CHALLENGES FACED BY KIBERA SLUMS NON-FORMAL PRIMARY SCHOOLS AND ATTEMPT TO HARMONIZE LEARNING WITH FORMAL EDUCATION IN, NAIROBI.

BY

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DECLARATION

This Research Project is my original work and has not been presented for any of the study programmes in any other university.

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This Research Project has been submitted for examination with my approval as the university supervisor.

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DEDICATION

To all those who in their special ways encouraged and supported me in my endeavor to undertake this study. I thank God for them and for giving me the will to push forward
ACKNOWLEDGEMENTS

I would like to acknowledge the efforts of the following people, whose support has led to the completion of this project. First, I would like to thank my supervisor Professor Jotham Olembo for all his efforts in ensuring that the work was completed. He challenged me and gave me direction. Next I would like to thank all my lecturers in the Department of Education Administration for preparing me to undertake this study. I recognize the efforts by Mrs P Masila in helping me to co-ordinate the field activities, together with S Shihundu. I thank Stella for the endless hours she spent working besides me. The Mwachis and the Amolos, I thank you for all your unwavering support during the time of study. I recognize the efforts of various ministry officials who were very supportive in their assistance. I also thank all those who made it possible, in any little way, for the study to be carried out. God Bless you all.
ABSTRACT

The Government of Kenya has a responsibility towards its citizens to provide quality and relevant basic education. For economic advancement to occur, there must be a skilled human resource that is productively employed. Universal Primary Education by 2005, and raising transition rates for primary to secondary school from 40% to 80% (MPET 2002-2008) remains unfulfilled. The national objective to promote non-formal education and establish mechanisms for transition into formal education has not been put in place.

Previously, cost-sharing strategies in financing education proved prohibitive to most households. To this end non-formal schools began to mushroom in the slum areas, which had developed in all urban areas. These schools provided cheaper education than that of public schools, as the requirements on parents were limited. Retention and completion became the overriding factors when enrolling pupils. This study was aimed at investigating the challenges that face non-formal schools in their attempt to harmonize learning with formal schools. It also attempted to offer remedies to the identified causes that led to the breakdown of academic programmes. The study employed a descriptive survey design while using the questionnaire, the interview schedule and observations schedule as data collection instruments. The school heads, managers, deputies, teachers and area chief provided the necessary information. The target population was all the primary schools in Kibera slums. A purposive method was used to select the sample. The data was presented in form of pie charts, tables and qualitative statements after analysis of data collected in the field. Data analysis was done by organizing the collected information into codes, themes and categories so as to determine relationships in these categories. Finally, the computer software SPSS Text Editor was used to analyse the data.
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ABBREVIATIONS

AABE  Alternative Approaches to Basic Education
CBO  Community Based Organization
DETB  District Education and Training Board
EFA  Education for All
ESSP Education Sector Strategic Plan
FPE Free Primary Education
GER Gross Enrolment Ratio
GOK Government of Kenya
GTZ German Technical Co-operation
KCPE Kenya Certificate for Primary Education
KCSE Kenya Certificate for Secondary Education
KESSP Kenya Education Sector Support Programme
LGA Local Government Authority
MOEST Ministry of Education Science and Technology
MPET Master Plan of Education
NDP National Development Plan
NFE Non Formal Education
NFS Non Formal School
NGO Non Governmental Organizations
PRISM Primary Schools Management Project
SAP Structural Adjustment Programme
TAC Teacher Advisory Centre
TTC Teacher Training College
UBEP Undugu Basic Education Programme
UPE Universal Primary Education
VOC-TECH Vocational Technical Training
CIDA Canadian International Development Agency
SPRED Strengthening of Primary Education
UNESCO United Nations
UNICEF United Nations Children’s Fund
CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter provides all the background information necessary for the study. It states the purpose and objectives of the study, the methods of selecting the sample as well as methods for collecting and analyzing data.

1.1 Background to the Study

The historic Jomtiem Conference in 1990, offered educational opportunities for every person (child, youth, adult). It was observed that despite increased expenditure in education, millions of children still have limited or no access to education and majority of those going to school fail to complete basic education programmes.

Since Kenya gained its independence in 1963, the formal education sector in the country has witnessed remarkable growth, particularly in quantitative terms. At primary level for example, Kenya has managed to achieve near universalization of education with 95% of the target age groups enrolled in school.

This expansion in education resulted in an increase in participation of groups who had little or no access to schooling for example (girl participation increased from 34% in 1963 to 48.7% in 1991 (GOK 1992). Despite such improvement, many children still have limited access to schooling or fail to complete the basic education programme. The children most affected are from poor rural districts and slums in urban areas.

Sex disparities further mark education in the country. This is more so because in the marginalized areas children start school at a later age than their counterparts. They mature into
youth while still in standard 5, 6, 7 and 8. Retention of those already enrolled in school for a
defined cycle is yet another crucial issue in Kenyan Education. The drop out and repetition
rates in slum areas are high and seem to affect girls more than boys.

In January 2002, Kenya adopted the Free Education policy for primary schools. There was a
rush to enrol children into primary schools in all classes. The teacher-pupil ratio increased
from the recommended 40:1 to above 70:1. The ratio seems to have settled at 1:60. Still, there
are children who do not attend school or do not remain in school long enough to complete the
primary school cycle. Many primary schools in Kibera slums are registered to operate under
the 8-4-4 system of education. Majority are registered with the Ministry of Culture and Social
Services, a few with the Ministry of Education while another lot is registered with The Office
of The President. Somewhere along the way these schools lose focus and begin to operate as
non-formal schools whose basic objective is to teach basic skills for survival as well as the
three R’s- Reading, Writing, Arithmetic.

1.2 Statement of the Problem

There appears to be no clear or organized system of operating private primary schools in
Kibera slums. What starts as 8-4-4 based schools end up as non-formal institution where there
is no particular emphasis on the curriculum offered. To this end majority of these pupils do not
sit their standard 8 exams. The few who do are finally registered for exams in other schools
such as Olympic Primary School, Kibera. There seems to be no community-based system of
planning, organizing, monitoring, supervising and evaluating education offered in this area.
1.3 **The Purpose of Study**

The purpose of this study was to investigate the challenges that face non-formal private primary schools in Kibera slums, in their effort to harmonize their learning programmes so that their pupils can be integrated into regular schools.

5.5 **Specific Objectives of the Study**

The study had the following objectives:

- To determine the challenges or problems that non-formal schools face that lead to the breakdown of educational programmes in Kibera slums.
- To suggest possible solutions leading to the sustainability of formal education programmes in these schools.

1.5 **Research Questions**

The study attempted to answer the following three questions.

1. What challenges do non-formal schools face that lead them to deviate from their educational programmes?

2. What solutions can be offered to create opportunities for the non-formal schools to remain sustainable?

3. What is the government, as a stakeholder doing to harmonize learning in non-formal schools?
1.6 Significance of the Study

This study is significant in that it attempted to provide sustainable solutions to the problem highlighted. The recommendations stated could be used to develop a programme whereby pupils from non-formal schools can be integrated into the regular system of education. This can probably be achieved by setting a minimum standard of requirements for all non-formal schools.

This study is significant to stakeholders who included the government through the local administration in the slum; the parents of the pupils who attend these schools; the pupils themselves; the donors and sponsors of the schools, for example churches, NGO’s and any other interested parties. It is of importance to note that there has to be a separation of mandate between the formal and non-formal schools. The teachers, the curriculum and the mode of delivery are different for formal and non-formal schools. Where non-formal education is the practice, trying to formalize it results in its failure and vice versa. Limited studies, if any, have been carried out in this area.

1.7 Limitations of the Study

There appears to be no exclusive, conclusive documented information from the government (Ministry of Education) about slum schools in urban areas such as Nairobi. School managers may not be willing to share information. They may feel threatened due to the vague rules that surround the existence of their schools.

The study was limited to one slum, Kibera, in Nairobi. This limited the extent of generalization of findings. There could be unique factors leading to the development of these
schools. The topic was wide, the time span limited and there are too many schools it was therefore not possible to study all of them but this gives room for further research.

1.8 Assumptions of the Study

This study was undertaken under the following assumptions.

- That there are challenges faced by non-formal schools.
- That these challenges are the ones, which break down the school system into offering non-formal education.
- All respondents would be co-operative and provide reliable answers.

1.9 Theoretic Framework

1.9.1 The Classical Liberal Theory of Equal Opportunity

The Classical Liberal Theory of equal opportunity and Social Darwinism asserts that each person is born with a given amount of capacity, which to a large extent is inherited, and cannot be substantially changed. Thus, education systems should be designed so as to remove barriers of any nature (economic, gender, geographic) that prevent bright students from lower economic backgrounds from taking advantage of inborn talents, which accelerate them to social promotion. Liberal progressivists like Horace Mann (1796 – 1889) termed education as “The Great Equalizer” main instrument, which would enhance life chances of those born into humble circumstances. The theory demands for further going through education at Primary and Secondary level, to which access would be determined on the basis of individual merit and not social backgrounds.

Social Darwinism emphasizes that every individual should be given, through education, the social status to which s/he is entitled to inherit aptitude. That is, the ability to acquire skill in a
particular field of mental or bodily performance. This theory observes that equal access to education for all gives a just run for opportunity.

The Classical Liberal Theory has its roots in writers such as Rousseau (1712-1778) who claimed that natural statesmen were born equal and personal qualities should not jeopardize social equity. The criteria for scholastic promotion should be "ability and will" (Pelrat, 1969). By making primary education free, the NARC government has provided the opportunity, regardless of children's social classes (Orodho, 2003). In developing countries inequalities exist in the provision of educational services. Increased dropouts rates, absenteeism and repetition occasioned by financial inability of poor families to sustain their children in schools undoubtedly affect the internal efficiency of schools.

The Classical Liberal Theory is relevant to this study because it clearly indicates the value of equitable exposure to education of all social classes. Marginalized communities should have equal opportunity as the advantaged communities, in terms of exposure to education. This evens out the playing field, whereby the marginalized have a chance to improve their lot. In Kenya, education appears to be the segregating factor. Those who have go to the best schools move on to become professionals. The underprivileged go to the slum schools and poorly performing public and private schools. The vicious cycle of poverty continues.

Education in Kenya is funded through taxation, grants-in-aid and donor contributions. The policies on education are directly affected by the funds available to run the programmes. These two variables are closely inter-related. The quality of education and the resultant products are in Kenya, directly affected by the type of education received. Although the government has a policy on integration of formal and non-formal education, no programme has been put in place to actually integrate pupils of non-formal schools with those from formal schools. The Koech
Report (TIQET 1999) lays great emphasis on this integration. Unfortunately, many of the recommendations of this report are not yet in practice. Therefore, it appears that social barriers such as economics, gender geographic location obstruct the theory of equal opportunity. Bright pupils from these disadvantaged backgrounds do not get access to quality education. Their personal qualities and abilities are compromised by social inequity.
1.10 Conceptual Framework

Figure 1.1 shows the researcher’s conceptual framework.

