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Impact Of Cognitive Pedagogy Theory in Addressing Inequality In Education For Boys In Kenya. A Case of Merishaw School

Dr. Frasia Karua , Julius Wanyaga

Merishaw School, Kenya

Abstract

Critical pedagogy, grounded in the work of Paulo Freire, seeks to address social inequalities by transforming education into a means of empowerment and social justice. It promotes inclusive and fair learning environments that contribute to reducing systemic disparities in society.

This paper examines the application of critical pedagogy at Merishaw School in addressing the growing disparity in academic performance of the boy child in Kenya and the wider Sub-Saharan region. The study adopts a qualitative research approach follows by the Practical, Robust, Implementation and Sustainability Model (PRISM) alongside the Reach, Effectiveness, Adoption, Implementation, and Maintenance (RE-AIM) framework. These complementary frameworks employed to assess not only the effectiveness of critical pedagogy in this context, but also the underlying factors that explain its impact, implementation processes, and sustainability within the school setting.

Keywords: Critical Pedagogy, Boy Child Education, Social Inclusion in Educati