

Support to Children's Education in the Urban Slums of Nairobi: Community and Parents' Perceptions with an Expanded Phase of an Education Intervention Program

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Abstract

The objective of this paper is to examine the perceptions of community elders and parents on their roles regarding support to their children's education. Data come from the qualitative component of a baseline survey conducted in Korogocho and Viwandani, two urban informal settlements in Nairobi, Kenya. Data were collected in April-May 2016 through in-depth interviews, key informant interviews and focus group discussions. Results demonstrated that community elders internalized their role as the face of government in their respective communities, and enforced the implementation of education policies on behalf of all children. The community leaders also saw as part of their role the need to encourage parents to be active participants in their children's education. Female parents with boys in the program perceived that parental monitoring and follow-up was important to ensure that their children attended school, and completed work assigned by the teachers, more so in Korogocho. Overall, parents recognized the importance of the role they played in their children's education. This is a good entry point as parental support will ensure the success and sustainability of the intervention to improve educational outcomes for children, which in turn will help their children navigate the challenging period that adolescence presents.

Keywords: Community, Parents, Support, Education, Urban, Interaction, Teachers

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