Figure 1.1 Conceptual Framework

FUNDING EDUCATION
- Taxes
- Grants
- Donors

Policies on Education
- Education as a basic need
- Integration of non-formal education to regular school

Education

Formal Education
- Structured Curriculum
- Qualified Staff
- Adequate/good facilities
- Completion of education cycles
- Revenues raised through fee structures
- Clear policies about instruction

- Good/Stable-paying jobs
- Can support their educational institutions
- Send their children to established schools

Non-formal Education
- No set curriculum/developed to meet prevailing conditions
- Most staff lack training/qualifications
- Inadequate/poor facilities
- Dropout rates high/incomplete education cycles
- Revenues raised through goodwill of stakeholders e.g. NGO’S, churches sponsors

- Unstable wage earning jobs
- Send their children to non-formal schools due to inability to support formal schools

Funding Education

### 1.11 Definition of terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>Formal Education</strong></td>
<td>Education offered in schools according to Rules / regulations of the Education Act by the Government of Kenya.</td>
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<tr>
<td><strong>Non-formal Education</strong></td>
<td>All organized educational activities outside the framework of the organized formal education.</td>
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<tr>
<td><strong>Academic Programmes</strong></td>
<td>Delivery of content to pupils following Ministry of Education Guidelines.</td>
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<tr>
<td><strong>Private Schools</strong></td>
<td>Schools owned by persons other than the government or local authorities.</td>
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<tr>
<td><strong>School Manager</strong></td>
<td>Normally referred to as the owners of the school.</td>
</tr>
<tr>
<td><strong>Basic Education</strong></td>
<td>Minimum requirements of education to complete a cycle</td>
</tr>
<tr>
<td><strong>Service providers</strong></td>
<td>Head teachers, school owners and teachers</td>
</tr>
<tr>
<td><strong>Policy makers</strong></td>
<td>Senior government officials at the Ministry of Education and Department of Adult Education</td>
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CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter contains the literature review and a summary of Government policies and research findings in the area of study.

2.1 Primary Education

Research evidence shows that for modern development to occur, there is a minimum level of education that must be attained. This minimum requirement is referred to as open cycle, where education is not constrained by exam based selection and is available to all. Investment in primary school yields higher returns for the individuals, in the long run. Thus, primary education was declared human right to which each child is entitled, and whose provision is the responsibility of the state.

The objectives of primary education are:

- To promote growth of the whole person through integrated development of mental, physical and emotive (moral, spiritual and aesthetic) attributes and abilities;
- To impart literacy and numeracy, and to nurture scientific skills – such as reasoning and problem solving – and social skills including service to others and to society;
- To develop and understanding of economic production factors and their relationship with the social context and the natural environment;
- To promote social equity through provision of basic education to all, including females, disadvantaged communities and households and the handicapped;
- To lay a firm foundation for further formal education and training, the world of work and life-long learning (MPET 2002-2008).
Economic advancement should feed into the following inter-related processes, which comprise overall development:

- Provision of basic needs through equitable distribution of material wealth.
- Conservation of the environment.
- Enhancement of social fabric based on wholesome ideas, beliefs, values and practices.
- Evolution of governance, which utilizes the citizenry’s proactive role in duties and rights in efforts to guarantee security and sovereignty and to provide infrastructure to continued overall advancement (MPET 2002-2008).

Through Education and Training there should be:

- Expanded access, especially in terms of gender, and for regions that are marginalized.
- Improved persistence and retention at all levels of education.
- Increased relevance and quality of curriculum offered.

The role of education and training is to assist in the establishment of the human resource base necessary for generation of wealth, and its application to the creation of better standards of living and improved quality of life (MPET 2002-2008).

One major issue Kenya shares with other countries in Sub-Saharan Africa is the challenge of modernising society by welding together. Indigenous tradition of largely subsistence based and decentralized policies and, Western development models with its reliance on market forces, tempered by ideas of welfare state and civil society to achieve a measure of equity in populace (Bratton, 1987; Fowler 1993 in Republic of Kenya 2002).

The key aspect for planning education and training for modernization, are organized curricula from the economic model of the west, which contradicts traditional African approach to
learning, which was inter-perceptibly integrated, into the community socio-economic activities, Kenyatta 1938 in Republic of Kenya 2002.

Colonial authorities tried to nurture the western development model but failed to appreciate that its success depended on a delicate balance between the new economy and the education relevant to complement it. This issue has continued in the post colonial era and has contributed to the current problems such as inequity in provision of education and the mismatch between formal education and the world of work, Kinyanjui 1974 in Republic of Kenya 2002.

Although since independence the government has adopted idea of welfare of state for increased equity, a lot remains to be done. Limited public and household resources and overall dependence on state, inhibit the full realization of equity, relevance and quality in Education and Training. (Cooksey, Court and Makau, 1994; Makau 1995 in Republic of Kenya 2002)

The relatively low GER reflects the rapidly rising number of urban households (in the capital city and other towns) who are unable to enrol their children in formal primary schools. Thus giving rise to the increase in recruitment of untrained teachers. Population projections by age group 6 – 13 years who will be in Primary Schools by the year 2005, is 7,315,000 (Kenya Population Census Analytical Report Vol. VIII). The government has not yet demonstrated its ability to deal with this projection. There appear to be inadequate resources put in place to deal with the situation.

Problems of relevance and quality have led to four major public education commissions (Republic of Kenya 1964, 1976,1981 and 1988). Many of the issues that arose have yet to be satisfactorily resolved. The recommendations of the Koech Report (1999) are not yet in practice, yet this report is the relevant one for the period 2005. Education and Training have
been accused (wholly or in part) of having failed to satisfactorily inculcate modern scientific culture.

Imbue learners with desirable social skills and values including patriotism; the spirit of service to others; self-reliance and a wholesome philosophy to life. Produce and employable force because of the mismatch of what is learned in school/institution and requirements of the workplace. Input, Process Variables and Outputs are three inter-related variables that give an analysis of relevance and quality (Karani et al 1995, Republic of Kenya 1995b and 1997; Republic of Kenya and UNICEF 1994) of education. This is the first stage at which the learner is exposed to education, at all levels (Primary, Secondary and Tertiary level).

Inputs are problems related to physical facilities (e.g. poor households versus the affluent households); Instructional and research materials; Curriculum (if ambiguous in scope and resources); Examinations (they require memorization of facts leading to more intellectual development rather than practical knowledge required for work); Human resource capacity which addresses staff development at tertiary level currently below expectation large classes have affected student/lecturer relations with respect to tutorials, low quality work force.

In-servicing of teachers is periodical as opposed to regular inflation has weakened purchasing power of salaries, increased poverty, lowered morale therefore, fewer people can afford the training. Process variables are the conditions to which the learner is exposed. In general, the 8-4-4 system of education uses the top-down approach, which undermines learning. For example, the centrally mandated curriculum does not encourage adaptation of different environments. In this case the curricula offered does not serve the needs of underprivileged pupils in the slum schools.
The flow of administration, management instructions from headquarters to districts then finally to the institution are not efficient. Despite these schools being private schools, there are certain ministerial guidelines that must be followed. Management of the school is centered on school heads, not staff in general. School owners run schools at their discretion. There is prevalent teacher dominance in teaching – learning situation. Learners rarely get chance to express themselves. There is a tendency to place value on the certificate rather than the skill. White-collar mentality still very strong and yet totally misplaced in the slum.

To an extent emphasis on certification is responsible for failure to ease transition from formal education and training to work. Assessment and certification systems have shortcomings like one exam being used as feedback to test process of learning; Absenteeism weakens assessment quality output, especially at school levels, is unsatisfactory. There exist disparities in gender to the detriment of females. Output also falls far short of what is prescribed in curricular performance statistics. This suggests very low quality learning in schools.

Underlying causes of current shortcomings of education can be addressed through philosophy Kenyan society needs to internalize the premise that the overall goal of education should be conceptualized as including service to economic production but equally important, as reaching beyond it.

Resource constraints - Due to rapidly growing population, there has been a down turn in economic growth, therefore high cost of living which has weakened public resources for education and health.

Management - There is need to develop an efficient mode of policy making and implementation through which: -
- Priorities of different sectors of the economy can be articulated so as to meet their Education and Training needs.

- Strengthen communication/coordination between Government and other institutions. There is duplication in field management and administrative structures.

- Merge budgeting of teacher salaries, to development of new schools

- Providers should pay for unessential extras in schools

- Exploit economies of scale in provision of learning materials and equipment in schools

- Pupil teacher ratio is too high; The MPET (2002-2008) recommends 35:1 in primary schools. The reality now is an average of 70:1. This varies between public schools and private schools.

There is absence of rationalized terms and conditions of service for teachers and instructors of pre-primary institutions, non-formal schools and youth polytechnics. Education and Training lacks management information systems for advising budgeting, day-to-day administrative duties, management and planning for the future.

Important stakeholders are not fully involved in Education and Training and Management. Relevant involvement of NGO’s, Teachers Associations, communities, religious organisations, parents, teachers, entrepreneurs should facilitate better management of schools.

Mobilization of resources, reduction of inequity and improving relevance and quality of Education and Training should provide appropriate response to arising problems. Approaches to improving Education and Training 1997 – 2010 include: -

<table>
<thead>
<tr>
<th>Policy aim</th>
<th>Strategy/planned response</th>
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<tr>
<td>Arrest and reverse decline of GER in primary and secondary schools.</td>
<td>Lower cost to household and reduce size of curricular; establish basic essentials of learning, exploit economies of scale; raise teacher pupil ratio; increase government expenditure on non-salary expenditure; increase GOK</td>
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2.2 Overview of Current Status of Primary Education

2.2.1 Access and Participation

Inherited geographical and gender disparities exist therefore impeding efforts to increase access and participation. There have been a rising number of urban slum children not attending formal school, up till the introduction of FPE. Also, the enrolment rate has not kept pace with the relevant age group. The high dropout rate led to an unacceptably low proportion of children who completed primary school. The high rate of grade repetition leads to inefficient use of resources.

2.2.2 Strategies to be adopted by GOK include:

Increasing access and participation in schools.
Raise rate of enrolment; reduce grade repetition and, raise rate of completing cycle.

Give support to institutions offering education outside formal cycle.

Improve health and nutrition status of pupils.

2.2.3 Relevance and Quality

These issues need to be addressed. Thirteen subjects are too many, too wide and there are duplicated syllabi in different subjects. The centrally mandated curriculum teachers cannot develop curriculum to suit different environments, such as exists in the slums. The learning process is unduly influenced by KCPE exams, which leads to drilling of pupils in schools where resources are available. Provision of learning resources – physical and material is well below what is required.

Shortcomings in human resource in the schools include:-

Heads and BOG’s, PTA’s lack expertise in professional management, therefore do not feel accountable for results.

Intrinsic/extrinsic motivation of teachers is low.

2.2.4 Strategies to Raise Relevance and Quality Include: -

Improve management infrastructure and climate in schools

Provide physical facilities and instructional materials for quality learning.

Develop responses to social problems within the out-of-class curriculum e.g. HIV/AIDS.

The development and implementation of curriculum to teachers at local and school level.

Develop and implement criteria for teacher development/progression (MPET 2002-2008)
2.2.5 Cost and Financial Management

The optimal unit cost per child by the government is not adequate. This creates room for abuse by private school owners who dictate their own terms.

Recruitment and mobilization of resources including teacher deployment, parental and household contribution is haphazard, therefore tends to be abused. NGO’s normally assist in the financial management of these schools. Some churches also offer assistance to these schools. The cost of sharing the burden of educating children is not affordable to many. School planning for identified needs vis-à-vis, projected resources is not done well. The needs of the school override the projection of expected income.

Financial management is unsatisfactory as the school heads and managers do not have the necessary skills.

To improve resource mobilization, allocation and accountability, schools must base financing on rationalized totality of essential learning requirements in aiding recruitment, and non-salary recurrent costs. The curriculum must be made manageable in terms of time and cost. The household contribution to schools should be minimized. For example even with free education parents are still expected to put up school buildings.

Programmes and Activities to be implemented after strategies have been formulated include the following.

Legal and Management infrastructure

Educational activities should be streamlined under one Act of Parliament to cover all aspects of the sector.
The school heads should be professionally trained through SPREAD 2 and PRISM (Primary School Management Project), or other professional courses that prepare them for school management.

Cost and financing, should be streamlined (establish reasonable unit costs therefore reduce demand on households (uniform, books, sporting equipment, activity fees, levies). Such spending should be closely monitored.

Quality development and assurance can be achieved through improved inspection of schools. There are no TACS or Zonal Centres in or around these non-formal schools.

