

**CHALLENGING FACINO STREET EDUCATION IN ASSESSING BASIC PRIMARY
EDUCATION OPPORTUNITIES; A CASE STUDY OF NAIROBI REGION, NAIROBI
COUNTY:**

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ABSTRACT

The street children phenomenon is a major human development problem that is experienced all over the developing world. A major cause of this phenomenon in Kenya is the lack of access to basic education, and drop out due to poverty and the harsh effects of structural adjustment programmes. To bridge the existing access gap in Kenya, a variety of non-formal education (NFE) programmes have been started. The Undugu Society of Kenya (USK), established by Arnold Grol in 1973, is arguably the most well established institution that endeavors to address the plight of street children through education (non-formal) and training. However, it has not had a very noticeable impact on the magnitude of the problem. Potential for such an impact seems to lie in the domain of collaboration with other non-governmental organizations (NGOs) and education providers. This study evaluated the role of USK in providing education to street children, with a view to highlighting lessons for replication by other groups wishing to establish similar projects, allowing them to benefit from Undugu's experiences, strengths and weaknesses. The descriptive survey design will be used in the study. The sample will comprise all four of the Undugu Basic Education Programme (UBEP) schools, the USK education and training co-ordinator, all of the 30 teachers in the schools and 200 of their learners. The study will employ the purposive sampling technique in selecting the sample. Data to answer the research questions will be collected mainly through questionnaires and interviews. Some of the findings made in this study will include the fact that one of Undugu's major achievements is that it provides an alternative form of basic education to children who are not able to take part in the formal system. Taken as a whole, Undugu has accommodated a total of about 5,152 learners since the inception of the Basic Education Programmes, of whom 2,270 (44.1 per cent) were girls and 2,882 (55.9 per cent) boys. All these learners were either school drop-outs/push-outs or had never enrolled in school at all. To attain their mission, Undugu employed 30 teachers, 29 of whom are trained. The Teachers' Service Commission (TSC) deployed 10 of these teachers. To further improve the quality of the education offered, Undugu provides quite a number of teaching -learning resources - for instance once a learner has been admitted, he or she is provided with 11 exercise books, a geometry set, a ruler and a bag. The UBEP schools are situated within the slums so that the children can be easily reached before they become 'of the street'.