CHALLENGES FACED BY TEACHERS IN PROVIDING PRE-SCHOOL EDUCATION IN NON-FORMAL PRE-SCHOOLS IN KIBERA SLUMS, NAIROBI COUNTY

BY

WACHIENI BEATRICE WAIRIMU

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MAY 2014
Declaration

I confirm that this research project is my original work and has not been presented in any other university/institution. The project has been complemented by referenced works duly acknowledged. Where text and data have been borrowed from other works including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

Wachieni Beatrice Wairimu
E55/22532/2010

We confirm that the work reported in this project was carried out by the candidate under our supervision as University supervisors.

Dr. Mwoma Teresa
Lecturer Early childhood studies
School of Education
Kenyatta University

Dr. Juliet Mugo
Lecturer Early childhood studies
School of Education
Kenyatta University
DEDICATION

I dedicate this research project to my family: my husband Francis, my daughters; Evelyn, Frashia and Alice and to my son Chris.
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## ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ASAL</td>
<td>Arid and Semi Arid Land</td>
</tr>
<tr>
<td>CBOs</td>
<td>Community Based Organizations</td>
</tr>
<tr>
<td>CFS</td>
<td>Child Friendly School</td>
</tr>
<tr>
<td>ECD</td>
<td>Early Childhood Development</td>
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<td>ECDE</td>
<td>Early Childhood Development Education</td>
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<tr>
<td>EFA</td>
<td>Education For All</td>
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<td>EFAGMR</td>
<td>Education For All Global Monitoring Report</td>
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<tr>
<td>EU</td>
<td>European Union</td>
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<tr>
<td>FBO</td>
<td>Faith Based Organization</td>
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<td>FPE</td>
<td>Free Primary Education</td>
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<tr>
<td>GoK</td>
<td>Government of Kenya</td>
</tr>
<tr>
<td>HIV/AIDS</td>
<td>Human Immunal Virus/ Acquired Immuned Deficiency Syndrome</td>
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<tr>
<td>KESSP</td>
<td>Kenya Sector Support Programme</td>
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<tr>
<td>MDGs</td>
<td>Millennium Development Goals</td>
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<tr>
<td>MoE</td>
<td>Ministry of Education</td>
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<tr>
<td>NAEYC</td>
<td>National Association for the Education of Young Children</td>
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<tr>
<td>NFC</td>
<td>Non Formal Centre</td>
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<tr>
<td>NFE</td>
<td>Non Formal Education</td>
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<tr>
<td>NFS</td>
<td>Non Formal School</td>
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<tr>
<td>NGO</td>
<td>Non Governmental Organization</td>
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<tr>
<td>UK</td>
<td>United Kingdom</td>
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<td>UN</td>
<td>United Nations</td>
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UNESCO United Nations Education Scientific and Cultural Organization

UPE Universal Primary Education
ABSTRACT

Pre-school education is critical for successful completion of primary and secondary school education. It reduces engagement in high risk behaviors. The quality of pre-school education especially from demographic groups that are socially and economically disadvantaged is therefore crucial. The purpose of this study was to investigate the challenges experienced by teachers in providing pre-school education in non-formal pre-schools in Kibera slums. The objectives of this study were: To find out the possible challenges faced by pre-school teachers, teacher/child ratio, the language of instruction, and the nature of physical facilities in non-formal pre-school centres in Kibera slums. The study also sought to find out whether the teachers teaching in non-formal pre-schools in Kibera slums were trained and the possible solutions to the challenges in non-formal pre-school centres. The study was guided by human capital development theory of Becker (1994). The study adopted an exploratory research design that utilized qualitative technique that enabled the researcher to obtain relevant data from sampled centres and respondents. Thirty non-formal pre-schools were sampled using simple random technique. This was 50% of the targeted population of sixty non-formal pre-schools. From each sampled pre-school, one teacher was randomly sampled. The instruments used in data collection were questionnaires for teachers and observation schedules. Piloting was done in two non-formal pre-schools that were randomly sampled within Kibera slums. All the pre-school teachers returned their filled in questionnaires. Data collected were analyzed qualitatively using themes. Kibera slums had poorly built classrooms in non-formal pre-school centres most of which were iron sheet or mud-walled. The environment in the non-formal pre-school centres was found to be very poor. Children in the non-formal pre-school centres were of different ages. The teacher/child ratio was established to be 1:52. The centres also had no places for children to play. Teachers used Kiswahili as the language of instructions but most of them were not professionally trained in ECDE. The study recommends that the government should come up with strategies of inspecting classrooms used in non-formal pre-schools. Training programmes for pre-school teachers in the non-formal pre-school centres in the slums that would suit their financial abilities were also recommended. The study recommends that a study be carried out on the kind of curriculum offered in the non-formal pre-school centres. The study also recommends a study on challenges faced by teachers in formal pre-school centres in Kibera slums.
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The early years of a child's life are essential in forming the foundation for healthy development and providing children and their societies the opportunity to reach their full potential. However, a Study by World Bank (2011) indicates that many children in developing countries are not able to attain their full potential because of deficits in proper cognitive stimulations early in their lives. The effects of the delayed development in the early years can be deleterious and long lasting, reinforcing the intergenerational transmission of poverty. According to Leroy (2011), Early Childhood Development (ECD) programmes are seen as a promising way to prevent such delays and foster early development.

According to Engle (2011), various types of ECD programmes, especially when targeted to the young children, yield significant benefits to both individuals and society. ECD programmes have been shown to enhance school readiness and related educational outcomes. Nores and Barnett (2010) study also show that ECD improves physical as well as mental health reducing engagement in high risk behaviors yielding productive and socially well-adjusted adults. According to Leroy (2011), these adults are able to contribute to their country's economic growth and help break the intergenerational cycle of poverty. However, most children from poor families experience disrespect
and are not enrolled in formal early childhood programmes. Results of a study by UNESCO (2011), suggest that most of the children from poor families end up in non-formal schools which are characterized by different challenges such as imbalanced teacher/child ratio.

According to Tight (1996) non-formal education became part of the international discourse on education policy in the late 1960s and early 1970s. It could be seen as related to the concepts of recurrent and lifelong learning. Tight (1996) suggests that whereas the latter concepts have to do with the extension of education and learning throughout life, non-formal education is about acknowledging the importance of education, learning which takes place outside recognized educational institutions. Fordham (1993) suggests that in the 1970s, four characteristics were associated with non-formal education: Relevance to the needs of disadvantaged groups, concern with specific categories of person, a focus on clearly defined purposes and flexibility in organization and methods.

A study by Aldeen (2007) reveals that since 1996, enrolment in formal primary education in Bangladesh has increased over 30 percent. This has put enormous pressure on public primary education infrastructure, which has only risen up to 4.1 percent per annum during 2003-2004. Some 1.4 million children, mostly from poor families, are consequently enrolled in NGO-sponsored non-formal schools.
According to the World Bank study (2011) there are some 250,000 (6-8 years old) children who are out of school in India. The majority of these are girls and children from disadvantaged households in rural areas. Over 85 per cent of these out-of-school children currently work an average of 22.4 hours a week. This makes it difficult for working children to attend formal school on a regular basis. In South Africa, only 76% of children aged 5-6 are in formal pre-schools. The situation is even worse in countries like Uganda and Tanzania where only 16% of 4-5 year old children and 27% of 3-5 year old children are in formal pre-school centres respectively. In Kenya 58% of 3-6 year old children are catered for in formal pre-schools. The rest could be in non-formal pre-schools or not in school at all.

The launching of the Education For All Global Monitoring Report in Dakar Senegal in November 2006 called on African countries to expand and improve comprehensive early childhood care and development especially for the most disadvantaged children. However, UNICEF (2012), indicate that very few children access formal early childhood programmes in Africa. Most of these children end up in non-formal pre-school centres.

According to a study conducted by the GoK (2005) in non-formal primary schools revealed challenges related to the low quality of education offered and lack of linkage with the formal education system. The subsector has inadequate teaching and learning resources, poor physical facilities and low prioritization by Government in terms of budgetary allocations. Following the implementation of FPE in 2003, a total of 1.2 million out-of-school children
were absorbed in public schools and 200,000 in NFE centres. The government has tried to avert the problems facing primary education. However, these still left 1.5 million children not enrolled in any form of schooling. Many of these children may not opt to enroll in formal primary schools for various reasons, and it is therefore imperative to improve learning opportunities in NFE centres for the out-of-school children as well as creating a strong linkage with the formal education system.