2.2.6 Physical Facilities

Essential requirements should be established—rooms, toilets, grounds, furniture—before admission in schools begins. Building codes should encourage the use of local materials and labour, to put up the facilities. The mode of expanding schools should embrace multi-stream institutions at full capacity before establishing new schools. Financing for facilities is currently undertaken by parents and communities.

2.2.7 Instructional Materials

These adversely affect development of education because the cost-sharing policy still applied to these schools, is punitive to households. Households are still required to make contribution towards purchase of instructional materials.

The school-centered revolving textbook scheme can be put into use. The parents pay a minimal fee to use books, thereby avoiding the whole cost of purchasing instructional materials.
LGA can purchase and distribute other instruction materials for example, teacher guides, reference materials, teaching aids and other equipment for TACs so that teachers in these private schools can have some level of access.

Allocation of grants and encouraging development of school/class libraries would go a long way in exposing pupils to a more informative environment.

### 2.2.8 Alleviating Inequity

This can be done through developing a levies-remission system where needy students are identified and education paid for by school/parents/donor/company/NGO.

Alternative education programmes for example, informal schools for slum children should offer basic education for school age children who cannot afford formal school. These programmes should be streamlined and strengthened as well as provide opportunity to join the formal schooling system. LGA’s needed to include these programmes in their planning.

### 2.2.9 Curriculum and Assessment

The curriculum should be made relevant, manageable and less expensive through relevant planning and development, eliminating what is not necessary.

Revision of curriculum materials to suit above will lead to the growth of relevant curriculum.

Flexibility in curriculum time-element should consider the mandatory hours of attendance in a year, exams to be taken and co-curricular activities.

Improving KCPE Exams can be done by decentralizing teaching approaches to suit the needs of the specified learners. Pupils should be tested for their ability and skills as opposed to
mastery of content by means of one exam. Possibly formative assessment at national level should be developed as opposed to end-of-cycle exams such as KCPE exams.

2.2.10 The Teaching Force

High achievement in pupils can only result from properly trained, motivated teachers. This can be done through

- Raising efficiency in staffing through

- Multi-grade teaching where small schools are the only means of providing education to scattered population.

- Streamlining deployment of teachers to eliminate over/understaffing in urban/rural schools.

- Relating admission of teacher training to projected needs.

- Introduce element of peer teaching for senior pupils.

- Cultivating the active participation of affected stakeholders.

- Develop and implement clear criteria for selection into TTC. That is, based on projected demands for planned expansion and attrition rates

- Improve teacher quality for selection into college to be monitored by DETBs.

- Improve pre-service training courses (2 years) 1 year college and 1 year field gaining experience.
• Institute regular teacher In-servicing therefore, develop regular appraisal of teachers’ performance to identify training needs and inject new ideas and approaches into the system.

• Improve teacher professional development.

• Encourage teachers to increase their academic knowledge.

• Raising teacher morale/motivation through remuneration, housing and special allowances (e.g. those in hardship areas schools, special needs etc)

2.11 Health and Nutrition

This is directly related to the enrolment rate. Schools that offer lunch, enroll and maintain larger numbers of pupils at any one given time compared to those that do not offer meals. This directly affects all marginalized areas.

There is a direct and major impact on education as a result of HIV/AIDS on the enrolment and retention rate of pupils in these slum schools.

2.12 School Feeding Programmes

UN, World Food Programme and other NGO’s, and Government of Kenya play an important role in this matter. The WFP contract to provide food to schools in marginalized areas expired in 2001.

2.3 Education and Training Expenditure and the Macro Economic Framework

Total education and training expenditures have risen greatly as a percentage of the GDP (Gross Domestic Product) recurrent expenditure has also risen.
Kenya has one of the highest expenditures on Education and Training in relation to National Income and has maintained such an effort for some time.

In the cost sharing strategy the government committed itself to reducing its share of the budget for education and training by shifting to parents recurrent costs such as books, uniforms and other private costs such as transport and meals.

At any one time, most households have more than one child enrolled in schools. Strong evidence indicates that the objectives of the cost sharing strategy have not/were not met. Enrolment did not increase with rise in population instead they decreased (due to financial implications on parents). Schools also lack facilities and materials. In spite of the relatively larger levels of household expenditure parents were unable to meet these charges. Education and training are not the only costs parents met. Cost sharing contributed greatly to decreased enrolment and failing standards of schools.

2.3.1 Non-Formal Education

Non-formal education brings under its umbrella all organized educational activities outside the framework of organized formal system of education.

The scope of its activities is limited to only the exclusion of what goes on in the formal system of general, technical and higher education.

The strength of non-formal education lies in its flexibility as opposed to the inflexibility and rigidity of the formal system.

"In the mistaken belief that its pliancy and flexibility are weaknesses, attempts are sometimes made to formalize non-formal education by extrapolating and applying to it some of the forms
and structures that characterize the formal system. This is one of the pitfalls to guard against” (Ariyadasa 1981).

Non-formal education should not be remedial. It should provide education opportunities for those who cannot receive formal education for various reasons. That is, disadvantaged populations with little or no exposure to schooling. Non-formal education is a form of intervention for those unable to access formal school.

Non-formal systems fail because of the attempts to formalize them especially in areas of curricula, specialization and training.

2.3.2 How to organize programs for non-formal education

- Mobilize resources.

- Survey persons and institutions that could be utilized

- Replicate other successful programmes operating in similar conditions.

- Emphasize the importance of the benefits to the locals themselves.

- Persuade the local community and get them actively involved in the project

- Use media to convince, where necessary.

Teacher Training for non-formal schools should be organized into several recurrent training sessions rather than one long term one. This gives room for integration of theory and practice in light of changing situations in the sector.
Teachers need to be oriented in the methods of social work, and therapeutic process of training especially non-professional teaching personnel. Training elevates the teachers education level in drawing, writing expressively and creatively, reading writing, analyzing skills, that is base training, on previous experience for self improvement.

Teachers are trained to encourage pupils to speak and ask questions; emphasis is on a lot of group work to develop communication skills, self-development and increase self esteem. There is a lot of improvising of learning materials.

2.3.3 The Curriculum

Basic Mathematics, English, Kiswahili, Social Sciences (Health and Nutrition) and basic History, Geography, Civics and care of the environment should be taught.

Homework should not be assigned as these pupils have neither the place nor time or equipment to do the homework. It becomes oppressive. All learning materials are kept with the teacher.

Self-evaluation by each other should be done during group work. Children’s efforts should be presented to the community and testing of literacy and numeracy should be done later in smaller groups in class.

**Education Sector Strategic Plan (ESSP) 2003-2005, September 2003**

ESSP (2003-20050 was developed as a collaborative effort MOEST and related ministries, development partners, and stakeholders.

The plan was developed within the education sector policy. It describes the major educational programmes to be implemented and the support services as well as the expected output.
The overall purpose is to reduce literacy and empower Kenyans with the ability to effectively manipulate their environments so that they can reduce poverty and support economic recovery.

The ESSP is a response to the pressures to provide an education system that responds to the national concerns for relevance quality access and enhanced delivery.

The plan is a cumulation of reviews and studies undertaken by government over the years in the sector. It has benefited from TIQET, MPET as well as intensive consultations with stakeholders carried out between January 2003 and August 2003. The interest lies in broad based participation in the provision of education services with all stakeholders taking responsibility for planning and implementation.

2.4 Overview of the Programme

The goals are

- Education For All by 2015
- Universal Primary Education by 2005
- Transition rate for primary to secondary school to be 70% by 2007
- Quality university education that is relevant to National Development needs
- Provision of technical training, knowledge, vocational skills for employment and national development.

The programme was intended to be carried out in 5 outputs, which are

<table>
<thead>
<tr>
<th>Output 1</th>
<th>Output 2</th>
<th>Output 3</th>
<th>Output 4</th>
<th>Output 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation of educational programmes at all levels</td>
<td>Organization structure and management systems</td>
<td>Legal and regulatory framework strengthened</td>
<td>Integrated support systems and services strengthened</td>
<td>Policy planning and EMIS established and made</td>
</tr>
</tbody>
</table>
The mission of the strategic plan is to provide promote and co-ordinate lifelong quality education, training and research for Kenya’s sustained development. The performance indicators are, improved educational facilities, improved quality of staff and improved delivery of curriculum.

In 1998, MOEST developed MPET. Although it was not implemented, it still flagged the issues, which then proposed the direction to take. TIQET (1998) came up with

<table>
<thead>
<tr>
<th>Terms of access, retention, participation, transition and equity.</th>
<th>Delivery of education services strengthened</th>
<th>Harmonized and made operational</th>
<th>Operational</th>
</tr>
</thead>
</table>
recommendations to address these challenges. The ESSP has built on these two documents in its effort to address the issues.

Non-Formal Education (NFE) and Alternative Basic Education Programmes (ABEP) For Out-of School-Youth.

Issues of NFE on access and quality relate to inadequate enrolment, provision of teaching and learning materials, and non-availability of qualified teachers, poor physical facilities and lack of harmonized curriculum.

There is also lack of co-ordination among the service providers and no linkage with formal education system. To address this issue, the government will work with stakeholders to establish formal linkages and co-ordination between all the agencies and programmes.

2.5 ESSP Objectives for Non-Formal Education

- To enhance quality of NFE/ABEP and provide adequate teaching/ learning materials.

- Establish linkages between NFE/ABEP programmes and the formal education system.

- To recruit train and deploy adequate teachers to NFE centres to establish an effective quality assurance mechanism

- To establish a mechanism to coordinate all the various service providers of NFE Programmes

- Develop mechanisms for linkages between NFE and the formal systems

- Strategies for implementing NFE programmes

To achieve the objectives of NFE the following will be done: -
• Register all NFE establishments
• Establish a database on NFE service as well as providers
• Articulation of policy on the linkages between formal and non-formal education system
• Provision of professional and technical services for curriculum development and inspection services
• Training of teachers and managers
• Advice

The objectives for out-of-school youth:

• These are youth between the ages of 6 and 17 years who are out of school for one reason or another.
• The objectives are: To admit children aged 6-13 years into formal school
• To admit youth above 14 years into adult education programmes, polytechnics or non-formal schools
• To provide free and compulsory education to out-of-school youth.
• To establish a programme that will continually rehabilitate children and families living in the street

These strategies would be achieved by carrying out a needs assessment of educational needs, surveying the available facilities, providing health services through the ministry of health for these disadvantaged children, generating awareness on the rights of children and co-ordinating, networking and creating partnerships in the provision of NFE.
In conclusion there is need to fill the gap that exists between formal schools and non-formal schools. These institutions seem to run parallel programmes that will never meet. The onus is on the government to put in place mechanisms, which can allow pupils from non-formal schools to be absorbed into regular schools, and fit in. There is need to create harmony between these two types of schools.
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

In this chapter, details of how the study was conducted are presented. The chapter is divided into sub-sectors: Research Design and study locale, population and sampling strategies, Research instruments, Data collection, Pilot study and Data Analysis.

3.1 Research Design

The study used a descriptive survey. In such a design the researcher attempted to collect data from members of a population in order to determine the status of the population with respect to one or more variables (Gay 1992). The descriptive survey was used to form properties (factors) pertaining to this population. It was exploratory in nature. The descriptive survey allowed the researcher to gather information, summarize, present and interpret it for the purpose of clarification. By involving a broad category of stakeholders, the study fit within the cross-sectional subtype of a descriptive survey (Orodho 2003).

3.2 The Study Locale

The study was carried out in Kibera slums, Nairobi. Singleton (1993), notes that the ideal locale is the one that would satisfy the researcher's interest. In this case Kibera slums and the quality of the educational services being offered. The researcher had on occasions visited the premises of these schools. This increased the interest and raised questions, which would be addressed by the investigation.
Abagi (1990) asserts that school programmes should be geared towards serving the wider community.

