



KENYATTA UNIVERSITY

2ND INTERNATIONAL CONFERENCE ON EDUCATION

THEME: RE-ENGINEERING EDUCATION FOR
SUSTAINABLE DEVELOPMENT

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SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND
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PROGRAM AND BOOK OF ABSTRACTS





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'Re-Engineering Education for Sustainable Development'**

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CONFERENCE PROGRAMME

THEME: 'Re-Engineering Education for Sustainable Development

Sub-themes:

- Enhancing quality in education
- Educational reforms and governance
- Research, innovation and knowledge transfer in education
- Application of ICT in education
- Resource mobilization and utilization in education

Who Attends Non-Formal Schools In Kenya? An Analysis of Quality of Learners Attending Non-Formal Schools in Nairobi, Kenya

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Abstract

Through concerted efforts by various actors in education, Kenya has made significant progress in improving access to primary education. The entry of non-formal schools as an alternative mode of primary education delivery, especially for children from urban informal settlements, commonly referred to as slums, has enabled many school going-age children and youth from these settlements to access education. Since use of non-formal schools as a mode of education delivery is a recent phenomenon, the question of what non-formal schools are and who attend such schools is important. This paper uses the UNICEF (2000) framework of education quality to examine the quality of pupils who attend non-formal schools; evaluate the quality of learning environment in non-formal schools in Nairobi and examine the performance of pupils attending non-formal in the Kenya Certificate of primary education (KCPE). Among the research findings are that majority of pupils who attend non-formal schools were of normal school going age. However a good proportion were overage. A majority of the parents of children who attend non-formal schools were low income earners and therefore poor and, a good proportion of children attending non-formal schools did not receive support for their homework.

Key words: Non-formal schools, quality learners, school performance, informal settlements, access to education