According to Manani (2007), majority of children especially in urban-slum areas are in non-formal primary schools which face a number of challenges. A study by UNESCO (2011) indicates that the GoK has put in place strategies to provide support to primary education. However according to Manani (2007), many of the children learning in non-formal primary schools have not benefited from the Support Programmes due to several challenges, including weak management of the schools.

An analysis of the evolution of non-formal schools in Kibera by Uwezo (2012) indicates that most schools were established in the mid 1990s, as one wave, while another wave came in between 2006 and 2010. While the first wave may have been driven by the multitudes of children pushed out of the formal schooling by the cost-sharing policy, the second wave may have followed the flooding of the public school that came after introduction of universal primary education in January 2003. The deterioration of quality, which followed after January 2003 pushed many parents to opt their children out of the formal school to seek alternative in the low-cost private schools, which mostly carried
the label of non-formal schools. Uwezo (2012) established that 52% of all children accessing primary education in Kibera were learning in the non-formal schools, owned either by community-based organizations and local groups (62.5%), religious institutions (30%) or individuals (7.5%). The existence of these schools therefore presents a formidable force. Even then, only less than a third of the schools are registered with the Ministry of education, meaning that they exist outside the formal recognition by the education sector. This situation, however much they may be understood as liberalized education, presents a precarious situation, especially for the very fact that they exist not only outside government’s capitation, but also outside the realms of state regulation. Uwezo (2012) further indicates that the schools offer different types of curriculum and most of the children are over-age.

The results of a study by Mugisha (2006), done on patterns of schools in primary school education comparing urban slum, urban non-slum and rural children shows that challenges were less in urban non-slum children than in urban slum. According to the World Bank study (2011), the Ministry of Education’s capacity to coordinate and support Non-Formal Schools (NFSs) and Non-Formal Education Centres (NFECs) has not been very adequate. This problem is particularly acute in informal urban settlements, such as slums. This study therefore investigated possible challenges in provision of pre-school education in non-formal pre-school centres in urban informal settlements. In particular, the study sought to find out the teacher/child ratio, language of
instruction, nature of physical facilities and teachers’ training in the non-formal pre-schools in the informal urban settlements.

1.2 Statement of the Problem

Children growing up in families that experience social and economic hardships are routinely subjected to exclusion and disrespect. Most of these children end up in non-formal schools which are characterized by different challenges.

A study conducted by the GoK (2005) in non-formal primary schools revealed that the schools were engulfed with challenges related to the low quality of education offered and lack of linkage with the formal education system. The subsector was found to have inadequate teaching and learning resources, poor physical facilities and low prioritization by the Government in terms of budgetary allocations. Another study by Uwezo (2012) focused on the evolution of non-formal schools in Kibera slums while World Bank (2011) established that the MoE’s capacity to coordinate and support non-formal schools was inadequate.

The studies cited focused on non-formal primary schools and therefore empirical data on challenges faced in non-formal pre-schools are not available. The studies did not focus on the teacher/child ratio, language of instructions, enrolments, and nature of physical facilities and teachers’ training in non-formal pre-schools. The current study therefore sought to establish the challenges faced by teachers in the provision of pre-school education in non-formal pre-schools.
1.2.1 Purpose of the Study

The purpose of this study was to find out the challenges faced by pre-school teachers in non-formal pre-school centres in Kibera slums. Specifically the study sought to establish the teacher/child ratio, language of instruction, nature of physical facilities and the level of teachers’ training in non-formal pre-schools in Kibera slums.

Objectives of the Study

The study sought to:

i. Find out the possible challenges faced by teachers in non-formal pre-schools in Kibera slums.

ii. Determine the teacher/child ratio in non-formal pre-schools in Kibera slums.

iii. Establish the language of instruction used in non-formal pre-schools in Kibera slums.

iv. Explore the nature of physical facilities in non-formal pre-schools in Kibera slums.

v. Establish whether the teachers in non-formal pre-schools in Kibera slums are trained.

vi. Find out the possible solutions to challenges faced by teachers in non-formal pre-school centres.
1.4. Research questions

i. What are the possible challenges faced by pre-school teachers in non-formal pre-schools in Kibera slums?

ii. What is the teacher/child ratio in non-formal pre-schools in Kibera slums?

iii. What is the language of instruction in non-formal pre-schools in Kibera slums?

iv. What is the nature of physical facilities in non-formal pre-schools in Kibera slums?

v. Are the teachers teaching in non-formal pre-schools in Kibera slums trained?

vi. What are the possible solutions to challenges faced by teachers in non-formal pre-school centres?

1.5 Significance of the Study

The findings from this study may be of significance to children and parents in informal settlements. Children may receive quality pre-school education as their parents continue working for other domestic necessities. Teachers and sponsors may also benefit from the findings of the study as they will identify the services required in non-formal pre-schools and the need for further research. MoE and its Agencies like Kenya Institute of Curriculum Development (KICD) may use the findings to come up with strategies to mitigate the challenges in order to help the nation as a whole to realize the vision of Universal Basic Education.
1.6 Delimitation and limitation of the Study

The delimitation and limitations of the study are presented in the following sections.

1.6.1 Scope and Delimitation

The study confined itself to children in non-formal pre-school centres who are the direct beneficiaries of early childhood programmes in Kenya. The children and teachers were from non-formal pre-school centres. There could be several challenges that non-formal pre-school centres face, but this study only focused on language of instructions, teacher/child ratio, teachers’ training and nature of physical facilities in Kibera slums of Nairobi County.

1.6.2 Limitation of the Study

The researcher only used teachers as respondents. Parents and local Quality Assurance and Standards Officers could also be inquired for more concrete results.

1.7 Assumptions of the Study

The respondents in the non-formal pre-schools were honest in the responses they gave.
1.8. Theoretical framework and Conceptual framework

Theoretical framework and conceptual framework are presented in the following sections.

1.8.1 Theoretical Framework

This research was guided by human capital development theory of Becker (1994). Economists view education as an economic good. This is because it is not easily obtainable. Becker (1994) in his theory regarded education as both consumer and capital good because it offers utility to a consumer and also serves as an input into the production of other goods and services. As a capital good, education can be used to develop the human resources necessary for economic and social transformation. The focus on education as a capital good relates to the concept of human capital, which emphasizes that education creates improved citizens and helps to upgrade the general standard of living in a society. Generally, this goes with the belief that improving education promotes economic growth and reducing criminality.

Becker claims that personal incomes vary according to the amount of investment in human capital, that is, the education undertaken by individuals. The theory has created a uniform and generally applicable analytical framework for studying the return on education. This has led to societies strongly feeling that in an era of scarce skilled manpower, the better the education their children can get, the better are their chances of getting well paid jobs. The poor therefore often look at their children’s education as the best
means of escaping poverty. The theory states that individuals possess a wide variety of abilities which account for a significant proportion of their success in life and that the timing and quality of the investments in education matter thus the earlier the investment, the higher the success and the greater the quality of investment the higher the success.

The theory was therefore applicable in this study in view of the fact that investing in quality non-formal early childhood education is one way of providing quality foundation that is likely to produce productive people in society promising a society citizens free of poverty and criminality. This is especially significant in populations with low social economic status whose children are normally placed in non-formal pre-schools. Non formal pre-schools need trained teachers, appropriate number of children per teacher and developmentally appropriate physical facilities for children’s optimum development. If communities invest in the above, this would yield to high academic performance in schools and children are assured of a better life as adults free from criminality. It is therefore imperative to invest more in non-formal pre-school education of children from economically disadvantaged families if they are to reverse the intergenerational cycles of poverty. The theory was therefore relevant for the current study that attempted to unearth the challenges faced by teachers in the provision of pre-school education in non-formal pre-schools in Kibera slums.
1.8.2 Conceptual Framework

Low social-economic status of parents leads them into placing their children in non-formal pre-schools. The parents are not able to cope with the levies charged and also pay for the transport of their children to formal schools which are far apart. The non-formal pre-schools are characterized by a myriad of challenges. Inappropriate language of instruction, high teacher/child ratio, inadequate trained teachers and poor physical facilities pose challenges in the non-formal pre-schools. When children continue schooling in such pre-schools they are not assured of success in life. These children end up being poor and this scenario protracts the intergenerational cycle of poverty. If necessary strategies are put in place such as use of appropriate language of instruction, having proper number of children per teacher, availability of developmentally appropriate physical facilities and trained teachers, children perform better and are assured of breaking the intergenerational cycle of poverty as well as reducing criminality.