"A community school is to be designed to bring basic education within reach of all primary education school aged-children in and out of the school, through more efficient and effective teaching approaches and resources.

### 3.3 Target Population

The target population comprised the private, primary schools in Kibera area. The researcher targeted the headteachers, the teachers, the school managers (owners) and the area chief.

### 3.4 Sample Selection

Twenty percent (Gay 1992) of the total population size should make an appropriate sample (Gay 1992). There are about 146 (Lang'atta Non-formal Schools Association Register, 2005) schools, in Kibera, 20% of which makes 29 schools. From these 29 schools, the accessible population (Frankel and Wallen 1996) was 10 schools, due to time constraints. The actual sample that the researcher actually studied was about 8%. The researcher questioned ten heads of schools from the non-formal schools and three from regular schools; five school owners; the area chief; an official from the two representative ministries and thirty nine teachers—thirty from the non-formal schools and nine from the regular schools. With the help of the teachers, the researcher attempted to collect data from five former pupils of the non-formal schools selected. This was an attempt to record the ex-pupils opinions about the education they received. In total, the researcher expected to collect views from 66 persons. The sample was selected using purposive method. This method was seen as appropriate because it allowed the researcher to select the sample, based on prior information that would suit the needs of the
study. It also allowed the researcher to select the sample that would enhance reasonable expenditure of time and energy in the process of carrying out the study (Freankel and Wallen 1996).

3.5 Research Instruments

Data collection was carried out by way of questionnaires, interview schedule and observation. These were valid instruments (Mugenda and Mugenda 2003) on which to base the research for obtaining the required data. This was a qualitative research therefore the instruments were appropriate. The researcher was required to develop a relationship with the subjects of the study in order to extract relevant data. The validity of the instruments was confirmed by the researcher’s supervisor as an expert in research; also these instruments are in tandem with methods of collecting data for this type of research (Freankel and Wallen 1996). Question drafts were also presented to two post graduate students in the department (Education Administration Planning and Curriculum Development), NGO staff who deal with non-formal education and a research specialist from KIE. The purpose was to confirm the suitability of the research instruments for the study. From their comments opinions and suggestions, the researcher was able to develop a suitable instrument with which to conduct the study. The reliability of the instrument was tested through piloting the study. The test-re-test method was applied to the pilot group. The same questionnaire was applied after two weeks to determine the similarity of responses. The responses were found to be almost identical. The researcher was then able to proceed and use the instruments for the main study.

3.5.1 The Questionnaire

The questionnaires were administered to the ten headteachers, four school owners, twenty and eight (28) teachers. The questions were both open and close-ended. The open-ended questions
provided opportunity for personal opinions to be expressed. The close-ended questions were used to provide demographic information.

3.5.2 The Interview Schedule

This was used to create a more personal atmosphere (Mugenda and Mugenda 2003) to the whole research, as opposed to simply recording data. The chief, two school heads and two teachers were given a face-to-face interview in which they expressed themselves. The interview allowed the researcher to clarify obscure questions while at the same time giving room for expounding on responses (Frankel and Wallen 1996). The interviews also gave direction to the whole discourse so that the information was collected quickly and precisely (Mugenda and Mugenda 2003).

3.5.3 Focus Group Discussion

This was done with the former pupils of the non-formal school to determine their feelings about non-formal schools. This gave the researcher a chance to observe and participate in the discussion on the challenges the former pupils faced and what they would see as the way forward for other children attending non-formal school.

3.6 The Pilot Study

It was necessary to pilot research instruments in order to finalize them. Piloting helped to check ambiguity, confusion and poorly prepared items. Two heads of schools and four teachers outside the main study sample were involved.

The pilot study enabled the researcher to identify items in the study instruments that were ambiguous and these items were restated.
3.7 Data Collection Procedure

The researcher sought permission from the relevant offices so as to conduct research in Kibera slums. The researcher also sought permission from the respective schools to conduct research in their institutions. The researcher conducted interviews based on the availability of the respondents, and made observations about the general status of the environment of non-formal schools. The questionnaire was personally administered to the required persons. Since majority of the former pupils came from the immediate community, the researcher, with the help of the teacher, was confident of locating at least five pupils for interview purposes. Since they were the direct recipients of non-formal education, these former pupils were able to provide useful information about their situation in comparison to those pupils who attended formal schools.

3.8 Data Analysis and Presentation

Data was analysed by way of synthesizing the information and generating frequency counts from responses, out of which percentages were calculated. From this quantitative procedure, qualitative conclusions were reached. Analysis in qualitative research relied heavily on description.

Qualitative data collected from the interviews was also studied and transcribed into written texts. The researcher examined the questionnaires, sorted and ordered them into themes, codes and patterns (Mugenda and Mugenda, 2003). From these, the relationships between the different themes were presented in form of tables, pie charts and qualitative statements. The SPSS Text Editor was used to complete the analysis from which the report was written.
CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

The purpose of this study was to investigate the challenges that faced non-formal primary schools in Kibera slums. This was in an effort to harmonise their learning programmes so that their pupils could be integrated into regular schools. The study was guided by three research questions as given below:

1. What challenges do non-formal schools face that lead them to deviate from their educational programmes?

2. What solutions can be offered to create opportunities for the non-formal schools to remain sustainable?

3. What is the government, as a stakeholder doing to harmonize learning in non-formal schools?

In this section of the research report, the researcher presents the data collected from the field and the data analysis procedures employed to answer the research questions of the study as given above. The chapter is divided into five major sections. Section one presents the personal data of the study participant while the other four sections are based on the four research questions.
4.1 Demographic Data of Study Participants

The researcher collected data from thirteen headteachers, thirty teachers, four informal school owners, five former pupils, a representative from the Ministry of Education and the Ministry of Culture and the Area Chief for Kibera.

Demographic data is provided for the head teachers and teachers who participated in the study. Tables 4.1 and 4.2 present the demographic data of the head teachers.

Table 4.1 Gender and Academic Qualification of Headteachers

<table>
<thead>
<tr>
<th>Academic qualifications</th>
<th>Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Diploma</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>S1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>P1</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

There were six male and seven female headteachers. Ten of them were P1 and two were S1 and one was a diploma in education holder.

Table 4.2 Headteachers Years of Teaching Experience

<table>
<thead>
<tr>
<th>Years of experience</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 years</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>5-10 years</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>10-15 years</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>15 plus years</td>
<td>5</td>
<td>38.5</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100.0</td>
</tr>
</tbody>
</table>
The years of teaching experience for the headteachers ranged between 1 and over 15 years.

Tables 4.3 and 4.4 present the demographic data of the teachers.

### Table 4.3  Academic Qualification

<table>
<thead>
<tr>
<th>Academic qualifications</th>
<th>Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>S1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>P1</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>12</td>
</tr>
</tbody>
</table>

There were 18 male and 12 female teachers. Of them, 17 were P1, 5 were S1 and 8 were diploma holders.

### Table 4.4  Number of Years Served as Teachers

<table>
<thead>
<tr>
<th>Number of years served</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 years</td>
<td>15</td>
<td>50.0</td>
</tr>
<tr>
<td>6-10 years</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>11-15 years</td>
<td>8</td>
<td>26.7</td>
</tr>
<tr>
<td>16 plus years</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Most of the teachers had taught for between 1 and 5 years. The rest are as shown in the table.

### 4.2 Challenges Faced by the Non–Formal School

The first question of the study asked: “What challenges do non-formal schools face that lead them to deviate from their educational programmes?”
The headteachers who participated in the study (N = 13) were asked in the study the problems they experienced with regards:

- Curriculum and instruction
- Business and Finance
- Staff personnel
- Student personnel
- Material and physical resources
- The community
- Their resources are summarised below

4.2.1 Challenges related to Curriculum and Instruction

Table 4.5 shows how the ten headteachers from non-formal schools responded regarding challenges related to curriculum and instruction.

<table>
<thead>
<tr>
<th>Challenge</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of teaching/learning resources</td>
<td>8</td>
<td>80.0</td>
</tr>
<tr>
<td>Interruptions on timetable</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>Shortage of textbooks</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As Table 4.5 indicates the major challenges were shortage of textbooks (100%) and lack of teaching/learning resources (80%). Two headteachers from non-formal schools reported that there were unexpected activities that interrupted with the timetable. On the same issue of the headteachers from formal schools, one reported that her school did not face any problem.
related to curriculum and instruction. The other two reported that text books were inadequate but added that the government was trying to add on available textbooks.

From the non-formal schools, the head teachers reported that enrolment in the lower classes was very high-up to and above 40 pupils per class. This number dropped drastically to as low as 7 candidates in STD 8. Some of the schools did not register even one pupil for KCPE because they had all dropped out or had transferred to centres that did register KCPE candidates. The head teachers also reported that they had to make local arrangements with centres that were allowed to register pupils for KCPE; otherwise they had no access to national exams.

4.2.2 Challenges Related to Business and Finance

All the ten headteachers from non-formal schools reported that they had inadequate finance to cater for the running of the schools. This was especially so during examination seasons. This was so because most of the parents in the catchment area were poor and could not afford fees for their children.

On the other hand, two headteachers from the formal schools reported that they had no problems related to school business and finance since the government is providing money. However, one of them reported that the money allocated by the government could not cater for these pupils enrolling after disbursement of school allocations of a given year.

4.2.3 Challenges related to staff personnel

The ten headteachers from non-formal schools, asked to state whether they faced challenges related to staff personnel, responded as shown in Table 4.6.
Four headteachers from non-formal schools reported that they were not facing any challenges related to staff personnel because all their teachers were trained and interviewed before appointment. Six headteachers (60%) from non-formal schools reported facing challenges with staff personnel. These challenges included inadequacy of teachers due to lack of adequate funds to employ more staff and failure to employ competent teachers.

Of the three from formal school, only one teacher reported that the teacher reported that the teachers were discouraged because of handling too large classes. The other two reported that there were no challenges faced in this area, adding that the teachers were very positive and satisfied with their job.

4.2.4 Challenges Related to Student Personnel

Table 4.7 shows how the ten headteachers from non-formal school responded on whether they faced challenges related to student personnel

Table 4.7 Challenges Related to Student Personnel

<table>
<thead>
<tr>
<th>Any challenges related to student personnel</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.7 shows that, of the ten non-formal schools, five were facing challenges related to student personnel. These challenges included:
• Absenteeism particularly for the orphans who miss most of the classes
• Poor academic performance due to home backgrounds and lack of adequate textbooks and materials for homework
• Difficulties with retention of pupils as they dropped out of school for various reasons
• Of the three formal schools, one reported facing no problems related to students personnel. The other two reported the following challenges
• Overcrowding due to over enrolment after Free Primary Education.
• Indiscipline due to enrolment of over-age pupils

4.2.5 Challenges Related to Material and Physical Environment

Table 4.8 shows how the ten headteachers from non-formal schools responded regarding challenges related to material and physical resources.

Table 4.8 Challenges Related to Physical and Material Resources

<table>
<thead>
<tr>
<th>Are there any challenges</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>10</td>
<td>100.0</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

All the headteachers from the ten non-formal schools reported challenges related to material and physical facilities. These challenges were:

• Adequacy of classrooms
• Lack of teaching aids
- Inadequate toilets
- Lack of playing fields
- Difficulty in maintaining cleanliness due to overcrowding

On the same issue of physical and material resources, one headteacher from the formal school reported that the school had no challenges. Two of them reported that the facilities were not adequate to cater for the additional number that enrolled after introduction of F.P.E.

