2ND INTERNATIONAL CONFERENCE ON EDUCATION

THEME: RE-ENGINEERING EDUCATION FOR SUSTAINABLE DEVELOPMENT

18TH – 20TH MAY 2015

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES

VENUE: KENYATTA UNIVERSITY CONFERENCE CENTER

PROGRAM AND BOOK OF ABSTRACTS
International Conference on
‘Re-Engineering Education for Sustainable Development’
18th - 20th May 2015

Kenyatta University Conference Centre (KUCC)
Nairobi, KENYA
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
Beyond Access: the Role of Non Formal Schools in Provision of Quality Primary Education in Urban Informal Settlements in Kenya

Kaugi Ephantus & Grace Bunyi
Email: ephantus94@gmail.com & gracebunyi@yahoo.com

Abstract

During the past several years, Kenya has implemented policies that focused on expansion of education through improving access. One of such policies that have had great impact is the policy for alternative provision of basic education and training, which introduced an alternative mode of primary education delivery through non-formal schools. As a result the country has made significant progress in improving access to primary education, especially for poor children from urban informal settlements. Since the Dakar framework for action (2000) committed nations to provision of quality primary education and all nations were asked to improve all aspects of education quality. This research study sought to evaluate three aspects of quality of education provided by Non-formal schools in Nairobi’s informal settlements, namely; 1) the quality of learning environments 2) quality of educational processes; and 3) the quality of educational outcomes. Study findings showed that non-formal schools experience considerable shortage of physical facilities and instructional materials and a majority of teachers in the non-formal schools were untrained. The quality of outcome in the non-formal schools was good as demonstrated in fairly good performance in the Kenya Certificate of Primary Education. The paper concludes with recommendations on how provision of education through non-formal schools can be improved.

Key words: Beyond access, Non-formal schools, alternative modes of education delivery, education in informal settlements, quality primary education