The possible challenges facing children in non-formal pre-school centres as conceptualized have been presented in figure 1.1 below.
Figure 1. Challenges Faced by Teachers in Provision of Pre-school Education in Non-Formal Pre-schools.

- Less poverty
- Less criminality

Increased productivity in later stages of life

Perseverance, Motivation, Self control, Self esteem, Risk aversion, Patience, good schooling

Interventions
Investing in
- Trained teachers
- Appropriate physical facilities
- Adequate number of teachers

- Poverty
- Criminality

Reduced provision of ECD programmes
- Poor schooling
- Low completion rate
- Repetition
- Drop out

- Small classrooms
- Small play areas
- Lack of feeding programmes
- Inappropriate learning areas

- Inappropriate
Language of instruction
- Imbalanced child/teacher ratio
- Inadequate physical facilities
- Inadequate trained teachers

Key

Variables under study

Variables not under study
1.9 Operational Definitions of Terms

Challenges: poor physical facilities such as classrooms, desks, play equipments, black boards, activity areas and lack of instructional materials.

Child /Teacher ratio: the number of children catered for by one teacher.

Language of instruction: the language used by pre-school teachers in teaching pre-school children; English, Kiswahili or the language of the catchment area/mother tongue.

Non-formal pre-school: organized pre-school education activity operating outside the established formal education system.

Physical facilities: desks, classroom buildings, toilets, play ground and play equipments such as swings.

Teacher’s training: teachers’ professional training in the field of early childhood studies.
2.0 Introduction

In this chapter, review of related literature on challenges facing non-formal pre-school centres, language of instruction and teacher/child ratio are discussed.

2.1 Non formal education

Various types of ECD programmes, especially when targeted to the young children, yield significant benefits to both individuals and society. ECD programmes have been shown to enhance school readiness and related educational outcomes (Engle, 2011). However children in areas prone to poverty are placed in non-formal pre-schools. According to Manani (2007) Non Formal Education (NFE) is provision of education for out-of school children. NFE is increasingly becoming necessary and a complementary component of a comprehensive strategy to provide education for all (Manani, 2007). NFE is defined as any organized education activity operating outside the established formal education system and targets learning needs of certain sub groups in the population (Engle, 2011). The target groups for the NFE are school-age children, who for any reasons have been unable to join the formal system and are learning in either Non-Formal Schools (NFSs) or Non-Formal Centers (NFCs). Both categories of non-formal institutions which may or may not be registered by the Ministry of Education (MOE) are established to
provide education and other services such as shelter, health, nutrition, counseling, and protection to children (Engle, 2011). Initially, NFE was provided by NGOs, Faith Based Organizations (FBOs), donor agencies, Community Based Organizations (CBOs) and individuals (Manani, 2007). The centers providing this type of programme had been operating without a standardized curriculum with each provider deciding on what curriculum to use. Despite the expansion of the ECD sub-sector, young children continue to find themselves in non-formal centres due to various socio-economic reasons (Manani, 2007). This problem is particularly acute in informal urban settlements, such as slums in urban areas.

2.2 Challenges Facing Non-formal Pre-school Centres

The need for careful provision of developmentally appropriate physical environment that would lead to the holistic development of the child is appreciated globally and a corresponding right granted (UN, 1989, OAU 1990). To secure this right the proper physical environment necessary for inclusion of children in ECD programmes need to be secured within children’s Microsystems among which are ECD centres (Black and Puckett 1996). Most schools in Kenya are described by Herzberg (1966) as being in an “unhealthy psychological environment”, In addition, studies has shown that most ECD centres lack the necessary facilities, equipment and materials that would promote children’s holistic development.

According to Ngome (2002), most ECD centres in Kenya supported unfriendly learning conditions characterized by windowless, rough mud walled and
floored classrooms and others that were iron-sheet walled and roofed. In such classrooms, temperatures are very high or very low, ventilation is inadequate, dust is a problem and children are easily distracted. Most of these classrooms are also congested (Gakii, 2003 and Ng'asike, 2004). Further, findings of the Ministry of Education (MoE), (1999) had revealed that on average, preschools even within primary school compounds were worse off than their lower primary counterparts, in terms of provision and appropriateness of facilities.

Research findings in Kenyan ECD centres have revealed some prevalence of unfavorable physical environments for young children. ECD communities are therefore encouraged to prioritize the areas that require urgent intervention in ensuring the conditions necessary for optimal development of children are improved (MoE, 1999).

The studies cited in this section were conducted in formal learning centres and non-formal primary schools. There was therefore a need to establish the challenges faced in non-formal pre-school centres.

2.3 Teacher/child Ratio in Non-formal Pre-schools

One of the most important structural indicators of preschool quality is adequate staffing. Sufficient staff with primary responsibility for children should be available to provide frequent personal contact, meaningful learning activities, supervision, and to offer immediate care as needed (Manani, 2007). Teacher/child ratio varies depending on the age of the children, the type of program activity, the inclusion of children with special needs, the time of day,
and other factors. Staffing patterns should provide for adult supervision of children at all times and the availability of an additional adult to assume responsibility if one adult takes a break or must respond to an emergency (Engle, 2011). Teacher/child ratios are maintained in relation to size of group. Multi-age grouping is both permissible and desirable. When no infants are included, the teacher/child ratio and group size requirements are based on the age of the majority of the children in the group. When infants are included, ratios and group size for infants must be maintained. According to The National Association of Elementary School Principals (1990), the ratios are maintained through provision of substitutes when regular staff members are absent. Substitutes for infants and toddlers are familiar with the children and oriented to children's schedules and individual differences in a systematic way before assignment. When volunteers are used to meet the teacher/child ratios, they must also meet the appropriate staff qualifications unless they are parents (or guardians) of the children. Volunteers who work with children complete a pre-assignment orientation and participate in ongoing training (The National Association of Elementary School Principals, 1990).

Appropriate teacher/child ratio facilitates personal interaction with children and their families. If teachers are unable to spend time interacting with individual children, the benefits of their expertise will be limited. The National Association of Elementary School Principals (1990) recommends the following teacher/child ratios: 2:20 for three- to five-year-olds; 1:15 for six- to eight-year-olds; and no more than 1:15 for at-risk children.
Research conducted at St. Joseph College in West Hartford, Connecticut, found teachers interacting with children a known indicator of process quality on average only 3 percent of the time. However, after the program relocated to a new facility where each classroom had a utility sink, storage, telephone, and most importantly, a bathroom for children, adult-child interactions increased to 22 percent. The Kenya National ECD policy framework (2006) recommends the following teacher-child ratio: Below 2-3 years – 1:4, 2-3 years - 1:10, 3-4 years – 1:15, 4-5 years -1:15, 5-6 years- 1:30 and 6-8 years 1:40. An assistant teacher is required for each of the above groups.

Ngome and Kimiywe (2005) established that non-formal schools in Korogocho and Kariobangi slums had ratios of above 50 pupils per teacher. Majority of these children were reported to be girls. The drop in the boys’ enrollment in Kariobangi and Korogocho slums was explained as peer group influence to join other street boys, collecting waste and refuse for sale from the Dandora damping site for sale, joining the ‘cycling game’ (boys went to ride bicycles in Kariobangi for fun) at a small fee. The overriding reasons however for the poor performance in boy’s enrollment was adduced to the poor socio-economic status of their families where parents failed to raise fees for their sons and daughters.

Pre-schools with the highest ratios are from poor and disadvantaged communities like the population in Kibera because they are not able to employ more teachers. Lack of attention from teachers can put children away from
class leading them to drop out from school. There was little empirical data on the teacher/child ratio in non-formal pre-schools.

2.4 Language of Instruction at Non-formal Pre-Schools

According to Walker (2011) early stimulation in the first years of life is critical during specific sub-periods for example the capacity of a child to absorb language and to differentiate between sounds spoken at around nine months of age, well before the child can actually talk indicating that it is critical for parents and other care givers to verbally interact with children from birth. Poor and disadvantaged children are the least likely to reach their development potential during this important first period of life because they are often exposed to the cumulative effects of multiple risk factors like less stimulating environment, incidence of intra-household violence, poor housing, dangerous neighborhood and pollution (Walker, 2011). The situation is made worse when the child is taken to school and meets a teacher who uses a different language from the one used at home.