4.2.6 Challenges Related to the School Community

Table 4.9 shows the responses of the headteachers from non-formal schools regarding challenges related to the community around the school

<table>
<thead>
<tr>
<th>Are there challenges related to community</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.9 shows that 70% of the non-formal school heads reported facing challenges related to the community around their schools. These problems were:

- Most parents are slum dwellers who cannot afford to buy learning materials and pay fees for their children
- It is difficult to ask money from parents when there is F.P.E
- There are challenges in feeding and clothing the children.
The three headteachers from formal schools reported that there were no challenges related to the school community, adding that the parents were very supportive to the learning of their children.

The researcher also asked the teachers who participated in the study (N=30, 22 from non-formal schools and eight from formal school) to state the challenges they were facing in class in relation to school attendance, textbooks and exercise books, homework and use of teaching aids. The responses given are summarised in Table 4.10.

**Table 4.10  Challenges Faced by Teachers in Class**

<table>
<thead>
<tr>
<th>Challenges faced</th>
<th>Non formal schools</th>
<th>Formal schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Pupils miss classes</td>
<td>22</td>
<td>100.0</td>
</tr>
<tr>
<td>Lack of textbooks</td>
<td>22</td>
<td>100.0</td>
</tr>
<tr>
<td>Lack of exercise books</td>
<td>20</td>
<td>90.9</td>
</tr>
<tr>
<td>Failure to finish homework</td>
<td>22</td>
<td>100.0</td>
</tr>
<tr>
<td>Inadequacy of teaching aids</td>
<td>22</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.10 shows that the following challenges were faced

**School Attendance** - Some pupils from all the formal and non-formal schools missed classes. Teachers from non-formal schools reported high irregularities in school attendance due to poverty in the families. Some parents are not very concerned with their children’s education and therefore do not ensure that they attend school regularly.

**Textbooks and Exercise Books** - All the teachers from non-formal schools reported facing textbook shortages while 66.7% of those from formal schools reported shortages of this.
Twenty teachers (90.9%) from non-formal schools reported shortages of exercise books in their schools.

**Homework** - All the teachers both formal and non-formal schools reported that most of the pupils could not complete their homework due to poor home environment, lack of textbooks, lack of parental involvement, lack of paraffin for lighting and inadequacy of teaching aids. All teachers from both formal and non-formal schools reported that there were inadequacies of teaching aids in their schools. The school owners who participated in the study were asked to state the challenges they faced in management of the school. In response, they gave the following:

- **Staffing**
  - Inability to employ adequate staff due to lack of finances
  - Delays in paying their salaries since most parents do not pay school fees in time.
- **Teaching Materials**
  - Resources like textbooks are not adequate to cater for all the children.
  - Schools rely on what remains after paying teachers to buy resources. Sometimes there is no money available to meet budget allocations for teaching materials
  - Space - the space available for the school is minimal leading to overcrowding and lack of expansion space.

**Pupil Retention** - The school is forced to retain pupils who don’t pay fees in school. This means that teachers do not get salaries in time. There is quite a number who drop out or transfer to public primary schools.

**Staff Motivation** - To reduce turnover headteachers can only try to pay teachers promptly.

**Keeping updated with education issues**
Being in the slums it is difficult for the schools to receive vital information. When information reaches the school it is too late.

Dealing with parents

Due to poverty and illiteracy among parents, it is difficult to communicate with them and show them the need to be actively involved in the children’s learning.

The government officials who participated in the study (the area Chief for Kibera and one representative each, from the Ministry of Education and the Ministry of Culture and Social Services) were asked to state the major challenges that the non-formal schools in Kibera were facing, to which they responded as below:

The challenges faced included the following:

Lack of proper legal framework to govern the management of non-formal schools, the absence of which leads persons to run schools as they wish.

There is no clearly defined criterion for registration of non-formal schools. The Education Act Cap 211 stipulates what a school is and what requirements must be met before a school is registered. This is standard for all public schools but there is no such framework available for non-formal schools.

The attitude and perception of the general public and the partakers on non-formal education that it is in a way inferior to formal education. This idea is generated and perpetuated throughout society as a result of the formal schooling, which many people undergo. This creates doubt as to what non-formal schools can offer. As a matter of fact, non-formal education only takes place in terms of the approaches. For example the schools are flexible in terms of their timing; they may not wear uniforms; their pupils may be over-age for the class and such like factors
that may be peculiar to each non-formal school. But the content itself is not non-formal. These schools teach the 8-4-4 curriculum. Their candidates are expected to compete at the same level as their counterparts in formal schools for the same opportunities.

Each slum has its own unique contributory factors that may not be captured in a national policy.

The multiplicity of our culture as Kenyans, our diverse languages and practices make it close to impossible to come up with policies that will adequately serve the educational needs of the people.

Curriculum and learning materials need to be developed, personnel trained to deliver non-formal education within the unique circumstances of marginalized communities. The content offered in both formal and non-formal schools should be the same. Only the details of how the delivery is done should differ to suit the needs of the environment.

The schools are registered all the time and others close down all the time. Not only is it a challenge to create a database, it becomes very difficult to know what is going on, on the ground.

Field officers in the dept of adult education are not well trained to supervise the activities of the private candidates.

4.3 Possible Solutions to Challenges Facing Non-Formal Schools

The second question of the study asked: “What solutions can be offered to create opportunities for the non-formal schools to remain sustainable?”
The headteacher from the non-formal schools were asked to state the suggestion they would make to help sustain academic programmes in the non-formal schools. In response they gave the following: -

(a) The government to provide human resources and instructional materials.

(b) Parents should give more support to the schools by paying fees in time and becoming more involved in the learning process of their children.

(c) Pupils should be allowed to register for KCPE directly with MOEST

(d) Non-Governmental Organisations should be encouraged to support non-formal schools.

(e) The school owners should ensure that only qualified staff is employed and that their teachers are motivated by paying them attractively.

(f) Children should be interviewed before admission in different classes.

(g) The surrounding community should become more supportive to the schools by allowing schools space for expansion.

Further the headteachers were asked to state what they would have liked stakeholders like the government to do for them to make non-formal school programmes acceptable. They gave the following: -

(a) The government should enforce the non-formal schools to employ qualified teachers.

(b) The government should give financial assistance to the school in form of grants.

(c) The government should provide land for school expansion.
The Ministry of Education and K.E.S.I should offer in-service courses for teachers.

Stakeholders should offer support in form of teaching/learning material

The teachers who participated in the study were asked to state how they were addressing problems related to teaching and learning in the classrooms. In response the teachers said that:

- They were trying to use locally available teaching materials/aids.
- By asking pupils to share available textbooks.
- By encouraging parents to assist where they can.
- By making the classroom stimulating to sustain interest.
- By encouraging peer tutoring through groups where brighter pupils assist the weak ones.

Asked to state what they were doing to overcome the challenges faced, the school owners in the sample sais soliciting for funds from donors, negotiating with teachers to be patient when salaries delay and by seeking support form the government through funding.

The chief for Kibera area was asked to state the major problems the people of his area were facing in education. He reported that there were major challenges due to poverty, alcoholism and drug abuse, insecurity, teenage pregnancies, HIV/AIDS and family break-ups and lack of interest in education.

Asked to state how he was addressing the problems, the chief reported thus through civic education in barazas, encouraging people to have a better outlook in life and non formal schools were being encouraged to register with the Ministry of Education to ease monitoring and assessment/inspection.
The researcher asked the government officials who participated in the study (one representative each from the Ministry of Education and the Ministry of Culture and Social Services) to suggest a way forward for government in addressing issues affecting NFE.

In response, the officials reported that by law education is a right of every individual. It is the responsibility of the government and parents to provide this education. The reality of public management hit many of the legislators when they got to parliament. Policymaking is one thing; the actual successful implementation is another. When there is enough goodwill and social responsibility, it just may be possible to get the policies functioning as planned.

The rationale behind the FPE is to provide quality education regardless of whether the child is in a formal/ non-formal school. Thus the funds for education are disbursed according to the number of children in a school not the number of schools in an area. This was the idea behind the 30 million shillings the MOEST spent on non-formal schools in Kenya earlier this year. Because of this many schools are rushing to get registered with MOEST so that they can be included in the future plans.

Schools are being encouraged to register with the ministry of education so that accurate statistics can be developed for future policymaking. The GOK Sessional Paper 1, 2005 recognizes NFS and it is this recognition that led to the disbursement of ksh30 million.

4.4 Efforts Made by the Government to Harmonize Learning between Formal and Non-Formal Schools

The third question of the study asked: “What is the government, as a stakeholder, doing to harmonize learning between formal and non-formal schools?”
In order to answer this research question, the government officials who participated in the study (the area Chief for Kibera and one representative each from of the Ministry of Education and the Ministry of Culture and Social Services) were asked to indicate the efforts made by the government to harmonize learning in non-formal schools. Their responses are as summarized below:

4.4.1 History of the Development of Non-Formal Schools in Kibera

Asked to give a brief history of the growth and development of Non Formal Schools (NFS) in Kibera, the officials reported that they started as a direct result of the cost sharing policy in education. The government provided the curriculum and the teachers while the parents were supposed to foot the bill of incidental costs such as books, stationary, uniforms, building funds and a myriad of other costs. Due to the financial constraints this caused to most households, children begun to drop out of schools. Their parents could no longer afford to keep them in school. Some of these children looked for employment while some opted to join the non-formal schools that were exploding all over marginalized areas with particular emphasis on urban slums. The non-formal schools had and still have elements of flexibility that is not found in government schools.

4.4.2 Number of NFS Existing in Kibera

Demographic information from the Chief of Kibera Division indicated that there are at least 1.5 million people in the three locations that make up the slum. A very large percentage of this population is made up of school-age children. Indications are that even if all the free land around the slum was divided and schools built they would not be enough to cater for the educational needs of Kibera people. At present there are only four government schools within the immediate area. This clearly shows that non-formal schools are here to stay.
4.4.3 Ways through Which The Government Regulates NFS

Asked to state how the government controlled the schools, the officials reported that previously the schools were registered as private schools but, with the direct involvement of the Ministry of Education, they are now called community schools. There is The Langata Non-Formal Schools’ Association in which the NFS in Kibera unite to raise their issues as one voice. Also being a grass root association, it has easier access to data on the ground. The adult education dept is works closely with the chairman of the said association.

According to the area chief for Kibera, there are many agencies of the Ministry of Education: Dept of Adult Education is one and KNEC is another. For NFS to have their candidates examined nationally for KCPE and KCSE they have to register their candidates as adult learners with the Dept of Adult Education. Otherwise NFS have no access to national exams. In the year 2005 alone 2,546 candidates were registered from NFS for KCPE.

The officials further reported that once schools were registered there was no need for follow-ups by the government through the Ministry of Culture. But since the effort to create database was started in 2005, NFS are encouraged to register with the Ministry of Education. They are also required to make monthly returns to their respective ministries regarding enrolment by gender, age, dropout rates, causes, number of teachers and such other details.

It was also reported that before candidates are registered as private pupils/students, they must show proof that they have been learning the 8-4-4 curriculum. To this end, the Department of Adult Education has field officers who check and confirm. This means that there is no registration of candidates before assurance of learning.
4.4.4 Summary of Researchers Observations

The physical facilities of the school are run down and in quite poor condition. Apart from two schools only, all the NFS were built of rusted corrugated iron sheets or wooden and frames with earth. The classrooms were very small and filled to capacity with the pupils.

During the day it was clearly visible that children were in school. There were hardly any children loitering around the villages. The schools that were donor funded were better off than those without donors. They also had organized systems of carrying out their activities in the school.

Quite a large number of pupils were older than their counterparts in formal schools. For example the average age of STD 6 pupils was 15 years. There were non-formal schools that did not have offices. The researcher was received and attended to in one of the classrooms.

The pupils in non-formal schools were no different from those in formal schools. They were just as eager to learn.

Non-formal schools remain open as late as 6.30pm to facilitate pupils complete homework. They also conduct lessons on Saturdays till 12.30pm. These extra hours could actually translate to an advantage over formal schools.

