

Education Access and Retention for Street Children: Perspectives from Kenya

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Abstract

Human beings and specifically in African societies value children for they determine the communities' future and place them at the centre of their family life. Over the decades, governments have recognized the importance of children in their development efforts and have devoted considerable resources to child development especially in education and health. In Kenya, Free Primary Education (FPE) led to significant increase in primary school enrolment. Among the children who were enrolled in school were Street children but many more children are once again on the streets. Such children end up roaming the streets, deficient of adult supervision and engage in activities majorly to themselves and the society. The major objective of the study on which this paper is based was to determine the learning needs of street children in Kenya. A survey research design was adopted for the study. The study was conducted in Nairobi County targeting 320 street children living in the streets and those found in rehabilitation centres. A total of 33 street children and 20 in rehabilitation centres were sampled and studied. It was established that quality accelerated education delivered through a relevant curriculum would enable such children lead a decent life and contribute to national development. An appropriate curriculum was recommended for this special category of learners.

Keywords: Street Children, Curriculum, Education, Access and Retention

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