The importance of language of instruction is emphasized in numerous studies and reports as well as in many government policy documents and national plans Abadzi, 2006; Benson 2005; Lockhead and Verspoor 1990 and Margets, 1999). The home language of the child when different from the language of instruction is a key factor in children’s early learning experiences. Most of the children when they enter school are hardly able to comprehend what the teacher says. Non-English-speaking or bilingual preschool children in the United States typically find themselves in one of three types of classroom
language settings: first-language classrooms in which all interaction occurs in the children's primary language; bilingual classrooms in which interaction is split between the primary language and English; and English-language classrooms in which English is the exclusive language of communication. Studies of the education offered to learners tend to focus on language use, rather than on the quality of children's learning opportunities (Greene, 1998).

In Malawi children learn in three languages: Chichewa (Malawi's national language), English (the language learning materials are written in), the teacher's home language and children's home language (Chilora, 2001). However, children whose language is the same as that of the teacher perform significantly better.

According to the GoK (2006), the Kenya Early Childhood National policy framework must be child-centred, recognizing that children are voiceless, but they are also active participants and learners in shaping the events that influence their lives. It must also recognize and appreciate parents and families as the primary caregivers and health providers of their children, and hence they need to be empowered and supported to ensure they are effective in their roles. The policy therefore emphasizes the use of the language of the catchment area.

However, there is a heavy investment in English by both the Kenyan and British governments. This has especially happened when the falling standards of English have been registered in higher institutions of learning or in national examinations (Uwezo, 2012). The end result has been the building of English supremacy at the expense of other Kenyan languages. Ogola (2003) states that
the Sociolinguistic situation in Kenya is in the following order: English is top of the rank as the official language; Kiswahili is in the middle of the rank as the co-official language and the local lingua franca, while at the base are the local languages or mother tongues. According to UNESCO (2005) most of the Kenyan languages have no written materials, have never been standardized and have no orthography. They also have a limited number of speakers, and are less used in the media or in literature writing.

Pre-school teachers generally use English as a medium of instruction and not the language of the catchment area (UNESCO, 2005). This practice may cause children to have difficulties in interaction and hence avoid school. It may also cause difficulty in acquiring functional language later on.

The studies cited in this section were carried out in formal primary and secondary schools but there was no empirical data on language of instruction in non-formal pre-schools.

2.5 Physical Facilities in Non-Formal Pre-school Centres

Pre-school children learn best through play and investigation. They therefore need time and materials to try out ideas on their own. The key to setting up physical facilities for preschoolers is to choose materials that allow for a variety of activities. Numerous studies have shown the importance of developmentally appropriate physical facilities in supporting child development. Emphasis is put on the principles of good childcare practice and the principles turned into three-dimensional space that supports the children’s
growth and enhances the teachers’ ability to do their jobs. It is well understood that a child-directed environment supports learning. The pre-school is designed in a way that encourages children’s independence. Classroom activities should be set up so that children can easily move between them on their own. Child-sized toilets should be located within classrooms so that children can use them by themselves. Classrooms should be adjacent to the play yard, so that children can go outside on their own (Louis, 2007).

Physical environment impacts both the behavior and development of children and the adults working in that environment. Physical space can contribute to children’s preschool experiences, particularly how children interact with their teachers and peers. Preschool facilities standards were adopted by the state Board of Education in May 2004. These standards describe new preschool facilities requirements, including minimum square footage, bathroom and window requirements, natural light and outdoor play space.

According to Sussman and Gillman (2007), it is recommended that districts use this guidance to work toward creating optimal spaces that meet the needs of three and four year old children. Ideal Features of Pre-school Classrooms should be 950 Square feet. Locations should not be higher than the second floor of a building. A toilet room built to meet the needs of young children, low sink, and low paper towel dispenser should be provided. In-classroom sinks should be fitted at the appropriate height for a preschool child. There should be windows with inside locks and natural light and ventilation provided. Storage space for equipment and separate teacher storage area should also be provided.
There should also be in-classroom cubes for children’s belongings. Furniture should be provided that allows children to work individually and in small groups or in large group with pathways to move from one area to another. The room should contain movable pieces of furniture and/or equipment in order to maximize space flexibility. Wall displays that are at children’s eye levels, representing their work in the classroom, and helping them identify and use each area of the classroom. Tables and chairs that are designed for small children. When seated, children’s feet should sit comfortably on the floor. Seating should be about 10-12 inches above the floor. Open shelves, easily reached by children, labeled with pictures and text (in children’s languages) to encourage independence and learning. There should be small, semi-private, easily supervised places where children can rest or play quietly. Soft furniture and materials, such as area rugs, bean bag chairs and stuffed animals. Sound absorbing materials, such as acoustical tiles, should be installed to minimize noise. There should also be tables for eating meals in the room family style, encouraging independence, social interaction and conversation. Five or more well-defined work/play areas include but are not limited to dramatic play, art, blocks, reading, science, manipulatives, sand/water, that are equipped with materials, activities, and floor or table space. There should be a place to easily access and store mats or cots for napping (Sussman and Gillman 2007). There was little empirical data on the physical facilities in non-formal pre-schools.
2.6 Non-formal Pre-school Teachers’ Training

Teachers are the most important contributors to quality experiences for children. If early childhood teachers have higher levels of formal education and specialized training, they are much more likely in their work with young children and families to use the evidence-based practices and possess the ongoing professional commitment known to be necessary to make a positive difference in children’s lives (Whitebook, Howes, & Phillips 1990). Research makes it abundantly clear that early childhood educators with more training provide more developmentally appropriate, nurturing, and responsive care and education experiences for young children. Training includes university and college course work as well as the pre and inservice training and technical assistance that early childhood teachers receive. In addition to specialized education and training for teachers of young children, other components of high-quality teacher preparation include experience in working with young children and support systems focused on teachers’ instructional behaviors and classroom management, such as mentoring, coaching, and constructive feedback (Pianta, 2007).

Credentials at all levels, especially with specialization in child development and early childhood education foster effective teachers who engage young children and promote their learning, and administrators who are leaders and mentors in their programs. A large number of early childhood teachers who work directly with children do not have suitable credentials or a degree; many of these teachers are extremely effective and use their skills, experience, and personal qualities to create exactly the kind of warm, safe, and stimulating
classroom environments that lead to great outcomes for children. But on the whole, teachers who have higher levels of education specific to early childhood, tend to provide higher quality classrooms than those who do not (Tout, Zaslow, & Berry 2005). It is clear that educational qualifications in early childhood education that go beyond secondary education make a positive difference for children.

The educational qualifications outlined in the Accreditation Criteria related to the NAEYC early childhood program standards on teachers emphasizes the importance of quality professional preparation for teachers. They also reflect the growing recognition among parents and families, policy makers, funders, and the general public that well-prepared teachers help young children get a great start in learning and in life. Many of these stakeholders use education of teachers and administrators as a proxy for overall measurements of higher quality in programs. Educators and others who are well informed about early childhood development recognize that many factors contribute to a quality program. However, many non-educators, and some educators, see education and preparation of teaching staff as the most important step.

While stakeholders call for higher educational qualifications for teachers everyone in the early childhood profession understands that there are hurdles involved in helping more teachers without a certificate or degree earn those qualifications, including: the current poor compensation for early childhood teachers, which means that many qualified teachers and administrators cannot afford to enter or remain in the field (Lamb 1998; Bowman, Donovan, & Burns
The growing number of early childhood teachers with low incomes, for whom access to education, particularly at the bachelor's level, is problematic, even if compensation levels for their work were raised to a sustainable level (McDonough 1997).

A major concern in many African countries is the lack of opportunity for professional preparation for teachers. This is particularly for pre-school teachers and caregivers in rural areas. The Ministry of Education in Zambia has noted the need for Continuous Professional development for those already practicing in this vital area of education. A teacher training institute was developed to assist pre-school teachers to increase their capacity to create a child-friendly classroom environment and engage learners in child-centered learning activities. The focus of the institute was primarily on pre-school teachers and caregivers working with children 4-6 years of age in order to enhance the children's Basic School readiness (Ettling, 2006).