Many of the respondents were more willing to discuss the topic than to answer the questionnaires. All the NFS charged school fees. This ranged between Kshs 50 per month and Kshs. 800 per term.

In the lower primary, there are at least forty pupils to a class while in upper, numbers drop to as low as for or none at all. It was encouraging to note that most schools were using whatever materials available to prepare some charts.
The pupils appeared a bit shy at first but gained confidence as time went by. They expressed their eagerness to learn. There was no public school within the vast slum only non-formal schools.
CHAPTER FIVE

SUMMARY, DISCUSSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter gives a summary and discussion of the findings arrived at from the data analysis and presentation. It also contains conclusion of the research study and recommendations. The summary of findings and discussions that follow are divided into parts using the order in chapter 4 – data analysis that was determined by the sequence of the research questions of the study. The purpose of this study was to investigate the challenges faced by non-formal primary schools in Kibera and an attempt to harmonize learning with regular schools. From these challenges the study attempted to find solutions that would lead to harmonising learning between formal and non-formal schools.

5.1 Summary of the Findings of the Research

Poverty is a major contributory to the growth of non-formal schools in Kenya. It has a direct impact on the ability to provide adequate physical facilities such as classrooms and fields toilets, the provision of learning materials such as text and exercise books, teaching aids and other equipment, retention of pupils in school and transition rates to secondary schools, turnover of teachers in NFS as they search for greener pastures and funding for NFS is the biggest single problem that the service providers have to deal with.

There is need to put in place a comprehensive policy to deal with the issue of NFE. It is here to stay and needs to be planned for.
The study findings indicate that both head teachers and teachers of formal and NFS have undergone training in teacher training colleges.

Registration of non-formal schools is not centralized in one ministry.

There is an urgent need to change the attitudes of the general public about NFE, which is viewed as second class to formal education.

AIDS orphans, abandoned children and single parent families are rampant in the slums.

The school feeding programme contributes greatly to the retention of pupils in schools.

5.2 Discussion

As stated earlier NFS started as a direct result of the cost sharing policy of the previous regime. The government provided the curriculum and the teachers while the parent were supposed to foot the bill of incidental costs such as books, stationary, uniforms, building funds, development funds other costs. Due to the financial constraints this caused to most households, children begun to drop out of schools. Their parents could no longer afford to keep them in school. Because of the erratic attendance of school, many children were and still are over-age for their classes, in NFS. Some of these children looked for employment while some were enrolled in non-formal schools that were exploding all over marginalized areas, especially in urban slums. The non-formal schools had and still have elements of flexibility that is not found in government schools. There financial demands on parents are also more limited. These schools were started by women groups, churches well wishers and communities as a means of keeping the children of the street while at the same time learning how to read and write. With time the schools grew and became established.
Abject poverty has been and is still seen to be synonymous with NFE. Ezewu (1983) explains how socio-economic status affects school education. That people who have higher status send their children to school earlier; provide learning materials in abundance; attend the best schools around; place great value on education as a whole; they develop other interests in their children other than academic. Woe onto the lower social classes who struggle to survive from one day to the next. Many of these poor parents do not even have the social consciousness to develop interest in their children’s academic work.

5.2.1 Service Providers and Policy Maker’s Efforts

There is a joint effort between KIE and NFE education providers to prepare relevant materials. The initial 1994 non-formal education joint project legalized KIE and Department of Adult Education, as curriculum developers and programme implementers, with most policies seemingly emanating from the latter. This was later revised to include non-formal education policies for school age children with their peers in formal schools under MOEST while leaving adult alternative education learners in the Department of Adult Education.

The unit is located in Inspectorate division (now called the Directorate of Quality Assurance and Standards). Issues arising include quality control, lack of trained personnel for non-formal schools, problems of linking relevant programmes because MOEST had not established a non-formal district or provincial and administration and outreach structures. Field officers for NFE are still currently under Department of Adult Education in a different Ministry. These field officers do not have the requisite training to assess learners from non-formal institutions.

In the light of such evidence, the current administrative structures present a barrier to planned links between formal and non-formal channels therefore slowing down the implementation
process. Beyond curriculum development collaborative strategies are not yet apparent on the
ground. Currently MOEST only has the capacity to access government teachers.

NFS are expected to meet minimum standards for physical facilities for schools. They cannot
meet these. This literary means that many of these schools would have to be locked out of the
registration process according to MOEST guidelines (Education Act Cap 211).

A NFE centre must be established and running before teachers can be provided. These are the
requirements of MOEST. How do you get a centre running without teachers? In any case the
NFS do not meet the basic criteria for a public school. There is no in servicing or training for
teachers for NFS. There is also no clear policy why schools are categorized as non-formal yet
they run like formal schools offering the 8-4-4 curriculum. The curriculum is accessed at
KCPE level like counterparts in formal school despite their varied environmental backgrounds.

Because of this MOEST, Department of Adult Education and the service providers on the
ground are working in collaboration so as to develop minimum criteria, which NFS will have
to meet before registration.

Challenges in non-formal alternatives include resources (human/physical facilities, financial),
access, quality and relevance. Structural links with community, formal education and training
institutions and employment status confirmed the apparent inferior status of non-formal
education for out of school children many of who yearn to be in formal schools.

Coordination and harmonization among programmes and between policy makers and
implementers is poor leaving individual institutions to operate autonomously. This results in a
vast range of programmes, quality levels and accountability and in some cases, little protection
assurances for learners and staff. They are exposed to whatever is offered.
This does not mean that non-formal schools have been condemned. Rather, policy makers and have service providers have the opportunity to streamline the sector and create links between formal and non-formal education.

Without direct government input, for many children the desired transition to formal schooling is but a distant dream. Linking children to the formal school is currently the responsibility of overloaded NFS where possible. The many challenges they face make it very difficult for NFS to even attempt to integrate their pupils into formal schools. Instead, through their strong community spirit, service providers in NFS tend to identify talented children and link them with sponsors, church organizations, donors who can perhaps further their training through acquisition of technical skills in tailoring, carpentry, etc.

In an effort to provided EFA by the year 2015 the Dakar Education For All (EFA) conference (UNESCO, 2002) suggested that education delivery channels include informal and non formal approaches to supplement efforts made by the formal school system. This stand was supported especially in cases like Kenya where so many children have had limited access to education for a long time.

5.2.2 Social Labelling and Second Class Education: Alternatives for Delivering Education

From its definition, NFE is simply what is learnt outside the mainstream system of education. In the researcher's opinion NFE is simply complementary to formal education. Put into perspective all extra courses that one studies outside the 8-4-4 system, is non-formal education. This would include all parallel programmes and self sponsored courses offered by colleges and universities; all holiday classes that pupils/students attend for their own leisure. So then, how does NFE become second class. Since the pupils are deriving content from the 8-4-4
curriculum, is it the curriculum that is non-formal? There is a great need to change the attitudes of people so that they can see the service that non-formal schools offer. At present population in Kenya is over 30 million with over 50% being school-age children (NDP 2002-2008). The MOEST would have to invest billions of shillings just to put up enough schools to cater for these children. It makes more sense to refurbish and make more efficient the existing resources first. Education should be holistic incorporating the three dimensions of formal, informal and non-formal.

Physical location causes part of the marginalization. It is upon the government to initiate activities within society that equalize social status rather than create classes (Ezewu 1983)

5.2.3 Legal Framework for Educational Management of Non-Formal Schools

Policy makers favour a holistic and integrated model or approach to teaching that is learner centred and involves the whole family and community. This is an ideal situation.

Policy tends to operate on assumptions e.g. EFA by 2015. The government has to deal with reality in which there are many issues making the realization of the policies very difficult on the ground. This includes harmonizing the legal framework for managing NFS. Currently a number of institutions offering educational facilities are based in different ministries.

Government is seen as the best places partner in terms of resources, authority and outreach capacity to co-ordinate sustainable and quality interventions and ensure equitable access to education. Other partners would supplement the government efforts and not necessarily initiate parallel programmes/systems.

It is prudent and cheaper for the government to provide required teaching staff, physical facilities, textbooks and other tuition material through government funded and better tax based
schemes rather than when children are expected to meet the costs. This is the rationale behind the FPE policy. There is no formal training policy for non-formal untrained teachers. The restructuring of teacher training and deployment carried out in 1990’s as part of SAPS led to the closing down of several teacher-training colleges. Statistics (8th NDP 1997-2001) showed that there were too many primary school teachers. Yet this is the time when NFS were mushrooming all over. One of their key challenges is getting trained teachers.

5.2.4 The Training of Teachers and Other Observations

Although the entire sample of teachers and head teachers reported that they had undergone formal training, the researcher feels that this is not a true reflection of what is on the ground. Through extensive interactions with participants while undertaking the study, the researcher was able to make many observations. One of them was the need for trained teachers in NFS. The participants expressed the pinch of inadequately trained staff running the schools and teaching in the schools. It was the observation of the researcher that many of the participants were more honest when spoken to directly rather than when asked to express their views on paper. Perhaps their fear was in being seen to be incompetent. The head teachers cautiously mentioned cases where teachers fake certificates in an effort to secure employment. Also while interviewing the policy makers, it was the expert view of the ministry officials that there is a need for trained teachers to handle NFE programmes.

The school feeding programme was the strength with which many NFS retained their pupils in the process of receiving the free meal/s, the pupils receive basic education. The researcher was privileged to visit one of the largest non-formal centres that feeds over 1000 pupils daily, three meals a day. Through the feeding programme, the orphans, abandoned children and those from the single parent families receive their nourishment.
Health matters in NFS need to be addressed. The schools are located in tiny spaces, they lack adequate toilet facilities, airborne and skin diseases are not uncommon in these small rooms. Basic hygiene was notably not very high in the slum.

The idea of operating non-formal schools like formal schools was borne out of the concept of conformity. The school uniform, standard curriculum and timetable give the illusion of conforming, yet these are not the important educational issues.

Non-formal schools have to charge school fees so that they can be able to maintain the facilities and to pay the teachers. Some parents cannot afford to pay even the little that is charged because of poverty. Others just did not care. There is also a dangerous mentality that exists in the slum. Where the school has a donor, some parents refuse to pay fees. After all “the wazungu bring in a lot of money which the school owner eats”. (The European or American brings money, which the school owner puts to his own use).

Initiatives currently taking place on the ground include: -

MOEST is developing a database from (Feb2005) for NFS in Nairobi and Kenya at large. A number of the marginalized districts have been entered on the database. No one knows for sure how many schools there are in Kibera slums. If this is the situation replicated in all marginalized areas, then it would have a very negative impact on planning for education.

MOEST is encouraging schools to register so that they can be eligible for funds and aid from donor agencies.
Table 5.1  Enrolment in NFE Schools and Centres in Nairobi 1998

<table>
<thead>
<tr>
<th>Division</th>
<th>No. of centres</th>
<th>No. of girls</th>
<th>%</th>
<th>No of boys</th>
<th>%</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kibera</td>
<td>22</td>
<td>2,375</td>
<td>50</td>
<td>2,322</td>
<td>50</td>
<td>4636</td>
</tr>
</tbody>
</table>

Current registration of NFE schools from Kibera slum as at 31st July 2005 is 64. These are the only schools whose owners have forwarded named to the MOEST for registration. This is more than three times the registered number in 1998. It also implies that the number of children enrolled has more than tripled.

Feedback data sent to parent ministries on monthly basis. Data is collected on enrolment basis, by gender, age, drop out and its causes; staff per school.

It is a fact that enrolment is very high in NFS but drops drastically by standard 8. This is attributable to the challenges experienced in non-formal schools. The fact that enrolment in the lower primary is at an average of forty per class yet only 20-30 candidates are registered by their schools for KCPE means that the issue of retention has not yet been addressed.

