and 18 are 2.5 and above. On the other hand, the results also indicate that the mean ratings on the utilization of process 3,4,7,11, 13 and 19 are below 2.5. Since the acceptable mean that make obvious the employment of child centered pedagogies to realize the CFS objectives has been set by the researchers as 2.5 and above, one can therefore deduce that processes 1, 2, 5, 6, 8, 9, 10, 12, 14, 15, 16, 17 and 18 are being engaged in UNICEF designated CFSs across Enugu state to realize the programme's objectives while process 3,4,7,11,13 and 19 are not utilized. By connotation, UNICEF designated child friendly schools in Enugu state hardly or less often arrange laboratory classes for pupils or organize pupils to go on excursions, and programme personnel (teachers and UBE staff) are hardly trained through workshops and seminars on child centred practices to realize the objectives of the CFS initiative programme in Enugu state.

### Discussions

Judging from the high mean responses for eleven objectives, UNICEF designated CFSs across Enugu state encourage parents to participate in school management through the Parents Teachers Association (PTA), Mothers Club, etc, strengthens school governance through community participation, do not discriminate on the basis of gender. The schools also respect individual difference in children and the right of the child as a stakeholder in the teaching and learning process. In the school environment, boys and girls are socialized in a non-violent environment, appropriate quality teaching to each child's ability and good health habit are promoted in a safe learning environment.

These findings are in agreement with that of UNICEF (2009a) which opined that there seemed to be a positive attitude toward the provision of education for all as a right to children. These findings also suggest that the extent of commitment to realize the CFS programme is similar to that of the Getting Ready for School programme: A Child-to-Child Approach. This is because UNICEF (2010) carried out a programme evaluation of the Getting Ready for School programme: A Child-to-Child Approach and found out that sufficient measures are actually implemented to realize the programme's objectives.

However, the mean response for the remaining two objectives have indicated that the schools do not promotes good quality learning appropriate to each child's learning needs and community participation in resources and management are not accommodated. This has reiterated the findings of Ugwu (2011), which discovered that apart from developing environment friendly policies in primary education, implementing those measures that promote good quality learning appropriate to each child's learning needs has been a challenge. Strict adherences to child-centered approaches that make children feel welcome in school were among some factors identified by the researcher as responsible for this anomaly. However, according to UNICEF (2009a) community participation in resources and management are vital to the realization of children's rights through quality education, but it had been found out in this study that Enugu state schools do not accommodate such.

Although on the whole, there is sufficient evidence to suggest that enough has been done to actualize the CFS objectives, there are however some inconsistencies among the groups of respondents (teachers, parents and SUBEB) with regard to different objectives. For instance, all the groups except the teachers disagrees that measures have been implemented to promote good quality learning appropriate to each child's learning needs while only the parents disagrees that the school do not stereotype on the basis of ability. Similarly, only parents and SUBEB strongly feel that the school stereotype on the basis of socio-economic status. On the other hand, only the UNICEF believes that enough has been done to accommodate community participation in resources and management. This situation negates such similar finding by Midling, et al (2006) when they carried out a similar Programme Evaluation for USAID / Guinea Basic Education Program Portfolio. The study reported that the impact of activities of the Guinea Basic Education Program Portfolio on community participation is positive and promising because democratic principles are taking root in the practices of Parent Associations. Hence, the programme generates ripple effects in the political life of the communities. The evaluators attributed this to the involvement of communities which has helped to increase the demand for education because the school accommodates community participation in resources and management.

The adequacy of input facilities for teaching and learning was ascertained which are reported through the use of checklist (table 3). The result from the checklist contains a summary list of basic input facilities and amenities that make school environment conducive for learning and their child friendly status. Hence, with respect to the research question, the table shows that the child friendly status of office blocks, teacher/pupil ratio, chairs and desk in the classrooms access roads, toilet/pupil ratio, classroom windows and textbooks on subjects were found to be adequate. These observations are consistent with the findings of UNICEF (2009a) that the UNICEF designated schools provide a physical environment conducive for learning. The teachers were also

found to cohabit with pupils inside the classroom to monitor pupils and to ensure that water for drinking is being provided in the classrooms.

However, most vital physical facilities like libraries, laboratories, ICT centres and sporting equipment are deficient. This deficiency does not complement the FRN (2004a) goal of laying a sound basis for scientific and reflective thinking in providing the child with basic tools for further educational advancement, including preparation for trades and craft of the locality. This may have been possible because the study also found out the UNICEF/UBE personnel rarely visits the schools to interact with pupils, parents and community. This is however not strange because in a study by Okoye (2012), teachers, parents and the SUBEB reported that the schools do not accommodate community participation in resources and management. Nevertheless, this one of the avenues through which these facilities can be provided in the schools. This vital component of democratic participation in the child friendly school initiative programme was however found to be the success of the Getting Ready for School: A Child-to-Child Approach programme when it was evaluated by UNICEF (2010) - A high community enthusiasm to contribute in providing basic facilities was found within communities where it was introduced.