According to UNESCO (2006), the goal of the teacher training institute through continuous professional development was to build the capacity of teachers to implement more comprehensive and holistic learning centers in pre-school programs. A more comprehensive center included emphasis on children's development in all areas of cognitive and language development, psychosocial development and dealing with grief and loss; family and guardian's literacy in child development, nutrition, and health; involvement and commitment of the surrounding community; utilization of appropriate
technology to implement teachers’ training and learning and planning for long-term sustainability.

2.7 Summary of Reviewed Literature

The reviewed literature focused on challenges facing non-formal pre-school centres, language of instruction and teacher child ratio. Relevant studies cited regarding the variables under study focused on primary schools and those that focused on pre-schools were conducted in other countries or in urban non-slum and rural areas. Studies conducted in non-formal pre-school centres were not found. This study therefore sought to find out the challenges facing non-formal pre-school centres in Kibera slums of Nairobi County.
CHAPTER THREE

METHODOLOGY AND DESIGN

3.0 Introduction

This chapter focuses on research design, variables, location of the study, target population, sample and sampling procedure, research instruments, data collection procedure and methods of data analysis.

3.1 Research Design

The study adopted an exploratory research design that utilized both quantitative and qualitative techniques to establish challenges faced by teachers in providing pre-school education in non-formal pre-schools in Kibera slums, Nairobi County. According to Lambin (2000) exploratory research is not intended to provide conclusive evidence, but helps to have a better understanding of the problem. The current study therefore utilized exploratory research design where non-formal pre-school teachers and parents were used to explore the challenges experienced in provision of pre-school education in non-formal pre-schools.

3.1.1 Variables

The variables of this study included:

i. Challenges faced by teachers in non-formal pre-schools.
ii. Language of instruction in non-formal pre-schools: English, Kiswahili or the language of the catchment area.

iii. Teacher/child ratio in non-formal pre-schools: the number of children catered for by one teacher.

iv. Nature of physical facilities in non-formal pre-school centres.

v. Training of teachers in non-formal pre-school centres.

vi. Possible solutions to challenges faced by teachers in non-formal pre-school centres.

3.2 Location of the Study

This study was carried out in Kibera slums of Nairobi County. The choice of this locale was determined by its large size and poor economic status of families in the slum. Kibera is one of the largest slums in the world with an estimated population of approximately 1.2 million people living in predominately mud shacks on a 630 acre hillside. It is a place of overwhelming poverty and disease (GoK 2009). The rationale for choosing this population was because the area had non-formal pre-schools. Mostly, non-formal pre-schools are found in slums where high populations live in poverty and are not able to support pre-school education as is the case in other communities in Kenya.
3.3 Target Population

The study targeted sixty non-formal pre-school centres in Kibera slums. Teachers in non-formal pre-school centres were also targeted. The rationale for choosing this population was because it experienced the problem that was being investigated.

3.4 Sampling Technique and Sample Size

Sampling technique used in this study and sample size is shown the following sections.

3.4.1 Sampling Technique

Simple random sampling was used to select thirty non-formal pre-schools from the sixty non-formal pre-schools in Kibera slum. In every school involved one teacher was randomly sampled making a total of 30 teachers. The sample was adequate to provide information on challenges in non-formal pre-school centres.

3.4.2 Sample size

The sample size involved thirty non-formal pre-schools, thirty teachers and nine parents.
Table 3.1: Number of Non-Formal Pre-School Centres and Teachers

<table>
<thead>
<tr>
<th>Non-formal Pre-schools in Kibera slum</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sampled Non-formal Pre-schools</td>
<td>30</td>
</tr>
<tr>
<td>Sampled Teachers</td>
<td>30</td>
</tr>
</tbody>
</table>

3.5 Research Instruments

The instruments used included questionnaire and observation schedules.

3.5.1 Questionnaires

The questionnaires (Appendix 1) were used with teachers to find out the challenges faced in non-formal pre-school centres. Each item of the questionnaire was developed to address a specific objective. They contained structured and unstructured questions for respondents to select the answers that best described their situation and also gave them a chance to openly give their opinions. The questionnaires were used to find out the language of instruction, teacher/child ratio and pre-school teachers' training. It was in three sections: section (A) presented the instructions, demographic information was in section (B) and section (C) captured the objectives of the study. The obtained data was converted to numerical codes representing variables. Only one code was assigned to each response category. The coding process began with preparation.
of a code book which described code assignment for each response category for each item in the questionnaire. The information was then transferred to a code sheet.

3.5.2 Observation Schedule

An observation checklist (Appendix 2) was used by the researcher to record the physical facilities and their condition. The researcher found out the teacher/child ratio, the language used by the teacher for instruction, the nature of physical facilities, that is, and furniture in the classroom and play equipments. The information gathered was related to what was currently happening in the classes. Observation in the classroom was ideal as it gave the researcher first hand information on the challenges in the non-formal pre-schools with regard to language of instruction and teacher/child ratio.

3.6 Pilot study

Pilot study was conducted in two non-formal pre-schools within Kibera slums but was not included in the final study. Two teachers teaching in the selected pre-schools were randomly sampled for the pilot study. The researcher pre-tested the instruments to ensure that items in the instruments were stated clearly and had the same meaning to all respondents.

3.6.1 Validity

The researcher requested three experts in ECE to assess the relevance of the content used in the questionnaires and observation schedules. These experts
were lecturers in early childhood studies. They examined the instruments individually and provided feedback. This enabled the researcher to establish whether the instruments could measure what they were intended to measure. The recommendations were incorporated in the final data collection tools.

3.6.2 Reliability

The test-retest was used to estimate the degree to which the same results were obtained with a repeated measure of accuracy of the same concept to determine the reliability of the instruments. It was expected that scores obtained by each respondent on the first and second test highly correlated. A comparison between the responses obtained in both tests was made. In addition, questionnaires and observation schedules were used in the study for the purpose of triangulation and confirming information that was collected from various respondents.

3.7 Data Collection Technique

The researcher visited the non-formal pre-schools and conducted classroom observations after which the questionnaires were distributed personally by the researcher. The subjects were then requested to fill the questionnaires as the researcher waited. The researcher collected the already filled questionnaires. This minimized the chances of non-response as the researcher did not leave questionnaires behind.
3.8 Data Analysis

Data collected was analyzed qualitatively. This was done by categorizing, coding, and then drawing statistical conclusions. It was further condensed into few manageable groups and classes for more analysis into some purposeful and usable categories. Editing of data followed to improve the quality of the data for coding. Descriptive statistics were used to present numerical data where frequencies and percentages were presented.

3.9 Logistical and Ethical Considerations

The researcher obtained a research permit from the Ministry of higher Education through the department of Early Childhood Education Studies in the school of Education of Kenyatta University. This was done as soon as the proposal was ready to conduct research in Kibera slums. It was ensured that questionnaires were available and good arrangements were made to transport the instruments to the field. The researcher first visited the District Education Officer’s (DEO) office for permission to visit the sampled schools. Permission from the head teachers was sought before data was collected. The researcher promised to keep confidentiality all the information provided and gave the participants freedom to opt out of the study.
CHAPTER FOUR

FINDINGS, INTERPRETATIONS AND DISCUSSIONS

4.0 Introduction

This chapter presents the findings, interpretations and discussions according to the objectives and research questions. The discussions are related to literature reviewed.

4.1 General Information

The sample size was thirty pre-school teachers. These made a total of thirty nine respondents. All the pre-school teachers returned their filled questionnaires making a 100% return rate.

4.2 Possible Challenges Faced by Pre-School Teachers in Non-Formal Pre-Schools in Kibera Slums.

The first objective of this study sought to establish the challenges faced by pre-school teachers in non-formal pre-schools. The teachers were asked to indicate the social economic status of parents and the reasons why the parents take their children in the centres. The respondents were also requested to state the challenges in the centres and also to state things that could be done to avert the challenges. The results are presented in the following sections.
4.4.1: Social Economic Status of Parents

Pre-school teachers were asked to indicate the social economic status of parents by ticking in the appropriate space. The results are presented in table 4.1.