Minimal government support for NFE education was previously blamed on lack of resources. That is why the government has not been very strict on NFS when charge school fees for maintenance purposes and paying teachers.

CARE-Kenya is mobilizing schools/teachers at grass root level and training them in the processes of fund management. The objective is to create a revolving fund based on the merry-go-round principal, from which they can take turns to borrow and purchase facilities for schools. The idea is to learn accountability. The NGO only deals with schools that have a
school account. CARE-Kenya, an international organization got involved with the NFS through their outreach programme for AIDS orphans in slum areas.

The Ministry also organized two workshops—one last year and another in February this year (2005). These workshops invited service providers from the NFS to train and participate in activities geared towards proper financial management of school funds. Many of the school heads lacked basic skills in handling money for institutions. With registration at MOEST, NFS will be required to keep proper financial records.

Outside the formal education, there are really no channels for organized monitoring accountability, responsibility and transitional co-ordination and no links to higher education, training and formal sector economic activities. The Education Sector Strategic Plan (Republic of Kenya 2003) brought under its umbrella the assurance of quality services to be delivered in NFS, by including NFS in their inspection services. Personnel to deal with this inspection has not yet been developed.

A handbook for inspection of Education institutions has been published (Thompson 2001) NFS will henceforth be included in the list of schools under inspectorate Division in MOEST.

Most NFS have been built in the last ten years when there was no clear policy on their management. There was no need for close follow up once the schools were registered. But, with the creation of the non-formal education unit at the Ministry of Education, follow up has become necessary in the effort to assure quality.

Integrated services in NFS include outreach, health, sanitary, education, shelter, feeding, advocacy family/community support and security. Each of these services needs to be governed...
by well-established clearly stated legislation. Currently legislation that affects NFS includes Education Act Cap 211 and Board of Adult Education Act Cap 223, The Children’s Act.

Argument that marginalization is partly as a result of standardized national curriculum and evaluation is closely tied to the formal system. Successful Experiences in Non-formal Education and Alternative Approaches to Basic Education in Africa.

1990 MOEST set up non-formal desk, which was upgraded, to a unit in 2003. Policy guidelines for NFE are still in draft form but collaboration is done by MOEST and GTZ, UNICES, CIDA, Ministry of labour and Human Resources Development, Department of Adult Education, NGO’s, CBOs, Units and print media.

Efforts to establish database began in 2005 not 2001 as stated by Thompson (2001)

Non-formal forms of education are provided outside the mainstream formal system Thompson (2001).

Alternative Approaches to Basic Education (AABE) system of learning is characterized by flexibility, capacity to recognize and creatively utilize diversity and transparency in the release of creative potential of learners

5.2.6 Basic Education

Learning outcomes that lead to work enhancing purposes and meet basic needs for development of positive attitude, knowledge and skills acquisition etc.

Rights based approach to basic education is education as a right, besides food, shelter, clothing, and security. Communities/groups have a right to decide why/what/how their children should learn.
Undugu Basic Education Programme (UBEP) was established in 1978.

Its main objective was to offer opportunities for functional literacy and practical skills to street and disadvantaged children in slums of Nairobi.

Programmes were organised in three phases each lasting one-year. This is similar to primary school education. After phase three vocational training is offered in carpentry, sheet metal and tailoring. The learning processes are learner centred. Apprenticeship is commonly used. Success factors included usability of learned skills and reduction of wastage in education system by rehabilitating street children

The UBEP core curriculum is similar to formal education facilitates entry into formal education for those who wish. Functional literacy for vocational training and skills to live and apprenticeship provides link between learning and working.

**Lessons learnt from the Undugu Project**

Relevant education oriented to needs of learners can work; contributes to rehabilitation and change of behaviour

When AABE and NFE programmes put in place, it is important to establish vertical and horizontal links to formal education.

AABE and NFE are more relevant when they include a skill acquisition course

AABE and NFE are potentially helpful in achieving EFA

Education and training provide learners a chance to participate in the process of socio economic development

Provision of lunch improves nutritional status of the learners.
5.3 Conclusion

Non-formal education should not be viewed as parallel to formal education. It is simply uses different approaches in the delivery of content. In the yester years of the 1970’s, non-formal education was basically a tool for wage employment and upgrading knowledge and skills of those already employed. It was closer to training. With the passage of time, it has emerged that NFE can be planned and deliberately imposed on another system of education.

Through clear articulation of policies, the government can introduce fundamental education. This suggests a minimum and general education to help children and adults who do not have the advantage of formal education, to understand the problems of their environment, and their rights and duties as citizens/ individuals and to participate more effectively in the socio-economic progress of their communities.

This study shows identifiable policy, research and practice gaps that need to be addressed to facilities meaningful NFE alternatives.

Some of the challenges faced by NFS are similar to those faced by formal schools. This implies that it is possible for the government to address these challenges through proper planning for education. Proposals for way forward and recommendations of the study

Advocacy for legal and policy frameworks for Non-Formal Education and Alternative Approaches to Basic Education

Development of legal framework for the management of Non-Formal Education in Kenya.

Action on a policy of NFE has now (2005) been initiated.

NFE curriculum and support materials are being prepared. This needs to be speeded up so that implementation can take place. So far there is no feel of the ministry presence at grass root
level. Training of teachers for NFE programmes should be initiated MOEST has initiated action to assign TSC teachers to non-formal schools for KCPE Development of NFE in its own image.

Capacity building in the NFE teaching force. That is qualification, motivation and performance of NFE teachers. The use of scarce resources must be improved. If NFE is to innovate and transform the sector, teachers must be motivated.

The government of Kenya, through the Ministry of Education Science and Technology has to be seen to in the forefront of the reform process. The goodwill of most Kenyans can only be reflected through the actions of the government. Establish resource centres for teachers on non-formal schools.

Suggestions: Areas for Further Study

How can capacity building for non-formal education be achieved

Motivating the non-formal school teacher- how can this be achieved?
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APPENDIX I

HEADTEACHER (NON-FORMAL)

SECTION A

BACKGROUND INFORMATION

Kindly indicate the correct answer by ticking (✓) beside the item or filling in the spaces provided.

1. Your gender
   (i) Male ( )
   (ii) Female ( )

Academic qualification

(a) Diploma in education ( )
(b) SI ( )
(c) PI ( )

Any other – Explain

3. Please indicate the number of years you have done classroom teaching

1-5 years ( )
5-10 years ( )
10-15 years ( )
More than 15 years ( )

4. You are the
   (a) school head ( )
   (b) Deputy head ( )

71
5. How many members of teaching staff do you have at your school?

The students in your school are

Girls

Boys

Mixed

What is the total number of children enrolled in your school?

Girls ------------------

Boys ------------------

Total ------------------

What is the size school of your school?

Single stream -----------------

Double stream -----------------

Any other -----------------

Under what Ministry is your school registered?

Education -----------------

Culture and Social Services -----------------

Office of the President -----------------

Any other, explain -----------------

To which category does your school belong?

Private Yes ( ) No ( )

Sponsored Yes ( ) No ( )

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11. Please state whether your school is registered as
   (a) non-formal
   (b) formal

12. Do you charge school fees?
   Yes ( )   No ( )

13. What is the range Kshs
   50-200 ( )
   200-500 ( )
   Over 500 ( )

14. The school fee is payable
   Monthly ( )
   Termly ( )
   Any other, explain

15. Does the Ministry of Education Science and Technology assist you in any way in running your school?
   Yes ( )   No ( )
   Explain

16. Where do you source your teachers from?

17. Do you have a school feeding programme at your school?
18. Who supports the programme?

19. In your opinion do you think the school feeding programmes contributes to the attendance of pupils in the school?

**SECTION B**

Please answer this section as honestly as you can.

1. What problems do you experience under the following titles, in the process of running the school?
   a. Curriculum and instruction (this includes textbooks, teaching content, timetabling)
   b. Business and finance (day to day running of the school where money is concerned)
   c. Staff personnel (qualifications/methods of teaching, evaluation of teachers as they do their work)
   d. Student personnel
   e. Materials and physical facilities (classrooms, toilets, fields, teaching aids)
   f. The community (how much are parents involved in the process of educating their children?
   g. Are their any other people giving support to the school?

   Yes ( ) No ( )

   Explain

2. Is the school owner/manager involved (directly or indirectly) in ensuring that the formal teaching takes place?

   Yes ( ) No ( )

   Explain

3. What alternative courses does the school offer to ensure that its pupils leave with a skill?
4. Where alternative courses are offered, do the pupils complete the training programmes so that it contributes to their social/economic well being?

Yes ( ) No ( ) No alternative offered ( )

Explain

5. List down some of the positive effects of the Free Primary Education on the running of the school?

6. What are some of the negative effects of Free Primary Education on the running of the school?

7. How have you addressed problems related to the academic work in the school, in an effort to harmonize with regular schools?

8. What suggestions can you make that would help to sustain academic programmes in your school?

9. In what ways would you like stakeholders like the government to assist in making non-formal school programmes acceptable?

10. What major differences do you notice in how you run the school compared to regular schools? Use the titles as a guideline

   (a) Curriculum and instruction

   (b) Managing business and finances

   (c) Teaching staff

   (d) Managing pupils

   (e) Use and availability of resources

11. What recommendations can you make that would lead to improving teaching/learning programmes in non-formal schools?

12. Do you have any comments to make related to harmonizing formal and non-formal education so that pupils from your school can be easily integrated into regular schools?
APPENDIX II

HEADTEACHER (FORMAL)

SECTION A

Kindly indicate the correct answer by ticking (✓) beside the item or filling in the spaces provided.

1. Your gender is (i) Male ( )
   (ii) Female ( )

2. Academic qualification

   Post Graduate Diploma in Education ( )
   Bachelor of Education ( )
   Diploma in Education ( )
   (d) SI ( )
   (e) PI ( )

   Any other – Explain

3. Please indicate the number of years you have done classroom teaching

   1-5 years ( )
   5-10 years ( )
   10-15 years ( )
   More than 15 years ( )

4. Please indicate the number of teachers on your staff

5. The students in your school are

   Girls ( )

   76
Boys ( )

Mixed ( )

6. What is the number of children enrolled in your school?

Girls  

Boys  

Total  

7. What is the size school of your school?

Single stream  

Double stream  

Any other  

8. Do you charge any school fees at your school?

Yes ( )

No ( )

Explain

9. Under what Ministry is your school registered?

Education ( )

Culture and Social Services ( )

Office of the President ( )

Any other, explain

10. Please state whether your school is registered as

(a) non-formal ( )

(b) formal ( )
11. Does the Ministry of Education Science and Technology assist you in any way in the process of running your school?
Yes ( ) No ( )

Explain

12. Where do you source your teachers from?

13. Do you have a school feeding programme at your school?
Yes ( ) No ( )

14. Who supports the programme?

15. Besides 8-4-4 curriculum does your school offer any other courses (e.g. vocational courses like tailoring or carpentry)

SECTION B

Please answer this section as honestly as you can.

1 What problems do you experience under the following titles, in the process of running the school?

(a) Curriculum and instruction (this includes textbooks, teaching content, timetabling)

(b) Business and finance (day to day running of the school where money is concerned)

(c) Staff personnel (qualifications/methods of teaching, evaluation of teachers as they do their work)

(d) Student personnel

(e) Materials and physical facilities (classrooms, toilets, fields, teaching aids)

(f) The community (how much are parents involved in the process of educating their children?)

2 Are their any other people giving support to the school?
Yes ( ) No ( ) Explain
3 How does the government ensure that the formal teaching takes place?

4 Please indicate on average, how many pupils you register for the std 8 KCPE?

5 Please explain briefly how pupils are registered for exams in std 8.

6 List down some of the positive effects of the Free Primary Education on the running of the school?

7 What are some of the negative effects of Free Primary Education on the running of the school?

8 How have you addressed problems related to the academic work in the school, especially in the era of Free Primary Education?