UNICEF (2009a) found out that the schools take steps to ensure that children are protected in the community but the checklist shows an un-inclusive school environment. Hence, a vital aspect of the child friendly school component- inclusiveness was also found to be profoundly lacking in all the schools. This is the situation in most of the schools visited. This indicates that enough has not been done to protect pupils in the school environment. This worrisome situation is similar to what has earlier been reported by Ibiam (2011), that, lack of friendly environmental factors like secured premises and physical facility were part of the many ignored areas militating against the actualization of the UBE objectives. Access to classrooms and school playground are not welcoming to the physically challenged because they are uneven for wheel chair. This is not surprising because the parents, SUBEB and the UNICEF have earlier indicated that measures have not been put in place to accomplish the objective of promotion of good quality learning environment that is appropriate to each child's needs (Okoye, 2012). Similarly, quality teachers to implement curriculum and programme were found not to receive in-service training on child centered pedagogies. This also re-echoes the findings of Obiweluzo (2011) which revealed that lacking in Enugu state primary schools is capacity building that is important for effective teaching and learning.

In general, it has however been found that the child friendly status of input facilities in the schools are inadequate. This implies that in this intervention for Enugu state, emphasis is not placed on provision of basic amenities (library, ICT centres, laboratory, and vocational centres) in the school environment. Hence the NPE's objective of laying sound basis for scientific and reflective thinking and providing the child with basic tools for further educational advancement, including preparation for trades and craft of the locality has been undermined. Hence, with respect to input evaluation, the schools have not implemented measures to achieve most of the CFS programme objectives.

Information in table 3 was to find out how often child centered pedagogies are utilized in UNICEF designated CFS in Enugu state. Information in table 3 indicates that most child centered pedagogies are actually utilized to realize the CFS objectives in Enugu state.. This means that the findings of Ekenem, Essien and Ekenem (2011) that child centered instructional approach boost socio-motor skill development of pre-primary and primary school pupils have been adopted among the UNICEF designated schools. This is also consistent with the findings of UNICEF (2009b) that teachers use student-centred pedagogy and decisions are made based on the best interests of students. The standard deviation values on the utilization of these processes however, indicate a low degree agreement among teachers, parents and SUBEB responses regarding their usage. On the other hand, it was shown from the table 3 that the schools hardly ever organize laboratory classes for pupils or arrange for pupils to go on excursions. The table also indicates that capacity building of programme personnel (teachers, ministry and SUBEB staff) through workshops and seminars on child centered practices is not utilized as a means of actualizing the programme's objectives.

Probing further, all the Head teachers indicated that there has not been any capacity building for the teachers in respect of the programme's objectives in the last one year. This also relate to the need for quality control and monitoring as emphasized by parents and UNICEF. Most teachers also specified provision and utilization of ICT (computer and film) and vocational centres as necessary if the objectives of the CFS are to be met. This is grossly lacking because none of the schools has a functional ICT or vocational centre. Since ICT and craftsmanship are indispensable means to provide the child with basic opportunities and tools for further educational advancement, including preparation for trades and craft of the locality as proposed by NPE (FRN, 2004), the conclusion by UNICEF (2009b) that the schools provide an environment that provides education based on the reality of children's lives is unwarranted.

## Conclusion

This study assessed the United Nations Children's Education Fund Child Friendly School initiative programme in Enugu State. The following conclusions are made on the basis of the findings of the study. The UNICEF designated child friendly schools in Enugu state have made substantial effort to realize the CFS objectives but there is need for improvement since a CFS model is an ideal. There is however, no indication of UNICEF involvement in these efforts to make the school child friendly. Some other factors may have motivated the schools to act in this direction. Most basic facilities in the UNICEF designated child friendly school are inadequate with respect to their child friendly status. Hence, the level of implementation of the programme's objectives with respect to input facilities has been anything less than commendable. To a high extent, the UNICEF designated child friendly schools very often utilize child friendly pedagogies.

## Educational Implication of the Study

The study found out that capacity building in the schools is wanting. This implies that special children are discriminated against, and their right to basic education is jeopardized due to ill equipped teachers to accommodate them. Since the teachers are also not regularly trained, there is no guarantee on quality assurance on inclusive practices and demonstration of child friendly pedagogies. Hence, rights to quality education is being denied to children as proposed by EFA and MDG goals, and UBE and primary education objective and as also stipulated by the Convention on the Rights of the Child (CRC). Pupils are not taken on excursions/field trips as the schools also lack laboratories. This implies that such opportunities that aid transfer of learning are not encouraged in the schools. Hence, the NPE's goal to give the child the opportunities for developing manipulative skills that will enable the child function effectively in the society within the limits of the child's capacity is in peril.

## Recommendations

The following recommendations are made in view of the findings and implications of the study

- Quality assurance should be demonstrated through capacity building and monitoring by the government and UNICEF. Hence, there should be constant in-service training of teachers on child friendly pedagogies. This will equip them with the essential skills for guiding children learning with respect to their psychological and developmental needs.
- Schools should be provided with ICT equipment and laboratory to lay sound basis for scientific and reflective thinking in children.
- Inclusive practices should be emphasized to accommodate special children and children at risk of dropping out of school.
- Efforts should be made by UNICEF and the government to equip schools with basic facilities like libraries and vocational centre to provide the child with basic tools for further educational advancement, including preparation for trades and craft of the locality as proposed in the National Policy on Education.

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