Table 4.1: Social Economic Status of Parents

<table>
<thead>
<tr>
<th></th>
<th>Very Poor</th>
<th>Poor</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>16</td>
<td>12</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>Percentage</td>
<td>53.3</td>
<td>40</td>
<td>6.7</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.1 indicates that more than half of the respondents reported that parents with children in the non-formal pre-school centres are very poor. Two fifths of the respondents indicated that parents with children in non-formal pre-school centres are poor. None of the respondents indicated that social economic status of parents was either very good or excellent. The findings are similar to a survey conducted by Ngome and Kimiywe (2005) on non-formal schools in Korogocho and Kariobangi slums. The survey revealed that the level of income in most families was found to be very low. Majority of the households (68.9%) earned below Ksh.3000 (US$ 38) per month. The mean monthly income from all the sampled parents stood at Ksh. 1500 (US$ 19). This means that the US$ 19 had to sustain families of about 7 as was indicated in the report for a month,
a situation that practically was impossible given that these families had to buy all their basic amenities. This results to children going out of parental control at a tender age as they have little to hope for from their homes.

4.4.2: Reasons Why Parents Take their Children to Non-Formal Pre-School Centres

Teachers were asked to indicate why parents place their children in non-formal pre-school centres. Twenty six pre-school teachers out of 30 indicated that parents placed their children in non-formal pre-school centres because they did not have enough money to take them to other schools. Other reasons that were given were that public formal schools were found to be far from their homes such that children could not access them. In the non-formal pre-school centres, children were provided with food. Feeding was therefore reported to be attracting more children to the centres. Other children who were very young were taken to the centres as their parents could not afford to hire the services of house helps. These findings are similar to the results of a survey by Ngome and Kimiywe (2005) who found that poverty and distance were the major reasons why children enrolled in non-formal schools in Korogocho and Kariobangi slums. In the study, it was revealed that the longer the distance to the learning institution, the higher the costs of lost labor and the higher the likelihood of children not going to a formal school or dropping out of school. Apparently, such indirect costs were much higher for the poor than even the direct costs that were abolished by the FPE programme.
4.4.3: Challenges Faced in the Non-Formal Pre-School Centres

Respondents were asked to provide information on challenges faced in non-formal pre-school centres. Table 4.6 presents findings on this.

Table 4.2: Challenges Faced in the Non-formal Pre-school Centres

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of Training</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>Poor Classroom Buildings/leaking roofs</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>Poor Sanitation/Unhealthy Environment</td>
<td>28</td>
<td>93.3</td>
</tr>
<tr>
<td>Children of Different Ages</td>
<td>25</td>
<td>83.3</td>
</tr>
<tr>
<td>Lack of Teaching/Learning Materials</td>
<td>23</td>
<td>76.7</td>
</tr>
<tr>
<td>Over Crowding</td>
<td>20</td>
<td>66.7</td>
</tr>
<tr>
<td>Poor Ventilation</td>
<td>18</td>
<td>60</td>
</tr>
<tr>
<td>Inadequate Furniture</td>
<td>17</td>
<td>56.7</td>
</tr>
<tr>
<td>Children Chronic Absenteeism</td>
<td>16</td>
<td>53.3</td>
</tr>
<tr>
<td>Poor Lighting</td>
<td>12</td>
<td>40</td>
</tr>
</tbody>
</table>

Table 4.2 indicates that all teachers were challenged by lack of training on their part and poor classroom buildings. Poor sanitation, placing children of different ages in one class and inadequacy of developmentally appropriate teaching/learning materials also featured among the most experienced challenges in non-formal pre-schools. The classes were also congested with children with poor lighting and ventilations. Some used improvised lighting such as plastic bottles attached to the walls. There was also a problem of
inadequate furniture for both children and teachers. Respondents also reported on poor sanitation. Children did not find it wrong to defecate outside the classrooms while sewage wastes streamed near the classrooms. It was also reported that absenteeism of children was so rampant. Most children even the young were at times forced to be out of school to support their parents in business and other domestic chores.

The findings of this study corresponds to survey by Ngome and Kimiywe (2005) who found that the locations of the schools in Korogocho and Kariobangi slums were in extremely pathetic environments that were congested and untidy.

4.5: Teacher/Child Ratio in Non-Formal Pre-Schools in Kibera Slums.

The second objective of this study sought to find out the teacher/child ratio in the non-formal pre-school centres. Teachers in the non-formal pre-school centres were asked to indicate the number of children enrolled in the centres as per the class registers by gender and age. They were also asked to specify the number of teachers that handled the classes. Table 4.7 reveals findings on this.
Table 4.3: Children's Average Enrollment in the Non-Formal Pre-School Classes

<table>
<thead>
<tr>
<th>Range of Ages</th>
<th>Boys' Frequency</th>
<th>Girls' Frequency</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>9.6</td>
</tr>
<tr>
<td>3-4</td>
<td>8</td>
<td>7</td>
<td>15</td>
<td>28.8</td>
</tr>
<tr>
<td>4-5</td>
<td>5</td>
<td>7</td>
<td>12</td>
<td>23.1</td>
</tr>
<tr>
<td>5-6</td>
<td>5</td>
<td>6</td>
<td>11</td>
<td>21.2</td>
</tr>
<tr>
<td>6-7</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>7.7</td>
</tr>
<tr>
<td>Above 7</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>9.6</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>27</td>
<td>52</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.3 reveals that enrollment in the non-formal pre-school classes comprised of children of different ages. In some centres, children as old as nine years were found. Most of the classes had more children aged 3-4 followed closely by those aged 4-5 and 5-6. In the classes, children below the age of 3 years were equal to those that were above 7 years. On average the classes in the non-formal pre-school centres had 52 children. The result indicates that girls were more than boys. During observation, the researcher after conducting a head count in the sampled classes noted some discrepancy as indicated in table 4.4.
Table 4.4: Head Count of Children in the Non-Formal Pre-School Classes

<table>
<thead>
<tr>
<th>Range of Ages</th>
<th>Boys’ Frequency</th>
<th>Girls’ Frequency</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>10.6</td>
</tr>
<tr>
<td>3-4</td>
<td>7</td>
<td>8</td>
<td>15</td>
<td>31.9</td>
</tr>
<tr>
<td>4-5</td>
<td>4</td>
<td>6</td>
<td>10</td>
<td>21.3</td>
</tr>
<tr>
<td>5-6</td>
<td>4</td>
<td>6</td>
<td>10</td>
<td>21.3</td>
</tr>
<tr>
<td>6-7</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>8.5</td>
</tr>
<tr>
<td>Above 7</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>9.6</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>24</td>
<td>47</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.4 shows results after observation that indicated a slight decline in the number of children. However, the trend was related to the one reported by teachers as children aged 3-4 were the majority followed by those aged 4-5 and 5-6 years. Children aged below 3 years were slightly more than those aged 6-7 and far much more than those aged above 7 years. The deviation may have been caused by absenteeism especially by children aged above 7 years. The result also indicates that girls were more than boys. These results are consistent with the findings of Ngome and Kimiywe (2005) who explained the drop in the boys’ enrollment as peer group influence to join other street boys, collecting waste and refuse for sale from the Dandora damping site for sale, joining the ‘cycling game’ (boys went to ride bicycles in Kariobangi for fun) at a small fee.
4.5.1: Number of Teachers Handling the Classes in Non-Formal Pre-School Centres

Teachers were asked to indicate whether or not they handled the classes alone. Those who did not handle their classes alone were asked to indicate the number of teachers that handled the classes. Table 4.5 presents findings for this effect.

Table 4.5: Teachers Handling the Classes

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers Working in Class Alone</td>
<td>24</td>
<td>80</td>
</tr>
<tr>
<td>Teachers not Working in Class Alone</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.5 shows that more than three quarters of the teachers in non-formal pre-school centres were handling the classes alone while below a quarter of the teachers reported that they did not handle the classes alone. All the teachers who did not handle the classes alone indicated that two teachers handled a class. The result shows that on average most of the classes had an average teacher/child ratio of 1:52 while very few had an average teacher/child ratio of 1:26.

These results are in agreement with the findings of Ngome and Kimiywe (2005) who established that non-formal schools in Korogocho and Kariobangi slums had ratios of above 50 pupils per teacher. The findings however do not
correspond to the recommendation of the Kenya National ECD Policy Framework (2006) that recommended the following teacher/child ratios: below 2-3 years- 1:4, 2-3 years 1:10, 3-4 years- 1:15, 5-6 years- 1:30 and 6-8 years 1:40. The policy also recommended an assistant teacher for each of the groups. The findings may deviate from the recommendations due to lack of financial resources to pay the teachers. This trend need to be curbed as over enrollment overstrains the teacher interfering with quality performance of duty.