9 What suggestions can you make that would help to sustain academic programmes in your school?

10 In what ways would you like stakeholders like the government to assist in making non-formal school programmes acceptable so that their pupils can be integrated easily into regular schools?

11 What major differences do you notice in how you run the school compared to non-formal schools? Use the titles as a guideline

   (a) Curriculum and instruction

   (b) Managing business and finances

   (c) Teaching staff

   (d) Managing pupils

   (e) Use and availability of resources

12 What recommendations can you make that would lead to improving teaching/learning programmes in non-formal schools?
APPENDIX III

TEACHER (NON-FORMAL)

Kindly indicate the correct answer by ticking (✓) beside the item or filling in the spaces provided.

1. Your gender
   (i) Male (  )
   (ii) Female (  )

2. Academic qualification
   (a) Diploma in education (  )
   (b) SI (  )
   (c) PI (  )

Any other – Explain

3. Please indicate the number of years you have done classroom teaching
   1-5 years (  )
   5-10 years (  )
   10-15 years (  )
   More than 15 years (  )

4. The students in your class are
   Girls (  )
   Boys (  )
   Mixed (  )

5. On average are the pupils of the class you teach the right age for that class, according to Ministry of Education guidelines?
6 Do the ages compare favourably with their counterparts in regular schools in Kibera area?

Yes ( ) No ( )

Explain

7 Make general comments about the progress of learning of these pupils.

8 How have you addressed problems related to the teaching learning process in the classroom?

9 What are the positive effects of Free Primary Education on your classroom teaching?

10 What are the negative effects of Free Primary Education on your teaching?

11 In what ways would you like stakeholders like the government to assist in making non-formal schools accepted by all?

12 What recommendations can you make to improve teaching/learning programmes in non-formal schools?

13 What suggestions can you give that would help to harmonize formal and non-formal schooling so that pupils from your school can easily be integrated in formal schools?
APPENDIX IV

TEACHER FORMAL

Kindly indicate the correct answer by ticking (✓) beside the item or filling in the spaces provided.

1. Your gender
   (i) Male ( )
   (ii) Female ( )

2. Academic qualifications
   Post Graduate Diploma in Education ( )
   Bachelor of Education ( )
   Diploma in Education ( )
   SI ( )
   PI ( )
   Any other – Explain

3. Please indicate the number of years you have done classroom teaching
   1-5 years ( )
   5-10 years ( )
   10-15 years ( )
   More than 15 years ( )

4. The pupils in your class are
   Girls ( )
   Boys ( )
   Mixed ( )
5. How many pupils do you have in your class?

6. On average are the pupils of the class you teach the right age for that class, according to Ministry of Education guidelines?

7. Make general comments about the progress of learning of these pupils.

8. What are the challenges or problems you face as the classroom teacher, in the process of teaching? Use the titles as guidelines

   (a) Attendance of school
   (b) Books (text and exercise)
   (c) Homework
   (d) Use of teaching aids

9. How have you addressed problems related to the teaching learning process in the classroom?

10. Do you have access to a teacher’s resource centre from where you can get material on the current issues in education?
    Yes ( ) No ( )
    Explain

11. What are the positive effects of Free Primary Education on your classroom teaching?

12. What are the negative effects of Free Primary Education on your teaching?

13. What recommendations can you make to improve teaching/learning programmes in schools?

14. What suggestions can you give that would help to harmonize formal and non-formal schooling so that pupils from non-formal schools can easily be integrated in formal schools?
APPENDIX V

OWNER'S QUESTIONNAIRE

1 What was the rationale or reason for starting the school?

2 Please give a brief history of the school. Include details such as when it started and how much it has grown so far.

3 Please indicate how many teaching staff you have in your school.

4 How many children in total are enrolled in your school?

5 What is the curriculum offered at the school?

6 Are there any vocational courses offered at your school?
   Yes ( ) No( )
   Explain

7 How do you obtain learning materials for the school? Donors, well-wishers and purchases.

8 How do you recruit your teachers?

9 How many pupils does your school register for the KCPE exam? About 20

10 Do you register pupils for the KCPE exam every year?
   Yes ( ) No ( )
   Explain

11 This is the third year in a row

12 Is there any follow up on these pupils to confirm how many of them proceed to secondary school?
   Yes ( ) No ( )
   Explain
13 Do you receive any government support in the process of running your school?
Yes ( ) No ( )
Explain

14 Do you receive any other support towards running the school?
Yes ( ) No ( )
Explain

15 How do you decide on the amount of fees to charge?

16 Do you have a school-feeding programme at your school?
Yes ( ) No ( )

17 Who supports it? Explain

18 What are some of the challenges or problems you face in the management of the school? Use the guidelines for your answers
(a) Staffing
(b) Obtaining teaching materials
(c) Space
(d) Retaining pupils
(e) Motivating staff
(f) Keeping updated with issues in education
(g) Dealing with parents

19 How have you tried to overcome these challenges?

20 What steps are owners of non-formal schools in Kibera area taking to help them manage their schools better?

21 Explain a briefly the role of Lang’atta Non-formal Schools Association.
22 In your opinion, how do people in general view non-formal schools?

23 What suggestions can you make that would help improve learning in non-formal schools so that pupils can be easily integrated into formal schools?

24 In what ways would you like stakeholders like the government to assist owners of schools become more efficient in the management of these schools?
APPENDIX VI

FORMER PUPIL FOCUS GROUP DISCUSSION

State your age and gender

What did you study while at NFS?

Were there any other courses offered?

Yes (✓) No ( )

How do you feel about having attended NFS?

How do other people view you for having attended NFS?

Would you send your child to NFS?

Did your gender contribute to your attending NFS?

What is your feeling about fees in NFS and free education in formal schools?

What are the problems you suffered while at NFS?

from your experiences, in what way can learning be improved in NFS?

Are you in a secondary school now?
APPENDIX VII

CHIEF QUESTIONNAIRE

For the record, please state your name and area of jurisdiction.

1. How long have you been chief of Kibera?

2. To what extent are you involved in matters of education in this area?

3. What are the major problems of the Kibera people when it comes to education?

4. How are you addressing these problems?

5. Are there any government officials that you work with who deal with issues of education?

6. What effort is the government putting in place to deal with the issue of non-formal schools?

7. How did the implementation of free education policy affect the non-formal schools in your area?

8. As chief of the area what recommendations can you make that would help pupils from non-formal schools be integrated into formal schools more smoothly?

9. What suggestions can you make that would lead to better acceptance of non-formal education?

10. What alternatives would you recommend for those pupils who drop out of non-formal schools or fail to continue to secondary school?

11. In your opinion what can stakeholders such as the government or parents do to help improve the quality of non-formal education?
APPENDIX VIII

MINISTRY OF EDUCATION INTERVIEW SCHEDULE

1. Give a brief history of the growth and dev of non-formal schools in Nairobi - Kibera

2. Is there a record to show exactly how many of these schools actually exist?

3. What are the conditions to be fulfilled in order to start these schools?

4. What is the government doing in order to improve the quality of education offered by these schools?

5. How does government ensure that these school stick to the curriculum?

6. Is there any form of inspection carried out in these schools?

7. What are some of the challenges the government faces in dealing with non-formal schools?

8. How are these challenges being addressed?

9. There appears to be a conflict of interest in the way non-formal schools are run like formal schools yet the learning conditions are quite different. Explain (ideally non-formal schools should be for acquiring basic skills in literacy numeracy and artisan, not for giving h/w etc)
APPENDIX IX

MINISTRY OF CULTURE INTERVIEW SCHEDULE

1. Give a brief history of the growth and dev of non-formal schools in Nbi-kibera

2. Is there a record to show exactly how many of these schools actually exist?

3. What are the conditions to be fulfilled in order to start these schools?

4. Once the schools are registered, is there any follow up from the culture min on the activities of the school?

5. What is the government doing in order to improve the quality of education offered by these schools?

Tape recording findings

From the interviews held the interviewees raised the following issues.

Schools started by women groups; churches well-wishers and communities as a means of keeping the children of the street while at the same time learning how to read and write. With time the schools grew and became established.

The issue of abject poverty

Most of the pupils came from broken homes; were abandoned by their care takers; were exposed to both physical and verbal abuse; the issue of sexual abuse was mentioned several times but they were not willing to discuss it because of the associated stigma; very many of these pupils are AIDS orphans:

Very few of them can afford to pay the little school fees (between Ksh 50-ksh800 per term) due to the levels of poverty. Flexible terms of payment are used.

School fees charged solely for maintenance purposes and to pay teachers salaries
Food as a basic necessity was a luxury to many of these pupils. They generally survived on one meal a day. Thus the need for school feeding programmes in most non-formal schools.

Books—many pupils cannot afford to but books; the school can only afford to but the teachers copy. Teaching is difficult and homework is a major issue that need to be addressed.

Materials to supplement learning lack in non-formal schools

Most schools teach an extra day—Saturday morning ad weekdays school end at 5pm or 6pm

Co-curricular activities are almost non-existent in the non-formal school due to space constraints.

There are no permanent buildings because the land belongs to the government. All the schools are built of mud, wood or corrugated iron sheets. The schools are generally run down.

Health issues need to be addressed. Few schools have running water or adequate toilets. Being in a slum, the toilets are shallow therefore full. There are very many children squeezed in tiny spaces. Spread of airborne diseases is rampant especially in cold, wet weather

Those pupils with sponsors have a better life and better chances after finishing primary school.

Schools register as few as 7 candidates for KCPE yet there are at least 40 pupils in the lower classes. This suggests a very high dropout rate.

Peer pressure from those who have dropped out of school is intense. This is a really bad influence on those who are trying to complete the primary school cycle.

One of the major causes of dropout is the age. Due to inconsistent learning, pupils are seventeen or eighteen by STD 6,7 or 8. They feel they are too old to be in school.

Early pregnancy leading to early marriage from STD 6.

Disillusionment around is almost tangible. Even those running schools do not seem to have much hope. They believe they are just slum people.

No assistance whatsoever from the Ministry of Education. Non-formal school programmes depend on their own efforts.
All the schools were mixed boys and girls.

All schools recruit their own teachers (untrained)- qualifications range from STD 7 dropouts to form four leavers.

Have now formed The Lang’atta Non-formal Schools Association through which to speak as one voice from the NFS

No one seems to know how many schools there are exactly

Many pupils do not continue to the secondary school due to fees restraints. Many look for employment to give financial support to the family.

Many owners want policies out in place to streamline the management of non-formal schools same as government schools.

Where no vocational training courses are offered most heads of schools and teachers keep in touch with churches, volunteer groups and well wishers with the aim of recommending a bright but poor child for further schooling or training.

Teacher turnover in schools quite high due to the low pay.
8th July, 2005

All Headteachers,
City Council Primary Schools
NAIROBI

RE: RESEARCH AUTHORITY

This is to certify that Joan S. Kwachi of Kenyatta University is authorized to visit Council Schools for the purpose of carrying out a research titled "Challenges faced by non-formal schools in an effort to harmonise with formal schools in Kibera area".

Therefore you are instructed to facilitate this important study in your schools.

F. L. SONGOLE
CHIEF ADVISOR TO SCHOOLS
For: DIRECTOR OF CITY EDUCATION

C.c All Divisional Advisers
TO WHOM IT MAY CONCERN:

This is confirm that

JOAN SHINGAMBEIN MWACHI

of Reg. No. 

E541015703

is a student of Kenyatta University

undertaking MASTER IN EDUCATION

degree programme.

Any assistance offered will be appreciated.

Thank you.

Yours faithfully,

PROF. HENRY O. AYOT
DIRECTOR, SELF-SPONSORED PROGRAMMES