4.6: Language of Instruction Used in Non-Formal Pre-Schools in Kibera Slums

The third objective of this study sought to establish the language of instruction used in non-formal pre-school centres in Kibera slums. Pre-school teachers were requested to indicate the commonly used language in the area, the language used by children in the centres and the reasons for using the language. The results are presented below.

4.6.1: Commonly Used Language in the Area

Pre-school teachers were asked to indicate the language commonly used in the area. Table 4.6 shows the results.
Table 4.6: Commonly Used Language in the Area

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Kiswahili</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>0</td>
<td>26</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td>Percentage</td>
<td>0</td>
<td>86.7</td>
<td>13.3</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.6 indicate that more than three quarters of the pre-school teachers reported that the most commonly used language in Kibera slums was Kiswahili. Below a quarter indicated that children used other languages. None of the respondents reported that English is used in the area. The languages mentioned included Kikuyu, Luo, Luhya, Gusii and Kamba.

4.6.2: Language Used By Children in the Pre-School Centres

Pre-school teachers were asked to indicate the language used by children in the pre-school centres. Table 4.7 presents results to this.

Table 4.7: Language Used By Children in the Pre-School Centres

<table>
<thead>
<tr>
<th>Languages</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>5</td>
<td>16.7</td>
</tr>
<tr>
<td>Kiswahili</td>
<td>23</td>
<td>76.7</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.1</td>
</tr>
</tbody>
</table>

The percentage did not add up to 100 due to rounding off.
Most of the respondents (slightly above three quarters) reported that children used Kiswahili in the pre-school centres. Below a quarter reported that children used English. When asked why children used the language mentioned above, pre-school teachers reported that the language used by children in the non-formal pre-school centres depended on the language used at home. Those who used Kiswahili had their parents and peers using the same language and those that used other languages had their families using the same languages.

Pre-school teachers were also asked to state whether or not children understood the language used in the pre-school centres. Table 4.8 provides information to this.

**Table 4.8: Children’s Understanding of the Language Used in the Centres**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>21</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>Percentage</td>
<td>70</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Almost three quarters of the teachers reported that children in the non-formal pre-school centres understood the language used in the centres. Slightly above a quarter reported that children could not understand the language used in the non-formal pre-school centres. During observation, the language used by teachers in giving instructions was observed. Table 4.9 presents results to this.
Table 4.9 Language of Instruction Used in Non-Formal Pre-School Centres

<table>
<thead>
<tr>
<th>Languages</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>11</td>
<td>36.7</td>
</tr>
<tr>
<td>Kiswahili</td>
<td>19</td>
<td>63.3</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.9 shows that slightly above three fifths of the teachers used Kiswahili as the language of instruction. The rest (about two fifths) used English. None of the teachers used other languages for instruction in the non-formal pre-school centres. During the focus group discussion, parents were requested to respond to the question: “Which language do you use for communication at home”? Six parents out of nine reported that they used Kiswahili while three said they used other languages. None of the respondents reported that he/she used English at home. Parents were further probed on whether or not children were comfortable with the language used at home. All the respondents unanimously agreed that children were comfortable with the languages used at home.

The findings deviate from the results of a study that was conducted by UNESCO, (2005). The study found that pre-school teachers were using English as the language of instructions. The current study found that pre-school
teachers were using Kiswahili which was the most commonly used language in the area. This deviation could be due to the fact that most parents in the slums did not use English at home considering their educational background.

4.7: Nature of Physical Facilities in Non-Formal Pre-Schools in Kibera Slums.

The fourth objective of this study sought to find out the nature of physical facilities in the non-formal pre-school centres. This was done through observing the number of children who sat in one desk, available play equipments and the nature of classrooms in the non-formal pre-school centres. Tables 4.10, 4.11 and 4.12 present findings on nature of physical facilities.

4.7.1: Availability of Desks

Observations were made in the classrooms to establish the number of children that were sitting in one desk. Table 4.14 presents results for this.

Table 4.10: Number of Children Sitting in a Desk

<table>
<thead>
<tr>
<th>Number of Children</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>16.7</td>
</tr>
<tr>
<td>4</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>Any Other</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4.10 shows that half of the classes observed had four children sited per desk while a third of the classes had five children per desk. A sixth of the classes had 3 children per desk while none of the classes had 2 children per desk.

4.7.2: Availability of Play Equipments

An observation was also made on the availability of play equipments in the non-formal pre-school centres. Table 4.15 presents the findings on this.

Table 4.11: Availability of Play Equipments

<table>
<thead>
<tr>
<th>Frequency</th>
<th>None</th>
<th>Play Field</th>
<th>Swings</th>
<th>Slides</th>
<th>Any Specify</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>30</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.11 indicates that more than three quarters of the non-formal pre-schools had neither a play field nor any play equipments. Two centres had play areas but both were very small spaces in front of the classrooms. Only one non-formal pre-school centre out of thirty had swings and slides. Unfortunately the equipments were placed next to a river which was not only a risk but a health hazard. Three pre-schools had other play materials such as been bags, ropes and balls.
4.7.3 Nature of Classrooms in the Non-Formal Pre-School Centres

The class rooms were observed and their nature recorded in terms of permanent (built of stones), semi-permanent (iron sheet walls) and temporary (earthen walls). Table 4.12 presents the findings to this.

Table 4.12: Nature of Classrooms in the Non-Formal Pre-School Centres

<table>
<thead>
<tr>
<th>Nature of Classrooms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Semi-permanent</td>
<td>19</td>
<td>63.3</td>
</tr>
<tr>
<td>Temporary</td>
<td>11</td>
<td>36.7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.12 indicates that none of the thirty non-formal pre-school centres was permanently constructed. Slightly above three fifths of the classrooms were semi-permanent. They had iron sheet walls and some were constructed using log off-cuts. Slightly above a third of the classrooms were constructed using earthen walls. All the earthen walled classrooms had earthen floors.

The findings of this study are supported by Herzberg’s (1966) findings that most schools in Kenya were in an unhealthy psychological environment. The study is further supported by Ngome, (2002) who found that most pre-school centres in Kenya were in unfriendly learning conditions characterized by windowless, rough mud walled and floored classrooms. Ngome, (2002) further concluded that such classrooms had very high and very low temperatures,
inadequate ventilations, dust and numerous distractions. This study is also supported by Gakii, (2003) and Ng'asike, (2004). In both studies, it was found that most pre-school classes were congested.

4.8: Non-formal Pre-school Teachers’ Level of Training

The respondents were asked to indicate their level of training. Table 4.13 presents findings to this.

Table 4.13: Frequency of Respondents’ level of Training

<table>
<thead>
<tr>
<th>Level of Training</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not trained</td>
<td>23</td>
<td>76.7</td>
</tr>
<tr>
<td>ECDE Certificate</td>
<td>6</td>
<td>20.0</td>
</tr>
<tr>
<td>ECDE Diploma</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>ECDE Degree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ECDE Masters</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.13 indicates that more than three quarters of the pre-school teachers had no formal professional training in ECDE. Less than a quarter of the pre-school teachers had certificates in ECDE. Only one pre-school teacher had a
primary school certificate without a secondary or any other form of training. The same number of teachers had diploma certificates in ECDE. None of them had acquired a Degree, Masters or any other kind of training.

The findings of this study agrees with findings by Early & Winton, (2001) who stated that there was a great need for more and better preparation programmes for early childhood teachers at two and four year colleges in the USA. The study also agrees with Ngome and Kimiywe (2005) who found in their study that non-formal schools in Kariobangi and Korogocho had only 12% of their staff undergoing training or trained.

4.9: Possible Solutions to the Challenges in Non-Formal Pre-School Centres.

Pre-school teachers were asked to give their opinion on what could be done to avert the challenges in non-formal pre-school centres. Table 4.14 presents findings to this.

Table 4.14: Possible Solutions to the Challenges in Non-formal Pre-schools

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding by the government</td>
<td>13</td>
<td>43.3</td>
</tr>
<tr>
<td>Government Constructing better Schools</td>
<td>8</td>
<td>26.7</td>
</tr>
<tr>
<td>Visits by the Government Officers</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td>Free Training Programme</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>Improvement of Sanitation</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4.14 indicates that most of the respondents suggested that the government could consider funding the centres to enable them buy teaching/learning materials and other facilities. A quarter of the respondents proposed that the government put up better schools in the same manner as they were planning to put up better housing facilities. There was a suggestion that the ministry of education officers especially from the department of quality assurance consider paying visits to the centres and give guidance related to good practices. Teachers also suggested that the government could formulate a free training programme targeting pre-school teachers in the slums. The programme was perceived as a means to ameliorate the difficult situation teachers found themselves in; most of whom were untrained and yet others were just volunteers. Teachers also recommended that the city council under the county government improve the sanitation of the local environment.

The findings of this study are supported by a study conducted by Engle, (2011) who asserted that children in areas prone to poverty are placed in non-formal pre-schools. The study is also supported by Manani, (2007) who postulated that young children continue to find themselves in non-formal schools due to social economic reasons. Manani, (2007) argued that this problem is acute in informal urban settlements. This is the case in Kibera slums. Ngome and Kimiywe (2005) suggested that capacity building of communities, school staff and other relevant administrators concerning the welfare of the slum children was essential in ensuring the success and continuity of children’s programmes.
CHAPTER FIVE

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.1 Introduction

This chapter presents the summary of the main findings and conclusions based on the study objectives. Recommendations related to policy and also for further research are also presented.

5.2 Summary

Parents with children in the non-formal pre-school centres were found to be of low social economic status. Parents therefore had inadequate finances hence they placed their children in the non-formal pre-school centres as public formal schools were also found to be far from their homes such that children could not access them. Feeding programmes were also reported to be attracting more children to the centres. Other children who were very young were taken to the centres as their parents could not afford to hire the services of house helps. Most of the pre-school teachers in non-formal pre-school centres had only a secondary education without any professional training in ECDE. Few of them had certificates in ECDE.

In most of the classes, children were of different ages. This posed a big challenge to the teachers as they tried to meet the needs of individuals in the classes. In some centres, children as old as nine years were found. Most of the
classes had more children aged 3-4 followed closely by those aged 4-5 and 5-6. In the classes, children below the age of 3 years were equal to those that were above 7 years. On average the classes in the non-formal pre-school centres had 52 children. The result indicates that girls were more than boys in the classes. The classes were also congested with children with poor lighting and ventilations.

Almost all centres had poorly built classrooms which were temporally or semi-permanent. Poor sanitation was also reported in most centres where sewage wastes streamed near the classrooms. Some classes were also said to be leaking especially during rainy seasons. Almost all non-formal pre-school centres had no space for children to play.

Most of the teachers in non-formal pre-school centres were handling the classes alone. All the teachers who did not handle their classes alone indicated that two teachers handled a class. The result shows that on average most of the classes had an average teacher/child ratio of 1:52 while very few had an average teacher/child ratio of 1:26.

The most commonly used language in Kibera slums was Kiswahili. The same language was the most popular among children in the pre-school centres. The use of this language was because children used it at home. Children could therefore understand the language easily. This was the reason why majority of the teachers used the language for instructions.
Almost all non-formal pre-schools had neither a play field nor any play equipments. The few that had play areas were very small spaces in front of the classrooms: The only non-formal pre-school centre that had swings and slides had them constructed next to a river. None of the thirty non-formal pre-school centres was permanently constructed. Most of the classrooms were semi-permanent with iron sheet walls. Other classrooms were constructed using earthen walls. All the earthen walled classrooms had earthen floors.

5.3: Conclusions

The following conclusions were drawn from this study of challenges faced by teachers in non-formal pre-school centres in Kibera slums.

Social economic status was found to be one of the major factors that made parents place children in the non-formal pre-school centres. The economic activities parents performed were just to give them basic needs for a day. They could therefore not afford to take their children far from home for education. They indeed relied on feeding programmes in the centres for their children's lunch.

The learning environment was found to be unfriendly in the non-formal centres of Kibera slums. The centres had poorly built classrooms most of which were iron sheets or mud-walled. The environment was characterized by poor sanitation and congestion. The environment in the slums needs to be improved if children living there will develop normally. The conditions put children in risks of diseases that may hinder their normal growth and development.
Children in the non-formal pre-school centres were of different ages. Girls were more than boys and the average enrollment was 52 children per class. Most of these classes had one teacher meaning the average teacher/child ratio was 1:52. With this kind of ratio, the expectation was that education in the centres was of low quality. The centres also had no places for children to play. This aggravates the situation of the children's education as young children learn best when playing. It is also challenging for one teacher to teach children of different ages in the same classes especially with the large enrollment.

Teachers' use of Kiswahili as the language of instructions was quite satisfactory as most children could understand the language. However most of the pre-school teachers were not professionally trained in ECDE. Few of them had certificates in ECDE. This is a concern that should be addressed by all stakeholders as children taught by untrained teachers are not guaranteed of quality education. If these challenges are addressed, children in Kibera slums are not assured of proper schooling in primary school and beyond.

5.4 Recommendations

Recommendations are dichotomized into those related to policy and those related to further research. They are based on the negative findings with the aim of soliciting feasible interventions.
5.4.1: Policy Recommendations

After conducting a study on challenges faced by teachers in non-formal preschool centres in Kibera slums, the following are the recommendations of the study.

i. The study revealed that, most of the non-formal pre-school centres are poorly built and are generally in pathetic conditions. The government should therefore come up with strategies of inspecting classrooms used in non-formal pre-schools.

ii. The findings revealed that 72% of the teachers in non-formal pre-schools had not trained since they were secondary or primary school leavers. The ministry of education should therefore consider crafting a training programme for non-formal pre-school teachers in the slums that will suit their financial abilities.

5.4.2: Recommendations for Further Research

i. The study did not look at the kind of curriculum offered in the non-formal pre-school centres in Kibera slums. There is therefore need for further study to be carried out on the phenomenon.

ii. The study did not focus on challenges faced by teachers in formal pre-school centres in Kibera slums. There is therefore need for a study to be conducted on the scenario.
References


Chilora, H. & Harris, A. (2001). Investigating the role of teacher’s home language in mother tongue policy implementation. Washington, DC, USAID,


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Appendices

Appendix 1

Teacher’s questionnaires

Section A

This questionnaire is designed for research. The research is being carried out purely on academic grounds. Please answer the questions as instructed. Your response will be used for the purpose of this research. You are therefore requested to give frank and honest responses.

Please tick or write your answer in the space provided.

Section B

1. How can you rate the social-economic status of the children’s families?

Very poor _____ poor_____good __very good ___Excellent ___

2. In your opinion, why do you think parents bring their children in this centre and not to other formal centres? 

3. What are some of the challenges that you face in this non-formal pre-school centre?
4. What do you think can be done to avert the above cited challenges? 

5. How many children are enrolled in your class in the following categories? 

<table>
<thead>
<tr>
<th>0-3</th>
<th>3-4</th>
<th>4-5</th>
<th>5-6</th>
<th>6-7</th>
<th>above 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>boys</td>
<td>girls</td>
<td>boys</td>
<td>girls</td>
<td>boys</td>
<td>girls</td>
</tr>
</tbody>
</table>

6. Are you handling the class alone? Yes _______ No _______

7. If no above, how many teachers are handling the class? _______

8. Which is the commonly used language in this area? _______


10. Which language do you use when instructing children in class? _______

11. Why do you use the language mentioned in question 10 above? _______

12. Are all children able to understand the language of instruction? 

Yes _______ No _______
13. Please indicate by putting a tick in the appropriate box your level of training

<table>
<thead>
<tr>
<th>Highest Level of Training</th>
<th>primary education</th>
<th>secondary education</th>
<th>certificate in ECDE</th>
<th>Diploma in ECDE</th>
<th>Degree in ECDE</th>
<th>Masters in ECDE</th>
<th>Any other specify</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>or any other specify</td>
<td>or any other specify</td>
<td>or any other specify</td>
<td>or any other specify</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2

Observation Form

<table>
<thead>
<tr>
<th>Enrollment of children by age and gender in years</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–3</td>
</tr>
<tr>
<td>boys</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>language of instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of children sitting on a desk/form</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Available play equipments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play field</td>
</tr>
<tr>
<td>Nature of classroom in the pre-school</td>
</tr>
<tr>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Permanent</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Appendix Three

Bird’s eye view of Kibera slums